

Danish Red Cross Programming Guide Protection & Social Cohesion



2015

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Introduction

Rationale

The purpose of the document is to provide operational support through which the Danish Red Cross (DRC) can deliver on its strategic ambitions related to protection and social cohesion as defined in the 2015-2020 International Strategy. The protection and social cohesion elements of the international strategy will work in conjunction with the other strategic ambitions of resilient communities, empowered civil society and local to global support to humanitarian action, in order to achieve DRC's global goals of ensuring respect for RCRC's mandate and International Humanitarian Law; psycho-social well-being; and a culture of non-violence.

A culture of non-violence at the inter-personal and community level is a key element in promoting social cohesion and preventing violence and abuse. Fear, anxiety, and loss of hope, fuel social tensions and conflict in many of the places DRC works. DRC employs advanced psychosocial work to strengthen people's ability to cope with crisis and strengthen supportive and positive social mechanisms.

DRC will reduce the risk and extent of harm to populations by seeking to minimise threats of violence, as well as enhancing the capacity of individuals and communities to secure their safety and dignity. DRC will do this by supporting partner national societies' communities to create a safe and protective environment that prevents or mitigates violence.

This programming guide will also provide guidance to ensure that DRC programs can deliver on the ambitions of the SPHERE Standards, particularly the Humanitarian Charter and the Protection Principles of the SPHERE Standards.

The International Strategy

Danish Red Cross' 2015-2020 International Strategy recognises protection¹ and social cohesion² as one of its four strategic ambitions. Within this strategic ambition, DRC identifies three global goals: respect for RCRC mandate and IHL; Psychosocial wellbeing; and the promotion of a Culture of non-violence. Strengthening protection and social cohesion will undoubtedly ensure gains are made within these areas: as individuals and communities are better protected and enjoy stronger social cohesion, their vulnerability reduces and their

¹ Protection is seen as activities that *"ensure that authorities and other actors respect their obligations and the rights of individuals in order to preserve the safety, physical integrity and dignity of those affected by armed conflict and other situations of violence"* (ICRC Protection Policy, 2008)

² Social cohesion is *"the quality of relations within and between groups in society – [which] is central to prevention of conflict and violence, particularly in fragile contexts"* (DRC International Strategy 2015-2020)

resilience increases. Thus interventions that specifically target the strengthening of protection and social cohesion are vital in their own right.

However, the strategic ambition of protection and social cohesion has important implications for each of the remaining three strategic ambitions and should therefore be integrated into other programmatic interventions to: a) ensure that non-protection or social cohesion interventions, such as a community-based health programme, maximises its protective and cohesive potential, as well as ensuring they do no harm; and b) because a protective environment and a cohesive community can more easily achieve the strategic ambitions of more resilient communities or strong civil societies.

Protection and Social Cohesion and Vulnerability and Resilience

The strengthening of protection and social cohesion has positive impacts on vulnerability and resilience. This is because as individuals and communities are better protected and enjoy stronger social cohesion, their vulnerability reduces and their resilience increases. Therefore, the mainstreaming of protection and social cohesion across DRC programming sectors is vital not only in strengthening protection and social cohesion, but also in resulting in better programming outcomes across all of DRC's programming. However, this requires a more nuanced understanding of vulnerability, risk and resilience.

An adapted understanding of IFRC's 2020 strategy characterisation of a safe and resilient community that integrates protection and social cohesion would posit that:

- √ A safe and resilient community has the ability to assess, manage and monitor natural and man-made risks. Understanding of risks should be extended beyond natural disasters to include violence and conflict risks and protection needs as such risks and needs can heavily impact on the resilience of individuals and communities.
- √ A safe and resilient society is organised with voice given to all and the priorities of all taken into account. For an organised society to contribute to safety and resilience it must be socially cohesive. It must work in cooperation with all elements of the society to ensure universal and group specific problems and protection needs are identified, priorities established and action taken, rather than being organised for the benefit of some groups and not others. Moreover, with greater cooperation and communication (social cohesion), a society will be better able to prepare, respond and recover more effectively.
- √ A safe and resilient community has infrastructure and services that all can access. Where access to strong housing, transport, power, water and sanitation systems, among others, is discriminatory, tensions will exist, social cohesion will be limited and the community will be more vulnerable to man-made risks including violence and conflict, hence increasing protection concerns and reducing its resilience.
- √ A safe and resilient community has economic opportunities that are available for all.

Where economic opportunities exist for some and not others increased risks of violence, and conflict are evident, and protection concerns increase. For a community to be safe and resilient it must ensure all, especially the most vulnerable, have access to economic opportunities and are flexible, resourceful and have the capacity to accept uncertainty and respond (proactively) to change

- √ A safe and resilient community can manage its natural assets to ensure their sustainability and the equality of their use. The ability for a community to value and protect, enhance and maintain its natural resources is critical and is becoming more so. Trend analysis indicates violence and conflict over natural resources (water, land, forests etc.) will increase as demand increases, and thus their management should not only consider scientific sustainability, but also societal need.
- √ A safe and resilient community is connected internally and externally. Relationships are central to resilient communities and social capital should be enhanced both within the community and between other communities. A wider supportive environment should begin with some ability to support, and be supported by, other members of the community, and extend to connections with external actors who provide, and are provided, support when needed.

Consequently, it is important to broaden our understanding of vulnerability, risk and threat to include an appreciation of the way in which the vulnerability, risks and threats people face can be exacerbated by others. This will facilitate a consideration of protection and social cohesion when engaging in interventions within both a developmental and disaster management and relief setting and will ensure: a) that such interventions maximise the protective and cohesive benefit they can have, as well as ensuring they do no harm; and b) that such interventions maximise their intended impact through the greater wellbeing and cooperation of individuals and communities as a result of being better protected and cohesive.

Methodology

The process for the development of this document began in mid-December 2014 with the hiring of an international consultant to conduct the work, and was completed mid-June 2015. It began with a round of communication with relevant sector advisors and staff including DRC HQ, DRC field personnel, national societies, IFRC, ICRC and other INGOs to discuss the concept, address concerns and generate ideas for the process. A desk review of relevant internal and external documents then took place (see bibliography).

An initial visit to Copenhagen by the consultant took place in February 2015. During this visit the wide parameters of the study were refined through detailed consultation with relevant resource persons including desk offices and the senior programme coordinator, advisors in International Support (IS), relevant staff from the National Department, PS Reference Centre staff, the heads of International Programmes, Disaster Management and International Support and external INGO staff. At this time a reference group was established with staff

from across DRC and the IFRC (including the PS Reference Centre) in order to guide the process.

Three field visits to Pakistan, Lebanon and Kenya were conducted in March and April 2015. In Pakistan, field sites in the Swat Valley and Kashmir were visited, along with meetings in Islamabad. In Lebanon, field sites in Tripoli, Hermel and Balbeck were visited, in addition to meetings in Beirut. In Kenya, field site visit and meeting were held in Nairobi. During these visits consultations with various stakeholders were held including: relevant DRC senior management and delegates, national society staff and volunteers, IFRC staff, ICRC staff, DRC partners, local government, local civil society and community beneficiaries. Research techniques included key informant interviews (KII) and focus group discussion (FGD). All techniques sought to contribute to an answering of the three research questions that framed the work:

- How can DRC best work with social cohesion, conflict sensitivity and protection?
- How can DRC best address violence (particularly SGBV, inter-personal and communal violence)?
- How can existing tools, guidelines and experiences be used to support efforts in social cohesion and our work with violence?

Based on the various consultations conducted throughout the course of the study a draft of this document was developed and was field-tested with DRC and the Zimbabwe Red Cross Society (ZRCS) in Harare in June 2015.

Working Definitions of Relevant Terms

There is an abundance of literature on the terms or concepts utilised in this project and thus before engaging with these various conceptual elements it is important to provide working definitions that will serve as the definitions utilised within the project. These are as follows:

Key Terms

Danish Red Cross Working Definition of Protection

The protection approach of DRC aims to prevent or respond to violence, whether in times of peace or conflict, and seeks to promote the survival, safety and dignity of people based on their priorities and strategies for coping with violence.

Danish Red Cross Working Definition of Social Cohesion:

DRC utilises America Red Cross' application of social cohesion in its Community Mobilisation framework in which social cohesion is defined as **the willingness of members of a society to cooperate with each other in order to survive and prosper**³. The four components of social cohesion are: (1) a common vision and a sense of belonging for all in the community/ies, (2) an appreciation and value of people from diverse background and circumstances, (3) similar

³ Villatoro, P. (2007). *A system of indicators for monitoring social cohesion in Latin America*. Santiago de Chile. United Nations

life opportunities for all the members of the community and (4) fostering strong and positive relationships between people from different backgrounds in the neighbourhoods.

Associated Terms

Gender ([as used by the International Federation of the Red Cross Red Crescent Societies \(IFRC\)](#)):

Gender is a concept that describes the socially-constructed differences between females and males throughout their life cycles. Gender, together with factors such as age, race and class, influence, *inter alia*, the expected attributes, behaviour, roles, power, needs, resources, constraints and opportunities for people in any culture. Gender is also an analytical tool that allows us to achieve a better understanding of factors of vulnerability with a view to more appropriately responding to need.

Gender-based violence (GBV) is an umbrella term for any harmful act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to a woman, man, girl or boy on the basis of their gender. GBV is a result of gender inequality and abuse of power. GBV includes but is not limited to sexual violence, domestic violence, trafficking, forced or early marriage, forced prostitution, sexual exploitation and abuse and denial of resources, opportunities and services.

Violence ([as used by the IFRC](#)):

“The use of force or power, either as an action or omission in any setting, threatened, perceived or actual against oneself, another person, a group, a community that either results in or has a high likelihood of resulting in death, physical injury, psychological or emotional harm, mal-development or deprivation.”

Self-directed violence ([as used by the IFRC](#)):

“*Violence by an individual against oneself*. It is subdivided into suicidal behaviour and self-abuse. Suicidal behaviour includes suicidal thoughts, attempted suicides and completed suicides. Self-abuse covers self-mutilation and substance abuse or misuse.”

Interpersonal violence ([as used by the IFRC](#)):

“*Violence that occurs between individuals*. Interpersonal violence occurs between people who know each other; it can occur in homes, schools, workplaces and institutions. Examples include child abuse, bullying and harassment, family violence, and abuse of the elderly.”

Community violence ([as used by the IFRC](#)):

“A type of interpersonal violence, that takes place at the community level, (e.g. in urban settings) between people who may or may not know one another. Common forms of community violence include gang violence, violence by supporters of sports teams, mob attacks and sporadic crime.”

Collective violence ([as used by the WHO](#)):

“The instrumental use of violence by people who identify themselves as members of a group - whether this group is transitory or has a more permanent identity - against another group

or set of individuals, in order to achieve political, economic or social objectives.” Examples include genocide, warfare, and terrorism.

Structural violence ([as first defined by Johan Galtung](#)):

Structural and institutional conditions that stop individuals, groups and societies from reaching their full potential and making them more vulnerable and at-risk to violence, e.g. poverty, patriarchy, racism, caste systems etc.

Sexual violence ([as used by the WHO](#)):

“Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person’s sexuality, using coercion, threats of harm or physical force, by any person regardless of relationship to the victim, in any setting, including but not limited to home and work”. It can include rape, sexual slavery and/or trafficking, forced pregnancy, sexual harassment, sexual exploitation and/or abuse, and forced abortion.

Vulnerability ([as used by the IFRC](#)):

The diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard. The concept is relative and dynamic. Vulnerability is most often associated with poverty, but it can also arise when people are isolated, insecure and defenceless in the face of risk, shock or stress.

Resilience ([as used by the IFRC](#)):

“The ability of individuals, communities, organisations, or countries exposed to disasters and crises and underlying vulnerabilities to: anticipate, reduce the impact of, cope with, and recover from the effects of adversity without compromising their long-term prospects.”

Conflict ([as used by the Berghof Foundation](#)):

“A conflict is a clash between antithetical ideas or interests – within a person or involving two or more persons, groups or states pursuing mutually incompatible goals. Like all social phenomena, conflicts are usually complex and may emerge on different levels. Some are primarily intra-personal, while others are inter-personal, and there are conflicts across all layers of society. Since conflict is a social phenomenon, it is an inevitable part of human interaction. The role of conflict as a driver of social change can be considered to be constructive if the conflicting parties acknowledge the legitimacy of different interests and needs of all actors involved.”

It is important to consider conflict for two key reasons: one, much of DRC’s programming occurs in contexts with some level of conflict; two, conflict should not only be seen as armed conflict between countries or insurgency forces and government forces. It is in fact apparent in everyday life and so any work with violence prevention, even self-directed, necessitates an understanding of conflict.

Do No Harm (DNH) ([as defined by the Conflict Sensitivity Consortium](#)):⁴

“An approach that recognizes the presence of ‘dividers’ and ‘connectors’ in conflict. It seeks to analyse how an intervention may be implemented in a way that supports local communities to address the underlying causes of conflict rather than exacerbating conflict.”

Programming Guidelines Structure

The programming guidelines are designed and constructed in such a way that readers can engage with various parts of the guidelines at different times if required. Whilst the reader would benefit from, and is certainly to engage in, a thorough reading of the document, it is possible to engage with parts and sections that are most applicable. For that reason, some overlap between different sections may occur in order that they are clearly understood by a reader who is not yet engaging with the entire document.

The programming guidelines follow the structure as described below:

1. Part One: Working with Protection and Social Cohesion

Part one comprises of a deeper consideration of the protection and social cohesion concepts and identifies core principles that can inform the work that DRC engages in relating to these concepts. It seeks to provide readers with a greater understanding of protection and social cohesion in order that they will more easily identify the applicability of the concepts to their work, and provide general mainstreaming guidance.

2. Part Two: Guiding Principles for Work in Protection and Social Cohesion

Part two, based on a widespread literature review and practical experience, identifies the key principles that should guide work with protection and social cohesion. These principles should inform the design and implementation of integrated and stand-alone programming. Part two also sets out the theory of change for the achievement of DRC’s strategic ambition of working with protection and social cohesion. Such theories of change can also be helpful tools when writing applications.

3. Part Three: Protection and Social Cohesion in the Country Strategy Process

Part three is concerned with mainstreaming protection and social cohesion into the country strategy development process. It does this by providing inputs into DRC’s Country Strategy Development guidelines, as well as providing guidance on DNH compliance and linking protection and social cohesion to risk management.

4. Part Four: Protection and Social Cohesion in Assessments

⁴ A RCRC reference for the DNH approach is the "Better Programming Initiative" by the IFRC: <https://www.ifrc.org/en/what-we-do/disaster-management/preparing-for-disaster/disaster-preparedness-tools/better-programming-initiative/>

Part four provides guidance as to how protection and social cohesion can be mainstreamed and integrated into DRC's existing assessment tools and process, as well as detailing how assessments should be conducted to ensure protection and conflict sensitivity

5. Part Five: Protection and Social Cohesion in the Design Process

Part five delivers practical advice to ensure protection and social cohesion are mainstreamed and integrated into the design of sectoral programming. This is done through inputs into existing DRC tools accessible on the DRC International Platform, and through additional considerations that should be made in the design process

6. Part Six: Protection and Social Cohesion in Programme Implementation

Part six provides practical guidance for the mainstreaming and integration of protection and social cohesion into DRC programme implementation across key sectors including organisational development, health (CBHFA, WASH and PSS) and disaster management (DRR, Early Warning and Disaster Response).

7. Part Seven: Protection and Social Cohesion in Monitoring, Evaluation and Learning

Part seven provides guidance as to how protection and social cohesion can be mainstreamed and integrated into DRC's existing monitoring, evaluation and learning tools and process, as well as detailing how these processes should be conducted to ensure protection and conflict sensitivity

8. Part Eight: Protection and Social Cohesion Tool Box

Part eight provides information on a variety of tools that can be applied by integrating into other programming, or combining to develop stand-alone programming. Section one briefly discusses the key, protection and social cohesion issues DRC comes across in the context in which it operates and cross-references the applicable tools in the toolbox to each key issue. The section provides details on the tools, including a summary of the tool, and indication of best fit for DRC, a brief theory of change linking it to the DRC international strategy and the broader theory of change as developed in part one, and a cross-reference to the various issues DRC encountered.

Part One:

Working with Protection and Social Cohesion

Introduction

This part of the guidelines seeks to provide readers with a greater understanding of protection and social cohesion in order that they will more easily identify the applicability of the concepts to their work.

This part opens by considering the difference between mainstreaming, integration and stand-alone programming, and what this might mean for working with protection and social cohesion.

It then goes on to unpack the concept of protection, including providing a broader definition of the terms and linking development and humanitarian assistance to relevant international standards on protection, before then examining protection related activities and how they may fit with the work of DRC.

After this follows a discussion of social cohesion, which further defines the concept before introducing the Do No Harm and Conflict Sensitivity approaches and their relevance for working with social cohesion. This section then discusses mainstreaming social cohesion into DRC programming before concluding with some insight into the key programming consideration that should be made.

Mainstreaming, Integration and Stand-Alone

Danish Red Cross can engage with work in the areas of protection and social cohesion in three key ways: mainstreaming, integration and stand-alone programming. Each of these working practices provides specific benefits and may be more applicable at different times, in different contexts and with differing interventions. However, there is often confusion regarding the terms mainstreaming and integration, which are often incorrectly used interchangeably.

Mainstreaming refers to the practice of ensuring a specific issue or concept is prioritised within all programming and areas of programming in order that interventions have positive derivative impacts for that issue or concept. Mainstreaming often relates to crosscutting issues such as gender or climate change. Within these guidelines, mainstreaming refers to concrete actions that can be taken to ensure that protection and social cohesion are incorporated into all aspects of the programme cycle across all sectors. This will ensure all programming is sensitive to protection and social cohesion concerns and does not cause a further aggravation of these concerns. Moreover, programming will, where possible, take active measures to strengthen protective outcomes and work to enhance social cohesion.

The process of mainstreaming requires tangible commitment to the process from all levels of the organisation in order that the specific issue or concept is adopted in all aspects of the programme cycle (assessments, design, implementation and monitoring, evaluation and learning), as well as staff and volunteers demonstrably engage with the issue in terms of

their attitudes and behaviour. In actuality this will result in small changes to existing practices, the *'how we do things'* rather than the *'what we do'*. An example of this could be a slight change in assessment question to reflect an identified protection concern:

- Non-mainstreamed question: “How will programme beneficiaries access NFI’s?”
- Protection mainstreamed question: “How will programme beneficiaries access NFI’s safely and equally according to need?”

Integration refers to the practice of addition of specific activities or projects into larger programmes. The overall programme objective will remain the same although new sub-objectives, and subsequent strategies and activities for the achieving of this sub-strategy, may be developed. An integrated approach would see a continuation of all previously planned interventions, with the addition of a new element that would be linked to the broader objective of the programme.

The integration of protection and/or social cohesion into existing or planned programming could be achieved through specific additions made at various points of the programme cycle, such as specific protection or social cohesion related questions in an assessment or baseline or indicators into a log frame, or it may involve specific activities or modules being included in broader programming, for example, the delivery of a psychosocial support (PSS) component of a health programme.

Stand-alone programming refers to the development of specific interventions targeting an identified protection and/or social cohesion need. Such programming would be independent of other sectoral programming. This approach would entail a comprehensive intervention comprised of a distinct needs assessment and the development of programmatic objectives and a range of activities specifically aimed at addressing the identified protection and/or social cohesion issue.

Protection Unpacked

Defining protection

The protection approach of DRC aims to prevent or respond to violence, and seeks to promote the survival, safety and dignity of people. It is therefore important to keep in mind that the protection approach can be applied equally to situations of armed conflict as well as to address violence in the community or within the family in a non-traditional conflict setting.

The general definition of protection as defined by the Inter-Agency Standing Committee and the ICRC is:

“Protection aims to ensure that authorities and other actors respect their obligations and the rights of individuals in order to preserve the safety, physical integrity and dignity of those affected by armed conflict and other situations of violence. Protection includes efforts to

prevent or put a stop to actual or potential violations of IHL and other relevant bodies of law or norms. Protection relates firstly to the causes of, or the circumstances that lead to, violations – mainly by addressing those responsible for the violations and those who may have influence over the latter – and secondly to their consequences. This definition of protection also includes activities that seek to make individuals more secure and to limit the threats they face, by reducing their vulnerability and/or their exposure to risks, particularly those arising from armed hostilities or acts of violence.”

International standards on protection & SPHERE Project

The [Sphere Project](#) – or ‘Sphere’ –, initiated in 1997 by a group of humanitarian non-governmental organisations (NGOs) and the RCRC movement, has the aim of improving the quality of organisation’s actions during disaster response and to increase the accountability of those actions. Sphere’s philosophy is based on two core beliefs: first, that those affected by disaster or conflict have a right to life with dignity and, therefore, a right to assistance; and second, that all possible steps should be taken to alleviate human suffering arising out of disaster or conflict.

For the purpose of these guidelines the point of departure for protection are the standards set out by SPHERE. This is to ensure that the recommendations are valid also in emergency settings and to have the widest possible applicability to contexts, national societies and programs. This does not preclude at all the vast RCRC related declarations and resolutions, UN General Assembly resolutions and other standard-setting material, such as the various guidelines developed by the [Inter-Agency Standing Committee](#). It is also important to note, that the SPHERE Protection Principles essentially recognises a *rights-based approach* and applying these standards will therefore also operationalise commitments to a rights-based approach.

The [revised 2011 edition of the Sphere Handbook](#) includes a chapter on protection ([Protection Principles](#)) and identifies the four key principles that inform all humanitarian action and are common to protection mainstreaming, integration and stand-alone protection programming:

1. Avoid causing further harm as a result of your actions
2. Ensure people’s access to impartial assistance
3. Protect people from physical and psychological harm due to violence and coercion
4. Assist with rights claims, access to remedies and recovery from abuse.

Two further sets of standards have been designed for protection mainstreaming:

[Minimum standards for Protection Mainstreaming](#): These standards provide concrete guidance on how to mainstream protection in the assessment, design, implementation, monitoring and evaluation of humanitarian programs, projects and activities.

Minimum Standards for Protection Mainstreaming (Core standards)

1. Prioritise safety

2. Dignity, participation and diversity
3. Support right claims
4. Prioritise the most vulnerable
5. Respond safely and ethically to rights-abuses

The [Global Protection Cluster \(IASC\)](#) has also developed 4 principles for protection mainstreaming consistent with the SPHERE Standards.

1. Prioritise safety and dignity
2. Meaningful access
3. Accountability to beneficiaries
4. Participation & Empowerment

Finally, the IFRC has recently launched the [IFRC DAPS Framework](#) supporting the promotion of dignity, access, participation and safety into RCRC programs. The DAPS Framework builds on the core protection principles of SPHERE and the Core Humanitarian Standards.

For dedicated or stand-alone protection activities, the ICRC [Professional Standards for Protection Work](#), reflect shared thinking and common agreement among humanitarian and human rights actors (UN, NGOs and the RCRC movement) who implement dedicated protection programs. These standards were adopted through a broad consultation process led by the ICRC. A revised edition has been launched in April 2013, with new standards regarding Monitoring and Evaluation, relations with multinational Peace Operations, and data protection and the use of new technologies.

Mainstreaming, integration and stand-alone

As a minimum and based on the SPHERE standards and our commitment to the rights-based approach, DRC is committed to mainstream protection in our activities. The mainstreaming of protection maximises the protective impact of programming through ensuring that programme activities target the most vulnerable and enhance safety, dignity, and promote and protect the human rights of beneficiaries without contributing to or perpetuating discrimination, abuse, violence, neglect and exploitation. This particularly relevant for programming in disaster management where vulnerabilities can change as the result of a disaster.

Types of protection activities

Protection interventions work at various levels whether they are integrated or stand-alone. The [IASC](#) and the ICRC put forward three key spheres of action: Response, remedial or environment-building (preventive).

“The most immediate sphere of action is closest to the victims and the pattern of abuse to which they are subjected. This sphere demands a range of **responsive action** that aims to **stop, prevent or alleviate** the worst effects of the abuses.

Moving further outwards, the second sphere is more restorative and is concerned to assist and support people after violations while they live with the subsequent effects of a particular pattern of abuse. This sphere of action involves a range of **remedial action** to help

people **recover**.

The third sphere of action is further away still from the point of violation and is concerned with moving society as a whole towards protection norms which will **prevent or limit current and future violations and abuses**. This is the most long-term and structural sphere of action and requires **environment-building action** that consolidates political, social, cultural and institutional norms conducive to protection.”

A protection intervention, even for mainstreamed activities, can take one or several of the above modes of action into account.

DRC Protection Approach

DRC will build our protection approach on the following four actions:

1. Prioritise safety and dignity
2. Ensure meaningful access to assistance and services
3. Assist with rights claims, access to remedies and recovery from abuse.
4. Promote participation

These actions are fully in line with the Protection Principles in the SPHERE standards and the guidance from the Global Protection Cluster. It is a selection of the existing elements from various sources that have been combined to have the most use and relevance for DRC programming and is seen as the best-fit.

This protection "lens" will allow us to address several of our strategic priorities at the same time namely:

1. Strategic Ambition 3: Protection & Social Cohesion
2. The Gender & Diversity approach
3. The Rights-based approach
4. The Humanitarian Diplomacy approach
5. And ensure compliance with SPHERE standards

Below follow a detailed description of the 4 key principles in protection work. Each section describes the principal together with some key actions that will enable each principle.

Prioritise Safety and Dignity

Key actions⁵:

- 1) Include questions about safety in all assessments
- 2) Respond to any threats to safety through adjusting programming, reporting, referral, or collaboration with specialist protection agencies
- 3) Conduct regular risk assessments
- 4) In conflict settings complete a ‘Do No Harm/Local Capacities for Peace’ assessment
- 5) Monitor the safety of all programme, project and activity sites, including access to and from those sites
- 6) Ensure all staff and agency affiliates understand and sign a Code of Conduct and

⁵ Taken from [Minimum standards for Protection Mainstreaming](#)

Child Protection Policy

- 7) Make the Code of Conduct and Child Protection Policy available to disaster affected populations in a language and format that can be understood
- 8) Establish safe and confidential procedures for receiving, managing and responding to any feedback or complaints
- 9) Strengthen positive family and community coping mechanisms/self-help strategies

Humanitarian programming must, as much as possible, prevent and minimise any unintended negative impacts of the intervention that may increase people's vulnerability to physical and psychosocial risks. In order to ensure this a number of general considerations for prioritising safety and dignity should be taken.

A tool for prioritising safety and dignity is to do a "safety audit" based on selected few questions that can be answered while walking through the area, whether it is a camp or a village. The purpose is to uncover visible risks related to safety and dignity. An example can be found [here](#).

Actions that prioritise safety and dignity can be developed by including protection sensitive questions in the assessment phase drawing on for example the PSS & Violence Prevention Rapid Assessment Guide for Emergencies and Recovery. Key questions will be what kind of threats people are facing and how they are coping and surviving. It can be found [here](#).

The SPHERE core standards also have several references to safety enhancing actions, such as ensuring locks on shelters or ensuring appropriate post-distribution follow-up with particularly vulnerable groups.

It is important that actions are based on a good understanding of what people are already doing to keep themselves safe and that interventions support, or at the least not diminishes, such coping mechanisms. This could be going to distribution centres in smaller or larger groups at particular hours of the day, splitting up rations, hiding or storing food and NFIs in particular ways.

A key to prioritising safety and security is ensuring that the location of programmatic facilities or activities, and the routes to them, are distant from any threat of violence, particularly the risk or threat of SGBV and attacks from armed groups. To do this programme staff and volunteers should:

- ✓ Consult with different groups of community members separately to identify/map safe and unsafe areas (elderly men and women, adult men and women, adolescent boys and girls, young boys and girls, disabled males and females, males and females from minority groups).
- ✓ Ensure lighting is provided along the route to minimise night-time risks. Make considerable efforts to light and/or protect unsafe areas and routes. Examples could include installing lights, distributing personal flashlights, incorporating a buddy system, advocating for community watch or security personnel to monitor areas regularly.

- √ Do not place facilities near possible perpetrators. N.B. The police and armed forces are often seen as perpetrators of violations. Whether they provide a reassuring feeling or instil fear depends on the context. Ask men and women separately from within the community and among potential beneficiaries about their preferences.
- √ Arrange appropriate policing if required.

It is also necessary to make appropriate **infrastructure** adaptations such as fitting ramps and railings to facilities so that all individuals and groups can access and use the facilities in safety and with dignity. Programme staff and volunteers should engage in direct observation and discussion groups with persons with disabilities in the community to determine need and identify the type of adaptations that are needed.

Make sure that staff and volunteers have been trained in and signed **code of conduct** and are trained on **child protection policies** and violence prevention. Staff and volunteers should be screened, monitored and adequately supervised especially if they are working with children or other vulnerable groups.

Confidentiality and privacy should be respected in all forms of consultation, counselling and personal information sharing. This will require to ensure utilised rooms are well separated from public spaces or the waiting area and that if separate rooms cannot be provided, the construction of a partition wall, or at least the use of a curtain, is considered. Privacy norms and expectations for shared shelters, latrines, wash areas etc. should be discussed with beneficiaries, and particularly women and girls, to ensure these norms ensure safety and dignity.

Information is particularly relevant to safety and dignity, and it is vital that the psychosocial wellbeing of beneficiaries is protected. This can be facilitated by only **collecting information** that is required and contributes towards promoting the well-being of the individual, and through the establishment of an information sharing protocol so that a survivor of violations will not need to repeat their story, potentially exposing them to further trauma. If **consent** to collect, use and share data is being requested, the beneficiary must be clearly informed of all services and has the capacity to give informed consent (e.g. children or persons with intellectual disabilities may give consent without fully understanding or having the capacity to do so).

The receiving and counselling of **survivors of violence** should only be conducted by qualified psychosocial workers. When working with children it is necessary to ensure there are trained child advocates/counsellors on staff or who can be easily referred to. Similarly, staff should be aware of and can easily refer to staff or other service providers who are trained specifically to counsel and support GBV survivors.

Meaningful Access

Key actions⁶

1. Analyze context and disaggregate data at minimum by age and sex

⁶ Taken from [Minimum standards for Protection Mainstreaming](#)

2. Consider issues of access for various groups, such as female-headed households, child-headed households, elderly, people living with disabilities etc.
3. Assess and monitor access to humanitarian assistance, protection and information for the disaster-affected population as a whole and address any denial of access
4. Define targeting criteria with the disaster-affected population and communicate any differences in distribution or services clearly
5. Consider assistance modality in light of vulnerable groups access to for example mobile phones/cash transfers
6. Consider timing, location, distribution procedures from an access perspective
7. Inform people of their entitlements to humanitarian agency assistance and protection programmes

Humanitarian programming must, in proportion to need and without any barriers (e.g. discrimination) arrange for people's access to assistance and services. Particular focus should be on individuals and groups who may be especially vulnerable or have difficulty accessing assistance and services.

Women and children are often the most vulnerable, especially in disaster and conflict contexts, and as such it is necessary that special considerations are made to ensure that they can access services. Many contexts, due to social or cultural norms, women and girls are restricted from accessing services simply because of their gender. To overcome this it is important to discuss with women and girls directly and separately from men and boys, to understand what barriers they face. Take into consideration the protection issues that come along with talking to women/ girls alone (e.g. the need for same sex staff and to work with community leaders to ensure access to women and girls alone). See [IFRC Gender & Diversity Minimum Standards for Emergency Programming](#)

Likewise, **persons with reduced mobility** (e.g. persons with physical disabilities, the elderly, bed-ridden individuals) may face additional challenges in accessing services, as well as greater protection concerns. It is necessary to take measures to ensure maximum possible access to services by such populations. For those who cannot access services special arrangements should be made (e.g. mobile medical units, home visits).

It is necessary to ensure that **NFIs** are of appropriate size so that women, children, the elderly and the disabled can carry them. Pay special attention to vulnerable groups such as women, the elderly or children and develop strategies to distribute to populations with special needs such as pregnant women, children, single parents with young children, elderly, sick, disabled and marginal populations.

It is important that the issue of discriminatory access is addressed in **post-distribution monitoring**, whether it is cash or in-kind distribution. Relevant information to collect is a) who are absent from the distribution sites and why; b) whether people had adequate information on eligibility and the procedures; c) if anyone faced harassment bringing the items home; d) household dynamics, e.g. who eats first and whether cash or in-kind assistance is evenly distributed in the household.

Central to this should be the establishment of **accessible, well-understood mechanisms for suggestions and complaints**. Awareness regarding the mechanism and how it functions should be arranged for community members. Complaints lodged must be responded to, regardless of whether or not it is possible to put in place corrective measures.

Protection concerns identified, through monitoring and complaint mechanisms, should be reported and shared with the protection cluster or working group (including GBV and child protection sub-clusters) in order to increase knowledge on protection issues, generate trend analysis and to support possible referral to specialist facilities.

Assist with rights claims, access to remedies and recovery from abuse

Key actions⁷:

1. Inform people of their rights to protection, assistance and available remedies
2. Assess capacity and willingness of the state to provide assistance and protection
3. Ensure staff are aware of, and adhere to, agency policies or procedures for if, when and how to conduct advocacy
4. Promote durable solutions to displacement
5. Document procedures for staff to follow if they witness or hear about human rights abuses or violations of international humanitarian law (IHL)
6. Only engage in systematic monitoring and reporting IHL or human rights violations if your agency has a special mandate, and/or specially trained human rights or protection monitors
7. Document, disseminate and regularly update referral pathways for medical, legal and psychosocial services
8. Manage sensitive data safely
9. When incidents occur, review programme, project or activity implementation to strengthen safety and reduce exposure to harm

Affected populations should understand that the **government and other relevant authorities hold responsibility for ensuring their rights are protected**, respected and fulfilled and RCRC should inform people of their entitlements and how to access these. This could mean that a national society can help inform displaced populations on how to re-enrol children into schools, how to access pensions and social welfare entitlements or provide information related to ID documents, housing and land issues or any compensatory schemes following a disaster. It is important that rights-awareness-raising is specific, concrete and actionable.

In situations where the government and other authorities are willing and able to provide assistance and protection, agencies should support this responsibility and not undermine or duplicate government efforts. Where the government and other authorities are willing but lack capacity, **agencies should design their activities in a complementary way that strengthens local capacity and responsibility**. In some cases, governments and authorities may not be willing or able to provide assistance or protect disaster affected populations and

⁷ Taken from [Minimum standards for Protection Mainstreaming](#)

agencies may need to substitute their responsibility and provide assistance on a temporary basis.

Often in disaster and conflict contexts, as well as many others, a **lack of documentation** can result in the exclusion of individuals for accessing services. It is vital to ensure that this does not occur. To do this it is important to first recognise that a lack of documentation can affect access to services and attendance (e.g. in Pakistan, parents without documentation had no access to food distributions, and sent their children to work instead of school). Many of the most marginalised people are under-schooled or illiterate so may not have school certifications. Consider whether these certifications are absolutely necessary, so that they are not unnecessarily excluded from services. Ultimately, beneficiaries should be assisted to obtain documentation or referred to an organisation that does.

It is also important to ensure that beneficiaries know their **rights and how to assert or access them**. A lack of awareness regarding rights and services is often identified during needs assessment and as such rights awareness should be provided in sufficient quantity in languages understandable to all beneficiaries, especially to new arrivals in displacement settings. When doing this it is important to consider literacy levels in the development of materials for printing (e.g. use of pictograms instead of text). It is important that rights awareness is aimed at accessing rights, and should therefore be quite specific and action-oriented. This could be information on how to enrol in school, where to access pensions, what documents are required for what and how to get such documentation and what authorities are responsible for what. Such information should also include information of what services are free.

Participation

Key actions:

1. Include representatives of diverse groups in participatory processes
2. Establish regular feedback loops between all stakeholders and actively use [beneficiary communication](#)
3. Obtain informed consent, including parental consent prior to engaging with children
4. Actively engage in dialogue with beneficiaries and include a beneficiary communication plan for each program

Humanitarian programming must support the development of self-protection capacities and assist people to claim their entitlements and rights, including – not exclusively – the rights to shelter, food, water and sanitation, health, and education.

An understanding of **power dynamics** within the intervention areas is important, as this will provide information regarding possible barriers to participation and necessary empowerment strategies. It is important to link this analysis with monitoring activities to identify on-going access problems and any forms of discrimination regarding access.

Consulting with all layers of society in the identification and response to protection needs is necessary to ensure a range of voices are heard and ‘hidden’ protection issues are exposed. It is therefore important to include women, men, girls, boys, the elderly, persons with

disabilities and anyone considered to be vulnerable when investigating needs and in the wider design process (e.g. preferences for location, methodology of assistance). The identification of possible solution in partnership with community members is vital as it will ensure the response is more relevant and potentially durable, as well as building the confidence and self-esteem of beneficiaries concerned. It might be necessary to be proactive and actively recruit representation/participation because some segments of the population may not feel that they have the right to speak up and participate even when the door open to them because of cultural norms and marginalisation.

This will also involve the identification of existing coping strategies. Self-protection capacities are crucial and must be promoted and supported, however risky behaviour should be identified and assistance provided to help people avoid resorting to coping strategies that could have negative impacts on their protection, such as survival sex or selling off of key household assets.

The role of National Societies in Protection

While organisations with a strong protection mandate often focus their protection work on addressing those responsible for violations of international humanitarian law and human rights law, evidence suggests that national societies are particularly well placed to work with: 1) reducing vulnerability and exposure to violence (whether emanating from armed hostilities, community and inter-personal violence and tensions, such as the rise in domestic and family violence following a natural disaster), 2) strengthening resilience and individual and community coping capacities to violence and reinforcing community-based responses aimed at rehabilitation and community support to those affected by violence (whether communities or individuals). It is therefore important to see protection as something that is a relevant area of intervention whether in conflict or peace.

Most national societies are however less well placed to do a direct engagement with arms-bearers on protection issues during open conflict, and relatively few societies have developed the necessary skills to deal with specialised care for victims of violence, e.g. specialised counselling services, health care or re-integration of former combatants.

Complementarity between the ICRC and national societies in protection

The ICRC has the mandate and experience to engage directly with arms bearers on violations of IHL, as well as extensive experience designing assistance interventions that seek to reduce the risk and exposure of civilians to violence. ICRC uses IHL as the guiding normative framework for their dialogue and community engagement and refrains from an open and direct agenda of social transformation in relation to issues such as women's role in society, domestic and inter-community violence and the norms and values that may increase people's exposure to violence, neglect and discrimination. This is an active choice related to their operational strategy and in line with their mandate to alleviate suffering related to conflict.

National societies often have a broader mandate focusing not just on alleviating suffering, but also addressing root causes through development, relief and an agenda of social change.

Since the mandate and operational modalities between ICRC and national societies are different, the national society is sometimes better placed than ICRC to address a number of social issues, which exacerbate peoples' vulnerability to violence and discriminatory practices.

Building on a resilience approach, which enables communities to better cope and recover from violence, the ICRC and national societies have a unique opportunity for building a complementary framework for community-based protection.

Examples of complementarity between the ICRC and National Societies based on field visits and extensive consultations with National Societies and ICRC staff.

- National Societies working around psycho-social support activities aimed at building resilience of children and families in the face of violence and displacement, particularly with a view to reduce inter-personnel violence in the family and displaced communities This would complement ICRC's and national society assistance activities, as well ICRC's dialogue with arms carriers.
- Using the position of National Societies to work with addressing the social norms and values related to violence against women as complementary to the ICRC's work, as well as use women's groups to continuously inform humanitarian dialogue with decision-makers and arms carriers on particular vulnerabilities and the needs of the civilian population.
- Using National Society psycho-social support outreach workers and social counsellors to facilitate the reintegration and rehabilitation of survivors of violence, particularly with regards to address stigma and discrimination in the community
- Working with risk reduction related to violence and developing mitigation and preparedness plans as an integrated part of national society community engagement. . Related to the [Movement Strategy on Landmines](#).
- Promoting social cohesion and reducing discrimination and tension in communities through holistic programming that compliments an assistance approach with conflict sensitivity and a national society-led engagement with the community on values, inclusion and social issues. E.g. programmes developed in Yemen that use water projects to support dialogue between different communities and local authorities.
- Further exploring complementarity across the conflict continuum (pre-conflict, escalation, tensions, conflict, post-conflict/recovery) in relation to developing protection modalities that would complement and build on each other depending on how risks and threats develop.
- National Societies in the field could have a role in helping to document patterns of abuse - the harm and suffering deriving from the conflict.
- National Societies can document the resilience and self-protection strategies of communities.
- National Societies have a particular added value when engaging with communities to understand their views and coping strategies, reducing their exposure through risk reduction and in addressing the social and cultural aspects that might increase or decrease protection, such as for example addressing increased domestic violence in displaced communities.
- Training and promoting SPHERE standards, particularly the implementation of the Protection Principles and the People Centered Approach in sector responses

Social Cohesion Unpacked

Defining social cohesion

The social cohesion approach of DRC utilises America Red Cross' application of social cohesion in its Community Mobilisation framework in which social cohesion is defined as **the willingness of members of a society to cooperate with each other in order to survive and prosper⁸**. As evident, social cohesion is a broad term and as such does not easily lend itself well for mainstreaming across DRC supported programming in an operational manner. Yet effects of social cohesion are evident within DRC programming through the community based approach utilised.

Do No Harm (DNH) and Conflict Sensitivity

DNH and conflict sensitivity are two interrelated concepts that can be used to assist in the operationalization of social cohesion.

The [DNH Framework](#) consists of seven key steps that can be used for mapping the interactions of assistance and a conflict context in order to more effectively plan, monitor and evaluate humanitarian and development assistance programmes. The framework is a descriptive tool that better informs programming so as to enable programme design and redesign that minimises dividers and maximises connectors:

- A divider feeds into the source of tensions, creating division amongst people and has a negative impact that can cause harm, e.g. a tuition class organised for a refugee family only will act as a divider between host and refugee communities. A divider can also produce risk to the staff and the programme.
- A connector enhances the capacity for local peace building, creates connections between people and generates positives effect, e.g. education for all, immunization programme for all children, a drinking water supply system for all household at the village level.

Similarly, a [conflict-sensitive approach](#) involves gaining a sound understanding of the two-way interaction between programme activities and the context in which activities are being implemented. Based on this understanding it is then possible to identify any unintended consequences of programming and to make programmatic adaptations that minimise negative impacts and maximise positive impacts of DRC's interventions on a given context. Moreover, the conflict sensitive approach focuses on identifying societal dividers and connectors.

⁸ Villatoro, P. (2007). *A system of indicators for monitoring social cohesion in Latin America*. Santiago de Chile. United Nations

By focusing on how programming, both developmental and disaster related, can ensure they mitigate any negative consequences of programme implementation in terms of the conflict context, and how they can actively reinforce and replicate positive unintended impacts, then implementation can strengthen social cohesion. Put another way, ensuring that all DRC programming weakens societal dividers and strengthens societal connectors; the strengthening of social cohesion can be embedded into programming.

Recommendations for how DRC programming can engage with social cohesion draws heavily from these two approaches.

Mainstreaming social cohesion into DRC programming

DRC will build our social cohesion approach on the following four principles:

1. A sense of belonging for all in the community/ies
2. An appreciation and value of people from diverse background and circumstances
3. Similar life opportunities for all the members of the community
4. Fostering strong and positive relationships between people from different backgrounds

Below follow a detailed description of the 4 key principles in social cohesion work. Each section describes the principle together with some key actions that will enable each principle.

A sense of belonging for all in the community/ies

Key actions:

1. Encourage/facilitate collective community activities that bring together members from different groups in the community around positive themes and issues of common interest
2. Develop communication capacities that address barriers to inclusion and increase participation, representation and collective engagement
3. Seek to build coalitions at the local level to strengthen participatory community problem solving
4. Invest in positive and collaborative staff/volunteer relationships with communities

Developing a sense of belonging for all in the community/ies can be difficult to achieve and to monitor, however development and humanitarian programming can play a role in this. Programming must make concrete efforts to better understand the sense of belonging evident in a community, as this can have consequences for levels of protection in the community and the potential for individual, household or community tension, as well as the overall success of the intervention.

Monitoring, evaluation and learning (MEL) processes can add to this understanding (e.g. through the inclusion of perception based questions in baselines or mid-term review processes explicitly considering inclusion and exclusion within the programme and how it may impact on a sense of belonging), but it is important to consider differences in what constitutes a community and how this may impact on the development of a sense of

community e.g. it may be harder to develop a sense of belonging in a geographic community as compared to a religious or sports based community. The IFRC's ['Framework for Community Resilience'](#) provides more on this issue.

Once a better understanding of the sense of belonging is achieved it is crucial that programme interventions then seek to engage with the findings. The RCRC movement's focus on vulnerability and resilience connects with a sense of belonging in that its programming seeks to reduce vulnerability and maximise resilience; efforts that are structured to involve members of different groups in the society to address their exposure to vulnerability (e.g. female headed households, disabled, ethnic and other minorities) and enhance the resilience they have not only as individuals, but as a community.

When sectoral interventions are designed to strengthen self-help mechanisms, as advocated under a protection lens, they do so by acknowledging and building on local mechanisms for collaboration and coordination. By recognising individual vulnerability is community vulnerability, and making efforts to link individual resilience with community resilience, a sense of belonging can be forged.

DRC supported programmes often promote local level coordination mechanisms in order to ensure community ownership and buy-in to the process. Such mechanisms are populated with representation from the most vulnerable and seek to develop local solutions to local problems. The way in which this is done can be critical for developing a sense of belonging shared among community members.

Development and humanitarian programme must seek to address barriers to inclusion and increase participation, representation and collective engagement if they are to be sustainable and to benefit those most in need. The protection related reasons for such a focus are crucial and have benefits for social cohesion as exclusion and discrimination is reduced. However, where a sense of belonging is low within a community it can be very difficult to access those who lack this sense (often the most vulnerable) and include them in the programme.

An appreciation and value of people from diverse background and circumstances

Key actions:

1. Include representatives of diverse groups in participatory processes
2. Create programme teams that include representation from across diverse groups and act as a role model for inclusion
3. Increase exposure between people from different backgrounds to promote the principles of tolerance and non-discrimination
4. Encourage/facilitate collective community activities that bring together members from different groups in the community around positive themes and issues of common interest

An appreciation and value of people from diverse background and circumstances must be central to developmental and humanitarian efforts if only because a lack of appreciation and value would see such efforts fail. All communities and societies have some degree of

diversity within them, and as urbanisation increases (and programming takes place more and more in urban contexts) such diversity within community, particularly geographic ones, will only increase. With an increase in diversity comes the need to invest in social cohesion as this will mitigate many protection related concerns, as well as strengthening local capacities to manage the conflict which is a natural process and can increase with change.

Beyond pragmatic reasons, this is a rights issue that is compliant with the [SPHERE standards](#) and IFRC's '[Strategic Framework on Gender and Diversity Issues](#)'. Diversity – whether based on gender, sexual orientation, age, disability, health status, socioeconomic status, religion, nationality, ethnic origin or other – should not result in any form of discrimination and development and humanitarian programming should work to strengthen mechanisms to reduce diversity-based discrimination and violence.

Moreover, an appreciation and value of diversity is crucial to social cohesion and peaceful communities. While the degree of homogeneity will differ across communities, it is important to acknowledge that some degree of diversity will also exist. Even if a community is made up solely of people from one ethnic group or religious group, other factors regarding their background and identity will ensure some degree of diversity (e.g. gender, socioeconomic status, age, etc.). In order for such a community to succeed and prosper such diversity must be valued. That is, all in the community must have a valued place within that community. This will also support a sense of belonging if that place one occupies is acceptable to the individual or group.

An appreciation and value of people from diverse background and circumstances must translate into the equal sharing of power and participation in political, economic and other decision-making processes for those from diverse backgrounds. In addition, a broader, community-wide 'open-mindedness' to diversity is necessary in order that tolerance and respect for diversity might increase. This will require efforts to change attitudes and behaviours regarding how diversity is dealt with and managed in the community. It is likely to be a longer-term process but it is important both in its own right, as well as for programmatic success.

Efforts to increase an appreciation and value of diversity can be supported by the ways in which DRC and national societies conduct themselves. Recruitment policies for staff and volunteers, as well as investment in capacity building and mentoring, should reflect the diversity of the contexts engaged in (at the local level as well as the national level). The RCRC must be seen as a role model for all it seeks to create in communities.

Similar life opportunities for all the members of the community

Key actions:

1. Analyse and monitor access to opportunities (e.g. education, health, economic and technological) for community members, including mapping difference in access to such opportunities for certain groups
2. Assess reasons for differing levels of access to life opportunities and address these where possible

3. Map local mechanisms in place to reduce disparities, inequalities and social exclusion
4. Promote activities that reduce disparities, inequalities and social exclusion

Social cohesion also requires similar life opportunities for all members of the community. Life opportunities refer to the chances that people have to improve his or her quality of life. This may be through access to education, effective health care, economic opportunities or technologies, or it may relate to privileges and barriers related to gender, sexual orientation, age, disability, health status, socioeconomic status, religion, nationality, ethnic origin or others, in terms of participation, inclusion and discrimination.

It is important that acceptable levels of equality of life opportunity exist within a community in order that it is not one that fuels grievance and tension, and ultimately undermines social cohesion. Where individuals or groups are discriminated against or excluded from certain life opportunities (e.g. employment opportunities, religious practice or political participation) that may improve their quality of life then resentment and hostility are likely.

Similar life opportunities can give rise to greater levels of interaction. As different individuals and groups in a community share in the mutual benefits of the community and experience non-discrimination, inclusion and tolerance there is a strengthened sense of belonging and the valuing of those from different backgrounds. However, it is also important to acknowledge that such life opportunities may not always be exactly equal.

The central goal of development and humanitarian programming is essentially to improve life opportunities, whether this is programming that seeks to improve girls' access to secondary education, bring clean water to remote communities or increase survival rates of flood-affected populations. What is vital for social cohesion is that development and humanitarian programming takes active steps to ensure it provides similar life opportunities and does not elevate certain individuals or groups above others, especially the more power over the more vulnerable.

Moreover, where instances of exclusion and discrimination exist, programmers should map these instances, observe any associated violence and, where possible, seek to level the playing field with regards to life opportunities within communities through reducing disparities, inequalities and social exclusion.

Fostering strong and positive relationships between people from different backgrounds

Key actions:

1. Map local mechanisms in place to bring people from different backgrounds together over common interests/values/concerns
2. Promote local capacities for peace, including negotiation, meditation and problem-solving skills
3. Encourage/facilitate collective community activities that increase solidarity between different groups in the community
4. Monitor programmatic interactions between people from different backgrounds to determine relationship dynamics

To a large extent social cohesion essentially boils down to the feeling of unity and solidarity members of a community have for others within that community. For this reason, strong and positive relationships between people, especially those from different backgrounds, are critical for strong social cohesion. Strong and positive relationships are central to the coordination and collaborative problems solving capabilities that define a successful and prosperous community, and play a key role in mitigating anything that may undermine (internal or external) such cohesion.

Bonds between those who are more similar are relatively easier to maintain than bridges between those who are different. However, difference is a defining feature of communities and is becoming more so. The challenge to maintaining, and indeed strengthening, social cohesion is in utilising and developing mechanisms that are able to manage such change and build strong and positive relationships within communities.

DRC programming has a significant role to play in this primarily through bringing people from different backgrounds to work together over common interests, values and concerns, whether they are related to health, disaster risk reduction or humanitarian diplomacy. The inclusion of various groups in programme design and implementation allows space for relationships to develop. These can be augmented by the development of communication, negotiation and problem-solving skills, and as community members work together to resolve their common issues, such successes can contribute to a sense of belonging, an appreciation and value of diversity, a equalising of life opportunities and, ultimately, stronger and more positive relationships.

Key programming considerations for social cohesion mainstreaming

A number of considerations should be made when mainstreaming social cohesion into development and humanitarian programming.

1. Start-up or Inception Phase

The programme start-up or inception phase provides programme teams a good opportunity to double check programme design and underlying assumptions (theory of change). It is important at this stage to ensure that an appropriate conflict analysis is completed, if this has not already been done, or updated in order to be able to effectively test the continued validity of assumptions made. Within this process it is critical that programme staffs engage in open reflection regarding how they see the programme progressing and if any assumptions may be incorrect or may no longer hold. Moreover, any contextual changes or new design problems or opportunities relating to the context can be identified at this time meaning necessary programmatic adjustments can be made prior to implementation fully starting up.

Important start-up/inception considerations include:

- √ Bringing all relevant actors – programme staff, partners, beneficiaries etc. – together to help develop the positive relationships necessary for the successful completion of the programme
- √ Take steps to reinforce buy-in and ownership of the programme by key actors, especially when time has lapsed between needs assessments and funding coming online or the programme design process was overly hurried

- ✓ Challenges assumptions held over the programme rationale and strategy in order to verify their continued applicability
- ✓ Identify any changes that may be necessary as a result of changes to the context and the risk analysis

2. *Identify implementation activities that can reinforce social cohesion and reduce conflict*

This is a key goal of the DNH approach and it is particularly important that programme implementers in non-conflict specific sectors make the time for such endeavours and are adequately supported in the process. DRC staff should support national society staff and volunteer to, where possible, identify implementation activities that will reinforce or contribute to social cohesion (which turn is likely to contribute to better development and response outcomes). How this can be done depend to a large degree on the context. Sector specific advice is given in section three but this may generally include:

- ✓ Identify ways of bringing people together and identify, and build on, commonalities between them through programming implementation
- ✓ Promote civic engagement and participation
- ✓ Facilitate a culture of non-violence and non-violent communication
- ✓ Promote psychosocial and mental wellbeing strategies, such as strengthening active listening skills
- ✓ Strengthen the skills, competencies and abilities of people and communities so they can overcome the issues that contribute to social fragility, violence and conflict in sustainable ways

3. *Procurement*

The procurement and transportation of programme goods can have a significant impact on a conflict context due to the resource transfer that takes place. Examples might include procuring from a supplier who is closely associated to one party to a conflict, or if procuring and transporting goods from outside the programme location is perceived to undermine the local economy. This can be particularly relevant in environments with scarce resources (e.g. host-refugee/IDP contexts, disaster response, development initiatives in fragile areas).

Clear reference to the actor-mapping component of a conflict analysis would be important when developing the procurement policy for a programme to ensure that appropriate procurement decisions can be taken. This may have implications for adherence to cost-effectiveness procedures.

Important procurement considerations include:

- ✓ Source locally wherever possible, maintain criteria, standards and transparency
- ✓ Include communities in developing procurement criteria and selection process where possible
- ✓ Be open regarding reasons for not procuring locally when this is not possible
- ✓ Provide feedback to all who submit bids explaining why they did or did not get the contract
- ✓ Train logistic and admin staff in Do No Harm and negotiation skills and ensure that management regularly debrief on these issues with staff involved in procurement.

4. Feedback/accountability

Accountability is central to DRC's functioning, and is compatible with the DNH approach as it relates to issues of power in DRC, partner and participant relationships. The development of appropriate feedback and accountability mechanisms not only enable good programming, but also importantly helps reduce the potential for programming to create or worsen tension and conflict as tensions, issues and disputes related to programme implementation can be raised and addressed.

Consider:

- ✓ The creation of safe spaces for feedback and complaints from participants and non-participants (e.g. setting aside time for community members to discuss project activities and their effect on the community; establishing anonymous mechanisms that are accessible to all).
- ✓ Special consideration should be given to giving a voice to vulnerable or marginalised groups as part of the feedback process.
- ✓ The benefit of feedback mechanisms in circulating information, ensuring two-way communication with communities and providing insights that will enable activities to be adapted to make them more effective.

5. Relationship with partners

DRC's programming is always in partnership with a national society and it is important to recognise the possible role that the national society may have in terms of conflict. It is necessary to consider any organisational and individual bias and affiliations and to work with the national society to mitigate these, as well as any held by DRC staff. Moreover, given DRC's commitment to the organisational development of national societies, it is important that DRC actively promotes a positive relationship with the national society.

It is important to consider the following:

- ✓ Recognise your own and your partners' positions in the conflict. This is based on the assumption that when conflict erupts, there is a tendency for people (individuals or groups) to be perceived as being on one side or the other. These perceptions need to be tested, not blindly accepted.
- ✓ In more stable contexts where there is no violent conflict it is still important to identify how the national society is perceived within the community, as well as any other partners in the programme.
- ✓ Conduct joint conflict analyses with the national society (and any other partner) and engage in on-going, joint monitoring and analyses updating.
- ✓ Ensure the partnership agreement is drawn up jointly, with mutually agreed terms and conditions, to ensure that it promotes an equitable and mutually beneficial relationship between the DRC and the national society.
- ✓ Make sure that any partner agreement contains a reference to agreed codes of conduct that can be monitored and strengthened throughout the partnership. Establish processes for monitoring and adjusting partnerships, including a grievance and disciplinary process.

- ✓ Engage in joint DNH capacity building to ensure both partners benefit and are consistent in the application of the DNH approach.
- ✓ Ensure that relevant parts of Organisational Development processes are done with due regard to DNH issues and that where possible the Safer Access Framework is supported. See separate section on Organisation Development in Part Six.

6. *Relationship with government*

DRC programming will generally have some kind of interaction with government given the role of national societies as an auxiliary to government. Where possible and appropriate it would be advisable for DRC programming to build relationships with various levels of government, while at the same time ensuring adherence to the principles of neutrality and impartiality.

Base relationships with government on the (actual or perceived) relationship between the National Society and government. If this relationship is perceived to be biased then it may be necessary to consider the level of engagement DRC is happy making. If the relationship is perceived to be neutral and the national society retains its independence, then appropriate engagement with government would be beneficial.

Consider the following:

- ✓ Identify which international instruments, best practice guidance, humanitarian law or standards governments have signed up to and whether this provides a starting point for engagement or humanitarian diplomacy.
- ✓ Analyse the risks and opportunities associated with engaging with government based on the conflict analyses and informal monitoring of the context
- ✓ Be clear about DRC's objectives in the target area and develop criteria for engagement with government that directly reflects this understanding
- ✓ Work closely with the national society to maximise government buy-in to analysis, strategy and activities

7. *Exit strategy*

The importance of an appropriate exit strategy in terms of a DNH perspective cannot be overstated. Beyond programme sustainability issues, tensions can arise at the end of projects, particularly when communities do not fully understand the reasons why the programme is ending.

It is important to consider the following:

- ✓ Design an exit strategy in consultation with target communities, the national society (and any other partners) and programme staff well before the planned end of the programme.
- ✓ Review the exit strategy in light of an updated conflict and scenario analysis in order to develop mitigating measures against the risk of worsening tensions in the area when the programme ends.
- ✓ Consider how remaining programme resources will be shared or allocated within or across communities and what implications this may have for tension or cohesion.

- √ Consider security risks for national society staff, and particularly volunteers and community members who have been involved in implementation and will remain in the community after the programme ends.
- √ Share the exit strategy widely with community members and invest in explaining the strategy fully, particularly when it comes to whether or not there are plans for continuation and why.

Part Two:

Guiding Principles

Introduction

Based on an assessment of various literature (minimum standards, best practices, guiding principles, programme evaluations etc.), part one identifies key guiding principles for work related to protection and social cohesion. This should provide the reader with a good understanding of what principles should inform the design and implementation of integrated and stand-alone programming.

Section one of part one details the various guiding principles identified as being important for work in this area.

Section two of part one sets out the theories of change for the achievement of DRC's strategic ambition of working with protection and social cohesion. It does this through first discussing the interconnection between protection and social cohesion, and vulnerability, risk and resilience, thereby situating protection and social cohesion as a cross-cutting issue for all programming. Building on this it then provides a concise theory of change for this work.

Guiding Principles for working with Protection & Social Cohesion

All humanitarian actors are expected to mainstream protection in their humanitarian assistance and development activities as a component of a broader commitment to quality and accountability in humanitarian response, according to the SPHERE, Common Humanitarian Standards and the Rights-based Approach.

The purpose of the principles is to assist programme design and implementation through providing strategic level guidance or thinking for these processes. They are not tools (see parts two, three and four for specific tools), rather they the core principles and actions that programming should be aligned with in order to have the greatest impact, and that RCRC core programming should take into account in order to be protection and social cohesion sensitive.

The four key protection principles to mainstream in all programming are:

1. Prioritise safety and dignity
2. Ensure meaningful access to assistance and services (incl. our accountability, prioritisation to the most vulnerable and addressing special needs)
3. Assist with rights claims, access to remedies and recovery from abuse.
4. Promote participation (which includes empowerment)

These key actions will be the central principles, which will be rolled out in the rest of the guiding material and on which the operational guidance will be based.

Besides the above 4 key principles, there are a number of good practices and guiding principles which should inform programming to make it aligned with protection and rights-based standards, as well as promoting social cohesion.

Fundamental

5. Be People-centered
6. Be based on protection principles and a rights-based approach
7. Support social cohesion
8. Apply a Do No Harm approach
9. Be Gender & Diversity sensitive
10. Recognize that vulnerabilities differ
11. Support community self-protection
12. Recognise and promote the responsibility of the state

The way we work

13. Be Evidence based
14. Improve information flow
15. Respect confidentiality and consent (Ensure correct management of sensitive information)
16. Use experienced staff
17. Use an integrated and multi-sectoral approach

These principles are described more in detail below.

Fundamental

1. Be People-centred

All initiatives should take a **people-centred approach** that recognises that people's capacity and strategies to survive with dignity are integral to the design and approach of any developmental or humanitarian response. Such an approach seeks to improve local communities' self-reliance and self-protection, social justice and participatory decision-making.⁹

A people-centred approach ensures that the key role of individuals and communities in their own protection is supported through the inclusion of individuals and communities in procedural, resource and decision-making processes. Key to this approach is a comprehensive understanding of local culture, customs and traditions in order to ensure appropriate levels of programmatic sensitivity and the development of initiatives that best respond to needs within a given context.

2. Be based on Protection Principles and a rights-based approach

The SPHERE Humanitarian Charter explains why both assistance and protection are critical pillars of humanitarian action. To further develop this protection aspect, SPHERE includes a set of Protection Principles, which translates several of the legal principles and rights

⁹ See SPHERE Core Standard – No. 1

outlined in the Charter into strategies and actions that should inform humanitarian practice from a protection perspective. Protection is a core part of humanitarian action and the Protection Principles point to the responsibility of all humanitarian agencies to ensure that their activities are concerned with the more severe threats that affected people commonly face in times of conflict or disaster.

All humanitarian agencies should ensure that their actions do not bring further harm to affected people (Protection Principle 1), that their activities benefit in particular those who are most affected and vulnerable (Protection Principle 2), that they contribute to protecting affected people from violence and other human rights abuses (Protection Principle 3) and that they help affected people recover from abuses (Protection Principle 4).

The roles and responsibilities of humanitarian agencies in protection are, generally, secondary to the legal responsibility of the state or other relevant authorities. Protection often involves reminding these authorities of their responsibilities or assisting them with delivering on these responsibilities.

DRC will in particular build their approach to protection around the following pillars:

1. Prioritise safety and dignity.
2. Ensure meaningful access to assistance and services (incl. our accountability, prioritization to the most vulnerable and addressing special needs).
3. Assist with rights claims, access to remedies and recovery from abuse.
4. Promote participation (which includes empowerment).

Part one, 'Protection Unpacked' provides more details on how this can be done.

3. Promote social cohesion

In promoting social cohesion, DRC programs will seek to work through promoting the following:

1. A sense of belonging and shared vision
2. Appreciation of diversity
3. Equal opportunities and equal access
4. Positive relationship between people of different backgrounds

Part one, 'Social Cohesion Unpacked' provides more details on how this can be done.

4. Apply a "Do No Harm" Approach

The incorporation of a Do No Harm (DNH) approach in all development and emergency programming follows best practice and this is especially relevant for protection and social cohesion. The principle of DNH posits that programming should ensure it does not have any unintended negative consequences for the context and that it actively seeks to maximise the positive impacts of programming. This is done through ensuring a comprehensive understanding of the operational context and the way in which the intervention interacts with the context (see conflict analysis) in order to enable programming design and implementation that avoids negatives impacts – through reducing dividers – and maximises

positive impacts – through promoting connectors. Part one provides more detail on the DNH approach.

5. Be Gender and Diversity Sensitive

Issues that contribute to social fragility, violence and conflict **impact men, women, boys and girls of all ages and backgrounds in different ways**. As such, interventions that aim to strengthen violence prevention, protection and social cohesion must be responsive to these differences, and the different vulnerabilities, needs and capabilities of men, women, boys and girls, including older men and women, adolescent boys and girls, people with a disability, etc.¹⁰

6. Recognise vulnerabilities differ

Vulnerable individuals and groups experiencing discrimination, lack of access to resources/services and exclusion are generally **more susceptible to protection concerns and violence** (self-directed, interpersonal, community and structural). However, it is important to think creatively about who constitutes a vulnerable individual or group and to move beyond standardised interpretations of women, children, the elderly and indigenous populations as being vulnerable. It is key that a vulnerability analysis fully considers how discrimination and violence impact on vulnerabilities in a community.

7. Support community self-protection

It is common for people at risk to have a detailed and intimate knowledge of the threats they face, and what action can be taken to improve their situation. Individuals and communities also devise independent strategies to cope better with their environment. It is thus important that a dialogue with affected individuals and communities should help identify self-protective actions that have proved effective, and could be reinforced. Field practice stresses that self-protection must be at the heart of protection strategies. States have obligations to protect them, but the most critical protection strategies of civilians may often be their own.

Supporting and empowering communities at risk to develop their own strategies to reduce exposure to and mitigate the effects of these risks, need to be maintained as a core strategy in protection work. Protection that is achieved by people, rather than delivered to them, is likely to be more durable. However, it is important to note that some coping strategies can be harmful to a population, in particular if they are based on a coercive relationship with the belligerents. When this is recognised, strategies should be developed to mitigate these situations.

For more on self-protection, see the [Local2Global Initiative](#)

8. Recognise and promote the responsibility of the State to ensure protection

The State has an obligation to protect all people within its jurisdiction and as such should be supported and held accountable in this responsibility. National societies' position as an

¹⁰ For more on Gender and Diversity: <https://www.ifrc.org/en/what-we-do/principles-and-values/gender1/>

auxiliary to government can be utilised to support the establishment and strengthening of a positive and long-term universal protection environment. Moreover, initiatives can, through monitoring, reporting and humanitarian diplomacy hold governments to account if they are not fulfilling their duty in terms of protection.

Humanitarian diplomacy tools are particularly important when attempting to work with the State to ensure it complies with its obligation. These could include: public advocacy (campaigns, media etc.), quiet diplomacy (behind the scenes discussions with decision-makers), and enabling environment-building (e.g. promotion of fundamental principles and values).

The way we work

9. Be Evidenced-based

Initiatives engaging with social cohesion and protection, should be informed by robust evidence at all stages of the programme, especially for any programmatic adaptations to response to increasing violence, protection or social cohesion concerns (see Do No Harm section). Such evidence should include a detailed **conflict or context analysis** in order to provide planners and implementers with a good understanding of the societal context in which they are operating. **Risk and vulnerability assessments, including a gender and diversity analysis**, are also critical to a comprehensive understanding of the protection environment and subsequent intervention design.

For the purpose of organisational learning and replication of good practice, it is important that the results and challenges of good and bad programs are well documented and based on a solid M&E system.

10. Improve information and information flows

Inaccurate, incomplete and manipulated information is invariably at the centre of violence, protection violation and conflict, and as such **it is vital that the level and quality of information is improved and the flow of information is unhindered and equal**. In order to address rumour, suspicion and an environment of mistrust, accurate and high quality information is required, and equal access to such information is critical.

Engagement in **beneficiary communication, public information, awareness-raising and community sensitisation** ensures that affected communities and participant groups receive/share accurate information regarding social cohesion, violence prevention and protection interventions. This helps to generate **public support**, as well as **managing expectations** and **encouraging behavioural change**.

11. Ensure correct management of sensitive information

Data collection, analysis, transmission and storage is a sensitive process that must be undertaken with due care and respect for the people giving the information. Ensure that:

- Only necessary information is collected;
- Informed consent is taken;
- Clear and careful procedures exist with regards to transfer of information to authorities;

- Appropriate security safeguards ensuring confidentiality is established.

For more on managing sensitive information, see the [ICRC Professional Standards for Protection Work](#).

12. Ensure that programs are resourced with experienced/trained staff for programs with a clear protection focus

While most staff and volunteers should be able to work with the most basic principles of protection in mind, more protection-specific programs must have the appropriate staff and resources. Staff with social worker backgrounds or others with experience of working with individuals at risk are often a good recruitment base. Good knowledge of and access to the local population is important to ensure that the targeted population is indeed reached. Stability in the team to sustain a protection intervention over a period of time is also fundamental.

Capacity building measures should seek to fill any knowledge/competency gaps. Regular capacity needs assessments of staff and the wider institution will enable opportunities for self-reflection and the identification of strengths and weaknesses in institutional and professional capacities. Subsequent investment into appropriate capacity building measures, as well as suitable measures to ensure staffs are kept informed of, and adopt, relevant practices and guidelines to improve their violence prevention and protective engagement capacity, should be put in place.

13. Use an Integrated, Multi-sectoral Approach

Protection and social cohesion initiatives are required to address the multifarious reasons for social fragility, violence and conflict. In order to do so effectively, it is vital that programming is informed by an **integrated strategy** that takes into account the different, but interconnected, issues that contribute to social fragility, violence and conflict (in line with DRC's integrated approach). It is imperative that initiatives seeking to strengthen social cohesion, violence prevention and protection **work together with other components of larger developmental, relief and recovery processes**. Taking a multi-sectoral approach helps to **break down siloed ways of thinking and programming** and to encourage the **cross-pollination of ideas and working practices**, thus promoting innovation and capitalising on the complementary elements of each sector.

Theories of Change

Due to the nature of the programming guidelines (the triple approach of mainstreaming, integration and standalone programming) the development of theories of change is difficult. Therefore, three levels of theories of change are developed.

First, the strategic level of theories of change will identify: a) strategic level theories of change related to strategic ambition three (protection and social cohesion), and b) strategic level theories of change demonstrated through the mainstreaming of protection and conflict sensitivity into the remaining three strategic ambitions (resilient communities, empowered civil society with a strong RCRC and Danish humanitarian engagement). The matrix below

provides these strategic level theories of change.

Second, the implementation approach level of theories of change will detail how the programming guidelines contribute to strategic ambition three through input into country strategy formulation, mainstreaming protection and conflict sensitivity into PMER tools, mainstreaming protection and conflict sensitivity into DRC core sectors, and the development of a toolbox for standalone or integrated programming. The second matrix provides these implementation approach level theories of change.

Third, the activities level of theories of change will detail the way in which each recommended tool in part four of the programming guidelines contributes to strategic ambition three. These activity level theories of change will be provided for each tool within the tool summary in part four.

Strategic Ambition	Global Goals	Relevant DRC Commitments	Protection and Social Cohesion Theory of Change
Resilient Communities	Effective response in conflict and disaster	DRC will increase and strengthen our bilateral and multilateral response capacity	Greater levels of social cohesion in a community and higher levels of conflict sensitivity in DRC operations will enhance bilateral and multilateral response capacity by expanding operational space, organisational trust and community absorptive capacity through improved intra- and inter-community communication and cooperation
		More people affected by crisis will be reached with a timely, relevant, quality response	The incorporation of protection mechanisms into response strategies will improve the relevance and quality of crisis response and ensure it takes into account protection considerations in its timing A more socially cohesive community will be more resilient to crises and better able to self-respond, as well as being better placed to facilitate and absorb DRC's intervention
		More partners will apply innovative methods in disaster recovery and response	Including protection in the design of core DRC recovery and response programming will mean more protection risks are accounted for and addressed, ensuring interventions not only provide protection in terms of safety and physical integrity, but also human dignity, and address emerging protection risks as a result of disaster The strengthening of social cohesion will enhance community capacities for disaster capacity and response, thus increasing local ownership of their recovery With a focus on community-based protection, social cohesion and psychosocial response, DRC is promoting innovative value into partner programming
	Managing changing and recurrent risks	More people, households and communities will be able to anticipate and prepare for new and recurrent shocks and stresses	Consideration of a wider understanding of protection will generate a more holistic approach with regard to shocks and stresses that will move beyond a narrow consideration of natural shocks and stresses, to include man-made also. Strengthened social cohesion will enhance individual household and community preparedness for, and their ability to recover from, new and recurrent shocks and stresses
		More communities will contribute to strengthened urban resilience	A wider understanding of protection will identify urban-specific protection risks that are necessary to address in order to strengthen urban resilience Urban contexts often experience greater levels of crime and violence and lower levels of cohesion than rural areas. Initiatives that specifically seek to strengthen urban social cohesion will contribute to urban resilience by developing social capital

	Safe and healthy lives	More vulnerable people will access quality reproductive, maternal, new-born and child health information and services	<p>The community-based health approach employed by DRC can be a vehicle for expanding protection and social cohesion through community outreach and psychosocial support activities</p> <p>More cohesive communities will facilitate access for DRC's health activities and promote greater outreach, as well as enhancing psychosocial (protective) support</p>
		More people will access improved water and sanitation solutions	<p>Access to improved water and sanitation solutions has protective implications in terms of human dignity. Taking this into account in design and implementation will deliver better water and sanitation interventions</p> <p>The level of equality of access to improved water and sanitation solutions is important to the level of social cohesion evident in a community. Interventions must take account how they may negatively or positively impact on social cohesion and act accordingly</p>
Empowered Civil Society with a strong RCRC	Strong RCRC national societies	More partners will document influence on local/national government policy	Specific focus in such documentation should be given to efforts made to influence local and national protection policy to ensure the State is compliant with its obligations to protect all people within its jurisdiction
		Partners will have improved core capacities	The capacity of a national society to effect change in a society will, in part, be influenced by its own dynamic. A more equal, inclusive and cohesive national society will be able to generate more traction for societal change, and as such these core capacities should be emphasised
		Partners' local branches have strengthened capacity and outreach	<p>Increased outreach can bring together greater numbers of communities members and such activities can promote social cohesion, particularly when those from different, or disparate, groups are included</p> <p>Simultaneously, activities aimed at strengthening social cohesion can have the added benefit of increasing outreach capacity as community members have an increased trust in DRC and national societies</p>
	Youth and volunteers as change agents	More volunteers will act as change agents, identifying and responding to needs in their local environment	Change agents, if trained and supported appropriately, could have beneficial effect on strengthening social cohesion and protection during the course of identifying and responding to needs in their local environment

		More partners will have youth participating in decision-making processes at all levels of management	<p>A greater number of youth participating in decision-making processes at all levels of management is likely to strengthen social cohesion, and the ability of DRC and the national society to contribute to strengthened social cohesion, through presenting the values of inclusivity and non-discrimination</p> <p>Youth volunteers will be able to add a further dimension of advocacy for a more protective environment</p>
	Active citizenship	More local communities will have strengthened their self-organisation	<p>Local communities with strengthened self-organisation will be more effective in developing a more protective environment if protection is mainstreamed across programming</p> <p>Local communities with strengthened self-organisation are likely to enjoy greater levels of social cohesion, while conversely, the promotion of social cohesion will reinforce endeavours seeking to strengthen the self-organisational ability of local communities</p>
		More local communities will engage systematically with local authorities and other decision-makers	<p>Greater engagement and cooperation between local communities and local authorities and other decision-makers will improve opportunities to hold the government to account and ensure it follows through on its obligation to protect all people within its jurisdiction</p> <p>Stronger social cohesion will enable local communities to engage systematically with local authorities and other decision-makers by improving access to such engagement and ensuring all voices are represented, while improved engagement and cooperation between local communities and local authorities and other decision-makers will strengthen government-community relations and augment the intensification of social cohesion</p>
Protection and Social Cohesion	Respect for RCRC mandate and IHL	More partners in fragile contexts will voice and address issues related to restricted humanitarian space.	<p>Improved monitoring of protection violations and violence-related issues as a result in the mainstreaming of protection and conflict sensitivity across DRC core programming will enable RC partners to identify and address issues of restricted humanitarian space</p> <p>The promotion of the RCRC values and increased knowledge of the RCRC mandate and IHL as a result of increased protection and violence-related interventions, either through integrated or stand alone programming, will increase the level of which DRC partners address issues of restricted humanitarian space</p>

	Psychosocial well-being	Partners' capacity to promote psychosocial well-being will be strengthened.	<p>The integration of PSS tools into DRC core programming and/or standalone programming will increase the volume and quality of PSS programming through increased capacity building of partners, thus promoting an improved protective environment with strengthened social cohesion</p> <p>A better understanding of protection and social cohesion will lead more appropriate PSS programming that can strengthen the sense of safety, connectedness, hope, individual and community efficacy and a sense of calm.</p> <p>A more cohesive community achieved by DRC supported programming will increase trust and confidence in DRC partners, thereby increasing their capacity to promote psychosocial well-being</p>
		Affected populations will experience a restored and strengthened sense of emotional and social well-being.	<p>The integration of PSS tools into DRC core programming and/or standalone programming will increase the volume and quality of PSS programming, thus increasing the emotional and social well-being of affected population</p> <p>The strengthening of social cohesion through integrated and standalone programming with increased levels of equality, respect of diversity, tolerance and inclusion in the community, therefore restoring and strengthening the sense of social well being</p>
	Culture of non-violence	Partners' capacity to address issues of violence will be strengthened.	<p>The mainstreaming of protection and conflict prevention into DRC core sector programming will increase DRC partners' capacity to address issues of violence because programme staff will be better able to identify unintended positive and negative consequences of their programming and make the necessary changes</p> <p>The training of DRC partners in various violence related assessment tools will provide DRC partners with the necessary skills and knowledge to identify issues of violence</p> <p>The establishment of a toolbox of related protection and social cohesion tools will equip DRC partners' with the necessary instruments to address issues of violence</p>

		More communities will experience a reduction in violence.	<p>Strengthened protection mechanisms, through PSS and other interventions, will result in a reduction in violence</p> <p>Innovative programming that promotes the principles of non-discrimination, equality, respect of diversity, tolerance, inclusion and non-violence will result in a strengthening of social cohesion and this will lead to a reduction in violence</p> <p>The mainstreaming of protection and conflict sensitivity across DRC supported programming will result in improved monitoring of violence-related issues and the ability of DRC/NS's to identify reductions in violence</p>
Danish Humanitarian Engagement	Volunteer engagement	More DRC volunteers will be engaged in international humanitarian action	<p>The engagement of more DRC volunteers in international humanitarian action will increase the advocacy of and exposure to, at the grassroots and national levels, the RCRC principles of neutrality, impartiality, humanity, independence, voluntary service, unity and universality, as well as non-discrimination, equality, respect of diversity, tolerance, inclusion and non-violence, thus promoting an improved protective environment with strengthened social cohesion</p> <p>A more cohesive community is more likely to proactively engage in international humanitarian action</p>
	Public commitment	More future humanitarians will be mobilised	<p>The mobilisation of more future humanitarians will increase the advocacy of and exposure to, at the grassroots and national levels, the RCRC principles of neutrality, impartiality, humanity, independence, voluntary service, unity and universality, as well as non-discrimination, equality, respect of diversity, tolerance, inclusion and non-violence, thus promoting an improved protective environment with strengthened social cohesion</p> <p>A more cohesive community is more likely to mobilise greater numbers of future humanitarians</p>
		Cooperation with the private sector will be strengthened	<p>The private sector has an important role to play in promoting a more protective environment with strengthened social cohesion if it is engaged appropriately and is persuaded of the values espoused by DRC and national societies</p>
	Influence humanitarian agenda	DRC will be a stronger, more accessible and increasingly trustworthy humanitarian organisation	<p>Quality programmes related to protection, protection mainstreaming and increased conflict sensitivity will position DRC as a stronger, more accessible and increasingly trustworthy humanitarian organisation</p>

Implementation Approach Theories of Change

The below preliminary theory of change builds of from the narrative presented to provide a succinct theory of change that details how the approach proposed will lead to the change required within the International Strategy 2015-2020

Level	Activity	Corresponding theory of change
Strategic	Integration of protection and social cohesion into strategic processes including the country strategy development process	If country strategies engage with the concepts of protection and social cohesion, and are conflict sensitive in their design, then acceptance, and the incorporation of, these concepts are more likely, resulting in programming that contributes to strengthened protection and social cohesion
PMER	Protection and social cohesion issues are integrated into planning, monitoring, evaluation and reporting systems in all programming	If protection and social cohesion are adequately integrated into PMER systems, then the prospects of obtaining relevant information and ensuring that programming is monitored for positive and negative impacts they are having in terms of protection and social cohesion are enhanced, resulting in programming that is more responsive to protection and social cohesion concerns
Mainstreaming	The mainstreaming of protection and social cohesion into DRC's work in its core sectors is prioritised	If protection and social cohesion are effectively mainstreamed into the core sectors of DRC's work, then programmes will be more able to mitigate actual or potential negative impacts in terms of increasing tension or the risk of violence, while maximising actual or potential positive impacts in terms of strengthening protection and social cohesion, resulting in programming that complies with the principles of Do No Harm, while actively seeking out ways in which it can indirectly promote protection and social cohesion
Programmatic	Protection and social cohesion strengthening can also be pursued through stand-alone programming that enables DRC staff and volunteers to address specific problems around social cohesion, violence and protection that they may identify via a toolbox of methods	If programme design and implementation staff are equipped with necessary tools to identify protection and social concerns and to strengthen protection and social cohesion, then they are more likely to seek out opportunities to engage in initiatives that strengthen protection and social cohesion, either through adding module onto existing programming or by using the toolbox to develop a specific programme, resulting in programming that takes direct, concrete measures to strengthen protection and social cohesion

Part Three:

Protection and Social Cohesion in Assessments

Introduction

Programme development invariably begins with some form of needs assessment to identify the specific needs and be able to design a programme that responds to that need. General advice on the DRC planning processes can be found [here](#), including a format TOR for assessments that has been adapted to ensure it incorporates protection and social cohesion considerations.

Needs assessments come in an array of forms and it can be difficult to know what should and should not be included. IFRC guidance for general needs assessments within humanitarian and emergency environments can be found [here](#), however it is also important to consider specific assessment issues related to protection and social cohesion, including a comprehensive gender and diversity analysis.

However, more specific advice is provided to facilitate the development of protection and social cohesion specific assessments. These are structured around the four core principles within protection and social cohesion, as discussed in part one, and should be seen as examples or inspiration as to what a protection or social cohesion assessment might include.

Quick integration of protection into assessments

Below follows a number of relatively easy-actions to integrate protection into other sector or multi-sector assessments.

1. Ensure that assessment teams understand that physical safety, violence and discrimination should be included in Focus Group Discussions (FGDs) when talking about risks and hazards
2. Brief assessment teams on the fact that women, girls, men and boys may face risks differently, have different coping strategies and different assistance needs
3. Discuss issues of violence and discrimination with assessment teams, including issues of tension, violence and resource distribution within the family
4. Ensure that FGDs are held separately with diverse groups
5. Disaggregate data by age (children, youth, adults, elderly) and gender, as well as diversity (ethnicity, backgrounds, tribe) to identify potential vulnerabilities.
6. Ask specifically how risks and capacities relate to different groups, e.g. how risk of flooding impact women, men, girls and boys differently.
7. Include specific questions regarding issues of safety and discrimination, e.g. "what are the challenges you face when going to the health clinic", "where do men, women, girls and boys feel most safe/unsafe", "who/where/when are people exposed to violence" and "where do people normally seek help regarding situations of violence"?

8. Use secondary data to identify particular issues which should be considered in an assessment, e.g. if data search highlights significant discrimination of a particular group or high levels of domestic violence, then this should be considered.
9. Consult with local staff, volunteers and other partners how particular issues are best integrated into an assessment
10. Discuss and consider before the assessment how to react on emerging issues related to violence and discrimination, including the identification of relevant referral pathways and preparation of staff on how to handle sensitive issues or emotional outbursts.

Elements to consider

It is essential to fully understand how different members of the community define safety, protection, dignity and community relations differently. While some might define protection in terms of physical safety, others might feel that threats to their livelihood are their biggest threats to life and dignity.

In general, it is good to reflect on what information might be required to act on the four key protection principles:

1. Prioritise safety and dignity.
2. Ensure meaningful access to assistance and services (incl. beneficiary accountability, prioritisation to the most vulnerable and addressing special needs).
3. Assist with rights claims, access to remedies and recovery from abuse.
4. Promote participation (which includes empowerment).

The following questions serve as examples of what might be appropriate for each of these principles. They can be used as inspiration for the development of more deliberate protection assessments. Moreover, they, and others like them, can be utilised within existing assessment to derive information regarding protection concerns.

1. Prioritise safety and dignity
 - a. Where do men, women, girls and boys feel most safe/unsafe?
 - b. Who/where/when are people exposed to violence?
 - c. Conduct a "safety audit" or a community mapping – for more [click here](#)
2. Ensure meaningful access to assistance and services
 - a. Do you face any challenges going to the health clinic? If so, what?
 - b. Do you have any strategies for mitigating these challenges?
 - c. Does access to these services differs for some individuals/groups? If so, who and why?
 - d. How should services be designed so they are more accessible for the vulnerable?
3. Assist with rights claims, access to remedies and recovery from abuse.
 - a. Do people know how/where to seek help in case of violence

- b. Who are legally responsible to address the issue at hand?
 - c. What are the relevant entitlements/services and procedures for accessing these entitlements/services?
- 4. Promote participation
 - a. How do people access/impart information in general and on our programmes in particular?
 - b. How do people wish to participate in society and in the management of assistance?
 - c. How are different people coping and recovering from violence and discrimination?

During emergencies it might not be possible to conduct a protection assessment, but basic questions related to protection should always be included in a multi-sector rapid assessment. The IFRC Psychosocial Reference Centre has also developed an assessment tool that covers psychosocial needs and protection in emergency and recovery contexts and the tool provides step by step guidance on setting up the assessment as well as sample questions for the actual assessment. The tool can be found [here](#)

The International Rescue Committee has a comprehensive toolbox for assessment and response options for issues relating to women's safety and dignity. It can be found [here](#)

It is important to conduct regular reviews of protection-related information and analysis as this may change over time.

Protection Specific Assessment

In some programs it might be useful to do a more in-depth protection assessment to inform programming. This is particularly the case when programs aim to address issues of violence, discrimination, social cohesion or psychosocial issues directly. Some elements of the protection assessment can also be integrated into other assessments.

In general, the most basic of protection assessments consists of four elements:

1. What are the threats (perceived or real) to safety, health and dignity
2. How are people coping or responding to these threats
3. How can outside assistance help increase coping mechanisms and reduce exposure to such threats
4. Who are responsible and how can their responsibilities be activated

A full analysis should aim to answer most of the following questions¹¹:

¹¹ Inspired by the ECHO Funding Guidelines on Protection

1. Who are the groups at risk (sex, age, ethnicity, political and socio-economic background...)? Vulnerability, time/duration of exposure and resilience capacity/coping mechanisms should be assessed for each group of concern.
2. What are the threats (patterns, risk, expressed fears, violence, coercion, deprivation)?
3. Who are the perpetrators or those who are legally responsible to take action? Who is or could be involved (stakeholder analysis)?
4. What is the applicable legal framework? Which laws are being violated? Are the violations due to inability/structural weakness, unwillingness or a deliberate strategy?
5. Where and why is the protective system breaking down (international, national, community level)?
6. What needs to change? What are the short- and longer-term changes in policy, practice, behaviour, ideas and beliefs that can reduce the threats?
7. What is the 'compliance aptitude', the willingness and/or ability of the authorities to take responsibility of protection? Available resources, political will, interests of the relevant actors, personal conviction?
8. Which capacities of responsible authorities need to be boosted so that they themselves can protect people that they are responsible for? Opportunities should be explored to develop a constructive relationship where such possibilities exist.
9. How can the communities' strategies to avoid the threats be supported?
10. What are the strategies and activities to be considered? Who would be the best positioned potential partners to provide services?

Section five of ALNAP's '[Protection: An ALNAP guide for humanitarian agencies](#)' offers guidance on the conducting of a protection assessment.

The Global Protection Cluster also provides a range of applicable tools that, when used in the conjunction with the advice given in the ALNAP guide, offer concrete instruments for the development of comprehensive protection needs assessments. Here the focus is on rapid assessments in emergency settings, with a general toolkit provided, as well as one for child protection and gender-based violence assessments. The tools can be found [here](#).

These resources can be utilised and adapted to suit various contexts and demands and offer important support and guidance in a difficult programmatic area.

Social Cohesion Specific Assessments

There is not much guidance on social cohesion specific assessments.

A conflict analysis (see part three and appendices one and two) will provide some information relating to social cohesion and can be used as a starting point from which to develop a good understanding of social cohesion. Building on this, a [Do No Harm](#) analysis

(see part three) can be used as a proxy for social cohesion. Guidance for conducting an analysis of dividers and connectors can be found [here](#) and guiding questions that can be used as inspiration for such analysis follow:

Guiding questions for dividers and connectors

Dividers

1. What are the key systems/institutions, attitudes/actions, values/interests, experiences, and symbols/occasions that divide people/groups/communities?
2. What is the impact of this division?
3. How are these dividers likely to interact with the planned/actual programme?
4. What mechanisms are in place/can be put in place to mitigate the effect of these dividers?

Connectors

1. What are the key systems/institutions, attitudes/actions, values/interests, experiences, and symbols/occasions that connect people/groups/communities?
2. How are these connectors strengthened by community action?
3. How can these connectors be strengthened by the planned/actual programme?

Beyond the issue of dividers and connectors, it is also necessary to consider resource transfers and implicit ethical messaging as this will have implications for the impact, positive and negative, that DRC programming has.

1. What resources are we bringing into the conflict? What impact are our **resource transfers** having? (crime, market effects, distributional effects, substitution effects, legitimisation effects)
2. What message are we giving through the way we work? What impact are we having through **implicit ethical messages**? How are we perceived?

Guiding questions for the four core principles of social cohesion

In general, it is good to reflect on what information might be required to act on the four key social cohesion principles:

1. A sense of belonging for all in the community/ies
2. An appreciation and value of people from diverse backgrounds and circumstances
3. Similar life opportunities for all the members of the community
4. Fostering strong and positive relationships between people from different backgrounds

The following questions serve as examples of what might be appropriate for each of these principles. They can be used as inspiration for the development of more deliberate social cohesion assessments. Moreover, they, and others like them, can be utilised within existing assessments to derive information regarding social cohesion concerns.

1. A sense of belonging for all in the community/ies

- a) Is there a perceived sense of belonging by all in the community? How is this manifested in attitudes and behaviour?
- b) Are particular groups in the community excluded? In what ways? How is inclusion specified?
- c) What is the key goal of the community? Is this shared by all in the community?
- d) What kind of mutual coordination and collaboration exist? What is the focus of the coordination/collaboration?

Potential differs according to type of community – e.g. geographic may be harder to build than religious or sports based community.

2. An appreciation and value of people from diverse backgrounds and circumstances

- a) What level of discrimination exists in the community? Who is discriminated against and why? How is such discrimination manifested?
- b) How diverse is the community? What kind of diversity is present? Are there examples of violence against particular groups in the community?
- c) How much tolerance is there for difference within the community? How is this tolerance observed?
- d) How do different groups interact (locations, focus etc.)?

3. Similar life opportunities for all the members of the community

- a) Do different groups have the same levels of access to goods and services? Do certain groups experience lower/poorer access to education, healthcare and economic opportunities than others? Why?
- b) What mechanisms are in place to reduce disparities, inequalities and social exclusion? How are they designed and how do they function?

4. Fostering strong and positive relationships between people from different backgrounds

- a) What mechanisms are in place to bring people from different backgrounds together over common interests/values/concerns?
- b) How do different groups work together to overcome common problems?
- c) What mechanisms are in place to manage conflict between groups? How effective are they?
- d) What opportunities for the strengthening of social relations exist?

Integrating a conflict analysis and protection needs assessment into the ['IFRC Guidelines for assessments in emergencies'](#)

An emergency situation place high demands on implementers to initiative the provision of life saving assistance as soon as possible. Limited time means that opportunities to integrate conflict sensitivity need to be realistic, practical and easily understood. However, it is important that this is done as protection risks can increase significantly in a disaster management setting as people, particularly the most vulnerable in normal life, become more so. Moreover, as the fabric of society is affected by the emergency context, community based protection mechanisms may be less effective.

A number of simple steps can be taken in the assessment phases that build on current tools to avert negative unintended consequences of an emergency intervention:

- Undertake a 'Good Enough' conflict analysis as part of the first phase emergency response.

This should be integrated into the objectives and the TOR, and will influence the way the assessment is conducted. It is important that this analysis is short and easy to integrate to a rapid emergency assessment and clear enough to be used by people with no conflict-sensitivity expertise. It can build up through the detailed and continual assessments as they take place.

Build on the participatory tools already employed in the guidelines (see the conflict analysis annex for examples). In some cases, access may be restricted and it may not be possible for remote teams to complete the assessment. If this is the case, an analysis can be drawn up in the short-term on the basis of the knowledge of existing staff and/or programmes operating in these regions, including knowledge from other agencies operational in these areas.

The following guiding questions for a 'good enough' analysis may be helpful in all emergency situations (i.e. rapid onset, natural disaster, conflict).¹² Such questions can be integrated into existing participatory tools also.

Conflict Context

- What is the history of the conflict in the area being assessed?

¹² Adapted from CARE International Emergency Toolkit Section

- What is it about and how long has it been going on?
- What groups are involved?
- What divides these groups (e.g. caste, tribe, neighbourhood affiliation) and what connects them (e.g. shared cultural practices, local peace initiatives)?
- Where are the conflict-affected areas geographically located?
- Does conflict get worse at any particular time or period (time of day, season, during elections, during religious festivals etc.)?
- What are the best, worst and most likely scenarios for the future of the conflict?
- What does each scenario depend on?

Potential Programme Impacts

- What gendered protection risks (gender-specific risks) were apparent prior to the emergency? What gendered protection risks are emerging as a result of the emergency?
- What capacity does the community have to manage gendered protection risks? Has the capacity altered as a result of the emergency?
- How will the selection of beneficiaries relate to what connects and divides this community?
- Are processes to assess needs and select beneficiaries transparent and well publicised?
- Will the community be involved in this selection?
- What are community and other local actors' perceptions of the identity of programme staff?
- Does DRC have any role (real or perceived) in the conflict?
- Does DRC's partner agencies (local or international) have any role (real or perceived) in the conflict? What are their relationships with other actors? How are they perceived by the beneficiary community?

Try and deepen the conflict analysis as you progress through the types of assessment. Such analysis should be updated at regular intervals to take into account the constantly changing dynamics of the emergency context. This can be done through cross-referencing with other agency analyses or carrying out consultation with communities or other groups who were not part of the original analysis.

This could happen as the response transitions into new phases, such as from relief to recovery. This could be led either in-house, if the capacity exists, or by a consultant. 'Pause and reflect' sessions, real-time evaluation meetings or intra-agency coordination/planning meetings can provide excellent opportunities to integrate a deeper level of analysis.

Assessment Process

When an assessment is being conducted, particularly a needs assessment and including a conflict analysis, it is important to consider a number of key aspects to ensure it is carried

out in a conflict sensitive manner and manages protection risks. This includes:

- *Expectation management:* Assessments (particularly needs assessments) can raise an expectation of future programming. To effectively manage expectations is important to clearly state the aims of the assessment to those being consulted, and to explain, and act upon, what the next steps of the process will be.
- *Assessment team (who and how introduced):* It is important to consider the composition of the assessment team. Do they represent, or may they be perceived to represent, one side of a conflict/tension or do they represent an example of inter-group co-operation? Are they culturally acceptable? Moreover, the way in which, and by whom, they are introduced to the community can be important. It may be appropriate to have respected local actors introduce them, or programme staff from other sectors in the organisation who know the community.
- *Assessment participants:* Consider who is being consulted as part of the assessment. Take into account divisions when deciding on who to consult. There are evident risks associated with only addressing the needs of those from one side of a division (perceptions of bias and partiality which can reinforce tensions between divided groups) and where apparent division may not exist this could emerge if not well managed. Recognise that vulnerability often coincides with lines of division, so care is needed to consider what messages are portrayed when only assessing the needs of the most vulnerable.
- *Questions asked:* Needs assessments in general, and especially within protection and social cohesion, can include particularly sensitive issues. It is important such issues are introduced appropriately with the due care required. Small groups or individual interviews may be required, and it is crucial to consider the power relations within group interviews. The effective facilitation of such interviews is important in order to generate open discussion where possible. It is also key to include these power dynamics, and how they play out within a group interview, as part of the needs assessment as the way a group interview flows will often reflect the way in which a community is run. The sequencing of questions is also important.

Part Four:

Protection and Social Cohesion in the Design Process

Introduction

Programme design is a vital phase in the programme cycle and provides a key opportunity to ensure protection and social cohesion is mainstreamed across programming sectors, in addition to a DNH approach to be adopted.

This part of the guidelines provides direction regarding a number of key aspects related to programme design. It first sets out a number of general points that should guide programme designers in thinking about how they can mainstream protection and social cohesion into their programmes. Associated to this it considers approaches that can be taken to ensure the conflict and protection analysis is effectively linked to the design process. The guidance then offers a number of concrete actions that can be taken to include protection and social cohesion into the logical framework, programme budgets and work plans/timelines, before concluding with a number of considerations that should be made to ensure the design process is itself protection and social cohesion sensitive.

Programme Design

DRC has a number of guidance points and supporting documents to facilitate the programme formulation process. These can be found on the International Platform at the DRC Webpage, [here](#). Of most significance are the TOR for programme formulation and the guidance note for programme formulation.

Beyond the documents available, it is important that the formulation of programming takes into account protection and social cohesion issues. This will minimise the risk that the programme will weaken protection or social cohesion through its activities, and will enhance the prospects of it strengthening protection and social cohesion, even if it is not directly targeting these issues.

Protection and social cohesion issues can be integrated into programme design stage in a number of ways and specifically involves applying findings from the **conflict analysis** to review and inform all key parameters of the programme:

- What the programme will do
- Who will implement it and for whom
- Who the beneficiaries/participants will be
- Where the programme will be implemented
- When the programme activities will take place
- How the programme will be implemented

Ensuring protection is taken into account in programme design includes asking the following questions:

- ✓ How can your programme be designed to prioritise safety and dignity and avoid causing harm?
- ✓ How can your programme be designed to eliminate or mitigate barriers to access, including gendered barriers?
- ✓ How can your programme be designed to ensure that it assists people in accessing their rights and entitlements, and enables duty-bearers to deliver on their obligations?
- ✓ How can your programme be designed to ensure the participation and empowerment of all people, including men and women and specific sub-groups such as youth, people with disabilities, marginalised groups and other vulnerable groups?

Ensuring social cohesion is taken into account in programme design includes asking the following questions:

- ✓ How can your programme be designed to maximise the sense of belonging for all in the community/ies?
- ✓ How can your programme be designed to strengthen an appreciation and value of people from diverse backgrounds and circumstances?
- ✓ How can your programme be designed to ensure that it enhances the delivery of similar life opportunities for all members of the community?
- ✓ How can your programme be designed to foster strong and positive relationships between people from different backgrounds?

Link the conflict and protection analysis to the programme design

Linking conflict and protection analysis to the programme design can be difficult, as it requires considering risks and opportunities linked to the context, which are not necessarily linked to the programme objectives and staff may feel that this is not under the mandate of the DRC. However, in all contexts protection concerns are evident, and given a significant amount of DRC programming is now conducted in contexts experiencing some degree of conflict, this is a highly relevant issue.

For development and humanitarian programming, which use information from broader needs assessments (education, health, livelihoods, sanitation needs etc), there is a need to add an explicit stage for analysis and reflection on protection and social cohesion issues and their relation to the programme during the design phase. Programming that seeks to directly focus on conflict issues are different as they can use a conflict analysis as a direct needs assessment tool for project design.

In practice, conducting a conflict and protection sensitivity analysis of a programme can be done quite simply and is one of the most fundamental steps to ensure DNH practice during programme implementation. In particular, it can:

- Help foresee risks and obstacles to effective implementation early on

- Prevent timely and costly ad hoc management of tensions arising from, or exacerbates by, a programme
- Help identify new opportunities for action

This involves:

- ✓ Reviewing all key parameters of a programme in view of their link to the conflict context (what?, who?, where?, when?, how?)
- ✓ Assessing the risks of implementation being affected by conflict issues of contributing to tensions or protection concerns
- ✓ Identifying opportunities for reinforcing peace outcomes (increased dialogue between divided groups, less violence etc.) through the planned intervention
- ✓ Identifying changes to the original programme design to avoid unintentionally contributing to tensions or protection concerns

Integrate conflict sensitivity and protection into the logical framework

The risks and assumptions column of a log frame is a good place to identify areas where a programme may interact with violence and conflict. A strong risks and assumptions section that integrates protection and social cohesions concerns will aid effective monitoring and help ensure that flexibility is built into the implementation phase. For example, if changes to the design are required at a later stage as a result of changes in the context, donors will be more likely to respond positively if issues were flagged up in the design phase as part of the log frame risks and assumptions or risk management planning.

Key steps:

- Identifying main issues from the conflict analysis and/or protection assessment to help identify programme risks and assumptions.
- Developing an understanding of how the programme may exacerbate conflict risks and negatively impact on protection and social cohesion.
- Where possible, build in mitigation strategies in response to the risks identified. Such strategies can be added to the proposal in the risk management section.

A key difference from a standard log frame is that the risk column will focus not only on risks to the project and project staff, but also include acknowledgement of potential risks that the project will increase tension or have negative unintended impacts for the targeted communities. It will be important to raise awareness among donors that acknowledging such potential risks to communities represents a commitment to the DNH approach and something they should be encouraging if sustainable improvements to the lives of targeted communities are their primary concern.

See appendix three for examples of log frames.

Include protection and social cohesion in programme budgets

Including a few specific budget lines can help embed conflict sensitivity and protection in programme implementation:

- Budget for conducting or updating a full conflict analysis and/or protection assessment at the start-up of the programme and for reviewing as part of MEL activities
- Budget for capacity building in protection and DNH for staff and partners involved in the programme (and where relevant community representatives)
- Budget for participatory monitoring and regular reflection with community members
- Budget for feedback/accountability mechanisms

Include protection and social cohesion in programme work plans/timelines

- Protection and social cohesion needs to figure prominently in the project work plan. Ideally conflict analysis and protection assessments should be completed and reflected upon before key project activities begin, otherwise it will be too late to make adaptations informed by such assessments.
- Time and space for reflection on protection and social cohesion concerns also need to be embedded in the programme work plan, for example by being explicitly included on the agenda of regular programme review meetings etc.

Consider protection and social cohesion during the design process

Using participatory approaches is particularly important for protection and social cohesion sensitive design. Including participation from programme staff/volunteers and consultants, as well as from community members and partners, at the design stage will enrich the protection sensitivity analysis and DNH approach of the planned programme. It will also help to obtain different perspectives on the possible risks and opportunities linked to implementation. In addition, it may also contribute to a strengthening of social cohesion by bringing together various community groups to jointly collaborate on interventions to benefit the whole community.

It is also important to consider if the make-up of the design team is likely to result in any bias in the design, or increase any protection risks of the team. All aspects raised as part of the guidance for needs assessment also apply to the programme design process. Some additional questions to consider include:

- ✓ Who is part of the design team, and how do they relate to the target area?
- ✓ If consultants are leading the process, how aware are they of conflict and protection sensitivity issues and how closely are they working with relevant staff and partners and the in-house design team?
- ✓ Is there a feedback and review process on the programme design involving staff, partners and community members?

Part Five:

Protection and Social Cohesion in Programme Implementation

Introduction

Part six seeks to build on the general mainstreaming guidance provided throughout the proceeding parts by providing sector specific guidance on the mainstreaming of protection and social cohesion.

It first examines organisational development and considers what is necessary to ensure national societies, in particular, are able to mainstream protection and social cohesion, as well as what support can be provided by DRC to facilitate this process.

The health sector is then considered with specific focus towards the CBHFA manual, the MNCH framework, WASH and PSS.

The final section of part six examines disaster management providing recommendation first on DDR (including early warning) and then on disaster response.

Protection and Social Cohesion in Organisational Development

The development and strengthening of national societies is one of DRC's global goals under the strategic ambition of an 'empowered civil society with a strong RCRC'. In achieving this goal, DRC seeks to prioritise: support to branch development; humanitarian diplomacy; mainstreaming diversity in planning, monitoring and evaluation; volunteer management systems; and promotion of accountability initiatives.

Engagement in these areas provides a significant opportunity to mainstream protection and social cohesion within national society functioning as an aspect of organisational development. It is critical for the successful operationalisation of protection and social cohesion strategies that they are embedded within organisational development endeavours and national society strategic planning. This would also see impact beyond DRC supported programming. Moreover, such initiatives are also relevant for the DRC as an organisation.

Organisational Commitment to Protection and DNH

For DRC and National Societies to become more protection and social cohesion sensitive and in a sustained way it is crucial that there is organisational commitment to this goal. Both DRC and national societies must, at all levels, demonstrate a clear and sustained commitment to protection and social cohesion sensitivity.

- √ Generate buy-in at leadership and senior management level

Whilst the implementation of protection and social cohesion related activities will largely be carried out 'on the ground' it is vital that those in leadership and senior management positions buy into the need and desire for ensuring that DRC and national society programming is protection and social cohesion sensitive. This is, however, not without its challenges:

Practical Challenges	Possible Solutions
Many senior management staff do not spend much time on the day-to-day details of individual projects and therefore do not see the relevance of protection and social cohesion for them.	<ul style="list-style-type: none"> • The added value of protection and social cohesion needs to be explained in the context of improving the effectiveness of the DRC and national societies. Protection and social cohesion needs to be located alongside the Fundamental Principles for the RCRC: humanity, impartiality, neutrality, independence, voluntary service, unity and universality. • Explain the importance of protection and social cohesion as a donor priority and how it gives added value to the DRC/NS credibility. As an example, protection figures as a key element in ECHO Programs.
Leaders and senior management are busy with a number of competing priorities and focus on the organisation-wide picture.	<ul style="list-style-type: none"> • Explain that although the work can be delegated and responsibilities spread, having their understanding and support is critical to ensure organisation-wide 'buy-in'. • Try to reach agreement that country strategies will be signed off by senior management and that performance reports on integration activities will be tabled at senior management level meetings. • Agree on monthly or quarterly meetings with senior managers to discuss progress
Senior managers and organisations as a whole are often struggling with existing change strategies and are under constant pressure to improve organisational efficiency and effectiveness.	<ul style="list-style-type: none"> • Explain the possible synergies with other change strategies or organisational priorities and how integrating DNH can be achieved relatively simply through adapting existing policies, systems and procedures. • Prepare an action plan that takes into account other organisational processes and combines resources and activities where possible. Include steps on who needs to do what to design and effect change, performance benchmarks, concrete resource requirements (ie: time, budget).

√ Generate commitment across the organisation

The mainstreaming of protection and social cohesion into DRC/NS programming cannot be successful without commitment across DRC/NS's. To generate such commitment it is first important to consider where awareness and buy-in already exist and then build on this. National society staff and management are often more receptive to the principles of protection and social cohesion when they engage in an operating context that is affected by protection concerns and conflict issues. However this is not always the case, and programming design and implementation can often be protection and conflict blind.

Ideally staff should be trained in protection sensitivity and the DNH approach. This should be based on an organisational capacity assessment that details need and level of training required, as well as who should be in attendance. Opportunities exist to refresh staff on protection sensitivity and DNH such as through broader organisational events, departmental

meetings, regional and thematic meetings or other trainings. Any such sessions should include discussion, reflection time and agreement on follow-up actions.

- √ Identify and promote protection and social cohesion ‘champions’

Focal points with the DRC and national societies who are committed to promoting protection and social cohesion can often drive the mainstreaming process and should be encouraged. It is advisable that such focal points represent a range of teams/departments with different levels of responsibility. This will support the sustainability of mainstreaming and ensure its relevance for the whole organisation rather than just one department or unit.

Human resources – staff competencies, skills and understanding

Vital to ensuring protection and social cohesion is successfully mainstreamed within DRC and national societies’ staffs is the question of who is recruited and how they are recruited. The composition of national societies can have both positive and negative consequences for protection and social cohesion. In all contexts, but divided and discriminatory contexts in particular, perceptions of bias, lack of impartiality and association with particular groups or parties to a conflict can easily emerge based on the way the national societies recruits staff and volunteers, and the way these staff/volunteers behave. This can have serious consequential negative impacts on existing tensions, worsen divisions, diminish trust in the national society and increase security risks for staff and volunteers.

As such recruitment policy should take into account protection and social cohesion, respectively, as well as demographic compositions of programming areas. The key aim is to minimise protection risks, possibilities for increased divisions and perceptions of bias through recruitment. Particular considerations include:

- √ What does the overall staff composition say about the national society? (Look beyond individual jobs and people)
- √ Is recruitment balanced across social divides (e.g. ethnicity, religion), gender and vulnerable/discriminated groups? If not, why not?
- √ Do current recruitment practices well reflect RCRC’s fundamental principles?
- √ Does the national society recruitment impact (positively or negatively) on how it may be perceived or on its capacity to operate in a protection and conflict sensitive manner?
- √ Are changes in recruitment policy needed and how can they be implemented?

Recruitment of individuals with appropriate competencies to ensure protection and social cohesion can be effectively mainstreamed is important. These competencies, made up of knowledge, skills and attitudes, are generally in line with the RCRC fundamental principles, however it is key to actively seek these competencies when recruiting staff/volunteers, or at least ensure appropriate capacity building for staff/volunteers is delivered to fill any gaps.

Such competencies include:

Knowledge:

- ✓ Understanding of protection
- ✓ Understanding of conflict
- ✓ Understanding of Do No Harm
- ✓ Understanding of gender & diversity

Skills:

- ✓ Communication (ability to engage in conversation with beneficiaries about protection and conflict)
- ✓ Analysis (ability to appropriately analyse protection risks and concerns and conflict)
- ✓ Comprehension (ability to find the links between programming and protection and conflict)
- ✓ Persuasive (ability to convince others of the need to be protection and conflict sensitive)

Attitude:

- ✓ Accepting that programming or the overall action of the national society can inadvertently contribute to increase protection concerns/risks or social tension/conflict
- ✓ Self-awareness of own behaviour and of how individual actions may be perceived in different contexts
- ✓ Possessing good gender and inter-cultural sensitivity and understanding
- ✓ Able to challenge assumptions and look for various ways to gather and analyse information
- ✓ Concerned with social justice
- ✓ Commitment to the RCRC fundamental principles

NS commitment to protection sensitivity and DNH practice can be reinforced through induction processes to ensure that, along with understanding of the RCRC does and how it does it, new staff and volunteers are made aware of protection and social cohesion and how it relates to the specific role they will play.

Capacity building and staff development should be invested in to ensure all staff develop, or reinforce, their protection sensitivity and DNH competencies, and this must be reinforced by organisational learning processes that facilitate, and encourage national society reflection on practice. This process will be reliant on senior management buy-in to the process as it is vital staff and volunteers feel they are able to be open and honest regarding the lessons they are learning. There must be no concern of judgement or discipline if staff/volunteers are critical or admit mistakes, indeed this should be encouraged and senior management should foster trust and open communication between staff and volunteers.

More advanced training on negotiation and mediation skills may be appropriate for some staff who engage in highly divided areas where protection concerns are significant. Operational space can often be constrained due to tension/conflict and programming can sometimes be adapted to address some of the causes (e.g. implementing programming in both communities who are in conflict). It is important that when such opportunities arise, staff are adequately trained to maximise the impact programming might have on strengthening protection and social cohesion. Being able to work with local leaders to bring people together, with a focus on implementation on the programme, can have additional benefits for strengthening protection and social cohesion.

Ensuring the protection of staff and volunteers

National society staff and volunteers are often the first to respond to disasters, both natural and man-made, and frequently engage on a repeated basis. This can put them in positions of extreme risk, both physical and emotional. It is critical that national societies provide appropriate protection for staff and volunteers. The ICRC's '[Safer Access Framework](#)' provides practical tools to ensure staff and volunteers are better able to minimise risk, both physical and psychological, and generate improved access, while IFRC's '[Volunteering in Emergencies](#)' guidelines provide important guidance for ensuring that volunteers are appropriately supported in the event of emergencies. However, it is important that national societies take relevant steps to ensure that such measures are in place.

Staff and volunteers are often unaware of such tools and guidelines and so should be fully oriented on them during induction. It is critical that national societies take concrete actions to invest in the physical and psychological protection of their staff and volunteers, including in the provision of any necessary psychosocial support (see the IFRC PS Reference Centre for several materials on PSS support for volunteers).

Health

Health programming for DRC is centred on Community-based Health and First Aid (CBHFA) programming and this will be the primary focus here. However, focus is also given to Water, Sanitation and Hygiene (WASH) and Psychosocial Support (PSS). Within each of these areas the issues of protection and social cohesion have significant relevance as previously highlighted. Moreover, work has already been conducted by IFRC and Canadian Red Cross to add a [violence prevention module](#) to the CBHFA due to the increased recognition of the impact violence has on health.

Community-based Health and First Aid (CBHFA)

CBHFA *in action* is the core approach of national societies in the delivery of the global health and care strategy in health promotion and disease prevention. By working through helping

the community to develop its own capacities, the CBHFA approach responds to communities' unique priorities.

Efforts made within CBHFA programming to strengthen both protection and social cohesion will contribute to a reduction in health-related vulnerabilities as well as providing a more conducive environment for community-based healthcare. The recommendations below outline how protection and conflict sensitivity can be further mainstreamed into IFRC [CBHFA ten steps implementation guidelines](#) beyond those already made in section two.

1. Plan and implement a sensitisation workshop with stakeholders

This should:

- ✓ Take into account local power dynamics (identified through stakeholder analysis with a conflict/context analysis) as this may influence levels of meaningful access to health facilities, particularly for the most vulnerable and marginalised
- ✓ Ensure participation of the most vulnerable and marginalised in the community
- ✓ Examine possible tensions within and between communities as a result of the intervention
- ✓ Sensitise community of the links between violence, protection and health

2. Management structure and project action group

This should:

- ✓ Be clearly articulated with clear job roles and lines of communication being established
- ✓ Financial and resource management protocols must be clear and have agreement
- ✓ Ensure volunteers are representative of the community and encourage the involvement of the most vulnerable and marginalised in the community
- ✓ Selection and recruitment of staff must be conflict sensitive, transparent and receive the acceptance of the community

3. Be creative

This should:

- ✓ Focus on the development of sustainable relationships between the national society and the community, and between community members
- ✓ Consider more holistic understandings of health that take into account violence (focus on self and interpersonal) and protection issues (e.g. how does violence, safety, dignity and access impact on health?)
- ✓ Encourage community members to think more broadly when identifying key health concerns

4. Customise to local priorities

This should:

- ✓ Ensure identified local priorities reflect the voices of all in the community, particularly the most vulnerable and marginalised who will often have greater health needs

- ✓ Link local priorities to the context. An understanding of the conditions that may bring about health concerns will lead to better outcomes
- ✓ Identify innovative ways of bringing stakeholders together to deliver a more comprehensive programme, but also to strengthen social cohesion through sustained collaboration over common goals

5. *Prepare volunteers and staff*

This should:

- ✓ Ensure volunteers are representative of the community and encourage the involvement of the most vulnerable and marginalised in the community
- ✓ Sensitise volunteers on the link between violence, protection and health, and how strengthened social cohesion can support health outcomes
- ✓ Prepare volunteers for engagement with victims of violence (particularly domestic violence and sexual abuse), including appropriate response strategies
- ✓ Ensure facilitators work with a holistic interpretation of health and have a good understanding of public health and the ways in which CBHFA can contribute to wider objectives

6. *Logistics and resources*

This should:

- ✓ Ensure procurement protocols are conflict sensitive
- ✓ Encourage community participation in resource mobilisation. This will increase ownership, plus may contribute to a strengthening of social cohesion
- ✓ Seek to build relevant partnerships across the national society, thus bringing more people together

7. *Core knowledge and community needs*

This should:

- ✓ Endowment of knowledge regarding the RCRC should also focus on the principles of non-discrimination, tolerance, intercultural dialogue, social inclusion and non-violence
- ✓ Promote community mobilisation as a vehicle through which social cohesion can be strengthened
- ✓ Ensure assessment processes seek to identify wider health-related protection concerns (e.g. domestic violence and sexual abuse, access to health services)

8. *Household and community action groups*

This should:

- ✓ Seek to build networks between community groups both within, and between, communities in order to strengthen social cohesion around health-related common goals
- ✓ Promote collaboration between households to address health-related issues in the community

9. Tools for planning, implementing and documenting actions

This should:

- ✓ Build into other community mobilisation activities to strengthen community resilience
- ✓ Engage community members in all aspects of planning, implementation and documentation in order that they develop these skills for the longer term and collaborate with others to conduct such activities

10. Monitor progress and evaluate impact

This should:

- ✓ Ensure M & E is conducted in a protection sensitive and DNH manner
- ✓ Include the most vulnerable and marginalised in assessing programmatic success
- ✓ Explicitly identify unintended consequences of programming, including positive and negative, to increase community understanding of holistic nature of risk
- ✓ Support the community to identify clear programmatic adjustments that can mitigate negative impacts and maximise positive ones

Beyond the ten steps for implementation, the implementation guide for CBHFA also outlines minimum content and requirements of CBHFA in action that provide further space for mainstreaming protection and social cohesion. Those of specific relevance for protection and social cohesion mainstreaming include:

1. Modules 1,2 and 3 are required learning

These modules (the RCRC CBHFA in action volunteer; community mobilisation; and, assessment-based action in my community) provide key training that specifically relate to protection and social cohesion (sensitisation of the principles of non-discrimination, tolerance, intercultural dialogue, social inclusion and non-violence; skills for community mobilisation; and, skills for needs assessments and priority setting). Within these trainings, facilitators should:

- ✓ Empathise the linkage between the principles of non-discrimination, tolerance, intercultural dialogue, social inclusion and non-violence and violence prevention, protection and social cohesion
- ✓ Promote skills that mobilise disparate groups in, and between communities, to work together on issues of common interest. The focus should be on health-related issues but wider collaboration should be encouraged
- ✓ Support the development of needs assessments and priority setting that look beyond only health, but that seek strengthened protection and social cohesion as a health, and public health, concern.

2. Customise CBHFA in action

A customised approach allows space for the implementation of context-specific programming. In contexts in which the strengthening of protection and social cohesion is of significant importance, this can partially be achieved through the CBHFA approach developed. In order to strengthen protection and social cohesion such an approach should:

- √ Promote household and community change according to a wider understanding of health that incorporates protection
- √ Building on societal change processes to strengthen collaboration and the development and implementation of collective solutions to common concerns

3. *Integrate learning and action*

The engagement of volunteers in relevant community activities and projects enables a wider incorporation of protection and social cohesion into CBHFA programming. The approach should:

- √ Promote 'learning by doing' that enables volunteers to self-identify linkages between health and protection, and to develop appropriate solutions to community issues. This could be done by having particular debrief sessions with volunteers on protection and social cohesion issues as part of program review. E.g. a dialogue with volunteers revealed forced early marriages as a cause of concern for reproductive health, and a subsequent workshop was held with volunteers on how early marriages should be approached.
- √ Encourage the development and building of networks that bring volunteers within and between communities together to work on common projects. This will help to strengthen social cohesion through experience. E.g. rehabilitation of health clinics happened with workers and volunteers from different communities, or local health committees were trained in active listening and non-violent communication as a way of facilitating positive and inclusive interactions.

4. *Adapt to crisis*

CBHFA often takes place in disaster settings in which protection risks have increased and social cohesion may have diminished. The implementation of CBHFA in action in such an environment should:

- √ Recognise, and focus on addressing, increased protection concerns as a result of disaster. Specifically consider issues of domestic violence, sexual abuse, child abuse, trafficking and psychosocial needs. Build on the fact that health care is often an "invited space" where more sensitive issues can sometimes easier be raised. E.g. the health consequences of corporal punishment rather than raising it as a moral or legal issue or using mothers' nutrition groups to also facilitate discussions on safer families.
- √ Seek to (re)establish networks to facilitate the strengthening of social cohesion. Work with local leaders and bring together community members to work together. Pay particular attention to a) training female community health workers in leadership, listening to communities and public speaking and b) work with men on their role in women's and children's health.

Maternal, New Born and Child Health (MNCH)

MNCH programming accounts for a lot of DRC supported health programming. The MNCH Framework represents the key tool for programming within this sub-sector. In general the

framework is extremely protection sensitive but some additional guidance for mainstreaming protection and social cohesion can be found below. This guidance focuses in chapter four, five and six of the MNCH Framework.

MNCH Strategy and Planning (chapter four)

a) Comprehensive assessment

Assessments are crucial to the successful mainstreaming of protection and social cohesion. Beyond the general recommendations regarding assessments made in part four, the following offers specific guidance for conducting assessments within MNCH programming:

- ✓ Identify who is affected by critical gaps in the continuum of care and analyse if such barriers to access are experienced more by certain groups more than others
- ✓ If critical gaps are experienced more by individuals from particular groups, how can they be addressed?
- ✓ Consider how contextual factors may affect service delivery and what impact this could have on MCNH programming (positive or negative)
- ✓ Consider whether National Society capacity is resulting in (positive or negative) implications for protection within RMNCH programming
- ✓ Consider what specific protection capacity building the National Society may need, e.g. training needs on gender-based violence or child protection
- ✓ Include budgetary estimates for protection and conflict sensitivity mainstreaming into MNCH programming, such as trainings or special measures to improve access or confidentiality. Could also include funds to support transportation of SGBV survivors to improved health care facilities.

b) Selecting target populations and communities

Guidance for selecting communities and individuals is generally strong however the following recommendations are made:

Geographic factors: These should consider increased vulnerability and protection concerns associated with geographical remoteness.

Socioeconomic factors: Such factors (e.g. education, employment, income, housing) should be taken into account when targeting and designing programming as they are likely to increase protection needs. Consider what programming adaptations may be needed to enhance protection for those falling under these criteria.

Vulnerability factors: Vulnerability can mean different things to different individuals and communities and can be difficult to identify. Consider such vulnerability criteria as gender, age, disability, health status, minority group, including migrants. Specific information relating to protection concerns should be collated alongside more traditional vulnerability data.

Health problem factors: For effective protection within interventions it is important that health-problems disproportionately affect the poor are considered but that interventions target beyond this to include health-related issues such as those related to SGBV that affect vulnerability but are not necessary poverty related but rather are more likely to be related to gender inequality and discrimination.

MNCH Design and Interventions (chapter five)

- a) Levels of the delivery of interventions across a home-to- hospital continuum

Programme managers should *also* ensure that selected interventions:

- √ Identify and address protection concerns of beneficiaries (e.g. issues of safety, access and gender discrimination)
- √ Do no harm: efforts should be made to understand the (potential) impact interventions (can) have on the community, both positive and negative
- √ Consider what additional tools might be appropriate for integration into interventions (e.g. PSS tools, community mobilisation tools etc.)

- b) Appropriate mix of interventions

Based on situational analysis, a package of interventions is developed and applied by CHW including trained volunteers at the community and primary/first levels (and by professional health workers, if available, at all three levels).

This selection should:

- √ Be based on a robust situational analysis that takes into account cultural/political sensitivities regarding interventions and develops effective mechanisms to enable such an intervention (e.g. whilst family planning interventions may be necessary it can be a very sensitive issue, efforts may be needed at levels other than the household and community levels in order to ensure such an intervention does not have a negative impact)
- √ Take into account the variety of vulnerabilities evident and build a flexible mix of interventions that most appropriately addresses protection concerns
- √ Consider the need for any accompanying support, or integration with other tools (e.g. SGBV awareness raising in conjunction with pregnancy-related interventions or PSS tools being applied with post-natal support in the event of post-natal depression).

MNCH Programme Implementation (chapter six)

Specific recommendations for the mainstreaming of protection and social cohesion into this chapter of the MNCH framework include:

Early engagement and close collaboration with key stakeholders, partners, and, in particular, MOH – mandatory for all programmes

This should:

- ✓ Ensure transparency and engage stakeholders in decision-making processes
- ✓ Identify potential for bringing community members together in create ways to strengthen a sense of belonging and positive relationships between community members

An equity-based strategy built into the programme design and implementation

This should:

- ✓ Ensure protection issues are included in equity analysis
- ✓ Identify relevant protection concerns of vulnerable and disadvantaged groups targeted, particularly vulnerable women.

Comprehensive log frame analysis to inform programme design, implementation, monitoring and evaluation

This should:

- ✓ Include indicators that will provide information about general levels of violence in the community, and specifically SGBV
- ✓ Engage with the Risk Management Tool to effectively identify potential negative implications and what mitigation strategies are in place

A behaviour change communication strategy

This should:

- ✓ Integrate protection related behaviours into behaviour change strategy (e.g. promotion of the RCRC principles, non-violence, PSS principles)

Water, Sanitation and Hygiene (WASH)

WASH constitutes a main component of DRC's health and care engagement, with interventions being made in developmental and disaster contexts. DRC's approach to WASH is to work in combinations with other interventions to improve the health status of the population and reduce health hazards and risks, and to increase resilience. In doing so, DRC adheres to IFRC's Global Water and Sanitation Initiative (GWSI), which have the following criteria for good WASH programming. Whilst the GWSI is due to end in 2015, the recommendations made below for mainstreaming protection and social cohesion into WASH programming will continue to be relevant.

1. Targeting of vulnerable communities with significantly low water and sanitation coverage

This should:

- ✓ Demonstrate an appreciation of power dynamics in a community, how targeting may result in negative impacts and what necessary mitigating factors should be included
- ✓ Target the most vulnerable and marginalised within a vulnerable community

- √ Seek to bring together communities to work together to address their water and sanitation concerns

2. Appropriate, affordable and sustainable technological options for hardware interventions

This should:

- √ Take into account the potential increase in tensions within and between communities based on hardware interventions (e.g. tension over access to a new water source)
- √ Ensure that hardware interventions are developed in such a way that they actively seek to strengthen social cohesion (e.g. establishing a new water source between two conflicting communities and establishing a user's committee comprised of members from each community)
- √ Ensure that hardware interventions recognise protection concerns and address them appropriately (e.g. suitable lighting for interventions that may be accessed at night-time, safe locations of latrines for women and girls, that the intervention can be operated by children or people living with disability)

3. Focus on larger, longer term programmes giving increased economy of scale and lower cost-per beneficiary

This should:

- √ Ensure that such programmes include on-going conflict/context analysis
- √ Ensure that such programming engage in appropriate protection and conflict sensitive analysis to identify any unintended positive or negative impacts and take appropriate measure to expand or mitigate such impacts

4. Based on community participation, management and hygiene/sanitation promotion (software)

This should:

- √ Seek to bring community members from all social groups together to engage in software components
- √ Identify protection concerns related to WASH interventions within software components and seek community solutions for them
- √ Seek to bring communities together, where possible, to work together on their WASH concerns

5. Measurable impact, clearly defined impact indicators

This should:

- √ Ensure monitoring is conducted in a conflict sensitive manner (see part two)
- √ Include indicators that can inform programme implementers of the context and how the programming is interacting with the context (see part two)

6. Gender awareness and considerations in the planning and implementation process

This should:

- ✓ Take into account the different protection concerns of men and women, boys and girls as they relate to WASH, and programming accordingly
- ✓ Ensure that women are involved in decision making as much as possible as this is demonstrated to reduce their protection concerns
- ✓ Encourage the role of women in programming as this can strengthen the principles of non-discrimination, tolerance, social inclusion and non-violence

7. In line with Government national Water and Sanitation Planning, and the International Federation water and sanitation policy and Integrated Water resource management (IWRM)

This should:

- ✓ Promote the mainstreaming of protection and social cohesion into government and IFRC planning and policies through demonstrable results

- **LATRINES DESIGN** must preserve the safety and dignity of its users.

Notes:

- If an individual does not feel safe or dignified in using the latrine, (s)he may go elsewhere, potentially exposing themselves or others to harm.
- Physically separate and label the latrines “male” & “female”
- Ensure latrine design accounts for children (e.g. size of pits may present a safety risk for children)
- It is preferable that latrines and showers can be locked from the inside to ensure privacy. Discuss this with beneficiaries what they would prefer.
Example: Children in one country were reluctant to use traditional sliding locks and had alternative ideas (e.g. wood and nails)

- **EH FACILITIES DESIGN** must preserve the safety and dignity of its users.

Notes:

- Raised platforms and ramps at water points to ensure safe manual lifting to all, especially children, pregnant women, and persons with disabilities.
- Discuss latrine/bathing station design with various groups – including children and people with disabilities – and adapt the design, if necessary, to accommodate their specific needs. In one Education program, the staff knew that children would need latrines. They did not talk to the children, who it was later found out were afraid of the size of the hole. Children continued to defecate outside the latrines, which created a hygiene problem.
- Ensure separate toilet and bathing facilities for males and females. Make sure they are clearly marked in pictorial form and work with community to ensure they are used by the indicated sex.
- **Consider that women and children are the most likely to be collecting water**, and might be waiting in the sun for hours for a turn to fill their jerry can. Establish safe and shaded waiting areas where possible.
- Schedule water collection times to limit overcrowding at the water points; collection in shifts.
- Children should not carry jerrycans. However, assuming they will be forced to do so, make sure that jerrycans are not so large as to cause injury.
- Ask individuals collecting water when they would prefer taps/pumps to be open. Recognize that different people have different work schedule, women and girls who are typically the water collectors have specific times when they

are busy making meals.

- Ensure that you have discussions on latrine/shower design with various groups and adapt the design, if necessary, to accommodate their specific needs. Topics to discuss include: privacy (make sure 'walls' are providing sufficient/safe cover), that persons with disabilities can access the services without or with minimal additional help. Consult the community on their preferences regarding the design. In one Burmese camp, women requested walls for privacy, but without a locking door, which was felt could create an environment for assault. In several other settings, beneficiaries especially requested locking doors.
- Foresee menstrual hygiene needs for women and provide appropriate hygiene materials to individuals and groups with unique needs. Include strategies to dispose of hygiene materials.

- Ensure **CLEANING CHEMICALS** are stored safely (e.g. for cleaning EH facilities)

Notes:

- Children and adolescents can mistake chemicals – especially water purifying tablets – for candy or prophylactics. Proper awareness raising combined with proper storage can prevent improper use.

- Find out what **COPING STRATEGIES** are implemented. Where do people get water when there is shortage? Where do people go to the toilet? Are they placing their safety and dignity at risk? Risks must be recognized as soon as possible and interventions undertaken to help people avoid resorting to negative coping strategies.

Notes:

- If there is a water shortage, do women travel long distances to get water and are they at risk? Consider accompaniment or water deliveries.
- During migration in search for pasture and water, are women and children left behind? If so, what are their coping mechanisms then?
- Consider learning from local practice. Certain local plants combined with water boiling can create a filtering effect (e.g. Morninga Seeds). Displaced communities especially may not know these techniques that could help mitigate water born diseases in cases of water shortage.

Psychosocial Support (PSS)

Psychosocial support interventions aim at strengthening a sense of safety; calming; a sense of self- and community efficacy; connectedness; and hope. Due to this the integration of PSS tools into core DRC sectors helps to promote, especially, protection considerations in programming, as well as violence prevention and social cohesion. Moreover, PSS tools can be combined with other associated tools for the delivery of stand-alone programming seeking to engage with protection, violence prevention and social cohesion.

There are several existing PSS tools capturing/including social cohesion and protection issues (see part eight). However, based on the [DRC PSS Guidance Note](#), there are a number of

considerations that should be made when applying PSS tools in support of protection, and social cohesion strengthening. These relate to relevant recommendations made in the guidance note.

1. Promoting multi-layered connected psychosocial support services

The decision to engage in a psychosocial support intervention should be based on a solid assessment and analysis of actual needs and pre-existing resources and services in the targeted community. Beyond this:

- ✓ It is important that such decisions engage with a robust conflict/context analysis in order to ensure conflict sensitivity is maximised and wider societal psychosocial needs are taken into account

2. PSS assessment, monitoring and evaluation tools implements for good practice document

Assessment and M & E within the PSS sector is difficult and differs depending on the situation – emergencies versus long term planning. Until now adequate and specific assessments and M & E systems are still often neglected. The Inter-agency's '[Guide to the evaluation of psychosocial programming in humanitarian crises](#)' and the WHO/UNHCR's '[Assessing mental health and psychosocial needs and resources](#)' provide guidance on these issues, however neither provide a significant focus on violence, other than to consider the psychosocial impacts of violence, with the exception of two objectives related to violence reduction in the Interagency guide. The more recent IFRC [Guideline for PSS and Violence Prevention Rapid Assessment in Emergencies and Recovery](#) is an important contribution and should be consulted when setting up a PSS program.

However, what is critical is that PSS interventions are able to adequately monitor and report the positive impacts they have on reducing violence and strengthening protection and social cohesion. To do this it is advisable to partner with research centres/universities and systematically outsource the data processing and the analysis of data to contribute to the body of knowledge in the humanitarian field.

3. Targeting a wider spectrum of social groups and fostering tradition and existing social network systems

As noted in part one, understanding of vulnerability needs to be expanded and initiatives within PSS programming support this. By widening the scope of individuals and social groups included in PSS programming greater impacts can be made in strengthening protection and social cohesion. The delivery of PSS to a wider range of vulnerable individuals and social groups throughout various forms of programming (integrated and stand-alone) will improve protective outcomes.

The engagement of those likely to perpetrate violence (e.g. through better parenting or SGBV programming), as well as bystander and victims of violence, in violence focused PSS interventions is likely to increase the role PSS programming can have in terms of violence prevention.

4. Psychosocial support for volunteers and NS staff

The mainstreaming of protection into DRC's programming should also focus on support to volunteers and NS staff. The IFRC's '[Caring for Volunteers](#)' toolkit exists for this purpose however it is crucial that time and space for work in these areas are provided.

5. Building on culture specific settings, resources and coping mechanisms

The development of PSS interventions that are culturally and socially relevant to the context in which they are implemented is crucial to a protection and conflict sensitive approach as it demonstrates a heightened understanding of the context of operation, and works with localised systems of wellbeing and resilience.

6. Streamlining psychosocial support across programmes and services (DRR/Shelter/WASH/Relief/Community Health)

In order to achieve maximum benefit, PSS programming should be integrated into other sector interventions. In doing this, PSS programming should seek to:

- ✓ Capture information that can inform an integrated response. E.g. use the information from risk and coping mapping (such as module 5 in CB PSS) to inform shelter programs or use cash interventions to support coping mechanisms identified in PSS activities. In this way, PSS groups become an almost standing source of protection related information.
- ✓ Integrated programs should also be able to address the basic needs issue that leads to protection or PSS-related risks and vulnerabilities, e.g. referring families that express stress and tension because of inadequate shelter to the shelter services.
- ✓ Maximise protective outcomes (e.g. increased access and safety, increased accountability, increased participation and empowerment)
- ✓ Support violence prevention initiatives (e.g. coping strategies to reduce self-directed and interpersonal violence)
- ✓ Ensure that other sectors support the Hobfoll Principles (mentioned above), e.g. that relief programs increase the sense of safety and support the ability of individuals and community to work together and restore hope.
Promote social cohesion strengthening (e.g. by strengthening a sense of social wellbeing)

7. Linking programmes with national plans and relevant ministries

Developing stronger links between DRC supported PSS interventions and national planning can be enormously supportive in embedding the violence prevention, protection and social cohesion agenda into government structures, which could be of great significance (e.g. national education curricula promoting the principles of non-discrimination, tolerance, intercultural dialogue, social inclusion and non-violence).

Humanitarian diplomacy interventions in tandem with the development of such linkages would be of particular use.

Disaster Management

Disaster management includes programming on disaster risk reduction (DRR), disaster response and disaster recovery. Within each of these areas the issues of protection and social cohesion have significant relevance as previously highlighted. Programming within these areas can mainstream protection and social cohesion in a number of ways, however this document will only focus on reduction and response.

Disaster Risk Reduction

Disaster risk reduction is primarily composed of disaster mitigation and disaster preparedness, all with the purpose of building safer, more resilient communities (see DRC's [Guidance Note](#)). Root causes of vulnerability (e.g. limited access to power and resources, and political and economic systems) all have implications for protection and social cohesion. Where access and systems are discriminatory then such structural violence will negatively affect both protection and social cohesion and increase vulnerability for some groups. Similarly, background pressures (lack of various aspects and macro-forces) and unsafe conditions all contribute to increased protection concerns and can weak social cohesion. These linkages between vulnerability and increased protection concerns and weakened social cohesion must be recognised.

Efforts made within DRR programming to strengthen both protection and social cohesion will contribute to a reduction of vulnerabilities, and therefore has positive impacts for programming overall. The recommendations below outline how protection and conflict sensitivity can be further mainstreamed into the Global Disaster Preparedness Centre's [CBDRR programming guidelines](#).

Key Action Points:

Context assessment

This should:

- ✓ Generate understanding of issues of violence and protection concerns, and how they may relate to traditional CBDRR vulnerabilities
- ✓ Investigate wider discrimination that may impact on social cohesion, tension and conflict
- ✓ Analyse power relations to better aid CBDRR programming, but to also determine how these power relations influence social cohesion
- ✓ Identify opportunities to engage in CBDRR programming that would have beneficial impacts for violence, prevention, protection and social cohesion

Vulnerability and Capacity Assessment

This should:

- ✓ Ensure the VCA is conducted in a protection and conflict sensitive manner

- ✓ Conduct the VCA in such a way that it brings vulnerable and marginalised into the process, and brings together disparate groups (from within or between communities) over a common issue
- ✓ Ensure the VCA provides information on vulnerability and capacity as they relate to protection and social cohesion

Stakeholder identification and engagement

This should:

- ✓ Identify which stakeholders are most vulnerable in the community and have greater protection concerns, both in a pre- and post-disaster context, and develop appropriate engagement strategies
- ✓ Identify which stakeholders would be most influential in strengthening social cohesion, and develop appropriate engagement strategies

Developing a programme strategy

This should:

- ✓ Identify CBDRR activities that may act as connectors to strengthen protection and social cohesion if specific considerations are made (e.g. locations of activities, coordination between disparate stakeholders, ensuring the involvement of women in decision-making)
- ✓ Identify CBDRR activities that may act as dividers to weaken protection and social cohesion if particular issues are not taken into account (e.g. the exclusion of certain vulnerable groups for decision-making, the provision of resources to one community and not another, or one section of the community and not another)
- ✓ Ensure the strategy complies with the principles of Do No Harm

Disaster Early Warning, Early Action

Disaster early warning is interconnected with protection and social cohesion in a number of ways. Firstly, if integrated, disaster early warning systems can also provide important information regarding emerging protection and social cohesion concerns. Secondly, with strong social cohesion and good protection systems in place, disaster early warning systems are enhanced. Given the mutual benefit between the two it is important that they work together.

IRFC's '[Early warning, early action](#)' handbook identifies the need to engage with disaster risk that occurs at the interaction between hazards (cyclones, storms, droughts etc.) and the vulnerability of communities. Within the handbook are identified two guiding principles that can be used to mainstream protection and social cohesion. The first of these is 'prepare for the certain and the uncertain'. Long-term engagement in communities to assist them in preparing for the threats they know takes place through a variety of means, each of which can take into account protection and social cohesion more concretely.

The second guiding principle is ‘communication for action is the key’. Communication is a central aspect of both protection and social cohesion. By adding certain indicators (see part seven) to early warning systems better information regarding on-going and emerging protection risks can be gathered. Communicating these risks, to community organisations, local government, INGOs, and the community itself, can enable action to be taken to reduce the risk. Likewise, activities that invest in social cohesion will enhance communication channels, in addition to strengthening communities’ resilience in response to a disaster, while strengthened social cohesion can enhance the preparedness processes engaged in.

Key Action Points:

- √ Recognise increased protection concerns after disasters and take measures to reduce these (e.g. engaging in the construction of safer school buildings; ensure response teams are trained in identifying and addressing protection concerns after disaster, even if this means providing referral support; develop contingency plans that specifically identify and address protection risks; prepare children for increased protection risks they might face through the Children’s’ Resilience Programme)
- √ Engage in cross-organisation protection risk reduction preparedness activities (e.g. work with community, especially the most vulnerable, to develop safe, accessible evacuation routes; develop contingency plans that specifically identify and address protection risks; develop systems for more effective restoration of family links)

Disaster Response

Disaster response is primarily composed of relief, shelter, water and sanitation, emergency health and restoring family links. DRC’s International Strategy makes clear reference to its intentions regarding disaster response, identifying the global goal of ‘effective response in conflict and disaster’ under the strategic ambition of ‘resilient communities’. Within this global goal, DRC has made the following commitments: 1) increase and strengthen DRC bilateral and multilateral response capacity; 2) more people affected by crises will be reached with a timely, relevant, quality response; 3) more partners will apply innovative methods in disaster, recovery and response.

The recommendations that follow are based on the acceptance that: a) in a disaster situation, either man-made or natural, people’s vulnerabilities are increased, particularly for the vulnerable and marginalised in the community, and therefore their protection concerns increase; and b) the level of social cohesion apparent in a community will influence its ability to recover from a disaster: the more cohesive a community the more effectively it will recover. However, such social cohesion can be weakened through a disaster.

Efforts made within disaster response to address protection concerns, and to restore and strengthen social cohesion, will contribute to a more effective recovery. If protection and social cohesion have been effectively mainstreamed into DRR programming, then when a disaster strikes, communities should be more resilient to it, and recovery should also be

more effective. The recommendations below outline how protection and conflict sensitivity can be further mainstreamed into some of DRC's key disaster response tools, beyond those already made in section two.

1. Do No Harm in emergency programme design

The following risk matrix¹³ considers how potential conflict flashpoints may be mitigated in an emergency context. A good enough conflict analysis is important to enable this stage of reflection in design to be conducted.

Response Element	How it can contribute to tension/conflict	Potential Mitigation Measures
Targeting and beneficiary selection	<p>During a shift from blanket distributions to targeted interventions.</p> <p>When selection processes are not transparent.</p> <p>When targeting criteria are not well understood by all stakeholders.</p> <p>When targeting criteria overlap with, and reinforce, existing social divisions.</p>	<p>Facilitating community participation in determining targeting criteria.</p> <p>Sustained information-sharing with both beneficiaries/ participants and non-beneficiaries/participants on targeting criteria and selection processes.</p> <p>Complaints and feedback mechanisms to identify problems during beneficiary selection.</p> <p>Understand existing social divisions and map them against the proposed criteria.</p>
Control over distributions	<p>When the implementing agency exercises exclusive control over the distributions without sufficient understanding of the context.</p> <p>When powerful actors attempt to control distributions and divert resources for their own gain.</p> <p>When committee members act in a non-transparent or non-accountable way.</p> <p>When marginalised groups are excluded from distributions.</p>	<p>Involve the community in the management of the distributions.</p> <p>Set up distribution committees or other participatory mechanisms with an awareness of local power dynamics.</p> <p>Ensure all committees are inclusive and representative of the entire population.</p> <p>Balance the power of committees with robust complaints mechanisms.</p> <p>Build committees' capacity in leadership, management, and conflict resolution.</p> <p>Ensure proper protection mechanisms exist during distributions to prevent violence, extortion or discrimination.</p>
Role of local structures	<p>When local government and civil society actors are excluded from the aid response.</p> <p>When local political interests try to co-opt the aid effort.</p>	<p>Link to existing development programmes to help new emergency staff understand existing local structures.</p> <p>Develop comprehensive humanitarian partnership strategies as part of emergency preparedness.</p>

¹³ Taken from The Conflict Sensitivity Consortium's 'How to guide to conflict sensitivity'

		<p>Dedicate time and resources to ensure involvement of local partners during the first phase of response.</p> <p>Be aware of practical barriers (language, meeting locations, gender) that can inadvertently exclude local stakeholders.</p> <p>Advocate with local political actors for the respect of humanitarian principles and the need for independent and impartial humanitarian action.</p> <p>Seek support from beneficiaries/participants and local leaders to resist pressure from local politicians.</p>
Inter-agency coordination	<p>When aid packages are not standardised.</p> <p>When certain locations are privileged over others</p> <p>When aid actors do not have a shared analysis of underlying conflict dynamics in the context.</p>	<p>Ensure conflict-sensitivity concepts are familiar to UN cluster lead agencies and OCHA.</p> <p>Support the clusters and advocate with donors at an inter-agency level for the standardisation of packages, approaches, and geographic distribution.</p> <p>Advocate for the institutionalisation of cross-sectoral forums for the analysis of conflict and context issues.</p>

2. Emergency interventions which can directly prevent or respond to violence or reduce the likelihood of it occurring

It is important to note that in many ways relief and protection share similar objectives: to save lives and reduce suffering by helping people survive.

Protection response activities have a sense of real urgency (but can last for many years) and aim to reach a particular group of civilians suffering the immediate horrors of a violation. They are primarily about stopping, preventing or mitigating a pattern of abuse. Examples include:

- Providing survivors of violence with relevant services, particularly health or something that can immediately improve their safety
- Ensuring that NFI distributions include articles that can improve safety and dignity, e.g. flash lights or shovels and sandbags to build bomb shelters
- Providing assistance that can reduce exposure to protection risks, e.g. providing fuel efficient stoves/fuel that last longer, thereby reducing risks related to the collection of firewood or providing seeds that require less care or can be grown closer to home, thereby reducing exposure in the field.
- Conducting risk education and awareness-raising, e.g. awareness on mines or on risks related to for example child trafficking

Central to an effective response action is a good understanding of vulnerabilities, how they emerge and how they are affecting individuals and groups differently. Engaging with vulnerabilities should move beyond a simplistic acceptance that the most vulnerable in a community are women, children, elderly and ethnic minorities, and ensure a comprehensive understanding of vulnerability.

Within its Emergency Response Unit (“ERU”; a portable field hospital) in the city of Ormoc, the Philippines Red Cross ensured that the global minimum standards for treating cases of gender-based violence (GBV) were part of its health services. Within its outreach to communities in Ormoc and Taclobhan, volunteers reached adults and young people by integrating messages on GBV and child protection (using the IFRC Community Based Health and First Aid Violence Prevention module) into the delivery of food and non-food items in local villages.

3. Emergency interventions that can assist people coping with the consequences of violence: Remedial action

Aimed at restoring people’s dignity and ensuring adequate living conditions subsequent to a pattern of violation, through rehabilitation, restitution, compensation and repair. Remedial activities are longer term and aim to assist people living with the effects of a protection incident. This might include the recuperation of their health, tracing of their families, livelihood support, housing, education, judicial investigation and redress. Examples include:

- Education in health centres to prevent stigmatisation and adequate care of survivors of sexual violence
- Targeted assistance to survivors of violence, e.g. cash grants to female headed households that relocate to another area following sexual violence
- Psychosocial support and material assistance to survivors of violence Support the collection and sharing of information that can support survival. In Sudan, an organisation collected information from older women in the community on local plants/roots that can be eaten and other survival tips and ensured that this was shared with the younger generation as a way of preparing them for displacement and harder times.

Small community cash grants can be an excellent tool to assist self-help groups’ initiatives, local emergency responses, and enable locally led protection strategies. Piloting micro-grants in a protection crisis is one way to explore the potential of local initiatives and strategies, test capacities of local groups, and provide space for experimentation and learning-by-doing so that local good practice can emerge in real time. If activities prove effective and capacities are sufficient, rapid disbursement of micro-grants at scale should be explored.¹⁴

¹⁴ <http://www.local2global.info/>

However, it is crucial that cash interventions are based on a market analysis that confirms the accessibility and availability of needed goods, and that a Do-no-Harm assessment does not indicate a risk of contributing to social frictions and tensions or put individuals at risk.

Having identified economic pressures as a significant risk factor to women and girls' protection in the Syrian refugee response, an NGO integrated a protection component into a cash transfer program. Direct beneficiaries (women and girls only) were identified through a household survey. They were provided with a prepaid ATM card and were given monthly instalments of cash over the course of three months with the possibility of receiving additional winterization support and immediate short-term support, such as immediate cash injections. The only conditionality was participation in a series of group discussions. A survey completed in September 2013 revealed that the top three uses of cash provided through the program were rent (65%), food (12%) and health (10%). Moreover half the families reported eating bigger meal portions each day with better quality food. Families also reported carrying less debt as well as improved health conditions. As a protection outcome, a small percentage of families reported that, with the cash support, they were able to take their children out of the workforce.¹

4. Protection mainstreaming in distributions

See section 3, page 60.

http://reliefweb.int/sites/reliefweb.int/files/resources/Full_Report_3752.pdf

Take a selection of the most important key actions

5. Organisational Development considerations for Disaster Management

In addition to mainstreaming protection and social cohesion into disaster management programming, DRC should also ensure such programme is protection sensitive and follows a DNH approach. This will help DRC make sense of the complex contexts in which they work and help minimise the likelihood of delivering interventions that have unintended negative consequences. The following aspects should be considered at DRC HQ level:

- √ Senior management buy-in for the mainstreaming of protection and social cohesion in emergency response plans, systems and operating guidelines is critical to ensuring that disaster management systems can be adjusted and that space for considering protection and social cohesion issues faced during the response will be allocated and not deprioritised
- √ An induction pack for surge capacity staff and volunteers developed for the first few weeks of an emergency response should DNH alongside other important crosscutting priorities and additional information about the organisation's mandate and response. This should include generic information, a summary of the local context, local conflict issues and potential conflict flashpoints and how these might be mitigated

- √ Provide protection sensitivity and DNH training for disaster response teams in conflict sensitivity and ensure that conflict sensitivity training materials are included within broader organisational humanitarian and emergency trainings. Ensure that all relevant staff are targeted, including surge capacity and roster staff, as well as key long-term country office senior and support staff and partners who are likely to be involved in emergency assessments and other first-phase response activities.

Further information on utilising a conflict sensitive approach in emergency response can be found [here](#).

Part Six:

Protection and Social Cohesion in the Monitoring, Evaluation and Learning (MEL) Process

Introduction

Monitoring, evaluation and learning (MEL) provide significant opportunities to ensure that protection and social cohesion are mainstreamed into programming; indeed, monitoring plays a vital part to this process as it provides the information that is critical to enabling programmatic adjustments to respond (proactively and reactively) to protection and social cohesion concerns.

The part of the guidelines provides guidance on the mainstreaming of protection and social cohesion into baselines and indicators before then detailing options for using field visits as a key tool for mainstreaming into MEL activities. These activities focus on data gathering, however it is also necessary to consider how to act upon this information in order to ensure identified protection and social cohesion concerns are addressed, the penultimate section does this prior to the final section which provides a number of recommendations for how to conduct the MEL process in a protection and social cohesion sensitive manner.

Baselines

Baselines represent an important opportunity to both mainstream (e.g. disaggregate data to determine impacts on certain groups) and integrate (include additional protection and social cohesion related questions) protection and social cohesion at the outset of programming.

A number of considerations should be made when preparing for a baseline, both in terms of design and implementation. Consider including the following elements into your baseline plan:

- ✓ Consulting non-targeted groups as well as direct programme participants. This is particularly relevant for generating information on the broader context in which the project is taking place and on possible effects of the project on tensions or divisions between targeted and non-targeted groups.
- ✓ Ensure that feedback is provided to people consulted as part of the baseline. This will reduce the risk of the process being perceived as extractive and tensions being created by the baseline activities themselves.
- ✓ Reviewing the risks and assumptions included in the project design based on the baseline
- ✓ Creating safe spaces for staff and communities to encourage open dialogue on the project and conflict issues and tensions faced.

Baselines for protection and social cohesion programming

Rather than examining concrete issues, baselines in these programmatic areas seek to measure human behaviour in a non-control setting. However, by focusing on knowledge (skills), attitudes (perceptions) and practices (behaviours) (KAP survey data) it is possible to derive a dataset of relevant information that will enable evaluators to assess the impact of programmes specifically engaging with protection and social cohesion. Moreover, elements of such baselines can be integrated into the baselines of other programming that has a component on protection or social cohesion (e.g. a maternal health programme with a component on violence against children).

Baselines for protection or social cohesion programming seek to identify existing knowledge, attitudes and behaviours in each category. Whilst they may not explicitly follow a KAP survey approach, here are examples of relevant areas for examination that could serve as the inspiration for the development of baselines:

	Knowledge (skills) of	Attitudes (perceptions) towards	Practices (behaviours)
Violence	<ul style="list-style-type: none"> ✓ Forms/types of violence (direct/indirect, self/interpersonal/community/collective/structural) ✓ Causes of violence (levels: individual, family, community, society/culture) ✓ Those at risk of violence (victims/perpetrators/bystanders) ✓ Effects of violence (on individuals, families and communities/development and economic) ✓ Prevention or coping techniques and their application (mediation/community security/community policing/social cohesion strengthening etc.) 	<ul style="list-style-type: none"> ✓ Marginalised members of community (based on race, religion, gender, disability, sexuality, economic status etc.) ✓ Gender (attitudes held by men and boys/women and girls about men and boys and women and girls) ✓ The use of violence (e.g. acceptable, acceptable in some circumstances, not acceptable, never acceptable) ✓ Principles of non-discrimination, tolerance, intercultural dialogue, social inclusion and non-violence 	<ul style="list-style-type: none"> ✓ Victimisation of vulnerable or marginalised (types and reasons for) ✓ Use of verbal, emotional, sexual and physical violence/abuse (type and frequency) ✓ Self violence (types and reasons for) ✓ Bystander (ignoring, reproaching, reporting physically intervening) ✓ Self-coping/avoidance strategies ✓ Seeking assistance (family, police, local leaders etc.)
Protection	<ul style="list-style-type: none"> ✓ Links to knowledge of violence ✓ Types of protection concern (safety and dignity, accountability, participation and empowerment) ✓ Violations, threats and risks ✓ Types of protection activity (response, remedial, environment-building) ✓ Community protection and survival strategies 	<ul style="list-style-type: none"> ✓ Link to attitudes towards violence ✓ Discipline (use of force/violence) ✓ Differential treatment of community groups (marginalised etc.) ✓ Equality of access to services ✓ Attitudes of key authorities (police, child welfare officers) ✓ Household and community decision-making processes (who should be involved) 	<ul style="list-style-type: none"> ✓ Victimisation of vulnerable or marginalised (types and reasons for) ✓ Use of verbal, emotional, sexual and physical violence/abuse (type and frequency) ✓ Bystander (ignoring, reproaching, reporting physically intervening) ✓ Self-coping/avoidance strategies ✓ Seeking assistance (family, police, local leaders etc.)
Social Cohesion	<ul style="list-style-type: none"> ✓ Citizens Rights (constitutional, international etc.) ✓ How to exercise rights (formal and informal systems) ✓ Concepts of non-discrimination, tolerance, intercultural dialogue, social inclusion and non-violence ✓ Conflict mitigation mechanisms 	<ul style="list-style-type: none"> ✓ Shared values and trust ✓ Social justice and equity (equity of access to services and resources) ✓ Participation (voluntary work, community events etc.) ✓ Acceptance and rejection (experience of discrimination, attitudes towards most vulnerable/marginalised) 	<ul style="list-style-type: none"> ✓ Organisation and participation in community events (across whole community) ✓ Engagement with informal networks (lending, information sharing etc.) ✓ Association/Cooperative engagement ✓ Conflict (types and levels)

		✓ Worth (self-worth, worth of others)	
		✓ Tolerance, coexistence, respect for diversity	

The above table provides example of what areas/issues would be addressed in a baseline for a programme engaging with protection and social cohesion. The methodology for a baseline should ideally include a mix of qualitative and quantitative techniques. Quantitative data will provide the ability to make generalisations to a population, while qualitative data will enable a more in depth understanding of the various issues that arise.

The examples below provide further information on the development of baselines in these areas of programming. They should be used as guidance only as the specifics of a baseline will depend on both the programme in place and the context in which it is being implemented.

Social Cohesion - [Kenya Tuna Uwezo Program: A KAP Survey Report](#)

Social Cohesion and Community Protection - [Measuring social cohesion and community protection in Chad and Burundi](#)

Child Protection - [Knowledge, Attitudes and Practices Surveys in Child Protection](#)

Domestic Violence - [Baseline Survey on Domestic Violence and HIV/AIDs](#)

Youth Violence - [Measuring violence-related attitudes, behaviours and influences among youth: A compendium of assessment tools, 2nd Edition](#)

Violence Prevention and Health – [CBHFA Violence Prevention Indicators and Baseline Questions](#)

Indicator Lists

Indicators for protection and social cohesion can be incorporated in all programming in which protection and social cohesion are being considered. This would be relevant for the mainstreaming or integration of these concepts, or the development of stand-alone programming. Below are links to indicator lists that can assist in the development of appropriate monitoring plans. It should be noted that these should be used for guidance purposes only and should be adapted as appropriate. Within indicator choice, it would be advisable to examine unintended impacts and identify how they can be a) mitigated in the event they are negative or b) replicated in the event they are positive.

Child Protection Indicators: Save the Children has invested significantly in the development of indicators that can be used across programming to support in informing on child protection. These indicators can be used for children without appropriate care, children on the move and children in emergencies. The document can be found [here](#).

Good examples of indicators from this list are:

- % of parents or caregivers who use or believe physical and/or humiliating punishment or abuse is a means of disciplining their children
- % of children who migrate, who experience exploitation, abuse, neglect, discrimination in areas of intervention

Displacement-related Protection Indicators: UNHCR has produced practical guidelines for the development of indicators relating to displacement and protection. The guide can be found [here](#).

Good examples of indicators from this list are:

- Do all asylum-seekers / refugees have access to individual identity documentation?
- % of female members in camp management committees

Violence against Children Indicators: UNICEF has developed indicators addressing a wide range of violence against children issues based around violations and protective environments. The report can be found [here](#).

Good examples of indicators from this list are:

- Children who possess life skills and know what to do in case of victimisation.

Violence against Women and Girls Indicators: Perhaps the definitive compilation of indicators relating to violence against women and girls is “Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators”. It includes indicators related to child marriages, domestic violence and the impact of violence on women's health. The document can be found [here](#).

Good examples of indicators from this list are:

- Proportion of women aged 15-49 who experienced physical violence from an intimate partner in the past 12 months who were injured as a result of the violence.
- Proportion of health units that have documented and adopted a protocol for the clinical management of VAW/G survivors

Violence Prevention in Health: The CBHFA violence prevention indicator and baseline questions can be adapted and fed into health programmes to capture violence related issues in health. The document can be found [here](#).

Good examples of indicators from this list are:

- What practical actions can you take to prevent violence in a disaster?
- In your opinion, what are the safest ways to discipline children?

Social Cohesion: CEPAL's [report](#), provides excellent guidance on this issue, however it can be heavy reading.

Some example indicators for social cohesion taken from here and other sources are:

1. *Sense of belonging* (# of people report sense of belonging)
2. *Helped each other in times of need* (# of people report received help in last six months, etc.)
3. *Trust one another* (# people report they trust their leadership, neighbour)
4. *Strong relationships* (# of collective celebrations, grieving events)
5. *On-going partnerships between sub-groups/individuals within a community* (# of on-going partnerships/collaborative activities within the community)
6. *Able to discuss problems* (# of people feel comfortable discussing their problems with the leadership)
7. *Perceived discrimination* (% of people feel discriminated against during the project implementation, % of persons who claim they feel subjected to ill- treatment owing to their skin colour or race)

Monitoring through Field Visits

Field visits provide a good opportunity for monitoring as staff can verify monitoring/activity reports being submitted by volunteers and work with volunteers to mentor them in the monitoring process. Moreover, they can be used to gain information regarding the risks and assumptions section of the log frame.

Monitoring through field visits will predominantly be concerned with examining the extent to which the programme is achieving its objectives. By disaggregating this data it would be possible to gain more information about how the programme is impacting on different groups in possibly different ways. For example, in a food security programme with the objective of increasing the number of households in an area who have sufficient food for their needs, the indicator could be disaggregated as follows to provide protection and social cohesion relevant information: *“Proportion of households from community A and community B reporting year-round access to sufficient food for their family’s needs”*.

Field visits also provide an opportunity to get information regarding the context in which the programme is being implemented. This is important as it will be possible to analyse the risks identified and determine whether or not they are being realised or changing. By asking questions about the context (and especially conflict related issues) this can be fed into the risk management tool, as well as the conflict analysis. Such questions might include:

- Are there key changes in the context?
- How are tensions and conflict issues in the targeted areas evolving?
- What types of violence are evident?
- Are levels of violence increasing, reducing, static?

- What protection concerns exist?
- How are protection concerns altering?

Finally, field visits provide an opportunity to assess how the programme is interacting with the risks identified and as such represents a crucial element of the DNH approach. By developing a better understanding of how the context affects the intervention, and vice versa, it is more possible to ensure that programming does not have negative implications for protection and social cohesion, and that it can in fact facilitate a strengthening of protection and social cohesion, even when not directly focusing on such issues.

To do this, open conversations with staff/volunteers, programme beneficiaries and the broader community are necessary in order to ascertain perceptions relating to the context-programme interaction. These conversations should seek to identify the following kinds of issues:

- Perception that the programme is benefiting both communities equally or one community over the other
- Belief that the programme has not had any impact on conflict in the target communities / exacerbated some tensions in the target communities / enabled greater cohesion in the target communities / reduced protection concerns in the target community
- Is the intervention having effects on the context/conflict and how?
- Are particular tensions, protection concerns, conflict issues or evolutions in the context affecting the intervention?

Data gathering during field visits, as well as other mediums, may not always be formal and it may be necessary to benefit from informal, ad hoc conversations and observations. It is important that those on field visits take note of the kinds of issues they should be looking out for. Much of this can be taken from both the protection and social cohesion unpacked sections of part one, as well as protection and social cohesion in assessments in part four, where both provide sample questions that could be used.

How to act on what is revealed by monitoring?

A key objective of monitoring, beyond that of determining progress against indicators, is to update risk analysis and to modify programming where protection or social cohesion issues directly relating to the intervention are identified. Programme re-designs or adaptations can be made for several reasons. Monitoring information may, for example, reveal that:

- Activities are unintentionally triggering tensions or reinforcing divisions in the community and that there is a need to revise the implementation strategy to minimise those adverse effects

- Activities are unintentionally causing an increase in protection concerns and need to be redressed (these concerns may affect different groups in different way, e.g. gender, age, disability etc.)
- Underlying tensions in the target groups are hindering the level of participation in activities and hindering implementation and that there is a need to better understand and address those tensions to achieve progress
- Opportunities for reinforcing community cohesion or dialogue between divided groups, or addressing protection concerns, through project activities exist and could be capitalised on for the broader success of the intervention

In order to adapt programmes according to the information gained from monitoring and ensure they are protection and social cohesion sensitive consider using a simple table such as the one presented below that helps programme staff think about and document ways in which programmes can be changed.

	Information revealed by monitoring	Adjustments in implementation	Results of adjustments
Conflict Sensitivity	The rising role of paralegals in bringing perpetrators of sexual and gender-based violence to justice is heightening tensions, as it threatens some provincial administrators (chiefs and headmen) who feel they are being marginalised from decision-making processes.	In order to avoid a breakdown in the relationship with the provincial administration, a public meeting was convened to address the mistrust. The meeting agreed on a cooperation framework where there would be a division of labour between paralegals, chiefs and headmen and regular communication around issues faced by each of the parties.	The meeting and regular communication improved the interaction between the provincial administration and paralegals. The chiefs now calls on paralegals to handle relevant cases, document them and follow up on them.
Protection Sensitivity	Women and girls' health in an earthquake induced IDP camp was worsening, as they were not accessing WASH facilities at night. This was because there was poor lightening around the facilities and the main routes from camp sectors, and they were fearful of the risk of attack at night.	After consultation with IDP women and men, and the camp committee to discuss the issue, the camp management installed lightening around the WASH facilities and on main paths to the facilities.	Increased lightening made women and girls' feel safer using the WASH facilities at night and increased access improved their health.

Where significant changes to the original programme design are needed, the donor will usually need to be consulted in advance. Having a clearly documented record of the conflict and protection sensitivity analysis that has been undertaken and the rationale behind the required changes will make a more powerful case for the donor to allow a revision to the programme contract. Donors and senior managers within agencies need to understand that well-justified adaptations to the original programme design can be as a sign of programme

strength whereas blindly adhering to the original programme design can potentially be a sign of programme weakness.

Evaluation

It is important to ensure that as well as covering the direct project outcomes the evaluation also reviews the interaction between the intervention and the context, particularly the impact of the intervention (both positive and negative; intended and unintended) on the wider community and conflict and protection context. It is also important to consider whether or not adaptations were needed and made as a result of protection and social cohesion sensitivity.

Consider the following as part of the evaluation plan:

- If using an external evaluator be aware that their presence could raise expectations in the community for future or complementary activities.
- An evaluator can themselves contribute to conflict/ tensions depending on how they are viewed by the targeted communities.
- Ensure that the role of the evaluator is clear to communities and other actors.
- Ensure that both direct and indirect participants are included in the evaluation process.
- Ensure that the outcome of the evaluation is fed back to the community and all stakeholders and that they have opportunity to comment on the findings.
- Identify how learning on conflict sensitivity emerging from the evaluation can be shared with others (possibly by developing a public summary of key lessons learnt) and inform future practice.
- Explicitly include a focus on assessing conflict sensitivity in the evaluator's terms of reference, including a link to this guide to encourage external evaluators to adopt best practices in conflict sensitivity.

See, also, the Terms of Reference for Evaluators, which has been adapted to ensure conflict and protection sensitivity is evaluated within programming. The TOR can be found [here](#).

Reporting

Programme reporting represents an opportunity to reflect on programmatic progress as well as changes to the context. This is particularly important when operating in conflict affected or fragile areas. Changes in situational dynamics can result in deviations in actual progress against planned progress. It is necessary to fully and accurately explain any programmatic changes in response to contextual changes. This is important as it keeps a record of what changes were made, and why, which may influence future planning and implementation. Moreover, accurate reporting will help meet donor requirements in terms of explaining necessary changes to implementation and deviations between actual and planned activity

implementation. Furthermore, a full explanation of changes in the context can be used to update conflict analyses.

For programming that is directly concerned with protection or social cohesion reporting should explicitly focus on the context as well as programmatic achievement. Whether the reporting period is weekly, monthly, quarterly or annually, it is important to use this opportunity to analyse the context, particularly in light of conflict dynamic and actors involved. This will provide an indication of the stage of the conflict and enable planners and implementers to respond more effectively and in the appropriate way to emerging trends. In some cases, accurate reporting may assist in the development of proactive interventions that prevent violence or rights violations from occurring.

Reporting for this kind of programming should make tangible links to implementation progress and the context. This is because the planned intervention should be seeking, in some way, to change the context (e.g. reducing violence against children or strengthening relationships and interactions between two communities experiencing on-going tension). Reporting on the context is, therefore, reporting on the success, or otherwise, of the intervention.

For programming that is not explicitly related to violence prevention, protection or social cohesion it is still important to consider the context and both how the context is affecting, negatively or positively, the programme, and how the programme is affecting, negatively or positively, the context. Doing so recognises the interaction between the two and seeks to confirm that the programme is adhering to the 'do no harm' approach and is ensuring any possible or actual negative impacts of the programme on the context are mitigated while positive impacts are replicated and increased. It also enables implementers to take into account how the context is positively or negatively impacting on the programming and to take the necessary steps to ensure that positive impacts are continued and negative impacts are addressed.

DRC utilises a Programme Progress Report (PPR), which standardises information of the programme context, outcomes, and outputs. It also provides information regarding progress and achievements during the reporting period and adjustments made in the implementation of activities. A User Guidance document for this report can be found [here](#).

Process

When conducting MEL related activities there are a number of key questions to consider when designing and conducting monitoring activities. These include the following:

- √ Who is conducting the MEL activity? How are they perceived by the people being consulted (communities, partners, other staff) and how could this affect the data? Are responsibilities spread across different members of staff?

- √ Who is being consulted as part of the MEL activity? How diverse are the groups being consulted (ethnic groups, gender, in positions of power or marginalised?)
- √ When is the MEL activity being conducted? Integration of protection and social cohesion into MEL processes and programme activities may require changes in timing to be responsive to the dynamics of a conflict
- √ How will analysis from MEL activities be used to influence relevant decision-making processes (design, staff security planning)?

Consider including the following elements into your MEL plan:

- √ Consulting non-targeted groups as well as direct programme participants. This is particularly relevant for gaining wider information regarding changes in the context and how the programme is interacting with the context, and will help generate data on possible effects of the project on tensions or divisions between targeted and non-targeted groups.
- √ Ensure that feedback is provided to people consulted as part of the MEL process. This will reduce the risk of the process being perceived as extractive and tensions being created by the MEL activities themselves.
- √ Reviewing the risks and assumptions included in the log frame and ensure the Risk Management Tool is applied where necessary
- √ Use informal processes to keep the conflict analysis up-to-date and to monitor risks and protection and social cohesion concerns.
 - It can be particularly helpful to include a discussion on conflict dynamics and how they relate to project implementation as a regular standing feature of team meetings.
 - Informal conversations with communities (programme participants and non-participants) and independent third parties (such as other organisations implementing programming nearby) provide important perspectives outside the programme team.
 - Drawing on these perspectives is crucial to help challenge assumptions and cope with any bias.
- √ Including questions on conflict and on the effects of the programme on the context in reporting formats, even where it is not required by the donor.
- √ Creating safe spaces for staff and communities to encourage open dialogue on the project and conflict issues and tensions faced.

Part Seven:

Protection and Social Cohesion Toolbox

Introduction

Part eight provides a range of standards and tools that programme planners and implementers can utilise to address the array of issues they may come across in relation to violence, protection and social cohesion. These are prescriptive by nature and provide detailed steps for their implementation.

The tools can be used for standalone programming designed to address protection or social cohesion – through combining or using as a single programmatic tool -, or can be integrated into other sectoral programming if it is identified that such programming is experiencing these issues or could do something to assist in one or more of these areas.

Each tool description provides: a summary of tool; an indication of best fit for DRC; alignment with guiding principles; a brief theory of change linking the tool to the DRC international strategy and the broader theory of change as developed in part one; a cross-reference to the various issues DRC encounters; key considerations and resources required.

A key feature of the toolbox is that it is a working platform that can be added to as more or new tools become apparent.

Key Violence, Protection and Social Cohesion Issues Faced in DRC Working Practice

	Violence against Women	Violence against Children	Youth Violence	Community Violence	Social Exclusion
Strengthening Resilience Toolkit	√	√	√	√	√
Children's Resilience Programme		√		√	√
Resilience Programme for Young Men	√	√	√	√	√
IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings	√	√			√
Rapid Assessment Tool for Psychosocial Support and Violence Prevention	√	√	√	√	√
Community Protection Committees	√	√	√	√	√
Community Based Health and First Aid and Violence Prevention	√	√	√	√	
Five Lessons Cards (part of the CBHFA VP module)	√	√	√	√	
Ten Steps To Creating Safe Environments	√	√	√	√	
Guidelines for GBV Interventions in Humanitarian Settings	√	√		√	
Practical Guide for Developing Child Friendly Spaces		√		√	√
Female (Woman) Friendly Spaces	√	√			√
Community Security Handbook	√	√	√	√	√
Youth As Agents of Behavioural Change	√	√	√	√	√
Gender and Diversity Minimum Standards					
Community Mobilisation Guidelines	√	√	√	√	√

Section One: Standards

IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings

Summary

The 'IASC Guidelines of Mental Health and Psychosocial Support in Emergency Settings' provides detailed guidance for humanitarian actors to plan, establish and coordinate a set of minimum multi-sectoral responses to protect and improve people's mental health and psychosocial wellbeing in the midst of an emergency. The guidelines have been developed through collaboration with more than 25 organisations and have received contribution and comment from over 30 NGO's, 29 universities and over 30 professional associations, government agencies, consortia and networks.

The guidelines develop understanding of mental health and psychosocial needs emerging through emergencies before then providing a matrix of interventions that details a function or domain (e.g. assessments or dissemination of information), along with what emergency preparedness initiatives could be engaged with, before specifying minimum and comprehensive responses to the given issue. The guidelines then provide action sheets for a minimum response that offer a background to the problem, a number of key actions that should be taken and key resources to assist in this. The action sheets cover the following areas or sectors: coordination; assessment, monitoring and evaluation; protection and human rights standards; human resources; community mobilisation and support; health services; education; dissemination of information; food security and nutrition; shelter and site planning; and water and sanitation.

The standards also provide specific action sheets on how to promote protection through a rights-based (action sheet 3.1.) and social protection approach (action sheet 3.2.) along with key actions throughout the program phases. These particular sections are helpful to review if you are managing a PSS program.

Best Fit:

The 'IASC Guidelines of Mental Health and Psychosocial Support in Emergency Settings' represents a best fit for DRC supported work due to its focus on disaster and emergency settings. The 'IASC Guidelines of Mental Health and Psychosocial Support in Emergency Settings' provides:

1. Clear and detailed support for the addressing of emergency related mental health and psychosocial support needs via specific health related programming, as well as through the mainstreaming of such support into other sectoral programming

2. A concise link between psychosocial support and protection, which reinforces the DRC's emphasise on PSS

Alignment with Guiding Principles:

The 'IASC Guidelines of Mental Health and Psychosocial Support in Emergency Settings' promotes psychosocial and mental wellbeing strategies, both as standalone initiatives and integrated into other sectors engaging in emergency response. It specifically does this working with various levels of response to ensure that mental health and psychosocial support are mainstreamed throughout. The guidelines use people-centred approaches, taking into account the different vulnerabilities and needs that can be evident in an emergency setting.

By using action sheet 3.1. and 3.2., you will particularly address safety, dignity and support to right-claims and recovery from abuse.

Theory of Change:

IF mental health and psychosocial support is identified as important in emergency response **THEN** programming in various emergency response sectors will increasingly seek to identify and address mental health and psychosocial support needs **SO THAT** individuals and community become more resilient to protection concerns emerging in emergency settings.

Key Considerations and Resources Necessary:

Those involved in emergency response activities may not immediately see the benefit of, or need to, engage with mental health and PSS issues, instead focusing on the perceived immediate needs regarding shelter, food, WASH, etc. Whilst this is understandable, it is important that not only programming in these sectors takes into account mental health and PSS, it is also necessary that a holistic emergency response design acknowledges mental health and PS issues associated with emergencies.

The suitability of PS activities may differ accordingly to context so it is important that appropriate needs assessments are conducted and tools are adapted to ensure they reflect contextual considerations, including the acceptability of such approaches. The implementation of such approaches may necessitate the provision of a PS delegate, but will almost certainly require significant resources in the training of NS staff and volunteers.

Tool Location:

The 'IASC Guidelines of Mental Health and Psychosocial Support in Emergency Settings' can be found [here](#).

Guidelines for GBV Interventions in Humanitarian Settings

Summary:

The 'Guidelines for GBV Interventions in Humanitarian Settings' serve to enable humanitarian actors and communities to plan, establish and coordinate a set of minimum multi-sectoral interventions to prevent and respond to sexual violence during the early phase of an emergency. This is achieved, in part, through informing and sensitising the humanitarian community to the existence of GBV during emergencies, that it is a serious and life threatening protection issue, and offer concrete strategies for including GBV interventions and considerations in emergency preparedness planning and during more stabilised phases of emergencies.

The guidelines include: an overview of activities to be undertaken in the preparedness phase; detailed implementation of minimum prevention and response during the early stages of the emergency; and an overview of comprehensive action to be taken in more stabilised phases and during recovery and rehabilitation. They provide recommendations for specific key interventions for preventing and responding to GBV in humanitarian setting through the use of 'Action Sheets'. These 'Action Sheets' detail actions that can be conducted in five cross-cutting functions (coordination; assessment and monitoring; protection, human resources; and information education communication), as well as in six sectors (protection; water and sanitation; food security and nutrition; shelter and site planning and non-food items; health and community services; and, education).

Best Fit:

The 'Guidelines for GBV Interventions in Humanitarian Settings' represent a best fit for DRC because they operate at the intersection of a number of key areas for DRC: gender, protection and assistance activities such as WASH, shelter and relief. The guidelines provide:

1. A clear investigation into the nature and extent of GBV in humanitarian settings, as well as a matrix of interventions that details a function or domain, along with what emergency preparedness initiatives could be engaged with, before specifying minimum and comprehensive responses in the particular sector or function
2. Detailed action sheets for a minimum prevention and response across a number of functions that offer a background to the problem, a number of key actions that should be taken and key resources to assist in this
3. An overview that delegates can use to understand how their sector can address gender-based violence issues, whether in PSS or relief distributions

Alignment with Guiding Principles:

The 'Guidelines for GBV Interventions in Humanitarian Settings' focus on increasing understanding of GBV and gender-based protection issues by taking an evidenced-based approach that improves the quality of information regarding GBV within humanitarian settings and strengthens service provision in terms of protection. They engage in a people-centred, gender sensitive method that acknowledges different vulnerabilities between the genders in humanitarian settings. The guidance on building GBV prevention activities into various response areas helps to strengthen resilience to GBV.

Theory of Change:

IF humanitarian practitioners and organisations have a deeper understanding of GBV in humanitarian settings, and the necessary tools to be able to find practical solutions to such violence **THEN** they are better able to integrate GBV prevention into protection initiatives throughout humanitarian response activities **SO THAT** GBV is reduced and communities become more resilient.

Key Considerations and Resources Necessary:

Those involved in emergency response activities may not immediately see the benefit of, or need to, engage with GBV prevention, instead focusing on the perceived immediate needs regarding shelter, food, WASH, etc. Whilst this is understandable, it is important that not only programming in these sectors takes into account often increasing levels of GBV in humanitarian settings; it is also necessary that a holistic emergency response design acknowledges GBV associated with emergencies.

The suitability of GBV activities may differ accordingly to context so it is important that appropriate needs assessments are conducted and tools are adapted to ensure they reflect contextual considerations, including the acceptability of such approaches.

Tool Location:

The 'Guidelines for GBV Interventions in Humanitarian Settings' can be found [here](#).

Minimum Standard Commitments to Gender and Diversity in Emergency Programming

Summary:

The IFRC's 'Minimum Standard Commitments to Gender and Diversity in Emergency Programming' provides a set of minimum standards for all Red Cross Red Crescent emergency responders. They are designed to assist in the analysis of and response to the distinct needs of females and males of all ages and backgrounds. This guidance introduces a four-point framework – dignity, access, participation and safety (DAPS) around which the Minimum Standard Commitments are arranged and then sets out Minimum Standard Commitments for seven sectors including emergency health; food security; WASH; emergency shelter; livelihoods; NFIs; and DRR.

The Minimum Standard Commitments emphasise the importance of a gender and diversity analysis within the needs assessment and also refers to the integration of gender and diversity in the beneficiary selection and prioritisation criteria. Guidance on both the needs assessment and the selection and prioritisation criteria is provided at annexes 1 and 2 respectively.

The commitment on safety includes standards to address SGBV, child protection and prevention of sexual exploitation and abuse.

Best Fit:

The 'Gender and Diversity Minimum Standards' represent a best fit for DRC because they provide clear details regarding specific minimum standards for mainstreaming gender and diversity into various emergency sectors. The minimum standards provide:

1. Strong justification of the need to consider gender and diversity within emergency programming via the DAPS framework, as well as the minimum commitments necessary for ensuring dignity, access, participation and safety
2. An application of the DAPS framework across the seven sectors with minimum standards for achieving each with each of seven sectors
3. Support for the development of needs assessments, gender and diversity analysis and beneficiary selection and prioritisation criteria

Alignment with Guiding Principles:

The 'Minimum Standard Commitments' offer an integrated, multi-sectoral approach to ensuring that gender-sensitivity, as well as social inclusion, is mainstreamed into emergency programming taking place in high-risk locations and settings. These people-centred

guidelines provide recommendations that support working with various levels of operations to addressing differing vulnerabilities and build community resilience in the face of emergencies.

In addition, this framework is compliant with the protection principles in the SPHERE standards as well as the DRC relevant protection principles and a rights-based approach.

Theory of Change:

IF gender and diversity related minimum standards are mainstreamed into emergency programming **THEN** such programming is better able to specific needs and vulnerabilities **SO** **THAT** emergency response is more appropriate and supports protective outcomes.

Key Considerations and Resources Necessary:

The minimum standards signify important commitments to ensuring that gender and diversity based issues are represented in emergency programming which is an important step in terms of ensuring emergency programming results in protective outcomes. These commitments can also be adjusted for non-emergency programming. However, these commitments do not represent a tool for promoting stand-alone or targeted action on gender and diversity related issues.

Tool Location:

The 'Gender and Diversity Minimum Standards' can be found [here](#).

Section Two: Tools

Strengthening Resilience Toolkit

Summary:

The 'Strengthening Resilience Toolkit' provides an overview of possible PSS interventions that can be used under various conditions with information about each approach and advice on where to find more information/complete tool guides.

It begins with an introduction to psychosocial support (PS), including what psychosocial support activities are, as well as notes on assessments and how to choose appropriate activities. It then describes activities that are fundamental to most, if not all, PS responses – psychological first aid, lay counselling, peer support, self-help groups, caring for volunteers, making referrals, advocacy and training – and where further information on these approaches can be found.

The toolkit is based on PS programming that has been implemented by National Societies or other organisations working in PS, and is part of a series that build on lessons learnt from the 2004 Indian Ocean Tsunami.

Best Fit:

The 'Strengthening Resilience Toolkit' represents a best fit for Danish Red Cross for a number of reasons:

1. PS can be seen as critical area of protection. Programming in this area can play central roles in all three protection areas: response (activities related to stress, loss and PS first aid can help survivors cope immediately after a protection incident); remedial (most PS activities will engage at this level); and in environment-building.
2. The PSS focus on: a sense of safety; calming; a sense of self- and community efficacy; connectedness; and hope, are critical not only in emergency contexts but for general societal wellbeing. PSS programming that actively seeks to promote these principles would be very important for all DRC programming areas. For this reason, PSS tools should be integrated into DRC core programming, as well as being included in stand-alone interventions seeking to address protection and social cohesion.
3. The module includes community mapping and exploration of the stressors and points of resilience for individuals and communities with often direct mention of issues related to safety and security. It is important that protection and social cohesion issues are included in such discussions and are adequately captured and feed into program design and linked with assistance activities.
4. DRC has particular strengths in driving forward work in PS and can be at the forefront of intrinsically linking PS activities into the IFRC strategic aim of promoting

social inclusion and a culture of non-violence and peace. Taken within this strategic aim, as well as strategic ambition three (protection and social cohesion) of the DRC International Strategy 2015-2020, the potential role of PS activities in violence prevention, protection and social cohesion can be maximised.

5. PS activities can be a useful way of integrating protection and social cohesion into wider programming ensuring that they are more protection and conflict sensitive. This might include the development of self-help groups within a CBHFA intervention that address violence against women, or psychosocial first aid activities within a disaster management response.

Alignment with Guiding Principles:

The 'Strengthening Resilience Toolkit' aligns with a number of guiding principles. The most evident of these is the promotion of psychosocial and mental wellbeing strategies and engagement in attitude and behaviour change. Better understanding of the types of violence or protection needs, as well as recognising how such vulnerabilities differ according to individuals and groups, and tailoring strategies or interventions appropriately (that take into account the level of operation and engage with other levels) can achieve this. By engaging in such a people-centred approach it is possible to support the strengthening of community resilience to violence and conflict, as well as institutional and personnel technical knowledge and capacity.

Theory of Change:

IF PS activities are planned and implemented as part of stand-alone programming, or integrated into wider programming **THEN** individuals and communities will have increased resilience capabilities **SO THAT** protection and social cohesion will be strengthened.

Key Considerations and Resources Necessary:

The suitability of PS activities may differ accordingly to context so it is important that appropriate needs assessments are conducted and tools are adapted to ensure they reflect contextual considerations, including the acceptability of such approaches.

Where at all possible, PSS activities should be part of an integrated response that also address issues of basic needs which are connected with the PS identified risks and resilience factors, e.g. inadequate shelter that leads to family tension should be addressed as a PSS and a shelter issue.

The implementation of such approaches may necessitate the provision of a PS delegate, but will almost certainly require significant resources in the training of NS staff and volunteers.

Tool Location:

The 'Strengthening Resilience Toolkit' can be found [here](#).

Children's Resilience Programme

Summary:

The 'Children's Resilience Programme', developed by IFRC's Psychosocial Resource Centre, is a resource kit guiding the planning and implementation of activities that support children's resilience. Their aim is to build the strength and resilience of children so they can cope positively with difficult life situations. The Programme also includes activities for parents and caregivers and provides them with tools and awareness on children's protection and resilience. As such, it is a very good tool to address child protection issues in the community and in the family.

The kit comprises of a booklet on understanding children's wellbeing, a handbook for programme managers, two handbooks with structured workshop activities from children in and out of school, and a guide for conducting meetings with parents and caregivers. The material focuses on the impact of armed conflicts, disasters, abuse and exploitation, and living in communities with high rate of HIV.

The kit is designed so it is not necessary to use all four books and much of the material can be used as stand-alone resources. The workshops are available in English and French.

Best Fit:

The 'Children's Resilience Programme' represents a clear best fit for DRC supported work engaging in protection and social cohesion initiatives targeting children. It provides specific and detailed PSS tools targeting children on four tracks: 1) protection against abuse and exploitation; 2) children affected by armed conflict; 3) children affected by disaster; 4) children affected by HIV/AIDs; all of which connect strongly with strategic aim three. The 'Children's Resilience Programme' provides:

1. Violence prevention and protection mechanisms (direct violence, exploitation, self-directed, sexual abuse, etc.), and coping strategies that strengthen resilience in both stand alone or integrated programming.
2. Increased children's awareness over, and coping ability in, armed violence (risks, coping strategies, peace promotion) through stand alone or integrated initiatives.
3. Increased children's awareness over, and response to, disasters (responsive protection) and PS coping strategies in the event of disasters (remedial protection). Such activities can be integrated in DRR programming and should link to increased violence and protection risks for children.

4. Protection from health risks and engagement in unhealthy behaviour. This can be integrated into health programming and should be linked to interventions aiming to strengthen social cohesion (issues of stigma and exclusion).
5. An opportunity to identify protection risks and individual and community strategies for self-protection which can feed into program design and be supported through assistance activities. Can also be combined with cash grants to vulnerable families to strengthen coping mechanisms.

Alignment with Guiding Principles:

The 'Children's Resilience Programme' aligns with a number of guiding principles. The most evident of these is the promotion of psychosocial and mental wellbeing strategies that specifically target children through the use of tailored strategies and initiatives that are based on strong understanding of the specific vulnerabilities children face in particular circumstances. This people-centred approach builds community (children within the community) resilience to violence and conflict, as well as other child specific protection concerns. Moreover, the level of training required for the implementation of these activities strengthens institutional and personnel technical knowledge and capacity.

Theory of Change:

IF children, and caregivers, are more aware of the specific protection and violence risks that children face in specific circumstances and are provided with appropriate coping strategies **THEN** they will be more resilient to the impacts of armed conflicts, disasters, abuse and exploitation, and living in communities with high rate of HIV **SO THAT** child specific protection concerns will be reduced.

Key Considerations and Resources Necessary:

The resource kit for the 'Children's Resilience Programme' is a flexible tool that has been developed for a wide variety of different situations. In order to be able to decide on the applicability of a given tool, and its adherence to Do No Harm, it is necessary that activities are effectively planned and facilitated by fully trained facilitators. Utilising the 'Children's Resilience Programme' would require working with the IFRC PS Resource Centre for further information and training.

It might be worthwhile to have a pool of funds that can be used to respond to some of the risks and concerns identified through the community workshops. In that way, the workshops also act as a form of ongoing focus group discussion that identifies needs, coping mechanisms and risks in the community.

Tool Location:

The 'Children's Resilience Programme' can be found [here](#).

Resilience Programme for Young Men

Summary:

The 'Resilience Programme for Young Men' is a resource for programme managers and trainers in providing psychosocial support for young men living in vulnerable or unstable situations. The programme specifically seeks to address vulnerabilities young men may face due to societal expectations, and through this, can mitigate the risk of negative behaviour and perceptions, depression and even addiction or trauma, making positive life choices more difficult, at a critical time of transition between childhood and adulthood. It does this through working to increase self-esteem, self-confidence, and self-perception, all vital to psychosocial wellbeing. It aims to strengthen social interaction, creativity and peer support by encouraging good communication, group collaboration, mutual trust, respect, understanding and valuing of differences. The 'Resilience Programme for Young Men' complements the 'Youth as Agents of Behavioural Change' toolkit (see below).

The programme is comprised of a psychosocial handbook, which provides guidance in managing psychosocial support programmes and sets out a two-day facilitator training workshop for those engaging in the implementation of such activities. In addition, there is an activities catalogue which provides a wide variety of activities grouped into three main categories: arts-based activities, called 'Art'; physical activities, called 'Body'; and, life skills activities, called 'Life Skills'.

Best Fit:

The 'Resilience Programme for Young Men' represents a clear best fit for DRC supported work engaging in protection and social cohesion. The 'Resilience Programme for Young Men' provides:

1. A more nuanced understanding of vulnerability by highlighting and working with the vulnerabilities faced by young men, an issue often overlooked by other programmes. By better understanding the vulnerability of young men, more effective protection mechanisms can be developed that will take into account these vulnerabilities.
2. Building the self-esteem, self-confidence and self-perception of young men will reduce the likelihood of them engaging in violence, whether it is violence in the home, in the community or the risk of being mobilised for violence by powerful people in the community.
3. Young men with a more positive outlook on life, who enjoy productive relationships, have strong coping mechanisms and value difference, have the capacity to be agents of positive change in their communities.

Alignment with Guiding Principles:

The 'Resilience Programme for Young Men' aligns with a number of guiding principles. Similar to other psychosocial support programming, the most evident of these is the promotion of psychosocial and mental wellbeing strategies. This is enabled by the recognition that vulnerabilities can differ, particularly between genders, and that such differences can also impact on types and levels of violence evident in a community. This people-centred approach builds community (young men within the community) resilience to violence and conflict, as well as promoting active citizenship and the role of young men as agents of positive change. Moreover, the level of training required for the implementation of these activities strengthens institutional and personnel technical knowledge and capacity.

Theory of Change:

IF young men are equipped with appropriate knowledge and skills that increase their self-esteem, self-confidence and self-perception **THEN** they will be more resilient to engaging in negative behaviours and will be more invested in productive communities **SO THAT** they become agents of positive social change in their communities.

Key Considerations and Resources Necessary:

The 'Resilience Programme for Young Men' can represent a key model for engaging young men proactively and helping address their vulnerability. This can be important both for increasing the protection of young men, but also in reducing violence and strengthening social cohesion. However, it would be important to also consider the longer-term engagement of young men and how to support them in productive livelihood in order to build on the successes from this programming.

Tool Location:

The 'Resilience Programme for Young Men' can be found [here](#).

Rapid Assessment Tool for Psychosocial Support and Violence Prevention

Summary

The 'Rapid Assessment Tool for Psychosocial Support and Violence Prevention' provides standards and directions on how to carry out rapid needs assessment for PSS and Violence Prevention (VP) initiatives including child protection and sexual and gender-based violence. The tool is specifically designed to help gather data in an efficient and effective way to help inform the integration of PSS and VP issues, as minimum standards, into broader disaster management action plans in response to an emergency.

The tool supplements and reinforces existing IFRC disaster assessment tools including the *Operational Guidance: Multi-sectoral Initial Rapid Assessment; Vulnerability and Capacity Assessment (VCA); and Integrating Climate Change and Urban Risks into the VCA*. The tool is designed such that it can be used in whole or in part, dependent on contextual needs and the discretion of the assessment team.

The tool included detailed information on setting up an assessment, research techniques that can be used (focus groups discussions, situation/context questionnaire and environmental walk-around), as well as guidance on internal assessments of the national society and an analysis checklist.

Best Fit:

The 'Rapid Assessment Tool for Psychosocial Support and Violence Prevention' represents a best fit for DRC supported work as it provides clear reasoning as to the need for PSS and VP interventions in emergency and humanitarian settings, as well as effective guidance for assessments that work at the intersect of psychosocial issues and violence within an emergency setting.

Alignment with Guiding Principles:

The 'Rapid Assessment Tool for Psychosocial Support and Violence Prevention' promotes the development of improved information and information flows regarding PS needs and violence in contexts of emergency via an evidence base that examines vulnerabilities and uses a participatory approach. It is people-centred and details how such assessments can be conducted in protection and conflict sensitive ways, all with the aim of strengthening service provision around PSS and VP in emergency settings.

Theory of Change:

IF humanitarian responders and programme managers are equipped with appropriate tools to conduct effective assessments for PSS and VP within emergency settings **THEN** programme design and implementation will be better informed regarding protection vulnerabilities and violence issues **SO THAT** protection and violence prevention is fully integrated into the wider humanitarian response and communities are better able to recover.

Key Considerations and Resources Necessary:

Assessments into PSS and VP, by their nature, touch on very sensitive topics. The tool makes very clear recommendation as to conducting assessments ethically, or using a 'Do No Harm' lens, as well providing useful information for constructing assessment teams in such a way that they reduce risk to those being questioned. However, it is critical that these measures are followed. They must be seen as a minimum standard for engaging in such assessments and should never be bypassed due to time constraints on any other reason.

The tool mentions several good ways of collecting information related to violence, discrimination and abuse and even just some of the questions might be worthwhile to take from this tool and add in other assessments.

Tool Location:

The 'Rapid Assessment Tool for Psychosocial Support and Violence Prevention' can be found [here](#).

Community Protection Committees

Summary:

Oxfam's 'Community Protection Committee' programme implemented in the eastern Democratic Republic of Congo seeks to, through a process of non-confrontational dialogue, promote rights and protection in a conflict-prone environment. By establishing 30 'Community Protection Committees' (CPC), comprised of six men and six women, women's forums, comprised of 15 women, and change agents, Oxfam has facilitated local communities in reducing abuses, improving gender equality and developing more positive relationships between citizens and those in power.

Based on annual protection reviews, these community-based structures help conflict-affected communities identify the main threats they face, and the actions they can take to mitigate them via community protection plans that are developed by the CPC. Such actions are based on detailed power analyses that help better understanding of how power is manifested so that initiatives can be developed that build both 'power within' (personal confidence and awareness of rights) and 'power with' (social capital through organisation) and, through engagement rather than confrontation, an increased voice in the pursuit of better protection ('power to'). In many ways, these committees work very much like the traditional RCRC committees addressing disaster or health related risks, although here they have a stronger focus on safety, dignity and discrimination.

Best Fit:

The 'Community Protection Committee' approach represents a best fit for DRC as it situates protection at the community level and facilitates community solutions to the problems they face. The CPC provides:

1. Effective mechanisms for communities to identify and address the array of protection concerns they face in ways that are meaningful for them, thus increasing their level of ownership and agency
2. A strong focus on gendered vulnerabilities so that response initiatives specifically address protection concerns that are particular to women, or men, as well as targeting mutual protection concerns
3. An emphasis on working with duty bearers and rights holders to strengthen the social contract between citizens and the state (appropriate for governance programs)
4. An inspirational model for how national societies can further develop the idea of community committees (such as local community disaster response teams) to support self-protection of communities

5. An opportunity to identify and then through other sectors (such as NFI, humanitarian diplomacy or cash) support community-based solutions to protection issues.

Alignment with Guiding Principles:

The 'Community Protection Committee' approach is a people-centred approach that facilitates active citizenship and the development of agents of change in order to address the specific protection vulnerabilities that exist within micro-contexts. In doing this the CPC recognises different vulnerabilities by being gender sensitive and differentiating between rural and urban contexts.

Theory of Change:

IF community protection committees, women's forums and agents of change are established and empowered **THEN** protection concerns are more easily identified, analysed and appropriately addressed **SO THAT** violence and abuse reduces and communities become more resilient to violence and conflict.

Key Considerations and Resources Necessary:

The CPC's work in collaboration with a number of established power brokers, both formal and informal, who are often negligent in their responsibility of ensuring protection, or are directly/indirectly engaged in abuses. In order for the CPC's to be effective it is necessary that they adopt an approach of positive engagement, rather than confrontation, through relationship and trust building, and a consultative process. This approach needs the appropriate capacities on behalf of the CPC members and so investment in various communication skills, humanitarian diplomacy, mediation and dispute resolution would be advisable.

Moreover, much of the CPC success to date has been by the inclusion of men in women's empowerment processes. It is vital, in order to maintain conflict sensitivity and have the greatest impact, that efforts to empower women, particularly through rights awareness raising, are complemented by work with men, at times together with women, to ensure men have an increased understanding of these issues and make the necessary behavioural and attitudinal change in tandem with women's increased awareness. This tool could work well with the Men's Resilience Program and the use of community managed funding pools.

Tool Location:

The 'Community Protection Committee' approach can be found [here](#).

Community Based Health and First Aid and Violence Prevention Module

Summary:

The 'Violence Prevention Module' of the IFRC Community Based Health and First Aid (CBHFA) approach aims to help National Societies adapt, implement, monitor and evaluate activities to prevent interpersonal violence as part of their CBHFA programming. The CBHFA Violence Prevention (VP) module is specific to interpersonal violence, which encompasses child abuse, family violence, gender-based violence, bullying and harassment, elder abuse, and community violence such as gang violence.

The VP module is developed around specific trainings focused at the national, branch, local and community levels, with volunteer facilitator trainings and community volunteer training. The training covers the definitions of violence, how to refer people for help, how to implement the VP module, and how to support communities to find practical solutions to violence. There are also five lessons card templates (see below) that can be used for delivery to households and communities. The VP module also includes violence specific M & E techniques, case studies, implementation guidelines and an online learning module available for staff and volunteers from National Societies.

Best Fit:

The 'Violence Prevention Module' of the CBHFA represents a best fit for DRC as it provides a clear demonstration of how violence prevention can be integrated into wider DRC programming sectors. The 'Violence Prevention Module' provides:

1. CBHFA agents with the necessary VP knowledge and key messages to address VP in the communities via their health programming
2. A strong focus on violence as a public health concern which has proven benefits in terms of increasing the engagement of local communities in VP initiatives
3. Lessons learned for other programmatic sectors on why and how to integrate VP into programming
4. An opportunity to use the findings of community discussions on violence and community action plans to adjust existing programmes or build new programme components that has protection as a central objective.

Alignment with Guiding Principles:

The 'Violence Prevention Module' of the CBHFA demonstrates an integrated, multi-sectoral approach to identified violence and protection related issues. It uses people-centred strategies to address interpersonal violence by understanding the interlinking levels of operation that have an impact of violence prevention, and developing institutional and personnel technical knowledge and capacity around violence prevention. By integrating this work with health promotion, activities are better able to building community resilience to violence and protection concerns.

Theory of Change:

IF communities are more aware of the effects of interpersonal violence, especially on health, and have the necessary tools to be able to find practical solutions to such violence **THEN** they are better able to engage in violence prevention initiatives that have community commitment and are able to benefit from the success of established health programming **SO THAT** interpersonal violence is reduced and communities become more healthy.

Key Considerations and Resources Necessary:

While linking violence to health considerations is important and has benefits in terms of increasing community awareness of the impacts of violence and commitment to violence prevention, it is necessary that appropriate tools can be provided to address these issues. Those working on CBHFA programming, if they are intending on engaging in violence prevention activities, must be adequately trained in the modules tools and should be trained in conflict sensitivity so they are more aware of the possible negative impacts of their work should they not take into account specific contextual issues.

Investment should also be made in terms of producing high quality reporting of the impacts of VP activities within CBHFA programming in order to increasingly promote the benefits of integrated violence prevention programming and encourage other sectors to engage where possible.

Tool Location:

The 'Violence Prevention Module' of the CBHFA can be found [here](#).

Five Lessons Cards

Summary:

The 'Five Lessons Cards' is a tool that comprises part of the violence prevention module of the CBHFA. It is covered separately as it is a tool that can be used independently from the VP module, that is, it can be used in any integrated or stand-alone programming focused on violence prevention and protection.

The tool details 'Five Lessons Cards' that provide messaging regarding violence prevention and can be administered in as little as 25 minutes or with one card taking up to an hour. They include the following lessons and learning objectives:

1. Everyone deserves to be safe from violence (a. Everyone, regardless of their age, gender, race or class, deserves to be safe from all types of violence - either physical, sexual, emotional or through neglect; b. Laws exist to keep people safe from violence; c. Violence has many damaging impacts)
2. Hitting other people is harmful and unnecessary (a. It is harmful when people experience, see or hear physical violence in their family or community; b. There are many ways to resolve problems and conflict that do not include violence)
3. Sexual violence is cruel and degrading (Sexual violence against girls, boys, women or men is cruel and degrading (a. Children – boys or girls – are especially vulnerable to sexual violence. Children should not be touched in inappropriate sexual ways; b. Bystanders and men have an important role in preventing sexual violence)
4. Crushing a person's self-esteem is damaging and unhealthy (a. Emotional/psychological violence is part of all forms of violence; b. Emotional/psychological violence can crush a person's self-esteem. Emotional scars can take longer to heal than physical bruises; c. Adults have a responsibility to act in safe and non-discriminatory ways)
5. Violence can be prevented. Helping resources and laws exist (a. Bystanders (people who see or hear violence occurring) have an important role in preventing violence; b. Helping resources exist for children and adults who have been hurt by violence; c. There are practical actions that adults can take to make their families and communities safe.

The 'Five Lessons Cards' seek to enhance understanding of violence, promote self-questioning regarding attitudes to violence and provide activities that support violence prevention.

Best Fit:

The 'Five Lessons Cards' tool represents a best fit for DRC as it provides simple and easily understood messaging around violence and violence prevention that can be utilised for any integrated or stand-alone programming. The 'Five Lessons Cards' provides:

1. Applicable and easily to use lessons that can be utilised across different sectors to increase awareness of violence and violence prevention and provide individuals and community with useful activities/guidance to engage in violence prevention
2. Useful entry-level interventions in violence prevention that can be built on through more advanced integrated or stand-alone programming that is introduced at appropriate times and in suitable ways.

Alignment with Guiding Principles:

The 'Five Lessons Cards' tool focuses on different vulnerabilities to violence, particularly that of children, and seeks to improve information regarding violence and how this is accessed. The lessons are based on an understanding of types of violence and how this may affect different target groups. Indeed they aim to build community awareness and resilience to violence through a people-centred approach that develops personal understanding of violence and delivers simple activities that help individuals and communities challenge their attitudes and behaviours in relation to violence.

Theory of Change:

IF individuals and communities are more aware of the devastating effects of interpersonal violence and have the necessary tools to be able to find practical solutions to such violence **THEN** they are better able to engage in violence prevention initiatives that have community commitment **SO THAT** interpersonal violence is reduced and communities become more resilient.

Key Considerations and Resources Necessary:

The focus of the tool is interpersonal violence and much of the lessons examine sensitive issues of violence against children and sexual violence. Each lessons opens with advisory guidance on ensuring the content of the lessons is reviewed before being delivered to adults. This is particularly important in terms of 'do no harm' and this must take place in all instances. It would be advisable to ensure facilitators are trained in conflict sensitivity so they are more aware of the possible negative impacts of their work should they not take into account specific contextual issues.

The tool is an awareness-raising tool and DRC should be ready to respond to requests for support once community awareness increases.

Tool Location:

The 'Five Lessons Cards' tool can be found [here](#).

Ten Steps To Creating Safe Environments

Summary:

The 'Ten Steps' tool is a resource for organisations and communities to help in the development, implementation and monitoring of concrete actions to prevent, reduce, mitigate and respond to interpersonal violence.

The resource provides detailed information on how to complete the following steps: understand the problem; define protection instruments; recognise people's vulnerability and resilience; create a prevention team; complete a risk assessment; develop policies and procedures; educate adults, youth and children; respond to disclosures of violence; meet the challenges; maintain safe environments. Each of the steps is part of a process to reduce the risk of violence and increase protection. As one step interacts with the other steps, the success of one depends of the achievement of all the others. How much time each step, or the whole process, takes is up to each organisation or community – however, the goal is to reduce risk as soon as possible.

The tool is particularly suited to be implemented within a national society and its programs as a way of promoting a protection sensitive organisation.

Best Fit:

The 'Ten Steps to Creating Safe Environments' resource represents a best fit for DRC because it offers a comprehensive guide to how organisations and communities can address interpersonal violence and create safe spaces, while being targeted towards volunteers and community members. The 'Ten Steps' resource provides:

1. A detailed examination of violence, why it occurs and the impacts it has that informs readers understandings of how it can be prevented and why they should be invested in engaged in violence prevention
2. Concrete actions, with clear and prescriptive examples, that organisations and communities can take to address interpersonal violence that specifically seek to work together for more holistic responses to violence
3. Actions that encourage knowledge, attitudes and behavioural change in order to foster environments that respect human dignity and diversity, and are caring, safe and peaceful, thus promoting a culture of non-violence

Alignment with Guiding Principles:

The 'Ten Steps to Creating Safe Environments' resource is an evidence-based tool that examines the types and causes of interpersonal violence and helps to build strategies or

initiatives that respond to the differences in vulnerability to violence. By taking a people-centred approach that is both conflict and gender sensitive, and promotes civic engagement, it is able to build community resilience to violence and protection concerns, as well as developing institution and personnel knowledge and capacity in the area of violence prevention.

Theory of Change:

IF communities and organisations have a deeper understanding of interpersonal violence and the necessary tools to be able to find practical solutions to such violence **THEN** they are better able to engage in violence prevention initiatives that have community commitment **SO THAT** interpersonal violence is reduced and communities become more resilient.

Key Considerations and Resources Necessary:

The ‘Ten Steps’ resource requires strong commitment for it to be successful. Each step builds on from the last and is reliant on the previous step being successfully completed. It is therefore imperative that those seeking to implement the ten steps approach effectively takes into account the time and budgetary requirements to be able to fully complete the two steps.

Tool Location:

The ‘Ten Steps to Creating Safe Environments’ tool can be found [here](#).

Practical Guide for Developing Child Friendly Spaces

Summary:

The 'Practical Guide for Developing Child Friendly Spaces' provides the main principles of a child friendly space (CFS) and the process used to establish one. It aims to improve the standards and capacity of staff, by providing the required knowledge to support the design and operations of CFS's, particularly those established in contexts affected by conflict or natural disaster.

The guide is divided into two main sections: The first provides more of a theoretical and conceptual overview, including an outline of the main principles *of CFS*, background information on emergencies and an historical overview of child friendly spaces. The second section presents practical guidance on establishing and operating a CFS. An action sheet for each component of the programming cycle has been prepared (i.e. assessments, design, operations, capacity building and monitoring and evaluation). Each action sheet includes a *toolbox* to facilitate the application of the guidance material.

Best Fit:

The 'Practical Guide for Developing Child Friendly Spaces' represents a best fit for DRC as it provides clear and operational guidance on a widely used child protection mechanism that would be applicable in the contexts that DRC currently work in and hopes to expand into. The guide provides:

1. Concrete, accessible guidance within in a clear, logical structure and framework, and further provides examples and tools to ensure an understanding of knowledge and to facilitate application
2. A complementary mechanism to the Children's Resilience Programme (or other child based PSS interventions) through which joint activities can be planned and implemented
3. Access to mothers for work on better parenting, GBV prevention, health and violence prevention and other programmatic areas

Alignment with Guiding Principles:

Child friendly spaces are based on the recognition that vulnerabilities differ; that children face a different set of threats that adults in high-risk times of conflict and disaster, and subsequently require different support. CFS's are generally implemented in tandem to other sectors such as education of PSS, both of which complement the work of the CFS and vice

versa, and so are able to operate with a number of levels. The people-centred and conflict sensitive nature of the CFS, as well as the theoretical and technical aspects of the guide reinforces the development of institutional and personnel technical knowledge and helps to build child resilience to violence, conflict and disasters.

Theory of Change:

IF children, especially those in conflict or disaster situations, have a safe space in which they feel comfortable, protected and safe **THEN** they are better able to engage socially and are more receptive to various programming interventions such as education, health and PSS **SO** **THAT** children become more resilient in the face of conflict and disaster.

Key Considerations and Resources Necessary:

CFS's provide an ideal opportunity for the delivery of multiple services. Education, health and PSS services directly targeting children are extremely relevant, as are services that target parents, particularly mothers, as the CFS generally provides a space in which women are able to access. Whilst the delivery of such services through the CFS should be promoted, especially when it is of benefit to the child (e.g. direct services to the child or services that will increase their well-being in the home), the core principles of the CFS must be protected; the CFS should not be changed into something else and should first and foremost provide a safe space for children.

The activities implemented in the CFS should be reflective of the age groups attending, but should also seek to increase attendance of older children (often a problem as older children and teenagers are frequently pressured into working – male – or unable to leave their homes – female) and so should be relevant to these age groups and should examine the reasons for non-attendance and develop novel ways to overcome this.

Tool Location:

The 'Practical Guide for Developing Child Friendly Spaces' can be found [here](#).

Female Friendly Spaces

Summary:

The 'Guidance on Female Friendly Spaces' was developed as a result of the April 2015 Nepal Earthquake. The guidance explains what a female friendly space (FFS) is ("a place where females can go to at any time to feel safe and empowered and have access to information, education, recreational activities, support and services") and why it is necessary ("females of all ages and stages need protection, support, and access to services in emergencies").

The guidance first outlines the guiding principles necessary in the establishment of FFS's before then detailing the integrated potential of FFS's through the delivery of primary services to women such as health and nutrition, PSS, relief (food and NFI's), child protection, GBV prevention and response, livelihoods and early recovery and legal support.

Finally, the guidance examines the operational aspects of establishing a FFS. This includes choice over type of FFS, staffing of the FFS, phasing and prioritising the creation of an FFS, facilities and equipment requirements.

Best Fit:

The 'Guidance on Female Friendly Spaces' represents a best fit for DRC as it promotes the safety and protection of women in emergency settings, and demonstrates various ways in which the vulnerabilities of women can be addressed. The 'Guidance on Female Friendly Spaces' provides:

1. A prioritisation of the protection of women and girls during emergency situations through practical solutions
2. Clear demonstration of how the FFS can provide both access to women and access for women, in the delivery protection, relief and recovery activities, as well as the dissemination of important information for women, so that integrated approaches can be followed

Alignment with Guiding Principles:

Female friendly spaces (FFS) are based on the recognition that vulnerabilities differ; that women face a different set of threats than men in high-risk times of conflict and disaster, and subsequently require different support. The FFS provide the opportunity for an integrated approach, providing a modality that will enable the delivery of a number of additional services to women and girls, and so are also able to operate with a number of levels in service delivery. Specially, the FFS promote the improvement of information and information flows through the provision of referral services and by supporting the integrated approach. By operating in high-risk locations and settings, and taking both a people-centred

and gender sensitive approach, FFS help to build women and girls resilience to violence, conflict and disasters.

Theory of Change:

IF women and girls, especially those in conflict or disaster situations, have a safe space in which they feel comfortable, protected and safe and have access to services **THEN** it is more possible to address their specific gender-related vulnerabilities and ensure their protection **SO THAT** they become more resilient in the face of conflict and disaster.

Key Considerations and Resources Necessary:

FFS's provide model through which necessary services can be accessed by women in situations of conflict and disaster. They also offer a protective environment for women and enable them to address some of the gender-related vulnerabilities that they face in such times. However, it is difficult to address the needs of all vulnerable women through the FFS, especially if they do not receive adequate funding, as so it is important that service delivery via the FFS is conducted in a conflict sensitive manner. Moreover, it is important to mitigate the risks, particularly psychosocial and stress related, associated with family separation by having women remain in the FFS at night. While this may be a necessity for protection reasons (e.g. continuing disaster risks or fighting in a nearby area), it is important to consider the implications for the family.

Tool Location:

The 'Guidance on Female Friendly Spaces' can be found [here](#).

Community Security Handbook

Summary:

Saferworld's 'Community Security Handbook' explains the principles underpinning Community Security interventions, and suggests practical approaches to implementing them. This draws heavily on the work of Saferworld, as well as a select number of other agencies. It is targeted toward practitioners – particularly programme managers – and aims to help them work through the various steps involved in planning, implementing, evaluating and improving Community Security interventions. Where appropriate it references additional tools and guidance covering related areas of intervention including advocacy, capacity-building and monitoring and evaluation (M&E).

The handbook begins by examining what community security is and why it is important, including detailing the core approaches and values behind community security as well as working with security providers. It then considers programme design and planning, first through conflict and context analyses, and then through developing programme level theories of change. The handbook provides instruction on starting up community security programmes (including the practical considerations that need to be made) and then on how to identify and prioritise community security problems, and developing appropriate action plans, through community consultation. The handbook also explains how localised community security programming can work at multiple levels and influence national policy and practice before then detailing M & E processes for community security interventions.

Best Fit:

The 'Community Security Handbook' represents a best fit for DRC as it takes community-lead understandings of security and helps communities identify and prioritise their own security concerns and address them with practical solutions. The "Community Security Handbook" provides:

1. A flexible understanding of security that includes interventions that address violence, protection and social cohesion concerns as they pertain to safety and security
2. Clear and concrete ways of working with the community to facilitate them in identifying and prioritising possible solutions to the common security issues that bring the community together to collaborate, thus strengthening social cohesion
3. An approach that enables community members to, whilst working with security providers, take more control over their safety and security
4. An important basis for guiding service delivery in a direction that directly aims to increase safety, security and protection of the community

Alignment with Guiding Principles:

The 'Community Security Handbook' aligns with a number of guiding principles. Through community consultation it encourages a people-centred approach that is, based on conflict and context analyses, evidenced-based and conflict- and gender-sensitive. The handbook enables the development of community security interventions that engage with dividers and connectors, differentiates between rural and urban communities and addresses the specific needs they have and promotes civic engagement. By promoting engagement at multiple levels, and engaging with state actors to ensure the provision of protection, the handbook supports the building of community resilience to violence and conflict.

Theory of Change:

IF communities are better able to identify and prioritise their security needs, and are provided with appropriate tools to address them **THEN** they can identify and prioritise practical solutions to these needs **SO THAT** they are able to work constructively together to implement solutions, thus strengthening their social cohesion and security.

Key Considerations and Resources Necessary:

The community security approach offers a way of bringing together protection and social cohesion initiatives by promoting community members to work together to address their common problems. The approach is critical in ensure communities are able to ensure, to a degree, their safety and security. The approach is also concerned with engaging with security providers in the recognition that they are the duty-bearers regarding security. Perceptions of distrust in the security providers should be addressed where evident and it is important that these efforts are well managed through the facilitation of relationship and confidence building between communities and security providers. This approach needs the appropriate capacities on behalf of community members and so investment in various communication skills, mediation and dispute resolution would be advisable.

Tool Location:

The 'Community Security Handbook' can be found [here](#).

Youth As Agents of Behavioural Change

Summary

The 'Youth As Agents of Behavioural Change' (YABC) programme is the IFRC's flagship initiative on the promotion of a culture of non-violence and peace (CNV+P). The YABC programme is designed to empower youth to take up an ethical leadership role in inspiring a positive transformation of mindsets, attitudes and behaviours within themselves and their community. It is built on three pillars: youth empowerment (through: the development of skills to promote a CNV+P; a non-cognitive or 'from the heart to the mind' methodology; and, peer education and mentoring), operating from inner peace (through: facilitating Inner change; 'internal arts' (e.g. Qi Gong, yoga and meditation); and strengthening resilience to cope with stress, peer pressure and resistance) and reaching out to the community (through: creative platforms for social mobilization (e.g. visual arts, dance, theatre, music, sport); YABC projects and grass-roots outreach; and, YABC workshops, trainings and activities)

The YABC programme is rooted in a participant-centred, experiential learning approach, and relies on a non-cognitive methodology, meaning that feelings, experience, or the physical body, rather than intellectual analysis, are the entry points for learning. Participants are introduced to thematic issues or foster personal skills through games, role-plays, simulation and visualization exercises, storytelling, artistic platforms and 'internal arts'. Such thematic issues include: non- discrimination and respect for diversity; Intercultural dialogue; social inclusion; gender; violence prevention, mitigation and response; International humanitarian law, while the personal skills include: active listening; empathy; critical thinking, dropping bias and non-judgment; collaborative negotiation and mediation; personal resilience; and, inner peace.

Best Fit:

The 'Youth As Agents of Behavioural Change' (YABC) programme represents a best fit for DRC in part because of its position as a flagship programme of the IFRC on the promotion of a culture of non-violence and peace. More specifically, the YABC programme provides:

1. A clear and detailed pathway to promote the positive role youth can have in their communities by providing them with the necessary tools and understanding to engage with this role
2. Proven and concrete measures to address issues of protection and social cohesion through the transformative energy of youth
3. A programme that enjoys strong engagement on the part of National Societies and their volunteers

4. A platform for other strategic ambitions related to empowered civil society and resilient communities, particularly when YABC is combined with other programs, such with humanitarian diplomacy and community-managed funding pools.

Alignment with Guiding Principles:

The 'Youth As Agents of Behavioural Change' (YABC) programme aligns with a number of guiding principles. It explicitly seeks to promote the civic engagement of youth and develop them as agents of change through people-centred approach that develops personnel knowledge and capacity to engage with dividers and connectors and manage conflict. By engaging at various levels, and in different way, the YABC programme demonstrates the need to understand and tailor strategies to specific context in order to best address violence and protection and social cohesion issues. The improvement of information that youth receive through YABC, and the subsequently improved information flows based on the role of YABC facilitates the strengthening of community resilience to violence and conflict.

Theory of Change:

IF youth receive the necessary and appropriate investment in terms of knowledge and skills regarding playing a positive role in society **THEN** they are better able to influence peers and others as agents of change **SO THAT** their communities, over time, better reflect a culture of non-violence and peace

Key Considerations and Resources Necessary:

The YABC programme represents an important approach to ensuring that youth play a positive role in society and are able to fulfil their function as leaders of tomorrow, yet enables them to do that today. However, it is crucial that the targeting is appropriate in order to maximise the inclusion of youth from disadvantaged and minority backgrounds.

It is also important to consider how the YABC programme can link in to other protection and social cohesion programming to maximise not only the impact on the youth who engage with YABC activities, but also the impact YABC engaged youth can have on other programming initiatives. YABC programs must ensure that there are adequate resources or can link to other resources to address some of the concerns and needs that youth will raise.

Tool Location:

The 'Youth As Agents of Behavioural Change' (YABC) programme can be found [here](#).

Community Mobilisation Guidelines

Summary:

These community mobilisation guidelines provide the 'what, how and why' of community mobilisation that seeks to strengthen community resilience to disaster and crises.

The guidelines provide functioning definitions for the key concepts including community, community mobilisation, resilience and social cohesion, which offer a frame of reference for the tool. Such framing is further shaped by the clear description of the vision for community mobilisation; to ensure a targeted community is “able to self-organise and self-mobilise to identify its needs as well as resources to visualise its future and partner with external resources (if needed) to act collaboratively to build its resilience at individual, household and community level.” The tool then outlines some critical programming considerations that help guide programmers, including necessary communication processes, cultural reflections, relevance and motivation, budgeting and planning issues, capacity building, timing and the need for coalition at the community level.

The guidelines then outline the role of the national society in the community mobilisation process before detailing a number of key steps the process should take. Of particular use is the provision of sample programme activities that could occur at the pre-assessment, assessment, planning, implementation and monitoring and evaluation stages to provide would-be programmers with inspiration as to what they may wish to do in a community mobilisation programme.

Importantly, the guidelines then move on to specify some direction in terms of how to measure community mobilisation. Providing a brief narrative and example indicators for social cohesion, effective leadership, collective efficacy, active participation and conflict management is extremely useful for planners and implementers given the challenging nature of measuring the success of such interventions.

Best Fit:

The community mobilisation tool represents a best fit for Danish Red Cross for a number of reasons:

1. Given the IFRC fundamental principle of voluntary service, the effective mobilisation of communities is critical to the success of interventions in any and all sectors. Moreover, an effectively mobilised community is one that is socially inclusive, non-discriminatory and tolerance, and thus compliant with the fundamental principles of unity, impartiality and humanity.
2. The community mobilisation process itself, as prescribed within this tool, seeks to strengthen social cohesion through: (1) a common vision and a sense of belonging

for all in the community/ies, (2) an appreciation and value of people from diverse backgrounds and circumstances, (3) similar life opportunities for all the members of the community and (4) fostering strong and positive relationships between people from different backgrounds. The application of this tool, therefore, is valuable as a process through which a socially cohesive environment can be developed.

3. The guidelines offer a process that can be utilised for the benefit of other sectors through the creation of a more collaborative environment in which community based initiatives can be more effective. This is particularly relevant given DRC's focus on community based disaster risk reduction and community based health and first aid. Moreover, the strengthening of social cohesion through community mobilisation contributes to a protective environment building.

Alignment with Guiding Principles:

The community mobilisation tool aligns with a number of guiding principles. Primarily, the community mobilisation tool ensures a people-centred approach that can promote civic engagement and agents of change. In doing this it is able to enhance the evidence base that guides programming and engage in a participatory M & E system. This has the benefit of providing improved information regarding vulnerabilities, as well as enabling a differentiation between rural and urban needs, and can help identify high risk locations and settings, and plan accordingly. In turn this enables programmers to engage effectively with 'dividers' and 'connectors' and help build community resilience to violence and conflict.

Theory of Change:

IF DRC programming promotes community mobilisation **THEN** civic engagement will increase and both a better understanding of violence, protection and social cohesion issues, as well as enhanced access to communities to work on these issues will be enabled, **SO THAT** more appropriate violence prevention, protection and social cohesion programming with improved community reach, leading to increased community resilience, can be developed and implemented.

Key Considerations and Resources Necessary:

Community mobilisation requires significant person-power and time investments, which will necessitate a high number of volunteers working in this area. In order to gain most traction it is advisable that the community mobilisation tool is either integrated into programming in another sector, or that it is combined with other tools that offer some kind of hardware engagement. This will increase engagement and link civic engagement to community development.

Tool Location:

The community mobilisation tool can be found [here](#).

Psychosocial Support for Youth in Post-Conflict Situations

Summary:

Psychosocial Support for Youth in Post-Conflict Situations – a trainer’s handbook is a joint initiative of the PS Centre and Danish Red Cross Youth. It combines a training program in community-based psychosocial support for youth in post-conflict situations with modules on facilitating training. The materials have been designed to develop staff and volunteer’s skills, either as a basic training in psychosocial support or as a training of trainers in psychosocial support. Given its emphasis on re-establishing social relations after conflict, the tool is relevant for both protection and social cohesion activities.

The first modules in the handbook explain the consequences of armed conflicts and present psychosocial support. Then the concept of Youth and challenges of Youth in post-conflict situations is presented together with aims of psychosocial youth programming. The next modules evolve around how you can facilitate trainings for youth in post-conflict situations, and how to practice supportive communication. How to support volunteers working with psychosocial youth programs for Youth in Post-Conflict situations is also explained. Finally this handbook gives guidance on how to plan and facilitate a training workshop.

Best Fit:

‘Psychosocial Support for Youth in Post-Conflict Situations’ represents a fit for work engaging in improving life conditions and opportunities for Youth. The training programme aims to provide staff and volunteers with an understanding of youth in post-conflict situations, as well as building capacity in facilitating psychosocial support training.

Theory of Change:

IF Youth that have experienced conflict situations get aware of the effect it had on them and they fully and actively participate in psychosocial support sessions informed of the above handbook **THEN** they will gain and regain skills, competencies and trust in self and others and acquire some basic knowledge on how to manage their lives **SO THAT** they will move from peer pressure and stigmatisation to peer support and acceptance, which again will minimize the risk of youth engaging in crime and/or violence and future conflicts. Furthermore the Youth will be able to restore hope for their future and in the long run get back education and/or job opportunities.

Key Considerations and Resources Necessary:

The ‘Psychosocial Support for Youth in Post-Conflict Situations’ is a flexible tool that has been tested in various post conflict settings in Africa during the development of the handbook. It can be used all over the world but the pilot-testing and data collection has been done in Africa.

Utilising the Psychosocial Support for Youth in Post-Conflict Situations would require working with the IFRC PS Resource Centre for further information and training, or alternatively work with skilled PSS trainers and facilitators.

Tool Location:

The 'Psychosocial Support for Youth in Post-Conflict Situations can be found here:

<http://pscentre.org/topics/youth-in-post-conflict>

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Appendices

Appendix One – Conflict Analysis Guide

What is a conflict analysis?

A conflict analysis is the systematic study of the profile, causes, actors, and dynamics of conflict. It helps development, humanitarian and peacebuilding organisations to gain a better understanding of the context in which they work and their role in that context.

In some situations it may be too contentious or sensitive to talk of conflict analysis. Using the broader term ‘context analysis’ can help to overcome this challenge. However, it is important to differentiate between a context analysis that examines a broad array of social, economic, political and cultural issues and a conflict analysis that specifically seeks to understand conflict. ☐

Why is a conflict analysis important/necessary?

Conducting a structured conflict analysis and regularly updating it throughout all stages of the project cycle to inform the way interventions are designed, implemented and evaluated, is the cornerstone of conflict sensitivity.

Programming across all sectors must be properly aware of and informed by, in its design and implementation, conflict that is taking place. This will ensure that programming is better able to follow the principles of ‘Do No Harm’ and to identify ways in which it may have positive implications for conflict.

It is important that those engaged in non-conflict programming have a more nuanced understanding of conflict so they are better able to understand how their programmes may impact, positively or negatively, on the conflict, and vice versa.

This should include an appreciation that conflict does not necessarily result in physical violence or war but it may do harm if not resolved. Conflict can be seen as a clash between antithetical ideas or interests – within a person or involving two or more persons, groups or states pursuing mutually incompatible goals. It can be a driver of social change and can be considered to be constructive if the conflicting parties acknowledge the legitimacy of different interests and needs of all actors involved. Constructive approaches to conflict aim to create a social and political environment which allows the root causes of the conflict to be addressed and which enhances sustained and non-violent alternatives to the use of force. Destructive approaches are characterised by conflicting parties’ efforts to resolve a conflict unilaterally and at the cost of others.

Elements of a conflict analysis

The use of a structured tool, or combination of tools, to conduct a conflict analysis is central to a robust understanding of conflict and how such conflict may relate to programming being designed and undertaken. There are a range of conflict analysis methodologies and tools available, which have been developed by a variety of actors – NGOs, donor agencies, governments and academics.

Below are the key sections and questions that ought to be covered in a conflict analysis. These are not intended to provide a definitive list, but rather provide guidance on the sort of questions that a conflict analysis should be seeking to answer.

Conflict Profile

A conflict profile provides a brief characterisation of the context within which the intervention will be situated. Questions to be considered might include:

- a) What is the political, economic and socio-cultural context?

(physical geography, population demographics, recent history, political and economic structure, social composition, environment, geo-strategic position)

- b) What are the emergent political, economic, ecological and social issues?

(Elections, reform processes, decentralization, new infrastructure, disruption of social networks, mistrust, return of refugees/IDPs, military and civilian deaths, presence of armed forces, mined areas)

- c) What specific conflict prone/affected areas can be situated within this context?

(Areas of influence of specific actors, frontlines around natural resources, important infrastructure and lines of communication, pockets of socially marginalized or excluded populations)

- d) Is there a history of conflict?

(Critical events, mediation efforts, external intervention)

Conflict Causes

In order to understand a given context it is fundamental to identify potential and existing conflict causes, as well as possible factors contributing to peace. Conflict causes can be defined as those factors, which contribute to people's grievances; and can further be defined as:

- Structural causes – Pervasive factors that have become built into the policies, structures and fabric of society and may create preconditions for violent conflict
- Proximate causes – factors contributing to a climate conducive to violent conflict or its further escalation, sometimes apparently symptomatic of a deeper problem
- Triggers – Single key acts, events, or their anticipation that will set off or escalate violent conflict.

As the main causes and factors contributing to conflict and to peace are identified, it is important to acknowledge that conflicts are multi-dimensional and multi-causal phenomena, that there is no single cause of conflict. It is also essential to establish linkages and synergies between causes and factors, in order to identify potential areas for intervention and further prioritise them.

Key questions regarding this are:

- a) What are the structural causes of conflict?

(Illegitimate government, lack of political participation, lack of equal economic and social opportunities, inequitable access to natural resources, poor governance)

- b) What issues can be considered as proximate causes of conflict?

(Uncontrolled security sector, light weapons proliferation, human rights abuses, destabilising role of neighbouring countries, role of diasporas)

- c) What triggers can contribute to the outbreak/further escalation of conflict?

(Elections, arrest/assassination of key leader or political figure, drought, sudden collapse of local currency, military coup, rapid change in unemployment, flood, increased price/scarcity of basic commodities, capital flight)

- d) What new factors contribute to prolonging conflict dynamics?

(Radicalisation of conflict parties, establishment of paramilitaries, development of war economy, increased human rights violations, weapons availability, development of a culture of fear)

- e) What factors can contribute to peace?

(Communication channels between opposing parties, demobilization process, reform programmes, civil society commitment to peace, anti-discrimination policies)

Conflict Actors

People are central when thinking about conflict analysis. Actors are individuals, groups and institutions contributing to conflict or being affected by it in a positive or negative manner, as well as those engaged in dealing with conflict. Actors differ as to their goals and interests, their positions, capacities to realise their interests, and relationships with other actors.

- Interests: the underlying motivations of the actors (concerns, goals, hopes and fears)
- Goals: the strategies actors use to pursue their interests
- Positions: the solution presented by actors on key and emerging issues in a given context, irrespective of the positions of others
- Capacities: the actors' potential to affect the conflict, positively or negatively. Potential can be defined in terms of resources, access, social networks and constituencies, other support and alliances etc.
- Relationships: the interactions between actors at various levels, and their perception of these interactions

Key questions regarding this are:

- a) Who are the main actors?

(National government, security sector - military, police, local – military – leaders and armed groups, private sector/business – local, national, trans-national, donor agencies and foreign embassies, multinational organizations, religious or political networks – local, national, global, independent mediators, civil society – local, national, international, peace groups, trade unions, political parties, neighbouring states, traditional authorities, refugees/IDPs, all children women and men living in a given context.

- b) What are their main interests, goals, positions, capacities and relationships?

(Religious values, political ideologies, need for land, interest in political participation, economic resources, constituencies, access to information, political ties, global networks).

- c) What capacities for peace can be identified?

(Civil society, informal approaches to conflict resolution, traditional authorities, political institutions – head of state, parliament, judiciary, regional – eg African Union, IGAD, OECD – and multilateral bodies – ICJ.

- d) What actors can be identified as spoilers? Why?

(Groups benefiting from war economy – combatants, arms/drug dealers, smugglers.

Conflict Dynamics

Conflict dynamics can be described as the resulting interaction between the conflict profile, the actors, and causes. Understanding conflict dynamics will help identify windows of opportunity, in particular through the use of scenario building, which aims to assess different possible developments and think through appropriate responses.

Key questions for an analysis of conflict dynamics might include:

- a) What are the current conflict trends?

(Escalation or de-escalation, changes in important framework conditions)

- b) What are the windows of opportunity? Are there any positive developments? What factors support them? How can they be strengthened?
- c) What scenarios can be developed from the analyses of the conflict profile, causes and actors? (Best case, middle case and worst case scenarios)

Scenarios provide an assessment of what may happen next in a given context according to a specific timeframe, building on the analysis of the conflict profile, causes and actors. It is good to prepare three scenarios:

- Best case scenario – describing the optimal outcome of the current conflict
- Middle case scenario – describing the continued evolution of current trends
- Worst case scenario – describing the worst possible outcome

Conducting a conflict analysis

Who (conducts)?

The conflict analysis process is usually led by an internal team, if the capacity exists, and this is preferable as, if done well, the conflict analysis will challenge staff assumptions and lead to stronger insights, thus meaning it has a great impact. Alternatively, it can be outsourced to consultants and external experts, however external reports are often left to gather dust on the shelf, are not fully internalised and are often not read by project implementing staff.

What is key to consider in all cases is the purpose of the analysis and to ensure that end-users are closely involved in the analysis process, as they will be the ones responsible for keeping it a live and integrating it into their work. Effective conflict analysis cannot be a one-off document, it needs to be kept up-to-date to maintain relevance. The conflict analysis process itself may be used as an opportunity to build capacity on conflict analysis and conflict sensitivity among staff and partners.

How?

A conflict analysis may take place at different levels with the main distinction being between a macro-level (national level) conflict analysis and a micro-level (project-level) analysis. Identifying the appropriate focus for the conflict analysis is crucial: the issues and dynamics may differ between the national level and at the grassroots, or in urban settings as opposed to rural settings. But while linking the level of conflict analysis (e.g. community, district, region or national) with the level of intervention (e.g. project, sector, policy), it is also important to establish systematic linkages with other interrelated levels of conflict dynamics. These linkages are important, as all of these different levels impact on each other. For example, when operating at the project level, it is important to understand the context at the level at which the project is operating (e.g. local level or urban setting), so the focus of the analysis should be at that level; but the analysis should also take account of the linkages with other levels (e.g. regional and national). And similarly when operating at the regional, sector or national levels.

As such the specific tools and methodologies used will vary depending on the purpose of the analysis and the level/geographical setting at which it is taking place. Essentially, however, it will involve a combination of different data collection techniques so as to triangulate data, possibly including:

- Desk research
- Surveys
- Expert interviews
- Community consultations
- Workshops with staff, partner and other relevant actors

Other, more participatory methods can also be used including the conflict tree (types/causes of conflict), conflict mapping (actors), stages of conflict analysis (dynamics) (see appendix three for suggested tools).

Checklist for selecting a conflict analysis tool
1. Purpose <ul style="list-style-type: none">• Does the tool provide the information you need for your work?• Is the proposed process of conflict analysis consistent with your aims?
2. Assumptions <ul style="list-style-type: none">• Do you share the tool's specific understanding of conflict?• Does this perspective correspond to the mandate and values of your organisation?
3. Methodology <ul style="list-style-type: none">• Does the proposed methodology match the purpose of the analysis?• Does the proposed methodology agree with the ways of working of your organisation?• How long does it take to gain results?
4. Resource Implications <ul style="list-style-type: none">• What are the resource implications of the selected tool (staff time, travel, seminar

costs, facilities, data management)?
<ul style="list-style-type: none"> • Is your organisation able to allocate the required resources?
5. Availability
<ul style="list-style-type: none"> • Is the tool available at the time and cost that suit you? • Can full documentation be accessed?

Who (included)?

A key issue that needs to be considered in any conflict analysis is who is to be involved in the analysis. This will, to a large degree, depend on the level of depth the analysis needs to be and what its purpose is. Internal staff will be a key contributor to any analysis but in addition is it useful to include partners you are working with and, perhaps, peer organisations working in the same area on the same issues. Arguably most important is the inclusion of local communities. They can provide valuable information and can serve as entry points for subsequent programming. This design of analysis tools will be particularly important here to ensure community voices come out and are captured. In addition, risks associated with certain groups speaking out must be recognised and mitigated against.

The inclusion of government officials may also be desirable in an analysis but it is important to understand how such an analysis may be received in different contexts. In some it may not be possible to talk overtly about conflict in which case a context analysis could be conducted but it is important that the data generated enable us to design and implement more informed programming so trade-offs may need to be made. Business and religious leaders may also be useful to a conflict analysis.

At the macro-level, external views are very valuable to provide additional perspectives and insights from:

- a broader range of staff, notably from senior management
- donors, embassies, multi-lateral agencies with a presence in the country
- academics
- governments and businesses

An important issue to consider when including national staff in a conflict analysis is to encourage them to question their assumptions. Staff may often believe that they know their own contexts and have a deep understanding of the conflict. While this is often true, there are multiple perspectives to consider and it is important to remember that there is no one true interpretation of a conflict. Part of conflict sensitivity is recognising that project staff form part of their contexts and may interpret situations based on their own histories, experiences and backgrounds. Assumptions should be challenged, to ensure that we do not perpetuate biased perspectives and to identify gaps in our knowledge of conflicts.

When?

It is useful to have a regular context or conflict analysis conducted that can inform strategy development and subsequent programming. For a specific project a structured participatory conflict analysis should ideally be conducted at the earliest stage in the programming cycle (the assessment phase) in order to inform the design of the envisioned project, particularly if it is taking place in an area with conflict issues. In practice, it may be that time, financial, donor or other constraints during the assessment phase mean that the conflict analysis cannot be conducted or cannot be as detailed or as comprehensive as intended. As such a thorough conflict analysis may need to be conducted during the design phase or at the start-up of implementation.

Conflict analysis should be regularly revisited and updated throughout project implementation, monitoring and evaluation to enable the realignment of programming in light of changes in the conflict context. We need to remain inquisitive throughout our conflict analysis processes, repeatedly asking ourselves what we know, what gaps we have in our knowledge and any assumptions we may have.

Appendix Two – Conflict Analysis Tools

Participatory Tool 1: Stages of Conflict Analysis

Exercise objective: To identify the stages and cycles of escalation and de-escalation of conflict and their triggers; to assess the current situation; to try to predict patterns of future escalation with a view towards prevention; to analyse stages from the viewpoints of different sides or different parts of a country in conflict; and to highlight critical points for possible intervention.

Time required: 2-3 hours maximum.

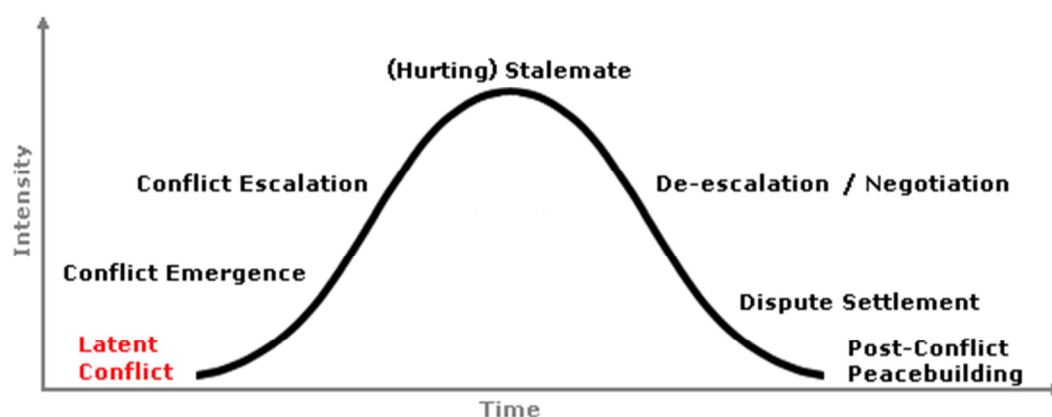
Materials: Wipe board and markers (if possible), flipchart paper and coloured markers.

Participants: Up to 12 participants, possibly from conflicting parties or neutral groups. This may include civil society, local government, security personnel etc. A range of gender, age, ethnicity and occupation should be considered, but central to the choice of participants should be their safety and the safety of the facilitator. If necessary, conduct multiple times with homogenous groups.

Methodology:

Step 1: Organise two working groups (dependent on the number involved) with mixed participants (also gender) where possible; this step is important, as working groups allow participants to agree on answers and have stimulating discussions. Explain the objective of the exercise.

Step 2: The facilitators should begin by showing participants an image depicting the stages of conflict and explaining how it functions.



Step 3: The facilitators should then initiate a discussion by asking questions around the conflict. After that point, the facilitators should support each group to develop their own diagram which demonstrates when escalates and de-escalations have taken place. They

should not become involved in deciding which events were important; that task should be left to the participants.

Step 4: As the stage of conflict diagram takes shape the group should be encouraged to discuss the trends that emerge.

Step 5: If the participants have been working in sub-groups, discuss the work of each one and agree on common threads. Write down the results and explain how they will be used.

Participatory Tool 2: Timeline Exercise (can be used in conjunction with stages of conflict analysis)

Exercise objective: To show different views of history in a conflict; to clarify and understand each side's perception of events; to identify which events are most important to each side; and, to help people accept their own perspective as only part of the truth.

Time required: 2-3 hours maximum.

Materials: Wipe board and markers (if possible), flipchart paper and coloured markers.

Participants: Up to 12 participants, possibly from conflicting parties or neutral groups. This may include civil society, local government, security personnel etc. A range of gender, age, ethnicity and occupation should be considered, but central to the choice of participants should be their safety and the safety of the facilitator. If necessary, conduct multiple times with homogenous groups.

Methodology:

The timeline should reach as far back into the past as is necessary; it should examine the nature of the relationship between conflicting parties and should seek to provide an understanding of the breakout of conflict and the fallout of this.

Step 1: Organise two working groups (dependent on the number involved) with mixed participants (also gender); this step is important, as working groups allow participants to agree on answers and have stimulating discussions. Explain the objective of the exercise.

Step 2: The facilitators should begin the discussion by asking questions around the breakout of conflict. After that point, the facilitators should support the group in identifying what happened in the area to get up to that point, and what has happened since that point in

time. They should not become involved in deciding which events were important; that task should be left to the participants.

Step 3: As events are recalled, arrange them in a vertical column representing the timeline, with the oldest events at the top. Cards may be useful, as information will have to be rearranged in order to keep events in chronological order. If recalling dates becomes difficult, try to use important national or international events as points of reference.

Step 4: All comments on events should be placed alongside the timeline. Care should be taken not to forget these comments; participants should be encouraged to discuss them.

Step 5: As the timeline nears completion, discuss the trends that emerge.

Step 6: As the participants have been working in sub-groups, discuss the work of each one and agree on a common thread. Write down the results and explain how they will be used.

Step 7: Check the results against other sources.

Participatory Tool 3: Conflict/Problem Tree

Exercise objective: To stimulate discussion around the causes and effects of a conflict/tension; to help a group to agree on the core problem(s); to relate causes and effects to each other and to the focus of the organisation; and, to assist a group or team to make decisions about priorities for addressing conflict issues

Time required: 2-3 hours maximum.

Materials: Meta cards, Wipe board and markers (if possible), flipchart paper and coloured markers.

Participants: Up to 12 participants, possibly from conflicting parties or neutral groups. This may include civil society, local government, security personnel etc. A range of gender, age, ethnicity and occupation should be considered, but central to the choice of participants should be their safety and the safety of the facilitator. If necessary, conduct multiple times with homogenous groups.

Methodology:

A conflict/problem tree provides a useful technique for understanding conflict/problems in a systematic way, which, as illustrated in the schematic diagram below. The technique involves identifying the main issues associated with the conflict/problem and classifying

them according to the core problem(s) (the trunk), its/their underlying causes (the roots), and the subsequent effects (the branches) that define and shape conflicts in a particular geographical space. A tree diagram can help us not just to list but also to understand the relations between conflict/problem causes. It can be helpful to write causes on small separate pieces of paper so that they can be rearranged in order as relationships between different issues becomes clear.

Step 1: Organise participants into working groups dependent on the number of participants and culture considerations regarding group composition. Explain the objective and methodology of the exercise.

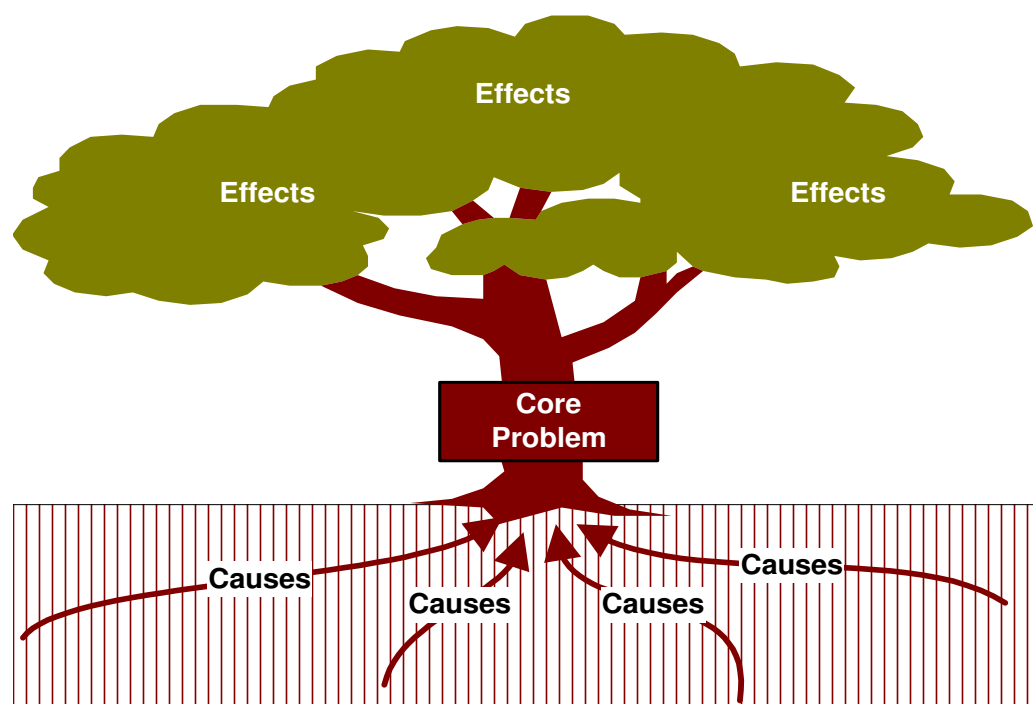
Step 2: The facilitators should begin the discussion by asking the groups to identify and discuss in detail the core problem(s) evident in that area.

Step 3: Once the core problem(s) has been discussed, each group should consider the causes of this problem. No answer is right or wrong but the facilitator should encourage discussion and consensus building around the main causes with as much detail and nuance as possible.

Step 4: The discussion should then turn to consider the effects of the given problem, perhaps clustering causes and/or effects as to whether they are political, economic, social, etc. Participants should seek to link the problem, the causes and the effects in order to highlight the complexity and cyclical nature of the problem.

Step 5: The problem tree can also be useful for identifying solutions to the conflict causes/effects: to identify priorities it is useful to replace causes of conflict with suggested solutions and then identify what effects these solutions might have. If this is appropriate facilitate this discussion.

Step 6: Groups should then present their work to the other and discuss. Add in additional points based on this discussion in a different coloured marker. The aim should be to forge some degree of consensus regarding the problem, its causes and its effects.



Participatory Tool 4: Actor/Stakeholder Mapping

Exercise objective: To represent the conflict/dispute graphically; to identify all the parties directly or indirectly involved; to place the parties in relations to the problem and each other; to identify potential openings or strategies; to better understand the power dynamics between actors; and, to identify where (potential) allies are placed to identify our own niche.

Time required: 2-3 hours maximum.

Materials: Meta cards, Wipe board and markers (if possible), flipchart paper and coloured markers.

Participants: Up to 12 participants, possibly from conflicting parties or neutral groups. This may include civil society, local government, security personnel etc. A range of gender, age, ethnicity and occupation should be considered, but central to the choice of participants should be their safety and the safety of the facilitator. If necessary, conduct multiple times with homogenous groups.

Methodology:

Actor/stakeholder mapping provides a useful technique for identifying the key actors involved in a conflict and understanding the way they interact based on their positions,

interests and needs. Actor/stakeholder mapping charts the relationship between actors in a visual form so it is easier to trace the linkages and divisions between actors. When used with other tools it can be useful in providing depth to the analysis. In this instance it will be used in conjunction with Conflict/Problem Tree to examine the actors involved in the problems discussed. Therefore, it is important to identify actors and the ways in which they interact with the problems identified Problem/Conflict Tree, including their causes and effects. It can be helpful to write actors on small separate pieces of paper so that they can be rearranged in order as relationships between the different issues becomes clear.

Questions that may be used may include:

- What is this actor's overt goal and real interest?
- How powerful is the actor? How do they show this?
- Who do they influence?
- Who are they allied/in conflict with?
- What divides this actor from others?
- What connects this actor to others?
- How are their relationships with other actors (whether formal or informal) changing?
- Which of this actor's relationships need to improve in order for people to be happy and at peace?
- Could this actor be considered an opponent or threat to the issue?
- What could this actor do to support the resolution of the issue?
- Is this actor a winner or loser in relation to resources available?

Note: Examine all relationships critically. Do not assume positions, interests, and needs.

Step 1: Organise working groups being cultural sensitive regarding group composition, as well as taking into account conflict sensitivities. Explain the objective and methodology of the exercise.

Step 2: Start by drawing the main actors associated with the issue. Draw them as circles and label them. Draw larger circles for the more powerful actors and smaller circles for more minor players. Using sticky paper or meta cards helps for moving around the various actors.

Step 3: When you consider who to include in your mapping, remember not to focus only on the specific issue: put it in the bigger world. Think about additional stakeholders who may have less influence on the issue but are nevertheless important.

Step 4: Signify the relationships between actors. Use a jagged line to represent conflict relations; double lines for an alliance; a double line with a crossed line for a broken alliance, and a single line for a link. If possible, put the issue at the heart of the conflict in a box.

Step 6: The two groups should then present their work to the other and discuss. Add in additional points based on this discussion in a different coloured marker. The aim should be to forge some degree of consensus regarding the actors involved and their relationships

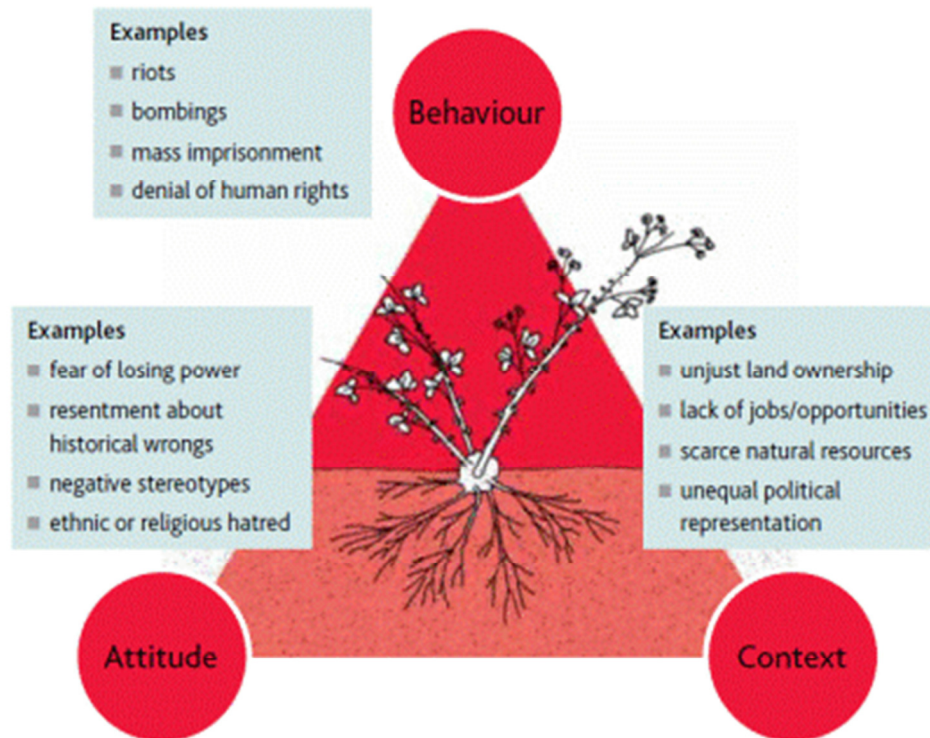


Time required: 2-3 hours maximum.

Participants: Up to 12 participants, possibly from conflicting parties or neutral groups. This may include civil society, local government, security personnel etc. A range of gender, age, ethnicity and occupation should be considered, but central to the choice of participants should be their safety and the safety of the facilitator. If necessary, conduct multiple times with homogenous groups.

Methodology:

In a conflict, the violent **behaviour** we see has its roots in people's **attitudes** and the political-economic **context**. The ABC triangle is a simple framework for exploring the impact and causes of conflict.



Step 1: Organise working groups being cultural sensitive regarding group composition, as well as taking into account conflict sensitivities. Explain the objective and methodology of the exercise.

Step 2: Identify the main actors (this can be done in conjunction with the Actor Mapping exercise) and decide whether each group will focus on one party to the conflict or one of the A, B or C.

Step 3: Complete one triangle for each actor. Start by discussing the attitudes of the actor, then the behaviour and finally the context. If you are working *in* conflict, you can use the triangle to answer questions such as:

- How will our work be affected by the behaviours we have identified? Will it affect any of the contextual factors that drive the conflict?
- How will our staff and our work be perceived by each group, given the attitudes we have identified?

If you are working *on* conflict, you can also use the triangle to answer:

- How can our work restore relationships by addressing negative attitudes?
- How can our work improve the contextual factors that are driving the conflict?

Step 4: The groups should then present their work to the other and discuss. Add in additional points based on this discussion in a different coloured marker. The aim should be to forge some degree of consensus regarding the attitudes, behaviour and context of each of the main actors involved.

Participatory Tool 6: Positions, Interests and Needs (PIN) Analysis (The Onion Method)

Exercise objective: To identify the position, interests and needs of each party; to identify possible common areas of divergence in the interests or needs of parties; to build a comprehensive picture of each parties position, interests and needs; to identify potential entry points for an intervention; and, to build on commonalities.

Time required: 3-4 hours maximum.

Materials: Meta cards, Wipe board and markers (if possible), flipchart paper and coloured markers.

Participants: Up to 12 participants, possibly from conflicting parties or neutral groups. This may include civil society, local government, security personnel etc. A range of gender, age, ethnicity and occupation should be considered, but central to the choice of participants should be their safety and the safety of the facilitator. If necessary, conduct multiple times with homogenous groups.

Methodology:

Positions, interests and needs (PIN) analysis is vital in understanding what is at the root of a conflict and how the conflict can be negotiated. It focuses on separating positions, interests and needs to enable a deeper understanding. Positions refer to what we say we want. Interests are the motivations for what we say we want. Needs are what we must have. This is often called the 'Onion Method' as it is much like peeling away the layers of an onion. The instructions below are the same for each group. Each group should conduct the exercise in isolation from the others.

Step 1: Explain the objective and methodology of the exercise.

Step 2: Introduce the terms 'Positions', 'Interests' and 'Needs' and discuss the difference and similarities between the two.

Step 3: Draw up the basics of the diagram below on the flipchart and have the group identify and discuss what they believe the positions, interests and needs of both their group and the other group to be.

Step 4: The facilitator should deepen the understanding of the positions, interests and needs through:

- **Direct questioning** ("Why is this important for you?". Keep asking "why" repeatedly until the list of interests comprehensively covers both needs and fears. Conversely, ask the question "Why not?". What reasons does one group have for not meeting the demands or interests of the other(s)? To encourage mutual understanding, mediators can also ask disputants to articulate or speculate what they perceive to be the interests of others);
- **Reframing** (encourage participants to shift their assumptions and other perceptions about the issue. Reframing is especially necessary when aggressive or insulting statements are made. The mediator tries to reframe the statement in a different way so that it can be more easily addressed by the parties. When reframing, mediators need to state the problem clearly and in a manner that neither favours or blames one party); and;
- **Summarising** (recommended in situations where a person has spoken for a very long time using vague, unclear language, or when it is otherwise obvious that other parties have not understood what the person was saying. The mediator summarizes the main points of the statement and asks the speaker for confirmation that this has been done to his/her satisfaction.

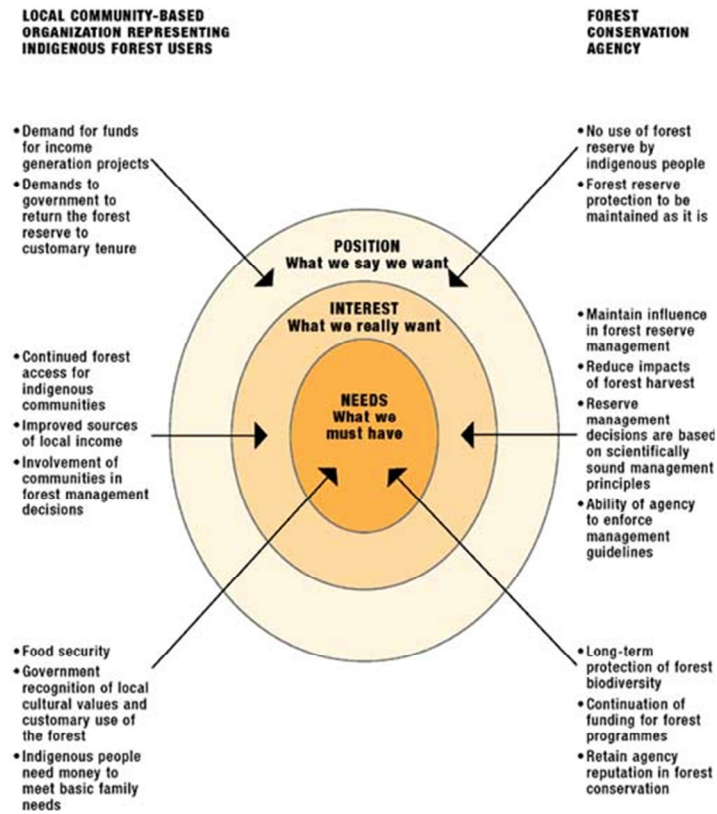
Step 5: Discuss among the facilitators in privacy the various aspect of the PIN analysis and specifically consider mutual interest (see below) and what possible solutions may address the interests of both groups. Identify interests that are:

- *mutually exclusive*, in that satisfaction of one party's interests may make satisfaction of another's impossible;
- *mixed*, in that the parties have some compatible and some competing interests;
- *compatible*, in that the parties have similar and non-exclusive needs.

Step 6: The facilitator should bring all three groups back together for a plenary session based on both the results of the problem tree and the PIN analysis. The aim should be to discuss the problem with all groups and identify possible solutions based on shared interests identified in the PIN analysis.

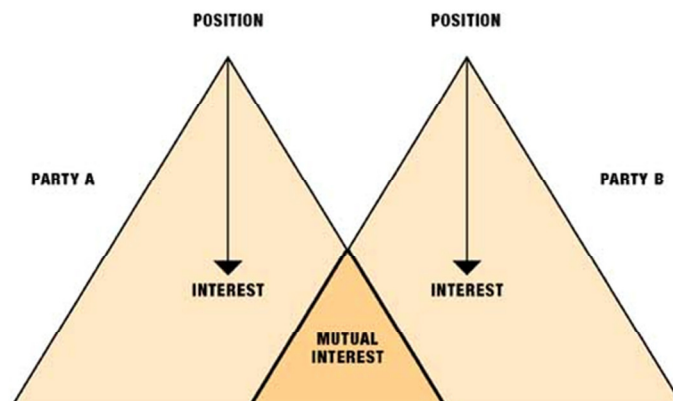
SEE BELOW

FIGURE 6.1 THE "CONFLICT ONION": DISTINGUISHING INTERESTS AND POSITIONS



Source: Adapted from Fisher *et al.*, 2000

FIGURE 6.2 IMPROVING OPPORTUNITIES FOR COLLABORATION: MOVING FROM POSITIONS TO INTERESTS



Source: Adapted from Grzybowski and Morris, 1998.

Appendix Three – Example Protection Sensitive Log Frame¹⁵

Sample Goal

To enable conflict-affected people in target area to attain their basic rights to life, health and dignity through ensuring sufficient, regular, safe and equitable access to potable water and appropriate sanitation facilities.

Sample Objective

To contribute to a reduction in the level of threats that civilians face in target area X and ensure that assistance does not place them at further risk through systematically mainstreaming protection into assistance activities.

Sample Activities

Ensure a cross-section of the community (including vulnerable groups) is consulted on the selection, construction and maintenance of latrines and water points through undertaking an assessment with communities to establish the water and sanitation needs of different members of the community.

Ensure water and sanitation facilities can be accessed by a cross-section of the community (including vulnerable groups) without risk through identifying safe locations; establishing lighting and/or facilitating accompaniment systems for vulnerable groups if necessary.

Provide appropriate water and sanitation facilities through constructing separate women's and men's latrines and washing facilities and considering access for the elderly, disabled and young.

Create reporting and referral systems for referring and reporting on protection incidents encountered (through adapting programmes, advocacy or referring cases to specialist protection organisations).

Sample Indicators

- Number of separate lockable toilets and cubicles for washing provided for men and women in well-lit and visible areas
- Women, the elderly, people with disabilities and other vulnerable groups are represented on any water and/or sanitation committees.
- Women and other vulnerable groups have been consulted on the location of toilet and washing facilities and any safety concerns they may have regarding the use of the water and sanitation facilities.
- There is adequate space for women to be able to clean sanitary materials with privacy and dignity.

¹⁵ Taken from ODI 'Protective Action: Incorporating Civilian Protection into Humanitarian Response' - <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/1640.pdf>

- There is space, facilities and support for people with disabilities to wash with privacy and dignity.
- Communities feel safe using the facilities, which are used by the targeted section of the community at different times of day and night.