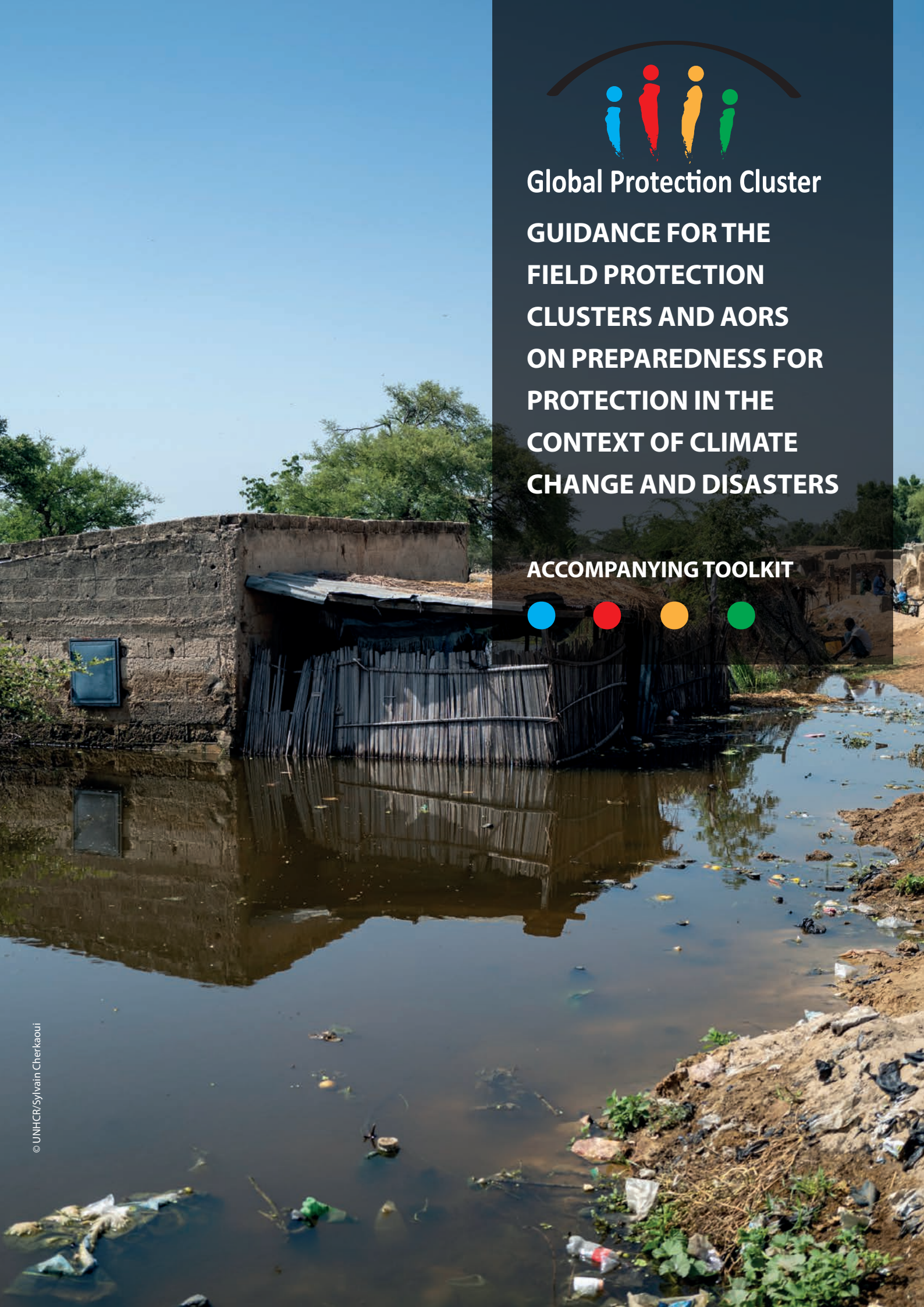




Global Protection Cluster
GUIDANCE FOR THE
FIELD PROTECTION
CLUSTERS AND AORS
ON PREPAREDNESS FOR
PROTECTION IN THE
CONTEXT OF CLIMATE
CHANGE AND DISASTERS

ACCOMPANYING TOOLKIT



DESCRIPTION OF THE TOOLKIT AND USER GUIDE



This Toolkit is designed to accompany the Guidance for the Field Protection Clusters and AORs on Preparedness for Protection in the Context of Climate Change and Disasters. Individual components can be identified by their corresponding number within the Guidance document. Different types of tool can also be identified according to the symbols highlighted below.

| | | | | |
|--|--|------------------|--|---------------------|
| | | Checklist | | Groupwork |
| | | Infographic | | Analytical Tool |
| | | Sample documents | | Video or audio clip |

A summary description of toolkit contents can be found in the table below.

| # | Title | Topic | Type of Tool | Description |
|-----|--|-----------------------------------|---------------------|---|
| 001 | Key Definitions for Hazards, Disasters, Vulnerability and Capacity Adopted by the UN General Assembly (UNGA) | Definitions Hazards and Disasters | Infographic | Information drawn from a short document using definitions used by UNDRR. |
| 002 | Video or Audio Clip: The Centrality of protection: What it Means in Practice. | Centrality of Protection | Video or Audio Clip | Link to a short video (available in English, Arabic, French, and Spanish) discussing the topic and providing practical examples. |
| 003 | Sendai Framework Chart: | Sendai Framework UNDRR | Infographic | A copy of a chart/graphic which illustrates the Sendai Frameworks targets, priorities, and principles. It is useful to note specific reference to protection in the Guiding Principles. |

COVER PHOTO
Niger. Heavy flooding 14 October, 2021, © UNHCR/Sylvain Cherkaoui



| # | Title | Topic | Type of Tool | Description |
|-----|---|----------------------------------|-----------------|--|
| 004 | Visual representation of displacement in 2020 – showing extent of the impact of disasters | Impact Disaster | Infographic | A copy of an infographic from the Internal Displacement Monitoring Centre (IDMC) which highlights the growing impact of disasters, and in particular weather-related phenomena. May be distributed as a handout or for group discussion. |
| 005 | Visual representation of displacement in 2020 – showing extent of the impact of disasters | Impact Disaster | Infographic | A copy of an infographic from the Internal Displacement Monitoring Centre (IDMC) which highlights the growing impact of disasters, and in particular weather-related phenomena. May be distributed as a handout or for group discussion. |
| 006 | Assessing Capability, Accountability and Responsiveness | Assessing institutional capacity | Analytical Tool | A framework tool that can be used to help determine issues affecting the ability or willingness of duty bearers to undertake protection responsibilities. |
| 007 | Key Issues to consider when undertaking a context analysis as part of preparedness | Preparedness assessment | Checklist | Key Issues to consider when undertaking a context analysis as part of preparedness – a summary of questions and issues to explore when planning a context analysis in relation to climate change and disasters. |
| 008 | Protection Analytical Framework | Protection Analysis | Analytical Tool | The PAF helps anyone undertaking protection analysis to answer the following questions (a) How should data and information be organised and structured to support in-depth and integrated analysis? (b) What information is needed to undertake a protection analysis? |
| 009 | Checklist on Law and Disaster Preparedness and Response: | Law & Legal Frameworks | Checklist | Copy of IFRC checklist and guide |
| 010 | Scenario based questions related to context analysis | Context Analysis | Groupwork | Short scenarios with associated questions designed to stimulate group discussion on practical implications of context analysis for protection preparedness and operational response. |



| # | Title | Topic | Type of Tool | Description |
|-----|---|------------------------------|---------------------|--|
| 011 | AAP Commitments and practical responses | AAP Practical Steps | Infographic | AAP IASC commitments highlighted in detail alongside ideas on what this might mean in terms of practical protection responses. |
| 012 | Do No Harm explained | Do No Harm | Video or Audio Clip | Basic explanation of the importance of considering Do No Harm explained in a short video clip. |
| 013 | Do No Harm Analysis Guide | Do No Harm | Analytical Tool | A simple step by step guide to conduct a basic Do No Harm analysis-focused on protection. |
| 014 | Critical Incident Analysis | Do No Harm/ Context Analysis | Groupwork | Group members are asked to identify examples from their own experience when Do No Harm related incidents occurred and responses to them. |

In the remaining sections the individual tools can be viewed by following the hyperlinks within the list below.



TOOLS, TABLE OF CONTENTS



| | |
|--|----|
| Tool 001: Key Definitions for Hazards, Disasters, Vulnerability and Capacity Adopted by the UN General Assembly (UNGA) | 6 |
| Tool 002: Centrality of Protection | 9 |
| Tool 003: Sendai Framework Chart | 10 |
| Tool 004: Displacement Graphic | 11 |
| Tool 005: Objectives and Priority Statements | 12 |
| Tool 006: CAR Framework | 14 |
| Tool 007: Preparedness Checklist | 20 |
| Tool 008: Link to the Protection Analytical Framework | 22 |
| Tool 009: IFRC Checklist on Law and Disaster Displacement & Response | 23 |
| Tool 010: Groupwork on Context Analysis | 24 |
| Tool 011: AAP Commitments & Practical Responses | 26 |
| Tool 012: Do No Harm Explained | 27 |
| Tool 013: Simple Stepped Guide to Do No Harm Analysis Considerations in the Context of Climate Change and Disasters | 28 |
| Tool 014: Critical Incident Analysis - Groupwork | 29 |



TOOL 001: KEY DEFINITIONS FOR HAZARDS, DISASTERS, VULNERABILITY AND CAPACITY ADOPTED BY THE UN GENERAL ASSEMBLY (UNGA)



HAZARD

A process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption, or environmental degradation.

Annotations: Hazards may be natural, anthropogenic or socionatural in origin. **Natural hazards** are predominantly associated with natural processes and phenomena. **Anthropogenic hazards**, or human-induced hazards, are induced entirely or predominantly by human activities and choices. This term does not include the occurrence or risk of armed conflicts and other situations of social instability or tension which are subject to international humanitarian law and national legislation. Several hazards are socionatural, in that they are associated with a combination of natural and anthropogenic factors, including environmental degradation and climate change.

Hazards may be single, sequential, or combined in their origin and effects. Each hazard is characterized by its location, intensity or magnitude, frequency, and probability. Biological hazards are also defined by their infectiousness or toxicity, or other characteristics of the pathogen such as dose-response, incubation period, case fatality rate and estimation of the pathogen for transmission.

Multi-hazard means (1) the selection of multiple major hazards that the country faces, and (2) the specific contexts where hazardous events may occur simultaneously, cascading or cumulatively over time, and considering the potential interrelated effects.

Hazards include (as mentioned in the Sendai Framework for Disaster Risk Reduction 2015-2030, and listed in alphabetical order) biological, environmental, geological, hydrometeorological and technological processes and phenomena.

- **Biological hazards** are of organic origin or conveyed by biological vectors, including pathogenic microorganisms, toxins and bioactive substances. Examples are bacteria, viruses or parasites, as well as venomous wildlife and insects, poisonous plants and mosquitoes carrying disease-causing agents.
- **Environmental hazards** may include chemical, natural, and biological hazards. They can be created by environmental degradation or physical or chemical pollution in the air, water, and soil. However, many of the processes and phenomena that fall into this category may be termed drivers of hazard and risk rather than hazards in themselves, such as soil degradation, deforestation, loss of biodiversity, salinization and sea-level rise.
- **Geological or geophysical hazards** originate from internal earth processes. Examples are earthquakes, volcanic activity and emissions, and related geophysical processes such as mass movements, landslides, rockslides, surface collapses and debris or mud flows.



Hydrometeorological factors are important contributors to some of these processes. Tsunamis are difficult to categorize although they are triggered by undersea earthquakes and other geological events, they essentially become an oceanic process that is manifested as a coastal water-related hazard.

- **Hydrometeorological hazards** are of atmospheric, hydrological, or oceanographic origin. Examples are tropical cyclones (also known as typhoons and hurricanes); floods, including flash floods; drought; heatwaves and cold spells; and coastal storm surges. Hydrometeorological conditions may also be a factor in other hazards such as landslides, wildland fires, locust plagues, epidemics and in the transport and dispersal of toxic substances and volcanic eruption material.
- **Technological hazards** originate from technological or industrial conditions, dangerous procedures, infrastructure failures or specific human activities. Examples include industrial pollution, nuclear radiation, toxic wastes, dam failures, transport accidents, factory explosions, fires, and chemical spills. Technological hazards also may arise directly as a result of the impacts of a natural hazard event.

DISASTER

A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability, and capacity, leading to one or more of the following: human, material, economic and environmental losses, and impacts.

Annotations: The effect of the disaster can be immediate and localized, but is often widespread and could last for a long period of time. The effect may test or exceed the capacity of a community or society to cope using its own resources, and therefore may require assistance from external sources, which could include neighbouring jurisdictions, or those at the national or international levels.

Emergency is sometimes used interchangeably with the term disaster, as, for example, in the context of biological and technological hazards or health emergencies, which, however, can also relate to hazardous events that do not result in the serious disruption of the functioning of a community or society.

Disaster damage occurs during and immediately after the disaster. This is usually measured in physical units (e.g., square meters of housing, kilometres of roads, etc.), and describes the total or partial destruction of physical assets, the disruption of basic services and damages to sources of livelihood in the affected area.

Disaster impact is the total effect, including negative effects (e.g., economic losses) and positive effects (e.g., economic gains), of a hazardous event or a disaster. The term includes economic, human and environmental impacts, and may include death, injuries, disease and other negative effects on human physical, mental and social well-being.



For the purpose of the scope of the Sendai Framework for Disaster Risk Reduction 2015-2030 (para. 15), the following terms are also considered:

- Small-scale disaster: a type of disaster only affecting local communities which require assistance beyond the affected community.
- Large-scale disaster: a type of disaster affecting a society which requires national or international assistance.
- Frequent and infrequent disasters: depend on the probability of occurrence and the return period of a given hazard and its impacts. The impact of frequent disasters could be cumulative or become chronic for a community or a society.
- A slow-onset disaster is defined as one that emerges gradually over time. Slow-onset disasters could be associated with, e.g., drought, desertification, sea-level rise, epidemic disease.
- A sudden-onset disaster is one triggered by a hazardous event that emerges quickly or unexpectedly. Sudden-onset disasters could be associated with, e.g., earthquake, volcanic eruption, flash flood, chemical explosion, critical infrastructure failure, transport accident.

| | |
|-----------------------------|---|
| <p>Exposure</p> | <p>The situation of people, infrastructure, housing, production capacities and other tangible human assets located in hazard-prone areas.</p> <p>Annotation: Measures of exposure can include the number of people or types of assets in an area. These can be combined with the specific vulnerability and capacity of the exposed elements to any hazard to estimate the quantitative risks associated with that hazard in the area of interest.</p> |
| <p>Vulnerability</p> | <p>The conditions determined by physical, social, economic, and environmental factors or processes which increase the susceptibility of an individual, a community, assets, or systems to the impacts of hazards.</p> <p>Annotation: For positive factors which increase the ability of people to cope with hazards, see also the definitions of “Capacity” and “Coping capacity”.</p> |
| <p>Capacity</p> | <p>The combination of all the strengths, attributes, and resources available within an organization, community, or society to manage and reduce disaster risks and strengthen resilience.</p> <p>Annotation: Capacity may include infrastructure, institutions, human knowledge and skills, and collective attributes such as social relationships, leadership, and management.</p> |

(Source: [UNDRR Hazard Definition and Classification Review](#))

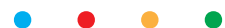


TOOL 002: CENTRALITY OF PROTECTION



[The Centrality of Protection: What it Means in Practice](#)

Link to a short video (available in English, Arabic, French, and Spanish) discussing the topic and providing practical examples.



TOOL 003: SENDAI FRAMEWORK CHART



Chart of the Sendai Framework for Disaster Risk Reduction 2015-2030

Scope and purpose

The present framework will apply to the risk of small-scale and large-scale, frequent and infrequent, sudden and slow-onset disasters, caused by natural or manmade hazards as well as related environmental, technological and biological hazards and risks. It aims to guide the multi-hazard management of disaster risk in development at all levels as well as within and across all sectors

Expected outcome

The substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries

Goal

Prevent new and reduce existing disaster risk through the implementation of integrated and inclusive economic, structural, legal, social, health, cultural, educational, environmental, technological, political and institutional measures that prevent and reduce hazard exposure and vulnerability to disaster, increase preparedness for response and recovery, and thus strengthen resilience

Targets

| | | | | | | |
|--|--|---|---|---|--|---|
| Substantially reduce global disaster mortality by 2030, aiming to lower average per 100,000 global mortality between 2020-2030 compared to 2005-2015 | Substantially reduce the number of affected people globally by 2030, aiming to lower the average global figure per 100,000 between 2020-2030 compared to 2005-2015 | Reduce direct disaster economic loss in relation to global gross domestic product (GDP) by 2030 | Substantially reduce disaster damage to critical infrastructure and disruption of basic services, among them health and educational facilities, including through developing their resilience by 2030 | Substantially increase the number of countries with national and local disaster risk reduction strategies by 2020 | Substantially enhance international cooperation to developing countries through adequate and sustainable support to complement their national actions for implementation of this framework by 2030 | Substantially increase the availability of and access to multi-hazard early warning systems and disaster risk information and assessments to people by 2030 |
|--|--|---|---|---|--|---|

Priorities for Action

There is a need for focused action within and across sectors by States at local, national, regional and global levels in the following four priority areas.

| | | | |
|--|--|--|---|
| <p>Priority 1 Understanding disaster risk</p> <p>Disaster risk management needs to be based on an understanding of disaster risk in all its dimensions of vulnerability, capacity, exposure of persons and assets, hazard characteristics and the environment</p> | <p>Priority 2 Strengthening disaster risk governance to manage disaster risk</p> <p>Disaster risk governance at the national, regional and global levels is vital to the management of disaster risk reduction in all sectors and ensuring the coherence of national and local frameworks of laws, regulations and public policies that, by defining roles and responsibilities, guide, encourage and incentivize the public and private sectors to take action and address disaster risk</p> | <p>Priority 3 Investing in disaster risk reduction for resilience</p> <p>Public and private investment in disaster risk prevention and reduction through structural and non-structural measures are essential to enhance the economic, social, health and cultural resilience of persons, communities, countries and their assets, as well as the environment. These can be drivers of innovation, growth and job creation. Such measures are cost-effective and instrumental to save lives, prevent and reduce losses and ensure effective recovery and rehabilitation</p> | <p>Priority 4 Enhancing disaster preparedness for effective response, and to «Build Back Better» in recovery, rehabilitation and reconstruction</p> <p>Experience indicates that disaster preparedness needs to be strengthened for more effective response and ensure capacities are in place for effective recovery. Disasters have also demonstrated that the recovery, rehabilitation and reconstruction phase, which needs to be prepared ahead of the disaster, is an opportunity to «Build Back Better» through integrating disaster risk reduction measures. Women and persons with disabilities should publicly lead and promote gender-equitable and universally accessible approaches during the response and reconstruction phases</p> |
|--|--|--|---|

Guiding Principles

| | | | | | | |
|--|--|--|--|---|--|---|
| Primary responsibility of States to prevent and reduce disaster risk, including through cooperation | Shared responsibility between central Government and national authorities, sectors and stakeholders as appropriate to national circumstances | Protection of persons and their assets while promoting and protecting all human rights including the right to development | Engagement from all of society | Full engagement of all State institutions of an executive and legislative nature at national and local levels | Empowerment of local authorities and communities through resources, incentives and decision-making responsibilities as appropriate | Decision-making to be inclusive and risk-informed while using a multi-hazard approach |
| Coherence of disaster risk reduction and sustainable development policies, plans, practices and mechanisms, across different sectors | Accounting of local and specific characteristics of disaster risks when determining measures to reduce risk | Addressing underlying risk factors cost-effectively through investment versus relying primarily on post-disaster response and recovery | «Build Back Better» for preventing the creation of, and reducing existing, disaster risk | The quality of global partnership and international cooperation to be effective, meaningful and strong | Support from developed countries and partners to developing countries to be tailored according to needs and priorities as identified by them | |

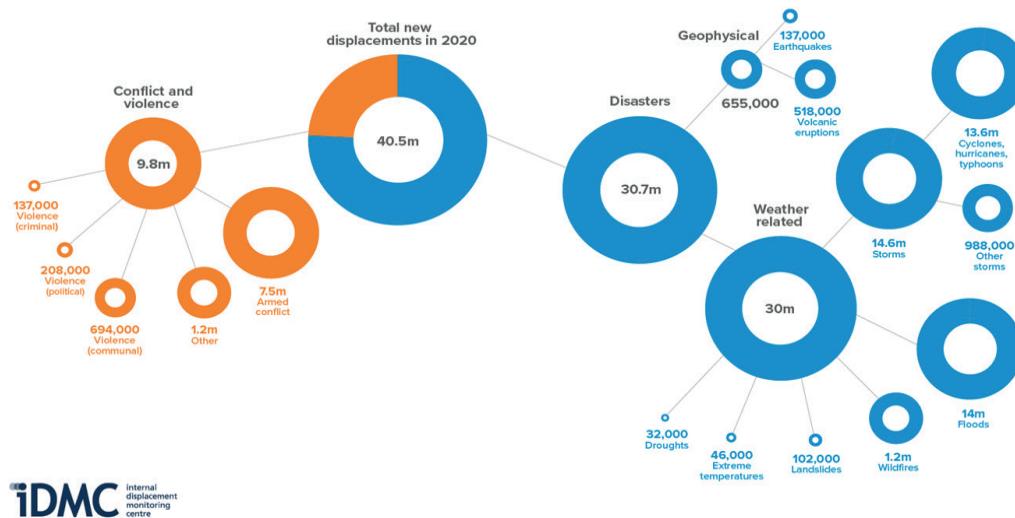
www.preventionweb.net/go/sfdr
www.unisdr.org
isdr@un.org



TOOL 004: DISPLACEMENT GRAPHIC



New displacements in 2020: breakdown for conflict and disasters



Due to rounding, some totals may not correspond with the sum of the separate figures.

Source: [Internal Displacement Monitoring Centre](https://www.internal-displacement.org/)



TOOL 005: OBJECTIVES AND PRIORITY STATEMENTS



This is a useful example of the development and application of strategic objectives designed to meet immediate challenges and needs as well as to establish workstreams for the development of preparedness measures and longer-term change in the overall protection environment. It is taken from the [Mozambique Protection Cluster Strategy 2021](#).

CLUSTER OBJECTIVE 1: PROVIDE QUALITY LIFE-SAVING SERVICES TO ADDRESS INCLUSIVE PROTECTION IMMEDIATE RISKS AND NEEDS (INCLUDING CP & GBV) OF MOST VULNERABLE POPULATIONS IN PRIORITY AREAS

Specific Objectives:

- Refer people disaggregated by sex and age to successfully access essential services
- Provide individual protection assistance (IPA) through case management services, including in-kind and cash-based assistance (CBI)
- Provide GBV services through WGSS and Mobile brigades
- Strengthen multi-sectoral GBV referral pathways in place that meet global standards of care
- Organize activities and awareness raising sessions
- Train GBV actors and service providers trained on GBV standards
- Support other sectors/clusters to mainstream protection principles including GBV risk mitigation and CP standards (presentations/interactions at Cluster meetings, sensitization briefings, awareness raising messages, assessment tools and reports (e.g., safety audits, surveys, etc)
- Register unaccompanied/separated children disaggregated by sex and age (UASC) and refer them to appropriate interim care (whether community based or institutional)
- Provide specialized child protection services through case management, including in-kind and cash-based assistance (CBI)
- Ensure children can access child friendly spaces (CFS)

CLUSTER OBJECTIVE 2: PREVENT PROTECTION RISKS (INCLUDING CP & GBV) OF MOST AFFECTED AND VULNERABLE POPULATIONS IN PRIORITY AREAS THROUGH ENHANCED PREPAREDNESS AND RESILIENCE CAPACITY

Specific Objectives:

- Displaced persons should benefit from community-based risk mitigation, preparedness, and resilience programming
- Local authorities and civil society actors to be sensitized or trained on protection legal frameworks, principles, and standards, including on durable solutions, Human Rights, Women's rights and Humanitarian law
- Provide displaced communities with GBV prevention (including structural behavioral change programs) and empowerment activities
- Train humanitarian actors trained or sensitized on GBV (IASC etc.)
- Train and sensitize local authorities and civil society on GBV prevention and response, and international standards gender equality, CRSV, Women's rights, LGBT people rights, etc.
- Support IDPs and host communities in accessing their civil/individual documents
- Ensure functioning community-based child protection structure and mechanisms



CLUSTER OBJECTIVE 3: STRENGTHEN THE PROTECTION ENVIRONMENT AND ENHANCE THE PROTECTION OF AFFECTED POPULATIONS – INCLUDING RELATED TO GBV AND CHILD PROTECTION, AND THROUGH COLLECTIVE AND INTERSECTORAL ACTION

Specific Objectives:

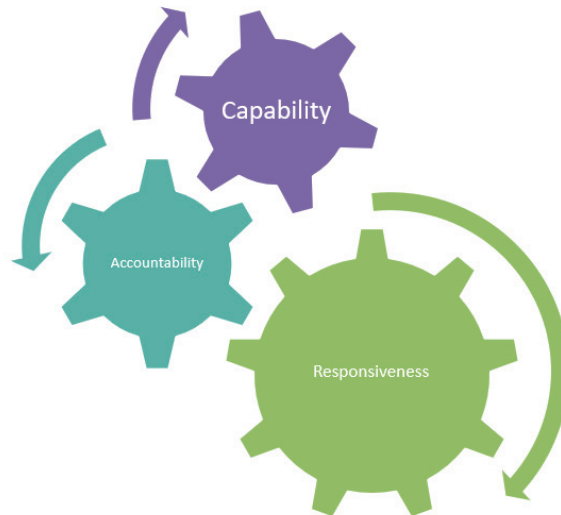
- Provide technical support and capacity building on the Kampala Convention to government stakeholders and civil society partners. This can also include other international standards relating to the protection of IDPs, and other relevant protection legal frameworks to create conditions for the domestication of the Kampala Convention in Mozambique from a gender equality perspective.
- Train non-child protection workers trained on child protection approaches
- Train and sensitize local authorities and civil society on CP prevention and response



TOOL 006: CAR FRAMEWORK



THE CAR FRAMEWORK: A POTENTIAL TOOL FOR PROTECTION PRACTITIONERS



What is the CAR Framework?

The CAR Framework was developed in an attempt to come up with a common language on Governance issues that could be understood across different organizations and groups.

More importantly, it was an attempt to move beyond just looking at issues of institutional development and capacity - recognizing that many past attempts to achieve change had not fully worked as other factors were involved. It works by looking at institutions or groups in different ways and exploring issues related to their:

- **Capability**
- **Accountability**
- **Responsiveness**

Relevance to Protection

It can be used to examine the functionality of any type of organization (Government, NGO etc.) but is particularly useful for looking at how duty bearers behave and act on specific issues.

It can be used as a tool to help determine what the main challenges or opportunities are in ensuring that protection issues are addressed and that duty bearers are held accountable by helping to determine different aspects of why responsibilities are not being met and what balance of actions or interventions might best help to produce lasting change.



CAPABILITY



This is the ability of an organization to get things done. It has different dimensions which are often looked at as;

- The ability to think - for example to make policy or assess a problem.
- The ability to prioritize – including to prioritize resource allocations.
- The ability to deliver –this might be in terms of logistics, actual supplies or goods or technical know how in terms of people.

PRACTICAL EXAMPLE

Following a serious flood in the country where you work, a local authority is finding it difficult to assess protection needs as it lacks personnel with the right experience to carry out a survey, and the means to transport people and resources. One organization has proposed mounting an advocacy campaign at a local level to “force the authorities to act”, but you are concerned that the main problem local authority colleagues face right now is one of capability in terms of the human and financial resources to properly respond. You suggest that advocacy would be better targeted, for now at least, towards central Government and other agencies to ensure they provide back up and support.



ACCOUNTABILITY



Accountability is a measure of how easy it is to hold an organization or institution (or individuals within it) responsible for their actions (or lack of) in terms of whether laws are in place or frameworks setting out roles and responsibilities exist. Without these in place, taking appropriate action can be very difficult.

PRACTICAL EXAMPLE

There are a number of active volcanoes in your country. In the last major eruption, five years ago, an effective response was seriously hampered by the lack of a clear policy framework and related statutory instruments. It was often unclear who was responsible for key actions and follow up across key sectors at national and local level. One negative result of this, which most concerned the protection team was a lack of enforcement of basic standards for the prevention of the risk of GBV in temporary shelters. As a country team, you have therefore decided to establish dialogue with central Government to lobby for relevant legislation to be developed and you are also working with national legal specialists to explore how duty bearers might be held more accountable within existing plans and procedures for its enforcement .



RESPONSIVENESS



Responsiveness is best understood as a kind of behavior. It is a measure of whether I am likely to help you with something you need or want - notwithstanding whether I have the capability of doing so.

It can be helpful to consider whether Governments, institutions or other groups are likely to be responsive to certain demands made upon them – and to think about why they are responsive – or sometimes why they are not.

It is possible to spend a lot of time, effort and resources on building capability (e.g., on training or the establishment of infrastructure) or on developing new systems of accountability (e.g., helping to draft policies or procedures) to address a problem when a Government or organization has little intention of being responsive for other reasons.

If a lack of responsiveness is the main problem affecting preparedness or response other strategies, including targeted advocacy, are likely to be required to achieve results.

PRACTICAL EXAMPLE

You notice that one group in the community is consistently either left out or is poorly represented in meetings that have been taking place as part of cyclone preparedness measures. This is despite recently developed disaster risk reduction legislation which states that all cross sections of society should be included in DRR planning. They come from an ethnic group who are often marginalised and not well represented in both national and local Government. Your hazard mapping also tells you that areas in which they predominantly live are likely to be amongst the worst affected if a cyclone strikes. After discussions within the HCT, you develop a strategy which involves work with the group themselves, but also with opinion leaders from other sections of the community who are sympathetic and are willing to raise issues, and have influence, with decision makers.



APPLICATION

In the real world CAR analysis is likely to reveal that problems are often multidimensional and contain elements of capability, accountability and responsiveness.

Running a CAR analysis can help to explore different dimensions of issues and to consider steps towards potential solutions.

A simple template that might be used to support an analysis is attached along with an example.

CAR ANALYSIS FRAMEWORK

| Description of Issues | | |
|---|---|---|
| <p><i>In your team or group brainstorm about the protection problem you have identified and its different aspects. Try to consider the issues from as many different perspectives as possible asking what the underlying reasons are for them.</i></p> <p><i>In this part of the framework make a concise summary of your discussions and findings.</i></p> | | |
| CAR Analysis | | |
| Capability | Accountability | Responsiveness |
| <p><u>Issue</u> Are there any issues related to the capability of duty bearers to address the issue you described? If so, what are they – logistical, technical etc?</p> <p><u>Potential Responses</u> What can practically be done to address this issue? You might want to think of both short term and long-term responses- noting any practical constraints related to resources etc.</p> | <p><u>Issue</u> What legal or procedural measures exist that can be applied to the issue? If they don't exist what is required, and will it actually help to create them?</p> <p><u>Potential Responses</u> Consider potential actions that will result in greater accountability – including how practical they will be and how soon they can be put in place.</p> | <p><u>Issue</u> Are there other reasons why duty bearers are reluctant to act or respond in this situation? What are they?</p> <p><u>Potential Responses</u> What can be done to address or influence this issue and make duty bearers more responsive to protection needs? Consider who else may have influence over them and whose help and assistance might be sought.</p> |



EXAMPLE CAR ANALYSIS

| Description of Issues | | |
|---|---|--|
| <p>Temporary shelters are an important component of flood response in the area in which you work with a variety of institutions providing them for temporary accommodation when there is a risk of flooding because of heavy rain or storm surge. However, you are concerned about reports of sexual abuse affecting both children and women and as a cluster you are trying to consider how to address this.</p> | | |
| CAR Analysis | | |
| Capability | Accountability | Responsiveness |
| <p><u>Issue</u> Local authority personnel have limited technical knowledge on safeguarding and child protection issues or assessment processes.</p> <p><u>Potential Responses</u> Work with local authorities to train staff – possible improving surge capacity with the use of personnel during crisis events from NGO partners.</p> | <p><u>Issue</u> Although the legal code addresses issues related to GBV and sexual abuse there is no framework in place for vetting potential shelter organisations or personnel.</p> <p><u>Potential Responses</u> Work with national and local Government to develop and put in place vetting and safeguarding procedures which must be followed for shelters to be licenced and receive funding and other support from Government or others.</p> | <p><u>Issue</u> Community leaders, including religious groups, who have traditionally run many of the shelters do not acknowledge that there is an issue in their institutions and resent what they feel are attempts at interference in their roles.</p> <p><u>Potential Responses</u> Identify and work with leaders from elsewhere who have recognised and addressed these issues and arrange for them to visit and meet with some of the organisations involved.</p> |



TOOL 007: PREPAREDNESS CHECKLIST



This document represents a checklist of issues to consider in terms of preparedness. It is not intended to be a comprehensive guide on all issues but a prompt as to what to include. Specific hazard and location relevant issues should also be informed and determined by the context analysis. Categories used are broadly based on IASC Guidance contained in [Operational Guidelines on Protection of Persons in Natural Disasters](#).

- (a) Protection of life, security, physical integrity, and dignity
- (b) Protection of rights related to basic needs
- (c) Protection of rights related to economic, social, & political inclusion

| | Issues to consider |
|--|---|
| (a) Protection of life, security, physical integrity, and dignity | <ul style="list-style-type: none"> • What is the type of hazard faced and what are its key features? • What is known about the extent of potential impact in terms of the geographical area that will be affected? • Has hazard and risk mapping been undertaken and is it up to date – is it part of a functional Early Warning System? • Does it determine who is likely to be most affected and is relevant disaggregated demographic data available i.e., age and gender? To what extent is information available and up to date on key indicators related to diversity and inclusion and have communities been involved in risk mapping processes? If information is not available or is considered inaccurate consider options for initiating data gathering. |
| | <ul style="list-style-type: none"> • Has mapping identified any risks associated with dangerous chemicals, toxic waste, landmines, unexploded ordinances etc? Consider the need for specialist advice. |
| | <ul style="list-style-type: none"> • What legislative or other policy and planning frameworks exist related to disaster response and preparedness. Have they been reviewed and assessed in terms of their sensitivity to protection and human rights issues and standards? |
| | <ul style="list-style-type: none"> • Does a list or directory of potential response partners exist? Is it regularly updated, and does it include protection-related agencies or personnel? |
| | <ul style="list-style-type: none"> • Are roles and responsibilities of agencies and key individuals clearly defined? Do coordination mechanisms exist, and do they include affected communities? |
| | <ul style="list-style-type: none"> • Have human rights, protection and safeguarding training been undertaken with relevant first responders, including Police and Security agencies and is it regularly updated? Are the institutions involved considered to be generally accountable and responsive to protection and human rights principles and concerns? |



| | |
|--|--|
| | <ul style="list-style-type: none"> • In the case of hazards where rapid physical evacuation may be needed are evacuation routes clearly marked and known by the community? Depending on the scale of the risk consider regular exercises /training and include measures/plans to assist those with specific difficulties or vulnerabilities. • Consider and develop selection criteria for evacuation centres and displacement areas taking into suitability of facilities in term of key amenities, but also wider safety and protection concerns. In particular, ensure consideration of safeguards for women and children and include them in the planning process. • Take steps to ensure that codes of conduct /safeguarding processes are in place for partner organisations and all those working with displaced or affected persons and that appropriate training is in place and regularly updated. • Consider prepositioning, or putting in place rapid procurement processes for, kits for persons with specific needs (recreational kits for children, etc.) • Assess whether processes and procedures for avoiding family separation and/or dealing with it are in place and robust. Ensure procedures and plans for dealing with unaccompanied children are in place. |
| (b) Protection of rights related to basic needs | <p style="text-align: center;">Issues to consider</p> |
| | <ul style="list-style-type: none"> • Do health and social service providers have contingency and response plans in place to cope with an event and do these adequately take into account the needs of particular groups, including those who may find it difficult to access services due to physical, social or other constraints as well as the ability to cope with secondary impacts such as disease outbreaks, etc. • Anticipate what host communities may experience as a consequence of an influx of internally displaced persons and the impact on key services from their perspective. Include and consult with host communities in the determination and decision-making concerning the identification of shelter and evacuation sites and facilities. |
| (c) Protection of rights related to economic, social, & political inclusion | <p style="text-align: center;">Issues to consider</p> |
| | <ul style="list-style-type: none"> • Is there a clear understanding of property and land issues in areas that are prone to disasters in terms of statutory, communal, and customary tenure and how these are understood? Who can take decisions if owners are not present or represented and what are the risks or outstanding issues? |
| | <ul style="list-style-type: none"> • What are the trusted sources of information and information platforms used by different target audiences? Consider developing materials on key issues for use in both DRR and in response when the need arises. How will the hazard affect communication platforms? • Consider how early plans or contingencies for post disaster / recovery financing or training schemes might address existing social barriers or stereotypical gender divisions which often push women, children and social, economic, ethnic, religious, or racial minorities into the least desirable livelihoods with the lowest incomes and poorest working conditions. |



TOOL 008: LINK TO THE PROTECTION ANALYTICAL FRAMEWORK



[Link to Protection Analytical Framework](#) The PAF helps anyone undertaking protection analysis to answer the following questions (a) How should data and information be organised and structured to support in-depth and integrated analysis? (b) What information is needed to undertake a protection analysis?



TOOL 009: IFRC CHECKLIST ON LAW AND DISASTER DISPLACEMENT & RESPONSE



Following requests from National Red Cross Red Crescent Societies, IFRC embarked on this project to develop a Checklist on Law and Disaster Preparedness and Response (DPR Checklist), to support governments, National Societies, and other stakeholders with technical assistance for the strengthening of laws relating to disaster preparedness and response.

The resulting DPR Checklist provides a prioritized list of ten key questions that lawmakers, implementing officials, and those supporting them, such as National Societies, are recommended to consider so that that their laws provide the best support for DPR. The current version of [the document can be viewed here](#).



TOOL 010: GROUPWORK ON CONTEXT ANALYSIS



Form two groups and ask each group to examine one of the scenarios below. For each ask them to discuss and document:

(a) Identify potential groups that might be most vulnerable in the event of the occurrence of the hazard described?

(b) What specific protection issues do they consider may arise and are there any particular gender related aspects that need to be taken into consideration?

(c) What types of service providers they would like to focus mapping exercises on identifying and establish referral pathways for?

(d) What mechanisms or approaches might be used to engage with community groups and how might these best be used?:

(estimated time for discussion 20 minutes – 10 minutes for group feedback)

Storm Approaching

The central coastal City of Geza is home to approximately 140,000 people and has grown significantly in recent years as the rural poor have migrated in search of work. It is also home to approximately 12,000 internally displaced people from the north of the country who fled attacks emanating from an insurgent group from across the border. These people are treated with a degree of suspicion by both the host community and security services who regard them as being “responsible” for rising rates of crime.

The city is a container port of some significance and there are petrochemical processing facilities along the coast. Traditionally fishing has been a key source of livelihood for a significant number of people but in recent years fish stocks have dwindled and quite a large number of the men who were engaged in fishing have migrated to a neighbouring country in search of work and the number of female-headed households and elderly people living alone is higher than the national average partly as a consequence of this. Large numbers of the poorest people rely on petty trading or casual labour at the container port. There are quite large informal settlements along the coastal strip and in the vicinity of the petrochemical plant where the poorest groups, including the internally displaced live.

Education and health services are of mixed quality and capacity, but several large national NGOs are operational and have been providing health and social services. The regional Government has also invested significantly in education in recent years and there is a quite strong network of primary and secondary schools.

In recent years Geza has been hit by a number of tropical storms which have caused extensive flooding and damage to infrastructure, and you are part of a team involved in preparing a preparedness plan by the City authorities in cooperation with its partners.



Persistent Drought

The region in which you work has low rainfall and is drought prone. In recent years amounts of annual rainfall have reduced significantly, although there have also been occasional episodes of torrential rain accompanied by flooding. Pastoralism has been the mainstay of the local economy and livelihoods, but has suffered because of changes in weather patterns with significant numbers of livestock lost and family groups dropping out of pastoralism.

Those under stress settle in urban centres as family groups or send children and older people to urban areas while the rest of the group move further away with the remaining animals in search of pasture. In urban areas people have been settling informally and have frequently been forced to move by landowners.

As a result of depleted pasture and reduced availability of water for livestock there has also been growing tension between some groups in the area with outbreaks of fighting on a few occasions. Government security agencies have also expressed concern about the activities of an armed cross border group who it is rumoured have been recruiting young men from destitute pastoralist families through a mixture of both coercion and promises of a share in resources gained through smuggling operations.

You are responsible for a community safety programme in your region and have been asked to help undertake an assessment of potential protection risks by the FPC as it is feared that a further period of prolonged drought is near.



TOOL 011: AAP COMMITMENTS & PRACTICAL RESPONSES





| Commitment | Meaning | Practical Examples |
|--------------------|---|--|
| Taking account | <ul style="list-style-type: none"> • Giving communities meaningful influence over decision making in a way that is inclusive, non-discriminatory and accounts for diversity. • Organisations and humanitarian actors need to incorporate feedback mechanisms into strategies and programmes. | <ul style="list-style-type: none"> • Proactively involve community members in risk assessment processes and service delivery mapping. • Establish and widely communicate a range of processes to obtain feedback from community members – might include both physical focus groups, school clubs, toll free numbers, etc. |
| Giving account | <ul style="list-style-type: none"> • Ensure information is shared in an effective and transparent way across communities – including information about programmes and agency roles and responsibilities as entitlements and targeting criteria and decision making. • Information and communication approaches need to be coherent and streamlined. | <ul style="list-style-type: none"> • Use a variety of platforms and media to reach different groups with clearly thought through messages on potential services / places of safety in response to a hazard and who they can direct questions to. • Consider options for peer-peer communication with some groups e.g. youth. |
| Holding to account | <ul style="list-style-type: none"> • This means ensuring communities have the opportunity to assess and, where feasible, alter or sanction humanitarian actions. Communities should be involved in monitoring and their views should be central to any evaluation. • Sexual exploitation and abuse by anyone associated with the provision of aid constitutes the most serious breach of accountability, and populations should be able to raise complaints and call for appropriate protection measures as well as be informed of the results of investigations on these complaints. | <ul style="list-style-type: none"> • Explore options for feedback groups to review plans and processes as they are developed (e.g., for evacuations). • Develop and test anonymous feedback and complaint mechanisms and audit responses. |



TOOL 012: DO NO HARM EXPLAINED



| | | |
|---|---|---|
|  |  | <p>012 Video – <i>Do No Harm explained</i>: Basic explanation of the importance of considering Do No Harm explained in this short video clip</p> |
|---|---|---|



TOOL 013: SIMPLE STEPPED GUIDE TO DO NO HARM ANALYSIS CONSIDERATIONS IN THE CONTEXT OF CLIMATE CHANGE AND DISASTERS



| # | Step | Explanation | Potential use in context disasters & climate change |
|---|--|---|--|
| 1 | Understanding Context | Importance highlighted throughout this guidance. Do No Harm useful for helping understand and explore context from the point of view of different interest groups and how they might be affected by an event. Not everyone will be affected or impacted in the same way. | Consider impact of an event on different social and economic groups in terms of both livelihood impacts and their interactions with each other. Consider potential differences or tensions between groups and how these may be affected by an event. |
| 2 | Consider Dividers & Tensions | Consider potential differences or tensions between groups and how these may be affected by an event and give rise to tension or even conflict. | Hazards and/or disaster events may significantly change the status quo in a community or between communities. Consider how the dividers and tensions that already exist may be affected by the situation faced. |
| 3 | Identify and consider connectors | Although communities and groups may be divided and even in conflict with each other often have links or connections /common interests which can be important ways of addressing issues. | Disaster/ potential disaster events can provide focus on common interests that help to bring people together to face a common threat. Do these exist in the situation faced? What are they and can they be a source of potential cooperation in relation to the hazard? |
| 4 | Analyse proposed interventions and options | It is important to consider all aspects of potential proposed responses and interventions and what impact elements of these might possibly have on the dividers and tensions and the connectors identified. This includes the potential impacts of those related to delivery approaches and modalities. | Interventions and assistance can also have both positive and negative impacts on dividers, tensions, and connectors. For example, some forms of external support may erode existing resilience and coping strategies built on cooperation between groups or, conversely, if properly considered may strengthen them. |
| 5 | Specifically identify impacts of options on dividers, tensions, and connectors | | |
| 6 | Consider and generate options / responses | Once analysis has been completed, choices can be better made that take into consideration both the intended impacts and issues related to the factors identified. | Regular monitoring and review of Do No Harm impacts are important as these may emerge and evolve over time. |
| 7 | Monitor and test impacts | | |



TOOL 014: CRITICAL INCIDENT ANALYSIS – GROUPWORK



Background

Critical Incident analysis has developed as a tool to help practitioners in a range of situations to reflect on their own and others practice and consider lessons to be learned. It often works well as it gets people to identify and explore a situation that they remember well and have reflected on and to share it with others. Situations described are, by definition, real and often nuanced. It is a very simple but often effective tool to help people reflect on situations and consider processes.

Process. (Groupwork 10-15 minutes with possibility of plenary discussion)

- Divide into groups of up to 3 people.
- Considering what you have reviewed in the Guidance about Do No Harm try to think of a situation in your own individual experience where planned interventions in response to a humanitarian incident potentially had an adverse impact and led to unintended harm resulting in additional or new protection risks.
- Considering any confidentiality issues concerned - consider and describe to your colleagues:
 - » The nature and scope of what happened (the context etc).
 - » Who was impacted and how in protection terms?
 - » What, if anything was done to correct the situation – and did it work?
 - » How could/should things have been done differently?
 - » What, in your view, are the practical lessons learned?





Global Protection Cluster