

Participatory Assessment

in Operations

V. Annexes

Annex 1: Potential protection risks, a non-exhaustive list

General risks:

- Gender discrimination;
- Age group;
- Stage in the refugee cycle (new arrivals, earlier arrivals);
- Socio-economic group (poorest, middle-income, highest-income);
- Ethnicity (in relation to other more dominant groups or in relation to host communities);
- Religion (where different from other groups or the host population);
- Type of household (extended family, single-headed, grandparent-headed, etc.);
- Location in camp/area (proximity to police posts, proximity to the periphery, danger points);
- Health status (malnutrition, poor health, chronic illness, disabilities, etc.);
- Educational level (literacy, skills, including language skills);
- Livelihood activities, access to and control over resources.

Physical risks:

- *Refoulement*;
- Arbitrary arrest/detention;
- Torture, abduction;
- Inadequate shelter, inadequate heat, clothing;
- Inadequate food and/or means of its preparation;
- Inadequate quantity and quality of water per person;

- Inadequate availability of firewood;
- Severe health risks and epidemics, inadequate access to medical services;
- Political violence;
- Physical violence, sexual and gender-based exploitation and violence;
- Forced military recruitment;
- Rape (in camp/prison, during flight, or in host country);
- Domestic violence, abuse, neglect;
- Early pregnancies;
- Natural disasters (fire, flood, earthquake, landslides, etc.);
- Trafficking.

Social risks:

- Lack of recognition as a person, absence of documentation (identity, birth, marriage papers, etc.);
- Lack of access to registration process;
- Social discrimination/exclusion;
- Sexual exploitation, risk of forced prostitution;
- Discriminatory practices on the basis of gender, age, religion, tribe, clan, political affiliation, etc.;
- Exposure to abuse and exploitation, particularly of children, youth, unaccompanied and separated children;
- Separation of girls and boys from their families;
- Lack of access to basic education;
- Disability;
- Forced interruption of education, exclusion, marginalization;
- Forced military recruitment.

Economic risks:

- No access to a means of livelihood (e.g. employment, piecework, agriculture);
- Single parents looking after young children unable to leave the home to find work outside;
- Lack of labour power—those who are incapable of work and not living with relatives are likely to suffer more than the rest of the population of concern;
- Exploitation of labour of persons of concern by local or other displaced employers, exploitation of child labour;
- Exploitation of labour by local officials, etc.

Potential risks associated with cultural practices:

- Female genital mutilation, early marriage, bride price, etc.;
- Traditional justice systems.

Annex 2: Communicating with children²¹

It is common to assume that most children are too young to be aware of what is going on around them or too young to be adversely affected by dangerous or distressing experiences. However, children, like adults, must have channels to express themselves.²² Communicating with girls and boys of all ages and of diverse backgrounds, for a variety of purposes, can be challenging and requires skills significantly different from those required for communicating with adults.

Ethical issues concerning informed consent and confidentiality for girls and boys arise and will vary according to cultural context, age, sex of the child, background, etc. The potential ethical challenges for each group/individual should be considered and discussed before, during and after undertaking the participatory assessment.

When talking with children, consider:

- Keeping a friendly and informal atmosphere so children feel at ease. One suggestion is for the team to say that they want to learn from what the children have to say. Team members may also want to share with the children some personal information about themselves (e.g. I have children at home, I have a dog/cat, I come from .../I speak ... at home), so that they are able to see them as “whole people”;
- Having some basic knowledge of how to work with children in the specific cultural context before engaging with them;
- Identifying in advance what challenges might occur and discussing how best to deal with them. Expert support, such as medical staff, should always be on hand should complex issues arise. Teams should also agree as a group upon basic guidelines when working with the children. This will make

it easier to solve problems if a discrepancy in the team's methodology occurs, as well as preventing disagreements;

- Being composed of both women and men when working with girls and boys, as some children prefer to speak with members of the same sex.

Teams should consider the following ethics when communicating with children:

- Coping with distress: seek expert advice if signs of stress emerge; follow-up support should be available, if required;
- Expectations: teams must be clear what kind of information they hope to obtain from the children;
- Informed consent: teams must obtain permission from parents before discussing with children. In addition, their participation is voluntary; children have the right to keep silent or withdraw from the process at any time;
- Confidentiality: children should be reminded during discussions of the confidentiality they owe to each other, and the team members owe to them;
- Acceptability: children's views and experiences should be accepted and never challenged;
- Power dynamics and the role of the adult team member: children may be anxious to give the "right answer" and to please the adult by saying what they think the adults want to hear. To counteract this tendency, teams should explain their role clearly, invite questions, give clear permission to children to say what they want or to decline to answer if they choose and value their contributions.

Annex 3: Themes and sample questions on protection risks

Livelihoods:

- What skills do women and men have that will enable them to earn an income?
- How much time do women and men have to engage in income-generating activities?
- Who does what in the community and how much time does it take?
- Do women face problems of lack of access to markets, supplies, technology, credit, skills training and information, and lack of decision-making powers? Do men face similar problems?
- Who has access to various resources (e.g. who has jobs, access to markets, access to materials such as firewood)?
- Who decides how resources are used? Who decides to integrate locally and who decides to return?
- What is the impact of these problems on girls, boys, adolescents, women, men? Do children work? What types of work do children do?

Education:

- What do girls and boys do with their time?
- Who goes to school? Who does not get to go to school?
- What do girls who do not go to school do with their time? And boys?
- What do girls who do go to school do outside school? And boys?
- Are you afraid (are your children afraid) of going to school or of anything at school?

- Who stays at home? Who is in charge? What is the impact on the family?
- How are girls and boys looked after if they remain behind to attend school when the parents return home?

Community participation:

- Do women participate in committees? Why not or how often? Do children participate in committees?
- Do women have access to decision-making? Do they make decisions? What do women think about that? And men? What is the impact in the community?
- What would women and men like to do differently? How would you go about change?
- How do women and men participate in reconstruction of their home country or in decision-making when settling locally?

Health / Food/Nutrition / Water / Shelter:

- What types of health problems are most widespread in the community?
- Who takes care of people when they get sick?
- Who do people go to see when they are not well? What happens if they get sick at night or over the weekend? What types of health problems are covered? Which are not covered?
- Are there children in the community who do not get appropriate food? Other persons without proper/enough food? Are there malnourished children in the community? How are they treated? Can we visit them?
- How do pregnant and lactating women eat differently from other household members?

- How do you use water? How do you maintain personal/community hygiene?
- How could houses and neighbourhoods be maintained so as to avoid health risks? What is the layout/design of living arrangements? Town/camp?

Security and safety:

- What are the dangers that you experience in this environment?
- Do you feel that your physical safety and security are at risk? At what time? Why?
- What is the source of the danger? Who is involved?
- What do you worry about when you leave your home?
- What do you worry about for your children/husband/wife?
- Are you aware of any incidents/problems that have threatened your friends or neighbours?
- How can you put a stop to domestic violence?
- Does violence occur? What types of violence?
- What do men think about it? And women? Girls and boys? What do you think about it?
- What can be done about it?
- Where does the violence occur? (See Coping with risks and developing solutions and Prioritizing risks below.)

Coping with risks and developing solutions:

- How do you think the situation could be improved? How do you and your neighbours cope with these risks?
- What do you do to protect your children?
- What services or activities are available to you to help address these risks? How can they help?
- How in your culture/traditions were such problems dealt with/avoided before your displacement? How can that be applied now?
- Would you be willing to help in improving the situation? How do you think you could help?

Prioritizing risks:

- Of all the issues just discussed, which do you consider the most important/urgent?
- Who should be involved?
- What might the community do to address this concern?



Annex 4: Systematization form

Group: _____ Subgroup: (Sex: _____ Age group: _____)

Date: _____ Theme: _____

| Protection risks/incidents | Causes | Capacities within the community |
|----------------------------|--------|---------------------------------|
| | | |
| | | |
| | | |

Assessment

Operations

No. of people: _____ Facilitators: _____

Location: _____ Country: _____

| Solutions proposed by subgroups | Most important issues to address as expressed by persons of concern | Urgent follow-up action |
|--|---|--------------------------------|
| | | |
| | | |
| | | |

Annex 4a: Sample of systematization form

Group: **Jutes** Subgroup: (Sex: **Girls** Age group: **10-13**)

Date: **31 March 2005** Theme: **Education**

| Protection risks/incidents | Causes | Capacities within the community |
|--|--|--|
| Lack of physical protection: some boys among local population shout insults at girls as they walk to school: <ul style="list-style-type: none"> ▪ Girls fear going to school ▪ Fear for physical safety on way to school ▪ Girls might drop out of school ▪ Risk of rape or physical assault | <ul style="list-style-type: none"> ▪ Discrimination ▪ Stigmatization for being a refugee ▪ Lack of awareness among the local population | Capacity to build solidarity in community |
| Sexual exploitation: <ul style="list-style-type: none"> ▪ Girls cannot insist on use of condoms (increasing risk of rape/HIV) ▪ Stigmatization within the community ▪ Earn less than young men engaged in same activity | <ul style="list-style-type: none"> ▪ Fear of rejection or violence ▪ Trauma ▪ Girls sell themselves to earn an income | <ul style="list-style-type: none"> ▪ Physically capable of doing different types of work ▪ Certain degree of education ▪ Capable of leading awareness campaigns and peer groups |
| Girls not in school: <ul style="list-style-type: none"> ▪ Girls leave school to earn an income ▪ Girls drop out of school ▪ Fewer opportunities to secure a proper future ▪ Early pregnancy or marriage ▪ Exposure to serious health risks | <ul style="list-style-type: none"> ▪ No adequate provision of learning materials ▪ No money for uniforms/shoes for student attending host community schools ▪ Poverty and lack of income, lack of meaningful activities | Adults have the capacity to negotiate better working contracts |

No. of people: **10**

Facilitators: **Beatrice and Marcello**

Location: **City**

Country: **Burkina Faso**

| Solutions proposed by subgroups | Most important issues to address as expressed by persons of concern | Urgent follow-up action |
|---|---|--|
| <ul style="list-style-type: none"> ▪ Organize groups of children, girls and boys, to walk to school together accompanied by parents | <ul style="list-style-type: none"> ▪ Keeping girls in school ▪ Ensuring physical protection through community accompanied walks | <ul style="list-style-type: none"> ▪ Work with community to help organize community walks to school ▪ Ask other girls about safety issues ▪ Talk with local community ▪ Talk with teachers and parents |
| <ul style="list-style-type: none"> ▪ Sensitization ▪ Discuss with actors/ strengthen peer groups ▪ Raise youth awareness | <ul style="list-style-type: none"> ▪ Reducing risk of rape | <ul style="list-style-type: none"> ▪ Document cases ▪ Visit health centre ▪ Visit families ▪ Discuss with other girls ▪ Discuss problem with boys and men |
| <ul style="list-style-type: none"> ▪ Refugee adults to liaise with host community leaders and negotiate labour contracts for refugee parents so girls can stay in school ▪ Office to assist refugee women and men with training | <ul style="list-style-type: none"> ▪ Reducing risk of early pregnancy and marriage ▪ Exploring income-generating schemes for parents and children | <ul style="list-style-type: none"> ▪ Find out more about problem of school uniform ▪ Talk with other girls about livelihoods and other obstacles to education ▪ Ask teachers and parents what would help |

Annex 5: Participatory assessment prioritization report

Group: _____ Subgroup: (Sex: _____ Age group: _____)

Situation (urban, camp or return): _____

| 1. Human right violated / unmet | 2. Protection risks or incidents | 3. Causes |
|---------------------------------|----------------------------------|-----------|
| | | |
| | | |
| | | |

Country: _____

| 4. Capacities | 5. Solutions proposed by subgroup | 6. Protection objective |
|---------------|-----------------------------------|-------------------------|
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**Participatory Assessment
in Operations**

Annex 6: Recording meetings

| Enquiry method | Female, age, background | Male, age, background | Total persons met with |
|-----------------------------|-------------------------|-----------------------|------------------------|
| Participatory observation | | | |
| Semi-structured discussions | | | |
| Focus group discussions | | | |

Annex 6a: Sample of recording meetings

| Enquiry method | Female, age, background | Male, age, background | Total persons met with |
|------------------------------------|--|---|---|
| Observed | At schools, water points, food-distribution points | Border crossings | |
| Semi-structured discussions | Refugee leaders: 7 Refugee teachers: 5 Parents association: 3 Refugee health workers: 3 Host community: 10 | Refugee leaders: 7 Refugee teachers: 5 Parents association: 3 Refugee health workers: 3 Host community: 10 | Refugee leaders: 14 Refugee teachers: 10 Parents association: 6 Refugee health workers: 6 Host community: 20 |
| Focus group discussions | Age groups: (10-13): 13 (14-17): 14 (18-39): 15 (40+): 15 | Age groups: (10-13): 13 (14-17): 14 (18-39): 15 (40+): 15 | Age groups: (10-13): 26 (14-17): 28 (18-39): 30 (40+): 30 |
| Individual discussions | Poorest households: 5 Ethnic minorities: 5 Host community: 5 Implementing partners: 5 Various Govt. reps: 5 Others: 5 | Poorest households: 5 Ethnic minorities: 5 Host community: 5 Impl. partners: 5 Various Govt. reps: 5 Others: 5 | Poorest households: 10 Ethnic minorities: 10 Host community: 10 Impl. partners: 10 Various Govt. reps: 10 Others: 10 |

**Participatory Assessment
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Annex 7: Sample meeting schedule

| Office XX | Team A | Team B | Team C |
|--------------------|--|--|---|
| Weeks prior | Multifunctional team discusses mapping diversity, methods, themes, facilitating discussions, ways to inform people of concern, ways for urgent follow-up, splitting up into small teams and sets schedule. | | |
| Days prior | Brief women's association, cooperatives on participatory assessment | Brief youth committees and school principals on participatory assessment | Brief women and men community leaders on participatory assessment |
| Day 1 | | | |
| 09h00-10h00 | Observe schools | Observe community centre | Observe clinic |
| 10h00-12h00 | Focus group adolescent girls | Focus group adolescent girls | Focus group women (18-40) |
| 12h00-13h00 | Systematization form | Systematization form | Systematization form |
| 14h00-16h00 | Focus group adolescent boys | Focus group adolescent boys | Focus group men (18-40) |
| 16h00-17h00 | Systematization form | Systematization form | Systematization form |
| Day # | | | |
| 09h00-10h00 | Observation/spot check | Urgent follow-up | Home visit |
| 10h00-12h00 | Focus group men (over 40) | Focus group men (over 40) | Focus group men (over 40) |
| 12h00-13h00 | Systematization form | Systematization form | Systematization form |
| 14h00-16h00 | Focus group women (over 40) | Focus group women (over 40) | Focus group women (over 40) |

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|--------------|--|-----------------------------|----------------------------|
| 16h00-17h00 | Systematization form | Systematization form | Systematization form |
| Day # | | | |
| 09h00-10h00 | Home visit handicapped | Observation/spot check | Urgent follow-up |
| 10h00-12h00 | Focus group girls (10-13) | Focus group girls (10-13) | |
| 12h00-13h00 | Systematization form | Systematization form | Systematization form |
| 14h00-16h00 | Focus group boys (10-13) | Focus group boys (10-13) | Focus group men (18-40) |
| 16h00-17h00 | Systematization form | Systematization form | Systematization form |
| Day # | | | |
| 09h00-10h00 | Home visit | Home visit | Observation |
| 10h00-12h00 | Focus group discussion | | Focus group discussion |
| 12h00-13h00 | Systematization form | In office for other matters | Systematization form |
| 14h00-16h00 | Semi-structured discussion | Semi-structured discussion | Semi-structured discussion |
| 16h00-17h00 | Systematization form | Systematization form | Systematization form |
| Day # | Follow-up actions (Informing community, Step 7) | | |
| Day # | Prioritization form | | |
| | Record meetings and participatory planning | | |