



# Social and Power Dynamics Assessments

**A BASIC GUIDE FOR BUSY PRACTITIONERS,  
FOURTH EDITION, AUGUST 2023**

## Guidance for Conflict, Gender, Governance, Disability and Protection Assessments

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# Abbreviations

<b>ACCIM</b>	Analyze, Convene, Contextualize, Implement and Monitor
<b>CBO</b>	Community Based Organization
<b>CP</b>	Country Program
<b>DNH</b>	Do No Harm
<b>DRC</b>	Democratic Republic of Congo
<b>EGG</b>	Engaging Government Guide
<b>FGD</b>	Focus Group Discussion
<b>KII</b>	Key Informant Interview
<b>MHPSS</b>	Mental Health and Psychosocial Support
<b>NGO</b>	Non-Governmental Organization
<b>OPDs</b>	Organizations of Persons with Disabilities
<b>PEA</b>	Political Economy Analysis
<b>PLA</b>	Participatory Learning and Action
<b>RGA</b>	Rapid Gender Analysis
<b>RTAs</b>	Regional Technical Advisors
<b>STAs</b>	Senior Technical Advisors
<b>WMBGs</b>	Women, Men, Boys, and Girls
<b>4Ps</b>	Profile, Problem, People and Process

# Introduction

With human dignity at the center, CRS' Vision 2030 strategy seeks to ensure that all people, particularly the poor, vulnerable, and marginalized, reach their full potential in just and peaceful societies. We aspire to ensure that these societies are rooted in social equity and inclusion, strengthened by civic engagement, and upheld by strong local institutions.

This attention to just, inclusive and healthy social ties as a fundamental ingredient in lasting positive change is shared by many of CRS' partners around the globe, and the wider international relief and development community. Increasingly, programs seek to advance the "Triple Nexus" of Development, Humanitarian and Peace coherence.

To do so, issues of cohesion, conflict, power, equity, inclusion and safety need to be considered from the very start of program design, in the assessment phase. With a comprehensive and nuanced understanding of the societal context in which we operate, we can design and subsequently implement more responsive and effective programs.

This Basic Guide is therefore designed to support the design of conflict- and protection-sensitive, gender-responsive, disability-inclusive, and politically savvy programs. It provides practical guidance for programming teams to examine social and power dynamics as a systematic part of assessments. Specifically, it provides guidance for two main scenarios:

- **Essential questions to be covered in any multisectoral assessment**, to ensure a foundational understanding of conflict, gender, governance, protection and disability in all programs. These need-to-know questions provide rapid insight to inform any type of programming.
- **Good enough guidance for a standalone or integrated assessment** in any of the following areas, individually or combined: conflict, gender, governance, protection and disability inclusion. This basic-yet-comprehensive guidance will support greater understanding, analysis and subsequent design directly addressing these issues. This section is accompanied by additional suggestions for taking a holistic, integrative approach to aid in combining and streamlining multiple assessments.

Recognizing that probing these sometimes-sensitive issues requires an extra degree of sensitivity and risk mitigation, the Basic Guide begins with a set of practical tips to ensure a Do No Harm (DNH) approach. Users are advised to consult this section first. Next, a process map guides assessment planners through the process of selecting and adapting questions as well as planning for collection and use of data; users are also advised to consult ProPack I to ensure adherence to CRS' overall assessment guidance. An online portal accompanies the Basic Guide, providing examples of data collection tools and reports.

Lastly, the PIQA Youth Team is working on a youth assessment guide that will help inform the youth assessment section. These resources are forthcoming.



A child-headed household. Their parents died in 2012 long before the children were forced to flee in 2016 from the violence of civil war in South Sudan [Photo by Philip Laubner/CRS]



# Acknowledgements

The review of the *Peacebuilding, Governance, Gender, Protection and Youth Assessments: A Basic Guide for Busy Practitioners, Third Edition—May 2017* was an iterative process that involved various contributors. The overall process was led by Nell Bolton and Valarie Vat Kamatsiko who peer reviewed, edited and consolidated the different pieces into one document. This included coordinating the initial consultations at two levels to inform the review process.

Jimi Hummer and Mary Rose O'Brien administered a survey that was responded to by 11 CRS staff who had used the Basic Guide to understand the needs of potential end users and the aspects of the Third Edition that made it useful or not. Survey participants included Senior Technical Advisors (STAs) and Regional Technical Advisors (RTAs) for Gender, Protection, Peacebuilding, Disability and Youth (including regional youth focal points), 5 CRS staff from various Country Programs (CPs) that had used the guide and two Business Development staff. Other consultations were made by Nell Bolton and Valarie Vat Kamatsiko through four virtual discussions with 10 CRS staff from other sectors and relevant roles at global level to share their perspectives regarding what the Basic Guide revision process needed to consider, including multisectoral and integrated assessment considerations, opportunities to link the revised guide with other Agency processes and tools, etc. These discussions included colleagues from Monitoring, Evaluation, Accountability and Learning (MEAL), HRD Safe & Dignified Programming, Resilience Food Security Activities (RFSAs) and the Field Management and Response Team. We deeply appreciate everyone who contributed to conceptualizing this Fourth Edition.

Special thanks go to the following contributing writers:

- **Conflict assessment guidance:** Mary Rose O'Brien and Edita Colo-Zahirovic with Bridget Kimball who reviewed the guidance to ensure Social Cohesion considerations were integrated.
- **Gender analysis guidance:** Michelle Kendall and Jimi Hummer
- **Governance assessment guidance:** Moses Ngulube
- **Protection assessment guidance:** Lucy Kiekebusch-Steinitz
- **Disability assessment guidance:** Leia Isanhart

# 1.0 Practical Tips for Assessing Social and Power Dynamics

Assessing social and power dynamics, as in sectors touching on equity, inclusion, cohesion and governance, brings with it additional sensitivities and risks to be mitigated. Applying the tips below will help to ensure a conflict sensitive assessment, tailored to context, that avoids causing harm to participants and communities, and that yields more reliable findings and actionable recommendations.

■ **Collaboration and inclusion in the whole assessment process produce useful results:**

Involve a diverse and multisectoral group of staff and partners in co-designing the assessments, collecting and analyzing data, writing the report, and in subsequent sharing of findings and recommendations for uptake. Diversity and a multisectoral approach encourage multiple viewpoints, nuanced analysis, and a shared understanding of context upon which ownership of findings and recommendations is advanced and effective interventions are built. In a conflict setting, for example, an assessment team composed of people from one identity group is subject to bias and blind spots. Youth are more likely to open up to enumerators from their own cohort, and in some settings, it is inappropriate for women to speak with men who are not part of their families. To address this:

- Include diverse viewpoints and identities on the assessment team. Pay attention to the composition of the team leading the assessment as well as the enumerator cohort.
- Aim to match the gender, age, and ethnic/religious/geographic affiliation of the interviewers to that of the respondent(s), for greater trust and more reliable data.

■ **“Who” is targeted as respondents matters in data collection:** Aim at a well-thought-out participatory assessment process where data is gathered from carefully selected groups including those directly involved and affected by the core issue(s) you are trying to understand (sampling tips to be cross referenced to Propack). Inclusion of the diverse groups and identities existing in sampled localities, e.g., gender, age, disability, class, and ethnic, race and religious identities is paramount in enabling triangulation of varied perspectives and representative viewpoints. Such a participatory process should be carried out with care, giving a voice to the voiceless and less powerful while avoiding inflaming tensions. Be mindful about the likely risks associated with poorly planned assessment exercises especially in contexts experiencing violent conflict, emergencies and fragility and in restrictive environments. Consider the following:

- In some cases, closed discussions with diverse but carefully selected partners and stakeholders presents lesser risks to participants, data collectors, and the organization.
- In other cases, you may add a few assessment questions in other sector assessment tools so that it does not appear like one is going to communities to ask about existing sensitive issues, such as conflict, protection or governance-related grievances.

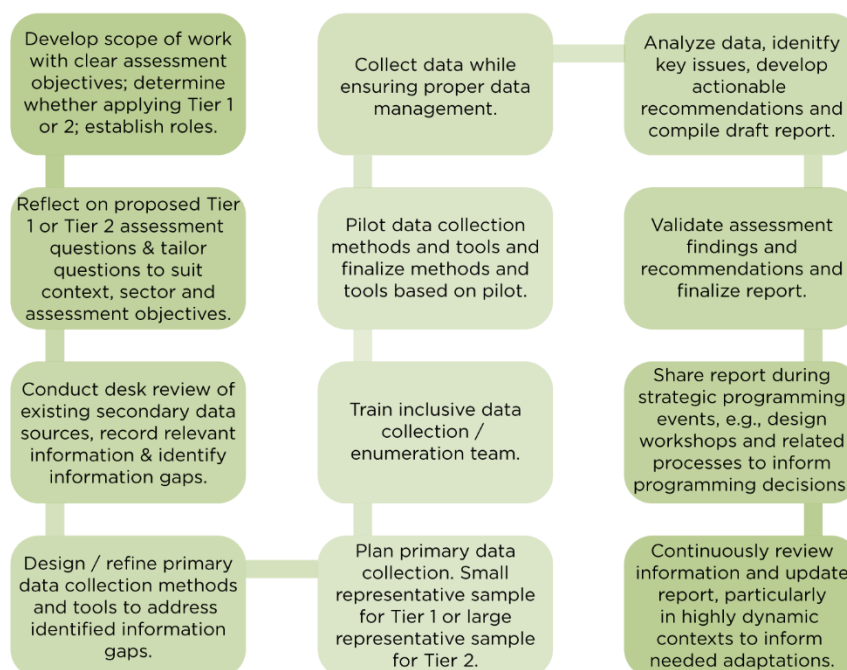


- **Confidentiality and informed consent take on greater importance:** For respondents to easily share perspectives on the often-sensitive topics covered by these assessments, they must be fully informed about how the information will be used, who will see it, how it will be protected, who will know about their participation, etc. It can be quite risky for citizens living under an oppressive political regime to speak about governance and conflict issues, or those living under restrictive cultural / religious contexts to voice their concerns about gender issues. In response:
  - Practice strong confidentiality measures, including ensuring that interviews and focus group discussions will not be overheard by bystanders, data collection forms are closely held, and data will be anonymized during report writing.
  - Ensure informed consent and avoid pressing for answers if respondents are reluctant.
- **Triangulation and disaggregation are crucial:** This advice holds true for any assessment, and particularly for marginalized and vulnerable groups, whose views are usually underrepresented or ignored. For secondary and primary data, compare perspectives among key segments of society and different points of views to gain insights into drivers of conflict and injustice. Thus:
  - Collect data from those most affected by a given issue: youth assessments should seek youth voices; gender assessments should include men's, women's, boys' and girls' views; conflict assessments should seek perspectives from opposing sides, etc.
  - Collect data separately from people of different identity groups, genders, ages, type and severity of disability, and affiliations, as appropriate to the context and assessment type. Be attentive to power dynamics within communities and even within seemingly similar groups, and further disaggregate as needed to ensure that the voices of those with lower power are heard.
  - Compare perspectives of respondents not only to verify information, but also to better understand how segments of society are differently affected and to identify opportunities to foster equity and stronger relations between groups. Compare different points of view to gain insight into drivers of conflict or injustice.
- **Consideration of the intersectionality of identities helps in understanding how systems of inequality and discrimination interact:** By embracing an intersectionality lens, assessment of social and power dynamics can capture the way systems of inequality based on gender, ethnicity, race, religion, age, disability, class, political affiliation, and other forms of discrimination interconnect to reinforce vulnerabilities and effects. These often intersecting issues can either hinder or support successful project design and implementation. Consider that:
  - Gender is one way to structure power, but one's access to power, in all of its forms, differs based not only on one's gender, but also on one's religion, class, education, race, ethnicity, age, marital status, disability, and other factors. A gender analysis does not treat women, men, boys or girls as a monolithic group, but considers their different experiences and identities.
  - Different aspects of identity (religion, ethnicity, clan, race, age, gender, disability, marital status, etc.) shape how different members of conflict actor groups—often incorrectly assumed to be homogenous—experience, participate in and are affected by conflict and violence and the associated systems of inequality, exclusion, power and oppression. An intersectional lens enables better understanding of how these multiple factors and systems overlap as well as the varied interests, needs, views and commonalities to be considered in strengthening relationships and preventing violence.
- **Language and the way questions are framed makes a difference:** This point concerns the assessment language and the framing and phrasing of questions.

- To reach the most marginalized, collect data in the local language. Reliance on official national languages may inhibit responses and obscure reality.
  - Keep data collection tools simple, using open-ended questions articulated plainly and clearly. Test data collection tools with diverse groups. Try to minimize the number of prompts attached to each question to avoid confusing respondents.
  - Remember that these assessments address sensitive issues. Present findings in ways that are not inflammatory and verify findings with diverse audiences.
- **Having in mind, from the onset, how the assessment will be translated into actions promises better uptake of findings and recommendations:** Being mindful that many assessment reports end up not being used to inform programming decisions, integrate considerations of how findings and recommendations will be translated into actions. To promote uptake:
- Foster appreciation and ownership of the assessment process, findings and recommendations by relevant multisectoral project stakeholders through collaboration and inclusion in all stages of the assessment process while managing expectations.
  - Ensure the recommendations are actionable in relation to the local context and specific programming sector. Avoid generic one-size-fits-all recommendations that align with a culture of pre-conceived project design.
  - Plan what support will be provided to translate the assessment into action, e.g., targeted strategic and timely sharing of the analysis, findings and recommendations, including in project design workshops and processes.

The above tips could be tailored to address the specific needs and scope of a given assessment. Below is a suggested assessment process map, mindful that the process is not necessarily linear.

## 1.1 Tips Regarding the Assessment Process Map







Dora Alicia Paz de Pérez, 65, with her grandson Nidelson Murga, 21, at their home in Quezaltepeque, El Salvador. This municipality has been affected by high rates of violence, especially among youth. Nidelson graduated from the CRS YouthBuild program and has since been able to find a job. As a single father with two children, his earnings have been critical to not only support his family but to also rebuild his critical relationships with his family. [Photo by Leiva/Silverlight Oscar for CRS]



## 2.0 Essential Questions for Any Multisectoral Assessment

TABLE 1: GUIDANCE FOR ASSESSING SOCIAL AND POWER DYNAMICS

	CORE ASSESSMENT QUESTIONS	SUGGESTIONS FOR HOW TO GET THIS INFORMATION	SAMPLE ASSESSMENT TOOLS AND REPORTS
CONFLICT	1. <b>What are the broad conflict-related issues, not just violence, that people in this context are facing?</b> <i>(Probe for conflict-related social-cultural, political, economic, and environmental issues).</i>	<u>Secondary data sources:</u> Conduct desk review: <ul style="list-style-type: none"> <li>■ CRS, partners, other NGOs, think tanks, state, donor, and multilateral reports.</li> <li>■ Traditional and social media articles and reports.</li> </ul>	Somalia P2P – Gendered Conflict Assessment  Darfur, Sudan conflict analysis report  <a href="#">Conflict Analysis Report Central</a> <a href="#">Darfur P2P Insijam Project</a>
	2. <b>What is/are the core conflict(s) affecting this context?</b> <i>(Probe for root causes, drivers, triggers, and effects of this (these) core conflict(s)).</i>		
	3. <b>Who are the main conflict and peace actors in relation to this/these core conflict(s)?</b> <i>(Probe to understand the relationships between them, their interests, and power).</i>	<u>Primary data sources:</u> Collect primary data where responses to these questions are not available through secondary sources or what is available is insufficient. In this case, collect data using Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) from a <b>small but representative sample</b> , including: <ul style="list-style-type: none"> <li>• Conflict-affected men, women, boys, and girls.</li> <li>• Representatives from different sides of the conflict, including conflict actors.</li> <li>• Those working for justice and peace, including local peace actors, NGOs, and civil society groups.</li> <li>• Faith and traditional / cultural leaders.</li> <li>• National and local government leaders.</li> </ul>	Rapid Assessment Tool for Kyangwali Agro-forestry and Social Cohesion Opportunity, CRS Uganda, 2022.  <a href="#">Kyangwali SC Agroforestry Rapid Assessment Tool Final Version</a>
	4. <b>What changes / trends in the conflict have you observed over time?</b> <i>(Probe for escalation, de-escalation, cycles, stability, and opportunities for peace).</i>		
	5. <b>What brings people together and what divides them?</b> <i>(Probe by identity group as relevant in that context. Consider socio-cultural, economic/ livelihood, political and environmentally-related identities.)</i>		



GENDER	6. What laws and policies exist to protect the rights of women, youth, and other marginalized groups? <i>(Probe to understand awareness of these groups of their rights under law).</i>	<ul style="list-style-type: none"> <li>Conduct desk review.</li> <li>Conduct targeted KIIs (this could be optional for pre-design phase depending on identified knowledge gaps).</li> </ul>	CRS <a href="#">Rapid Gender Analysis Toolkit</a> has tools appropriate for use during project pre-design phase.
	7. How do local norms, beliefs and perceptions affect WMBGs' self-concept of their capabilities, success, and well-being? <i>(Probe for how these affect access to basic services (education, health, nutrition), markets, technology, etc.).</i>	<ul style="list-style-type: none"> <li>Conduct desk review.</li> <li>Conduct FGDs and KIIs (this could be optional for pre-design phase depending on identified knowledge gaps).</li> <li>Conduct Gender Barrier Analysis and/or Man/Woman Box Activity for project start-up phase.</li> </ul>	<a href="#">ProPack1-Gender Checklist</a>  For project pre-design phase.  Gender and Protection Analyses – Kisili and Indonesia <a href="#">Kisili4 Project Rapid Gender Analysis Report - Mali</a> and <a href="#">(summary report)</a>
	8. How do gender norms influence what decisions WMBGs have control over at both the household and community level? <i>(Probe how gender norms affect access to and control over basic livelihood assets, resources, and income).</i>	<ul style="list-style-type: none"> <li>Conduct desk review.</li> <li>Conduct FGDS and KIIs (could be optional for pre-design phase depending on identified knowledge gaps).</li> </ul> Based on the sectoral focus of the intended project, especially for project start-up phase, conduct: <ul style="list-style-type: none"> <li>Household and Community Decision Making Activity.</li> <li><a href="#">Health and Nutrition Guided Discussion</a></li> <li>Access and Control Profile Activity.</li> </ul>	<a href="#">Gender and Protection Analysis in Emergencies - Indonesia</a>  Gender, Youth and Social Dynamics within the Ifaa Gender Analysis Report  <a href="#">Ifaa Gender, Youth and Social Dynamics Analysis - Ethiopia</a>
	9. How does gender influence WMBGs' ability to be heard, participate and lead in the community? <i>(For example, within community associations, farmers groups, government bodies, natural resource management groups, professional associations, technical training, peacebuilding groups, project activities, etc.)</i>	<ul style="list-style-type: none"> <li>Conduct FGDs and KIIs.</li> <li>Conduct Participation in Formal and Informal Institutions Activity.</li> </ul>	
	10. How do differences in WMBGs' roles, responsibilities and time use stem from or contribute to inequality within households and communities? <i>(Probe to understand gender differences in the division of productive, reproductive and community labor)</i>	<ul style="list-style-type: none"> <li>Conduct desk review.</li> <li>Conduct FGDs and KIIs (could be optional for pre-design phase depending on identified knowledge gaps).</li> <li>Conduct Daily and Seasonal Calendar Activity for project start-up phase</li> </ul>	

GOVERNANCE	<b>11. What are the critical historical factors (structural and contextual) that have shaped governance in this context?</b>	<ul style="list-style-type: none"> <li>■ Conduct desk review.</li> <li>■ Conduct KIIs.</li> </ul>	<a href="#">ACCIM Guide for Accountable and Responsive Governance pp.10-20</a>
	<b>12. What are the official and unofficial decision-making processes on governance matters?</b> <i>(Also consider the structures that make up these processes. Probe to understand acceptance, representativeness and perceived legitimacy of these processes by different identity groups.)</i>	<ul style="list-style-type: none"> <li>■ Conduct desk review.</li> <li>■ Conduct KIIs.</li> </ul>	<a href="#">Engaging Government Guide pp.9-21</a>  <a href="#">A Guide to Assessing the Political Economy of Domestic Climate Change Governance</a>
	<b>13. Who are the decision-makers, gatekeepers, and enablers/ blockers, who make things happen and/or hinder progress?</b> <i>(Probe to understand if there are people excluded from decision making and why; how the main actors are connected to one another, what unites or divides them, and what their hot buttons are).</i>	<ul style="list-style-type: none"> <li>■ Conduct desk review.</li> <li>■ Conduct FGDs and KIIs.</li> <li>■ Use this <a href="#">Stakeholder Analysis Template</a> to summarize your findings.</li> </ul>	
	<b>14. What do you think are the main incentives, disincentives, and fears of the prioritized stakeholders that can facilitate or hinder good governance?</b> <i>(Probe to understand how the incentives, disincentives and fears impact relations between groups of stakeholders).</i>	<ul style="list-style-type: none"> <li>■ Conduct desk review.</li> <li>■ Use this <a href="#">Stakeholder Analysis Template</a> to summarize your findings.</li> </ul>	
	<b>15. What are the windows of opportunity that could be leveraged to advance good governance in your context?</b>	<ul style="list-style-type: none"> <li>■ Conduct desk review.</li> <li>■ Conduct KIIs.</li> </ul>	

DISABILITY	16. What are the barriers for persons with disabilities in the target community to access services specific to this project context? How does this differ by age, gender, and impairment?	<ul style="list-style-type: none"> <li>■ Desk reviews. Look for most recent data, and then complement gaps with KIIs and FGDs.</li> <li>■ For KIIs and FGDs, speak with organizations of persons with disabilities (OPDs), disability service providers, and government disability offices</li> </ul>	<a href="#">Disability Inclusive Project Design Guide</a>  <a href="#">Disability Awareness Checklist</a> for health facility accessibility audits  <a href="#">Sightsavers Accessibility Standards</a> for health facilities
	17. What government or community-based mechanisms exist to support persons with disabilities to attain their rights?	<ul style="list-style-type: none"> <li>■ KIIs and FGDs with groups mentioned above</li> </ul>	<a href="#">Rapid Disability Inclusion Barrier Analysis</a> from Ethiopia JEOP
	18. To what extent do CRS and partner staff have awareness and understanding of disability as it pertains to this project context?	<ul style="list-style-type: none"> <li>■ Survey staff</li> </ul>	CRS CPs which have completed recent barrier analysis for persons with disabilities:
	19. How do sector-specific national frameworks or policies consider the needs of persons with disabilities? What are the gaps in implementing those frameworks?	<ul style="list-style-type: none"> <li>■ Desk review</li> <li>■ KII with various government ministries, technical working groups, OPDs</li> </ul>	Tanzania (malaria)
	20. What skills and resources do service providers lack to address the needs of persons with disabilities in the community?	<ul style="list-style-type: none"> <li>■ KII</li> <li>■ Accessibility audits</li> </ul>	Ethiopia (JEOP and DFSA) Rwanda (ECD and nutrition) DRC (youth employment)

PROTECTION	<b>21. What are the key protection and psychosocial risks experienced in the suggested area of operation?</b>	<ul style="list-style-type: none"> <li>■ Conduct desk review of government and NGO reports, news, research articles, etc.</li> <li>■ Conduct KIIs, FGDs, and consultations.</li> <li>■ Conduct household surveys.</li> <li>■ Conduct Historical Profile (See Dummett, et.al.)</li> </ul>	<ul style="list-style-type: none"> <li>■ <a href="#">CRS Safe and Dignified Programming Analysis Resources</a></li> <li>■ Dummett, et.al., <a href="#">Guidance on Participatory Assessments</a> (CRS, 2013).</li> </ul>
	<b>22. Who are the most vulnerable groups to these risks, and why?</b>	<ul style="list-style-type: none"> <li>■ Conduct desk review.</li> <li>■ Conduct KIIs, FGDs and consultations. Separate FGDs by characteristics if issues are sensitive. Use a matrix to compare FGD data.</li> <li>■ Consider: gender, age, disability, health needs, diversity, e.g., racial, ethnic, religious, and national identity, proximity (location), socio-economic status, etc.</li> </ul>	
	<b>23. What have been the impacts (effects) of these risks on these most vulnerable groups?</b>	<ul style="list-style-type: none"> <li>■ Conduct KIIs, FGDs and consultations.</li> <li>■ Conduct household surveys.</li> <li>■ Include observational and qualitative methods where feasible, e.g., illustrative stories; what is seen/heard in the community, etc.</li> </ul>	
	<b>24. What is the capacity of individuals, groups and service providers in the target area to address these key protection and psychosocial risks?</b>	<ul style="list-style-type: none"> <li>■ Apply same methods as above, with possible addition of a Transect Walk, Mapping, particularly for assessments conducted during start-up phase. See Dummett, et.al.</li> </ul>	
	<b>25. What are partners and community actors doing to address these key protection concerns, including ensuring safety, dignity and "do no harm"?</b>	<ul style="list-style-type: none"> <li>■ Conduct KIIs.</li> </ul>	





Roma and non-Roma citizens participate at the formal opening of "Saint Place in Kragujevec. This action, part of CRS' Roma Project, is the beginning of local community actions created and lead by Rom and non-Roma young citizens. The activity is part of a longer-term project goal to integrate the Roma, a marginalized and vulnerable group, into Serbian society and in Europe. [Photo by Bill Crandall/CRS]



## 3.0 Basic Assessments by Sector: Taking A Holistic Approach

### 3.1 Complementarity among Conflict, Gender, Governance, Protection, and Disability Assessments<sup>1</sup>

It can make sense from the standpoint of cost or Integral Human Development (IHD) to assess the above components in joint exercises, paying attention to equity, access and “do no harm,” and disaggregating data by gender, age, disability status, or role in the community. When doing joint assessments, teams are advised to consult with relevant technical advisors to ensure that the assessment still includes core elements for each sector and will generate the key information needed.

Suggestions for integrating or combining assessments include:

CONFLICT ASSESSMENT
<b>GENDER:</b> When incorporating gender considerations into a conflict assessment, focus on understanding norms related to masculinity and femininity; consider how these are influenced by or may drive conflict or peacebuilding efforts; identify gender roles in conflict as well as impacts of conflict and peacebuilding efforts on men, women, boys and girls.
<b>GOVERNANCE:</b> Pay particular attention to political norms, regime-types and trends in analysis of the “Problem” and “Process”. Look at institutional equity, fairness, transparency, accountability, marginalization, rent-seeking and corruption, and how these cause or drive conflict. As conflict causes and drivers emerge, delve deeper into how political elites may manipulate historic narratives to divide identity groups so that they can consolidate power, especially around conflict-prone moments of the political cycle, such as elections, key rulings by the judiciary, and transfers of power.
<b>YOUTH:</b> Be sure that youth are considered in the analysis of key conflict actors (People) as well as capacities for peace (Process); seek youth perspectives on conflict causes and trends; when youth are identified as drivers of conflict, determine whether they are acting independently or if they are being manipulated by conflict entrepreneurs.
<b>PROTECTION:</b> Protection of civilians during violent conflicts is one of the core functions of CRS and all humanitarian agencies. Have all parties to the conflict agreed to abide by certain rules? Explore how non-state protection actors are or may be involved in facilitating solutions to the major disputes behind the conflict or intermediating dialogue to end the violence. Consider the long-term mental health (emotional) effects during, and after, violent conflict.
<b>DISABILITY:</b> Consider needs of people who have acquired a disability stemming from the conflict. Inquire about the needs older people who may have decreased mobility, hearing, vision, or cognition which impacts how they experience the conflict—have they been left behind by family, are they accessing humanitarian support? Speak with families of persons with disabilities to understand how the conflict has changed their ability to care for their loved one with a disability. Pay attention to reduced access to critical services such as medication, assistive devices, rehabilitation services, cash transfers, etc.

<sup>1</sup> The PIQA Youth Team is working on a youth assessment guide that will help inform the youth assessment section. These resources are forthcoming.

#### GOVERNANCE ASSESSMENT

**CONFLICT:** When conflicts become violent, governance structures and systems can be used to defuse violence or to make things worse. To what extent are security services (military, police, etc.) and civil servants politicized and activated against a regime's opponents?

**GENDER:** Equitable access to political power and public office is a significant challenge in most societies. Look underneath the formal structures to determine how much gender equity there really is in the informal rules of the game that govern politics. Consider using the gender domains in the Gender Assessment Tool to understand gender barriers that may limit women's participation in governance processes.

**PROTECTION:** Many countries have excellent laws on the books that protect vulnerable children and adults, but are not invoked, applied or enforced. Examine the reasons behind poor performance. Beyond political will or institutional capacity, explore the psychosocial, cultural and historical factors that contribute to lower status for the vulnerable.

**DISABILITY:** Many countries have laws to protect and uphold rights of persons with disabilities, but struggle to operationalize those laws. Examine discrepancies and the reason for those gaps. Look at involvement of persons with disabilities in decision-making committees at all levels of government, including within community development governance structures.

**YOUTH:** As with gender, formal mechanisms for promoting greater inclusion of youth in decision-making may be mere window dressing. How well do youth understand their rights, and how knowledgeable are they about government processes, power structures and political parties? To what degree have youth been "captured" to serve in political youth wings? Via which mechanisms, if at all, can mainstream and marginalized youth exercise voice in decision-making? More generally, assess the degree to which youth concerns have been prioritized in public policy goals and processes and examine budget allocations for youth programming and systems.

#### GENDER ASSESSMENT

**CONFLICT:** Consider how conflict trends may be impacting gender domains (see above), as well as how changes in gender norms and roles may generate social or family tensions. Consider which resources exist to mitigate negative impacts, including equitable access to non-violent dispute resolution. Determine the degree to which such mechanisms are accepted and used to reduce the prevalence of domestic and other forms of gender-based violence.

**GOVERNANCE:** In addition to decision-making, investigate the levels of access to public information, resources and administrative procedures. Review whether laws limit girls' and women's legal standing to purchase and own land, inherit property, or access financial services and public registries, as well as how such limitations reduce access to public, private and civil society sector opportunities.

**PROTECTION:** Trace the formal and informal mechanisms for access to justice and dispute resolution, and the degree to which women, men, boys and girls enjoy equal protection under the law. Explore and explain differential access to services and impact on wellbeing.

**DISABILITY:** Persons with disabilities have significantly different experiences, power, vulnerability, and marginalization based on their gender and age. Look at how the experience of WMBGs varies by age and disability. Are there differences in how WMBGs experience service access, decision making power, respect, or violence based on their age and their severity/type of impairment? Consider how compounding vulnerabilities raise risk and impede participation.

**YOUTH:** Focus on the empowerment of the adolescent girl and the issues affecting her: early marriage, motherhood, and limited education. Review evidence of potential positive impacts – e.g., the relationship between increased levels of girl education and household food security, child well-being, and economic growth. Examine the vulnerabilities that adolescent boys and young males face as well their attitudes toward gender equality. Consider which males are the most vulnerable and how they can be supported (e.g. ex-combatants suffering trauma, young men who are stigmatized when they return home after failing to successfully migrate for work, boys and men who have no voice in their communities because they have not undergone cultural initiations, etc.).

#### PROTECTION ASSESSMENT

**CONFLICT:** Consider how general access, security and dignity of vulnerable groups has been impacted in conflict environments (see Safe and Dignified Programming framework as well as Do No Harm tools). Several phenomena prevalent in conflict settings might require deeper or even separate analysis, including child soldiering, gender-based violence as a weapon of war, intra-household violence, human trafficking, slavery, and forced migration. Proceed with caution when assessing any of these, as they are among the most highly sensitive issues we confront. Consider the effect of past trauma on issues of violence and recovery. Identify factors that can contribute to resilience and recovery, wherever possible.

**GOVERNANCE:** Depending on the target population, gauge the effectiveness and responsiveness of government protection policies, systems, and procedures including capacity, autonomy, authority, accountability, and public participation and ownership. Also determine opportunities for the vulnerable to use their voice to influence policy, politics and governance to create a more enabling environment for themselves.

**GENDER:** While protection interventions often focus on preventing the negative, they should also be used as tools for promoting the positive. Explore how protection policy and programming relate to gender norms, and the implications for gender-transformative interventions. Consider the link between service delivery, mental health, and building individual or group (social, political and economic) assets among the vulnerable.

**DISABILITY:** Most protection systems do not account for the needs of persons with disabilities. Reporting and feedback mechanisms- are often not accessible to persons with various types of impairments. Examine these components with a disability lens, preferably with participation from persons with disabilities. Also consider whether service providers who are within protection referral systems have the skills and attitudes to provide dignified, responsive support to persons with disabilities. Examine whether reporting mechanisms collect and use disability disaggregated data to inform decision making and quality improvements.

**YOUTH:** Using developmental milestones such as puberty and entry into the workforce, assess the challenges and opportunities for integrating protection into youth programming. Apply the principles of positive youth development by including youth themselves in assessing and formulating potential programming approaches. In situations of crisis and displacement, youth are at risk of abuse, derailment from careers, neglect, violence, exploitation, trafficking or forced military recruitment. Consider how the specific protection needs of youth can be addressed using local resources.



#### DISABILITY ASSESSMENT

**CONFLICT:** Determine whether there are groups of people who have acquired a disability recently stemming from the conflict. Inquire about the needs of older people who may have decreased mobility, hearing, vision, or cognition which impacts how they experience conflict—have they been left behind by family, are they accessing humanitarian support? Speak with families of persons with disabilities to understand how the conflict has changed their ability to care for their loved one with a disability. Pay attention to reduced access to critical services such as medication, assistive devices, rehabilitation services, cash transfers, food distribution etc. Assess how persons with disabilities are involved in peacebuilding and social cohesion interventions and how this could be improved.

**GENDER:** Persons with disabilities have significantly different experiences, power, vulnerability, and marginalization based on their gender and age. Look at how the experience of WMBGs varies by age and disability. What are the differences in how WMBGs experience service access, decision making power, respect, or violence based on their age and their severity/type of impairment? Consider how compounding vulnerabilities raise risk and impede participation. The experience of an older male with a hearing impairment will be different from a young woman who is deafblind, just as a young boy who uses a wheelchair will have a different set of barriers and facilitators from an older woman who has impaired memory.

**GOVERNANCE:** Many countries have laws to protect and uphold rights of persons with disabilities, but struggle to operationalize those laws. Examine discrepancies and the reason for those gaps. Look at involvement of persons with disabilities in decision-making committees at all levels of government, including within community development governance structures and committees of the project at hand. When working with organizations of persons with disabilities, assess the strength of their governance structures which often need significant capacity strengthening.

**PROTECTION:** Persons with limited abilities due to age, bodily injury or disability, and/or intellectual capacity are often most at-risk during conflict, migration, or extreme poverty. Beyond “Do No Harm,” what extra considerations are needed to ensure access to safety, local services, critical support, and human dignity?

**YOUTH:** Youth with disabilities face multiple vulnerabilities stemming from their being disabled and the impediments to their lives such as prejudice, stigma, social isolation and discrimination. They also have unique social, physical, education, and economic needs and vulnerabilities compared to those of their non-disabled age-mates. Explore to understand how these intersect to compound the vulnerabilities of youth with disabilities.

Ha Ngoc Doanh is paralyzed in both legs, but his disability has not gotten in the way of his education. He attends the Hanoi College of IT, where CRS provides special mobility equipment like wheelchair ramps to ensure that wheelchair bound students can move easily to other floors. [Photo by Sean Sprague/CRS]



# 4.0 Assessing Social and Power Dynamics: Good Enough Standalone or Integrated Assessments

## 4.1 Conflict Assessment

CONFLICT ASSESSMENT GUIDANCE		
1.	Key assessment objectives	<p>To gain a deeper understanding of conflicts and divisions affecting an operating context to inform programming decisions in two areas:</p> <ul style="list-style-type: none"> <li>■ Peacebuilding and social cohesion (standalone or integrated) to ensure effective interventions that directly reduce key drivers of conflict and divisions and strengthen peaceful relations.</li> <li>■ Conflict-sensitivity across different sectors to minimize negative effects of programming on the context (existing peace and conflict dynamics) while maximizing positive effects.</li> </ul> <p>Conflict assessments should therefore aim at identifying response opportunities, offering insights into interventions likely to succeed and proposing actionable recommendations relevant to specific sectors and contexts.</p> <p>The above generic conflict assessment objectives should be reflected on and tailored to specific purposes and contexts. Project teams undertaking a conflict analysis are encouraged to reach out to peacebuilding/social cohesion technical advisors at regional level or headquarters for support and guidance.</p>

2.	<p><b>Conceptual frameworks and core technical approaches informing the focus of the assessment</b></p>	<p><b>Analysis framework:</b> CRS’ Profile, Problem, People and Process (4Ps) Analytical Framework for which the: “Profile” analyses the broad conflict- and peace-related contextual issues; “Problem” analyses the core issues, their causes and effects; “People” analyses key actors, their perceptions, interests, goals, capacities, and relationships; and “Process” analyses the conflict and peace dynamics. See <a href="#">CRS’ 4Ps Conflict Analysis framework and tools-PBF pp 24-42</a> for further guidance.</p> <p><b>Technical approaches:</b> CRS’ Social Cohesion Conceptual Framework points to spheres and dimensions that could be insightful in understanding conflict and peace dynamics. Consider assessment questions that explore relevant issues to conflict within the political, socio-cultural and economic spheres as well as the horizontal and vertical dimensions.</p> <div data-bbox="607 464 1279 991"> <p><b>Economic Sphere</b></p> <ul style="list-style-type: none"> <li>• Access to basic social services, economic &amp; livelihood opportunities</li> <li>• Management &amp; distribution of resources &amp; services</li> <li>• Engagement in the exchange of goods &amp; services</li> </ul> <p><b>Political Sphere</b></p> <ul style="list-style-type: none"> <li>• Politics of equal opportunity, inequalities &amp; marginality diversity &amp; conflicts</li> <li>• Civil participation in public life</li> <li>• Legitimacy of institutions</li> </ul> <p><b>Socio-Cultural Sphere</b></p> <ul style="list-style-type: none"> <li>• Social relations, interactions and ties</li> <li>• Social capital</li> <li>• Norms that influence and moderate socio-cultural life</li> </ul> <p><b>VERTICAL</b></p> <ul style="list-style-type: none"> <li>• State-society relations;</li> <li>• Market-society relations;</li> <li>• Relations between society and non-state institutions;</li> <li>• Relations across hierarchies</li> </ul> <p><b>HORIZONTAL</b></p> <ul style="list-style-type: none"> <li>• Intra-group / Intra-community bonds &amp; Inter-group / Inter-community bridges</li> </ul> <p><b>CONTEXT</b></p> </div> <p><b>Other relevant tools:</b></p> <ul style="list-style-type: none"> <li><a href="#">USAID Violent Conflict and Fragility Assessment (VCAF) Tool</a></li> <li><a href="#">USIP Religion and Peacebuilding</a></li> <li><a href="#">Saferworld Gendered Conflict Assessment</a></li> <li><a href="#">GDCR Conflict Analysis</a></li> </ul>
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3.	Key themes to cover in the assessment	What we want to know ( <i>the general assessment questions</i> )	Suggested specific questions	Suggestions for <b>how</b> to get this information ( <i>methods, tools including PLA tools</i> )
(a)	What are the broad conflict- and peace-related contextual issues?	What are the broad conflict- and peace-related contextual issues?	<ol style="list-style-type: none"> <li>1. What are the conflict related issues that people are facing (not just violence)? Probe for any relevant political, economic, socio-cultural, technological, environmental, climate, legal and policy, and others, e.g., historical, geographical, etc.</li> <li>2. Where are the conflict-prone/affected areas? Probe to identify hotspots.</li> <li>3. What conflicts have been on-going, if any? Probe to understand whether there has been a history of conflict and how it is affecting the current context.</li> <li>4. What are the gender dimensions of conflict and peace in this context?</li> <li>5. What are the youth dimensions of conflict and peace in this context?</li> <li>6. What connects diverse groups of people in this context? What divides diverse groups of people in this context?</li> <li>7. How are conflicts resolved/addressed /managed in this context? Probe for any formal, informal, traditional mechanisms that exist to address conflict or promote peace and cohesion.</li> </ol>	<p>Desk review</p> <p>Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs)</p> <p>4Ps conflict profile participatory tool . See <a href="#">CRS' 4Ps Conflict Analysis framework and tools-PBF pp 24-42</a>.</p>
(b)	<b>The Problem (Core Conflict Issue(s))</b>	<p>What is the core conflict issue(s)?</p> <p>What are the causes of the conflict?</p> <p>What are the effects of the conflict?</p>	<ol style="list-style-type: none"> <li>1. What is the core conflict issue(s)?</li> <li>2. What are the structural or root causes of the conflict?</li> <li>3. What are the drivers (proximate causes) of the conflict?</li> <li>4. What are the trigger events that have sparked escalation of the conflict or an outbreak of violence?</li> <li>5. What have been the effects of the conflict? Probe to understand how men, women, boys and girls are differently affected.</li> <li>6. . What opportunities exist in this context to build peace and strengthen social cohesion?</li> <li>7. What strategies would best address the causes and effects of the conflict?</li> </ol>	<p>Desk review</p> <p>KIIs and FGDs</p> <p>4Ps participatory conflict tree analysis tool. See <a href="#">CRS' 4Ps Conflict Analysis framework and tools-PBF pp 24-42</a></p>

(c)	<b>The People (Key Conflict Actors)</b>	<p>Who are the key conflict actors?</p> <p>What are their perceptions, interests, goals, and capacities?</p> <p>What is the relationship between the key conflict actors?</p>	<p>1. Who is engaged in the conflict(s) affecting this context?</p> <ul style="list-style-type: none"> <li>■ Probe for key primary actors directly engaged in the conflict. What are the unique characteristics of these groups? What are their interests? How do they engage in the conflict? What is their level of power and influence? Where do they get support from?</li> <li>■ Probe for conflict actors indirectly engaged (secondary and tertiary) in the conflict. What are their interests? How are they involved in the conflict? What is their level of power and influence? Probe for peace promoting actors. What is their level of power and influence? What capacities do they have? What support do they have?</li> </ul> <p>2. What is the relationship between all these actors? Probe to understand where alliances, collaborations, tensions, open conflict, broken relationships are.</p> <p>3. What can support mutual understanding and building of trust between these conflict actors?</p> <p>4. Who is affected (not directly involved but are impacted by the outcome)? How is the conflict affecting men, women, boys and girls?</p>	<p>Desk review</p> <p>KIIs and FGDs</p> <p>4Ps participatory actor / relationship mapping tool. See <a href="#">CRS' 4Ps Conflict Analysis framework and tools-PBF pp 24-42</a></p>
(d)	<b>The Process (the Conflict and Peace Dynamics)</b>	<p>What conflict and peace dynamics shape the conflict situation?</p>	<p>1. What are the recent and current trends in the conflict—e.g., escalation or de-escalation of conflict or violence, stability, cycles of conflict or violence?<sup>2</sup> Probe to understand the reasons behind these trends.</p> <p>2. What are the possible windows of opportunity for addressing or responding to the conflict?<sup>3</sup></p> <p>3. What capacities for peace or conflict mitigation can we identify?<sup>4</sup> What are the best, worst, and most likely scenarios for the future of the conflict, and what factors do these scenarios depend on?<sup>5</sup></p>	<p>Desk review</p> <p>KIIs and FGDs</p> <p>4Ps participatory force field analysis tool. See <a href="#">CRS' 4Ps Conflict Analysis framework and tools-PBF pp 24-42</a></p>

<sup>2</sup> Could be related to changes in policy, trade and economy, the peace process (if any), cross-border relations, etc. Be mindful that reasons are contextual.

<sup>3</sup> Illustrative examples of windows of opportunity include: a ceasefire; a holiday period; the rainy season; a community celebration; the inauguration of a new leadership, etc. Be mindful that windows of opportunity are contextual.

<sup>4</sup> Illustrative examples include influential religious actors or experienced traditional leaders, an active civil society, international support and solidarity, skilled mediators, community peace ambassadors or the active participation of women.

<sup>5</sup> Illustrative examples include growing social inclusion and peaceful coexistence, an outbreak of mass killing, or continued inequities and tension with sporadic acts of violence.

4.	<b>General considerations when analyzing data</b>	<p>When analyzing qualitative and quantitative, primary and secondary data:</p> <ul style="list-style-type: none"> <li>■ Recognize your own biases and assumptions and how they could influence your analysis and interpretation of findings.</li> <li>■ Build on the data which should have been disaggregated and triangulated during data collection to further triangulate your analysis, gain insights into the perspectives of different groups and compare diverse points of view for a holistic, representative, and nuanced picture. This includes comparing perspectives from diverse respondents representing all sides of the conflict e.g., by gender, age, geographic locations (urban, rural, etc.); identity groups (ethnicity, religion, political affiliation, etc.); educational status (no education, primary, secondary, tertiary, etc.); employment status (employed, unemployed, etc.); profession / livelihoods category (pastoralists, farmers, businesspeople, etc.); beneficiary status (project participants and non-project participant); and other contextually relevant groups. Refer to the Practical Tips for Assessing Social and Power Dynamics for further guidance (see page 3).</li> <li>■ Consider intersectionality of identities and how systems of inequality and discrimination interact to reinforce vulnerabilities and effects in a context of conflict, divisions and violence. Refer to the Practical Tips for Assessing Social and Power Dynamics for further guidance (see page 3).</li> </ul>
5.	<b>Examples / sample assessment tools, processes, reports, etc.</b>	<p><b>Sample CRS Reports:</b></p> <ul style="list-style-type: none"> <li>■ <a href="#">Ukraine conflict assessment report</a></li> <li>■ <a href="#">Liberia Conflict Assessment</a></li> <li>■ <a href="#">Conflict Analysis Report Central Darfur P2P Insijam Project</a></li> </ul> <p><b>For particular thematic or sectoral assessments, consider the following resources for additional guidance:</b></p> <ul style="list-style-type: none"> <li>■ Religion and Peacebuilding: <a href="#">USIP Religion and Peacebuilding</a></li> <li>■ Gender and Peacebuilding: <a href="#">Saferworld Gendered Conflict Assessment</a></li> <li>■ Education: <a href="#">USAID Checklist for Assessing Conflict Sensitivity in Education Programs</a></li> <li>■ Food and Nutrition: <a href="#">Conflict sensitivity checklist in food and nutrition</a></li> </ul>

6.	<b>Sectoral assessment checklist</b>	<p>Response options: Yes/No (<i>If no, devise means to address the gaps/concern/issue</i>)</p> <ol style="list-style-type: none"> <li>1. Is the assessment team diverse considering various viewpoints and contextually relevant identities, including matching the gender, age, identity of the interviewer to that of the respondents?</li> <li>2. Have you planned a participatory assessment process with a sample representative of diverse groups and identities and all sides of the conflict?</li> <li>3. Have you integrated ethical considerations such as confidentiality, informed consent and Do No Harm in all assessment processes?</li> <li>4. Are the assessment questions sensitive to context and conflict and framed in a non-inflammatory way?</li> <li>5. Is the assessment tool comprehensive and covering, at the minimum, all 4Ps – the Profile, Problem, People and Process questions?</li> <li>6. Where relevant, have you liaised with the security team and secured clearance for the field assessment to take place?</li> <li>7. Have you considered plans for sharing assessment findings and recommendations to ensure they inform programming decisions, e.g., project design?</li> </ol>
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## Appendices:

### (i) Glossary of term

- **Conflict Analysis:** It is a process that examines the profile, actors, causes, and dynamics of conflict in a systematic manner to make sense of what is going on in a situation of conflict. It is a structured inquiry that also seeks to identify opportunities for addressing the conflict and strengthen peaceful relations.
- **Profile:** A brief characterization of the context (political, economic, socio-cultural context including existing and emerging issues, affected areas and history).
- **Causes:** *Structural causes* are pervasive factors that have become built into the policies, structures, systems and fabric of society and may create the pre-conditions for violent conflict. *Proximate causes* are factors contributing to a climate conducive to violent conflict or its further escalation, sometimes symptomatic of a deeper problem. *Triggers* are single key acts, events or their anticipation that will set off or escalate violent conflict.
- **Actors:** All those engaged in or being affected by the conflict (groups, institutions, individuals), including their interests, goals, capacities and relationships.
- **Dynamics:** The resulting interactions between the conflict profile, the actors and causes including projected future scenarios.

## 4.2 Gender Analysis

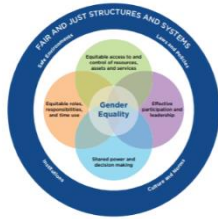
GENDER ANALYSIS GUIDANCE		
1.	<b>Key assessment objectives</b>	<ul style="list-style-type: none"> <li>■ To examine <sup>6</sup> gender dynamics from interpersonal, household, community, provincial and national levels.</li> <li>■ To examine the public and private spheres of peoples' lived experiences and understand the differing priorities, needs, constraints, roles, responsibilities, and relationships of women, men, boys and girls (WMBGs) across different life stages and in the various roles they fulfill.</li> <li>■ To collect, identify, examine, and analyze information on gender dynamics within emergency or development programming using six domains of gender.<sup>7</sup></li> </ul> <p>Key outputs from a gender analysis include:</p> <ul style="list-style-type: none"> <li>■ Structured key findings that can inform project/program design, implementation, and monitoring in terms of understanding gender; and</li> <li>■ Recommendations, strategies, and approaches for addressing gaps in programming related to gender barriers and equitable outcomes for WMBGs.</li> </ul> <p>Gender analysis has become an almost universal requirement from most donors and CRS itself has set a minimum standard (within the Global Gender Strategy 2030) that all projects conduct a gender analysis.</p> <p>The questions below are adapted from <a href="#">CRS' Gender Analysis Toolkit</a><sup>8</sup>. The questions below should be refined and adapted based on the sector (i.e. peacebuilding, agriculture, youth, etc.) and the objectives of the project. See <a href="#">this document</a> for guidance on refining tools and adapting questions. Project teams undergoing a gender analysis are encouraged to reach out to their regional or senior technical advisor for gender for support.</p>

<sup>6</sup> Gender analysis is the appropriate term used. Gender assessment is the term used to assess the gender integration of a project that already is underway or completed. A gender audit examines an organization's activities from a gender perspective.

<sup>7</sup> The gender domains are adapted and in line with: USAID, 2013. Automated Directives System, Chapter 205: "Integrating Gender Equality and Female Empowerment in USAID's Program Cycle."

<sup>8</sup> The gender domains are adapted and in line with: [USAID, 2013. Automated Directives System, Chapter 205: "Integrating Gender Equality and Female Empowerment in USAID's Program Cycle."](#)



2.	Conceptual frameworks and core technical approaches informing the focus of the analysis		<ul style="list-style-type: none"><li>■ <a href="#">CRS Conceptual Framework for Gender</a> including the gender domains</li><li>■ CRS Global Gender Strategy 2020-2030 available on <a href="#">CRS.ORG</a>.</li></ul> <p>Other useful tools that describe CRS’s approach to gender integration include the <a href="#">CRS Gender Analysis Toolkit available on MyCRS</a>, <a href="#">Gender Marker for Proposals</a> and <a href="#">ProPack I – Gender Checklist</a>.</p>	
3.	Key themes to cover in the analysis	<b>What we want to know (<i>the general assessment questions</i>)</b>	<b>Suggested specific questions</b>	<b>Suggestions for <b>how</b> to get this information (<i>methods, tools including PLA tools</i>)</b>
<b>CRS’ Gender Domains</b>		More information on the <a href="#">CRS’ Gender Domains can be found here</a> including additional questions.		
(a)	<b>Legal environment</b>	What laws and policies and institutional practices influence the context in which women, men, boys, and girls act and make decisions?	<ol style="list-style-type: none"><li>1. To what extent do formal/informal laws, policies, regulations and institutional practices contain explicit and/or implicit gender biases?</li><li>2. Do men and women have equal access to needed legal documentation (e.g., birth, marriage certificates, land titles, etc.)? How does lack of ID card impact project participation?</li><li>3. What level of awareness do M/W/B/G have of their legal rights and how to claim them?</li></ol>	Literature review on existing policies, legal documents, etc.  <a href="#">Key informant interviews with relevant informants.</a>  Focus group discussions (FGDs) with targeted participants
(b)	<b>Power relations and decision-making</b>	What ability do W/M/G/B’s have to decide, influence, or contribute to decisions, including over one’s own health, in the household, community and higher levels?	<ol style="list-style-type: none"><li>1. Who are key power holders?</li><li>2. Do W/M/G/B have equal ability to decide, influence and exercise control over resources (as applicable to the project)?</li><li>3. What decisions do W/M/B/G make or participate in (foods to eat, intra-household food distribution; marriage, child bearing, care and production practices)?,</li><li>4. What may happen if decision-making power is altered?</li></ol>	<a href="#">Community Resource Mapping</a>  <a href="#">Health and Nutrition Guided Discussion</a>  <a href="#">Participatory Household and/or Community Level Decision Making Tool*</a>
(c)	<b>Cultural knowledge, beliefs, and perceptions</b>	What are the types of knowledge, beliefs, and perceptions that shape gender identity (people’s understanding of their lives depending on their gender) and behavior?	<ol style="list-style-type: none"><li>1. Do men and women have equal knowledge in areas that are important to their success and well-being?</li><li>2. What cultural norms shape the way someone might believe they should act as a man or a woman? Boy or girl?</li><li>3. What cultural norms and practices render some groups more vulnerable than others?</li></ol>	<a href="#">Participatory Man and/or Woman Box Activity</a>  <a href="#">Health and Nutrition Guide – Participatory Tool</a>

(d)	<b>Participation and leadership</b>	How do gender roles/responsibilities influence WMBGs' level of participation in community groups and associations? How do they influence behaviors and actions in life—what they do within community?	<ol style="list-style-type: none"> <li>1. What barriers do women face in participating in community and higher-level decision-making structures and processes (including in leadership roles)?</li> <li>2. How do leaders engage women and young people to participate in group meetings and activities?</li> </ol>	<a href="#">Participatory Participation in Formal and Informal Institutions Question Guide</a>  FGDs and KIIs  <a href="#">Gender Barrier Analysis - Value Chain</a>
(e)	<b>Roles, responsibilities, and time use</b>	What are the gender differences in division of productive and reproductive labor and how time is allocated and spent during the day or different seasons, and how people contribute to family and community?	<ol style="list-style-type: none"> <li>1. What are M/W/B/G roles, responsibilities, and division of labor in the productive, reproductive (HH) and community spheres?</li> <li>2. Will participating in this project increase workload? Whose?</li> </ol>	Daily Calendar (for <a href="#">men</a> and <a href="#">women</a> ) and <a href="#">Seasonal Calendars with FGD guides*</a>
(f)	<b>Access to and control of resources</b>	What level of agency do W/M/G/Bs have to be able to use resources for active and productive participation (socially, economically, and politically), such as access to resources, income, services, employment, information, and benefits?	<ol style="list-style-type: none"> <li>1. Do M/W own and/or have equal access and control over critical resources, assets, networks and services?</li> </ol>	<a href="#">Participatory Access and Control Profile</a>  <a href="#">Community Resource Mapping with FGD Guide*</a>
4.	<b>General considerations when analyzing data</b>	<p>Gender-focused data can be analyzed using standard quantitative and qualitative analytical methods. What distinguishes the gender analysis is the focus on data linked to the gender domains. The gender analysis should:</p> <ul style="list-style-type: none"> <li>■ Be designed to compare information about different categories of women and men (e.g., by ethnicity, ability, age, class, caste, residence, and race). These comparisons should reveal where there are gaps and inequalities that are likely to affect women's or men's participation rates, leadership, access to and control over resources and services, level of household decision-making, or that subject men or women to differential risks and vulnerabilities.</li> <li>■ Provide understanding of why these gaps and disparities exist, how they affect men's and women's opportunities and aspirations and how the proposed program may affect WMBGs differently.</li> <li>■ Document common and divergent responses and map out important themes</li> <li>■ Highlight program opportunities and recommendations from participants.</li> </ul>		

5.	Examples / sample analysis tools, processes, reports, etc.	<p><b><u>Sample Gender Analysis Reports</u></b> (all reports within this folder)</p> <p><b>Food Security and Livelihoods</b></p> <ul style="list-style-type: none"> <li>■ <a href="#">Ifaa Gender, Youth and Social Dynamics Analysis - Ethiopia</a></li> <li>■ <a href="#">MAKING SENSE OF GENDER NORMS AND BEHAVIORS AND THEIR IMPLIACTIONS FOR FOOD SECURITY AND LIVELIHOODS – GIRMA PROJECT - NIGER</a></li> <li>■ <a href="#">Maharo Gender Analysis Report - Madagascar</a></li> <li>■ <a href="#">Tudikolela project Gender Analysis Report- DRC (Available also in French)</a></li> </ul> <p><b>Agriculture</b></p> <ul style="list-style-type: none"> <li>■ PRO-RAICES or CLD project – <i>waiting to hear back if the team can share.</i></li> </ul> <p><b>Peacebuilding</b></p> <ul style="list-style-type: none"> <li>■ Sudan Gender Analysis P2P Project (to be finalized soon)</li> </ul> <p><b>Emergencies and Protection</b></p> <ul style="list-style-type: none"> <li>■ <a href="#">Kisili4 Project Rapid Gender Analysis Report - Mali</a> and <a href="#">(summary report)</a></li> <li>■ <a href="#">Gender and Protection Analysis in Emergencies - Indonesia</a></li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>■ Salem Education and Gender Assessment</li> </ul> <p><b><u>Data Collection Tolls</u></b></p> <ul style="list-style-type: none"> <li>■ <a href="#">Gender Analysis Sample Tools</a></li> <li>■ <a href="#">Example Contextualized Tools from Projects</a></li> </ul> <p><b><u>Example Scopes of Work and Terms of Reference</u></b></p> <ul style="list-style-type: none"> <li>■ <a href="#">Sample Gender Analysis SoWs and ToRs</a></li> </ul>
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6.	<b>Gender analysis checklist</b>	<ul style="list-style-type: none"> <li>■ <a href="#">Gender Analysis Checklist</a></li> <li>■ <a href="#">Youth and Gender Analysis Toolkit - USAID</a></li> <li>■ <a href="#">CRS' Gender Responsive Education Toolkit</a></li> </ul> <p>In emergency contexts, the tools above can be adapted for use where time is of the essence and resources are scarce. Emergencies have disproportionate impacts on women and girls. A Rapid Gender Analysis (RGA) provides essential information about gender roles and responsibilities, capacities and vulnerabilities together with programming recommendations. It can also be used to update or verify gender information that is already available. Rapid Gender Analysis is built up progressively: using a range of primary and secondary information to understand gender roles and relations and how these may change during a crisis. It assists in providing practical programming and operational recommendations to meet the different needs of WMBGS and to ensure we 'do no harm'. For more information on gender analysis in emergency situations, check out the below links.</p> <ul style="list-style-type: none"> <li>■ CRS <a href="#">Rapid Gender Analysis Toolkit</a></li> <li>■ <a href="#">Gender in Emergencies Questions</a></li> </ul>
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## Appendices

### (i) Glossary of terms

- **Gender:** Refers to the two sexes, male and female, within the context of society. Factors such as ethnicity, class, race, age and religion can affect gender roles. Gender roles may vary widely within and between cultures, and often evolve over time. These characteristics often define identities, status and power relations among the members of a society or culture.
- **Gender Equality:** *Reflects the concern that women and men, boys and girls have equal opportunities, resources, rights, and access to goods and services that a society values—as well as the ability to make choices and work in partnership. Gender equality also means equal responsibility in terms of workloads and energy expended within one's individual capacity to care for families and communities. Gender equality does not mean that men and women, boys and girls become the same, but that their opportunities and life chances are equal and that the differences that do exist in their talents, skills, interests, ideas, etc. will be equally valued.*
- **Gender Equity:** *The process of being fair to men and women, boys and girls that leads to equality—the equal valuing in society of both similarities and differences between men and women, boys and girls and the varying roles they play. To ensure fairness, measures must often be available to compensate for historical and social disadvantages or biological makeup that prevent women and men, girls and boys from otherwise operating on a level playing field.*
- **Intersectionality:** Refers to the way in which multiple forms of discrimination based on gender, race, ethnicity, disability and socio-economic class, etc. overlap and interact with one another and how these intersecting vulnerabilities shape how different individuals and groups experience discrimination.

- **Gender Analysis:** Examines the differences in women’s and men’s lives, including those differences that lead to social and economic inequality for women and other vulnerable populations. It is a tool for systematically collecting data that can be used to examine these differences, including the varying levels of power that women and men hold; their differing needs, constraints and opportunities; and the impact of these differences on their lives. This understanding is then applied to policy development and social services in order to address inequalities and power differences between males and females.
- **Gender Integration:** Involves identifying and then addressing the gender differences and inequalities across all program and project design, implementation, monitoring and evaluation. Since roles and relationships of power between females and males affect how an activity is implemented, it is essential that project and activity planners address these issues throughout the life of a program or project. USAID uses the term “gender integration” in both development and humanitarian planning and programming. There are three broad-levels of integration: gender neutral/ blind, gender responsive (sensitive), and gender transformative. Understanding how programs reflect gender awareness can help us understand how the program or policy was designed and is being implemented as well as in designing and implementing new programs.
- **Gender Responsive Programming:** Programming that addresses the gender roles, relations, needs and interests of women and men, boys and girls in order to guarantee those right relationships. Men and women, boys and girls experience their surroundings differently as they fulfill different sets of roles but also face different sets of rules, norms, and practices.
- **Gender Transformative Programming:** This approach actively strives to examine, question, and change rigid gender norms and imbalance of power as a means of reaching outcomes as well as gender equity objectives. This level of awareness would be informed not only by an analysis of the practical needs of males and females based on their respective roles but also the underlying structural and systemic issues that have created and sustained the unequal power relations between men and women.

#### Types of Labor

- **Productive:** This work includes the production of goods and services for income, subsistence and trade. It is work done that is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic statistics. Productive work normally earns money for the person who does it. Females and males both perform productive work, such as agricultural production, but not all of this is valued in the same way. Lack of recognition of certain categories of productive work distorts program and policy planning as it is not considered in the design. Much of female’s labor is often unrecognized, and therefore, not considered in the program and policy design.
- **Reproductive:** This work encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing and looking after children, building and maintaining shelter. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.
- **Community:** This work encompasses the provision and maintenance of scarce resources and the political arena. Community managing role is undertaken primarily by [females] at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work, undertaken in “free” time. Community politics role is “undertaken primarily by [males] at the community level, organizing at the formal political level, often within the framework of national politics. This is usually paid work, either directly or indirectly, through status or power.”

## 4.3 Governance Assessment

GOVERNANCE ASSESSMENT GUIDANCE		
1.	<b>Key assessment objectives</b>	<ul style="list-style-type: none"> <li>■ Highlight and discuss critical structural and contextual dynamics that cause and sustain governance failures/prioritized governance issue(s).</li> <li>■ Map out decision-making/bargaining processes: informal and formal relevant to governance issue(s) under study.</li> <li>■ Identify and explain relevant stakeholders: their incentives and disincentives and interrelationships regarding the issue(s) under consideration.</li> <li>■ Ascertain how current events, public discourses and media reports are influencing the attitudes and decisions of powerholders regarding the issue(s) under consideration.</li> <li>■ Identify windows of opportunity/entry points to bring about the anticipated reforms/resolution of the identified governance challenges/prioritized governance issue(s).</li> </ul>
2.	<b>Conceptual frameworks and core technical approaches informing the focus of the assessment</b>	<p>USAID's Applied PEA Framework</p> <p>Source: <a href="#">USAID 2018, 4</a></p> <p>FCDO PEA Building Blocks</p> <ol style="list-style-type: none"> <li>1. Structural and contextual elements</li> <li>2. Bargaining processes</li> <li>3. Stakeholders</li> <li>4. Incentives and ideas</li> </ol> <p>Source: <a href="#">UK National School of Government, 2017, 5-7</a></p> <pre> graph TD     PURPOSE[PURPOSE] --&gt; ANALYSIS[ANALYSIS]     subgraph ANALYSIS_BOX [ANALYSIS]         FF[Foundational Factors] &lt;--&gt; D[Dynamics]         ROG[Rules of the Game] &lt;--&gt; D         HN[Here and Now] &lt;--&gt; D     end     ANALYSIS_BOX --&gt; IMPLICATIONS[IMPLICATIONS] </pre>

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3.	Key themes to cover in the assessment	What we want to know ( <i>the general assessment questions</i> )	Suggested specific questions	Suggestions for <b>how</b> to get this information ( <i>methods, tools including PLA tools</i> )
(a)	<b>Structural factors</b>	What are the critical historical factors (structural and contextual) that have contributed to the emergence and perpetuation of governance failures/your prioritized governance challenge(s)?	<ol style="list-style-type: none"> <li>1. What are the big economic and political issues facing the prioritized sector or country more broadly?</li> <li>2. How is climate change impacting the sector/issue(s) under consideration?</li> <li>3. How and when does government spend its money and why?</li> <li>4. What are the major divisions of society (if any) - ethnic, religious, political, economic, young/old and gender? <ol style="list-style-type: none"> <li>a. How do the above divisions affect government spending and/or service delivery?</li> <li>b. How do the above divisions interplay with other structural factors?</li> </ol> </li> </ol>	Desk reviews and key informant interviews
(b)	<b>Informal and formal rules of the game</b>	What are the official and unofficial decision-making processes to resolve your governance failures/prioritized governance issue(s)?	<ol style="list-style-type: none"> <li>1. How inclusive or exclusive are decision-making processes? Are any groups marginalized? What is the role of women and young people?</li> <li>2. What are the mechanisms through which influence happens (e.g., loyalty, patronage, rents, kinship)?</li> </ol>	Desk reviews and key informant interviews
(c)	<b>Stakeholders</b>	Who are the decision-makers, gatekeepers, and enablers/blockers, who make things happen and/or hinder your progress?	<ol style="list-style-type: none"> <li>1. Who are the main stakeholders regarding the governance issue(s) under consideration? How do they organize? Why are they involved?</li> <li>2. What are the sources of power/influence?</li> <li>3. Who is most affected by the governance issue(s)?</li> <li>4. How do the main stakeholders relate to each other, including beyond the obvious?</li> <li>5. How do the main stakeholders see the governance issue(s) you are assessing?</li> </ol>	Desk reviews and key informant interviews



(d)	<b>Incentives and disincentives</b>	What do you think are the main incentives, disincentives, and fears of the prioritized stakeholders that can facilitate or hinder resolving governance failures/prioritized governance issue(s)?	<ol style="list-style-type: none"> <li>1. What are the big incentives that might encourage change (legacy, votes during an upcoming election, international recognition)?</li> <li>2. What are the big disincentives/fears that can hinder desired reforms?</li> </ol>	Desk reviews and key informant interviews
(e)	<b>Here and now</b>	What are the current events and circumstances and how are they influencing the attitudes and decisions of prioritized stakeholders?	<ol style="list-style-type: none"> <li>1. What are the major current events (for example, natural disasters, scandals, upcoming by-elections, imminent leadership changes, etc.)?</li> <li>2. In what way are the above major events influencing the attitudes and actions of key stakeholders?</li> <li>3. How are the governance issues under study being framed by media houses? What are the dominant narratives and ideas regarding the governance challenge(s)?</li> <li>4. What opportunities for change/reform are the above events creating/fostering?</li> </ol>	Desk reviews and key informant interviews
<b>4.</b>	<b>General considerations when analyzing data</b>	<p>Please pay attention to the following when analyzing data:</p> <ol style="list-style-type: none"> <li>1. The perspectives of those most affected by the governance challenge(s) you are scrutinizing (disaggregated by sex, age, ethnicity, and social/religious/political status – as appropriate).</li> <li>2. Names of influential stakeholders, their sources of power, interrelationships, interests, and fears.</li> <li>3. The attitude of influential stakeholders towards the governance issue(s) and prospects of transforming their undesirable attitudes, if any.</li> <li>4. Prevailing ideas and narratives regarding the governance challenge(s) under study (for example, scrutinize what media houses, decision-makers and other influential stakeholders are saying).</li> <li>5. Windows of opportunity for reform.</li> </ol>		
<b>5.</b>	<b>Examples / sample assessment tools, processes, reports, etc.</b>	<ol style="list-style-type: none"> <li>1. <a href="#">A Guide to Assessing the Political Economy of Domestic Climate Change Governance</a></li> <li>2. <a href="#">ACCIM Guide for Accountable and Responsive Governance pp.9-20</a></li> <li>3. <a href="#">Engaging Government Guide pp.10-21</a></li> </ol>		
<b>6.</b>	<b>Sectoral assessment checklist</b>	<a href="#">CP Pre-PEA Checklist</a>		

## Appendices

- (i) Glossary of terms.
  - a. [USAID PEA Glossary of Terms](#)
- (ii) Relevant conceptual frameworks and technical guidance.
  - a. [USAID Applied PEA and Thinking and Working Politically](#)
  - b. [UK National School of Government PEA Beginner's Guide](#)
  - c. [A Guide to Assessing the Political Economy of Domestic Climate Change Governance](#)
  - d. [ACCIM Guide for Accountable and Responsive Governance pp.9-20](#)
  - e. [Engaging Government Guide pp.10-21](#)
- (iii) Sample terms of reference (ToR) or scope of work (SoW).
  - a. [UNICEF political economy analysis ToR for the education sector in Bangladesh](#)
  - b. [WaterAid political economy analysis ToR for the WASH sector in Uganda](#)
- (iv) Concrete examples of best practice in assessments / short case examples.
  - a. Please see bullet (v) below.
- (v) Sample tools, questionnaires, and assessment reports.
  - a. [A Guide to Assessing the Political Economy of Domestic Climate Change Governance](#)
  - b. [Stakeholder Analysis Template](#)
- (vi) Sample sectoral checklists.
  - a. [CP Pre-PEA Checklist](#)

## 4.4 Disability Assessment

DISABILITY ASSESSMENT GUIDANCE				
1.	<b>Key assessment objectives</b>	<ul style="list-style-type: none"> <li>■ Identify barriers and facilitators to participation of persons with disabilities in the targeted areas.</li> <li>■ Identify organizations of persons with disabilities and disability service providers that the project can leverage to meet its objectives.</li> <li>■ Identify government policies, systems, and services that promote the rights of persons with disabilities.</li> </ul>		
2.	<b>Conceptual frameworks and core technical approaches informing the focus of the assessment</b>	<ul style="list-style-type: none"> <li>■ UN Convention on the Rights of Persons with Disabilities is the core framework which guides all of CRS' disability efforts and grounds it in a rights-based perspective.</li> <li>■ Community based rehabilitation, or the newer framework referred to as community-based inclusive development, provides a conceptual framework which features the multi-sectoral domains such as education, livelihoods, health and others that together can equalize opportunity and include persons with disabilities while overcoming poverty and exclusion.</li> <li>■ Accessibility is an approach used to promote inclusion of persons with disabilities. Understanding accessibility gaps in all their forms in programs and in communities can identify where to invest resources to improve participation of persons with disabilities.</li> <li>■ There are many ways to define disability through different models and frameworks summarized here: International Classification of Functioning; Charity vs Medical vs Social vs Rights models.</li> </ul>		
3.	Key themes to cover in the analysis	<b>What we want to know (the general assessment questions)</b>	<b>Suggested specific questions</b>	<b>Suggestions for how to get this information (methods, tools including PLA tools)</b>
(a)	<b>Participation barriers</b>	What are the physical, policy, financial, attitudinal, transportation, information, and communication barriers that keep persons with disabilities from accessing the desired service or activity?	<ol style="list-style-type: none"> <li>1. What are the physical barriers experienced by women, men, girls and boys with disabilities who want to access facility-based services in this community, e.g., health, WASH, emergency, livelihood services?</li> <li>2. What is the level of participation of organizations of persons with disabilities in disaster preparedness task force?</li> <li>3. In what ways can their participation be improved?</li> </ol>	<p>Desk review</p> <p>Observation of local structures and service delivery</p> <p>Key informant interviews (KIIs) with service providers and other implementers</p> <p>Focus group discussions (FGDs) with persons with disabilities</p>

(b)	<b>The influence of age, gender, and type/severity of impairment</b>	How does the person's marginalization or vulnerability change according to their age, gender, and type/severity of impairment?	<ol style="list-style-type: none"> <li>1. Are there differences in access to services / activities by persons with disabilities in this community based on gender or age? Services / activities may include schools, markets, food distribution sites, ECD centers, the workplace, job training centers, farms, etc.</li> <li>2. Do persons with specific types of impairments have difficulty using these services / participating in these activities? If yes, why?</li> </ol>	<p>Desk review</p> <p>KIIs with service providers</p> <p>FGDs with women, men, girls and boys with disabilities.</p>
(c)	<b>Laws and policies</b>	To what extent do national laws, policies, or sectoral frameworks account for the needs and rights of persons with disabilities?	<ol style="list-style-type: none"> <li>1. How do national frameworks for child protection and care reform consider the needs of children with disabilities? Where are the gaps in implementation?</li> <li>2. What are the laws that protect the rights of persons with disabilities to employment in this country? What are the factors holding people back from realizing those rights?</li> <li>3. In the national technical working group on climate action and resiliency, are persons with disabilities represented?</li> </ol>	<p>Desk review</p> <p>FGDs with members of technical working groups</p> <p>KIIs with government officials</p>
(d)	<b>CRS and partner staff capacity</b>	To what degree do CRS and partner staff have the capacity and attitudes to deliver disability inclusive approaches?	<ol style="list-style-type: none"> <li>1. Have staff received disability awareness training?</li> <li>2. What services are offered in this community by CRS partners in support of persons with disabilities?</li> <li>3. What upgrades or training are needed in the CRS and partner offices to make them accessible to persons with disabilities?</li> </ol>	<p>Key informant interviews</p> <p>Survey</p> <p>Observation</p> <p>Accessibility Audit</p>
(e)	<b>Organizations of Persons with Disabilities</b>	What organizations of persons with disabilities exist in the area? What are their programming expertise, geographic coverage, and organizational capacity?	<ol style="list-style-type: none"> <li>1. What is the national umbrella structure of organizations of persons with disabilities?</li> <li>2. Who are their members in the intervention zone?</li> <li>3. What are their areas of growth, strengths and priorities?</li> </ol>	<p>Desk review</p> <p>KIIs with disability specialized NGOs such as CBM, HI, Light for the World, or Sightsavers</p> <p>KIIs with government disability office, organizations of persons with disabilities or their networks</p>



4.	<b>General considerations when analyzing data</b>	<ul style="list-style-type: none"> <li>■ Analyze findings by type of functional limitation, degree of impairment severity, and number of functional limitations. Use Washington Group Questions to determine both. See <a href="#">Disability Inclusive MEAL guidance</a> for more information.</li> <li>■ Look for differences in findings by age, gender, and disability. There may also be differences in rural vs urban areas due to availability of services, accessibility, and stigma.</li> <li>■ If your analysis has a stigma component, examine differences in self-stigma vs stigma experienced by persons with disabilities from family, service providers, neighbors, or caregivers.</li> <li>■ Group accessibility findings by accessibility category: physical (infrastructure), policy, attitudinal, financial, transportation, information, communication.</li> <li>■ When analyzing attitudinal barriers, consider differences in attitudes and behavior of CRS staff, partner staff, and service providers.</li> </ul>
5.	<b>Examples / sample assessment tools, processes, reports, etc.</b>	<ul style="list-style-type: none"> <li>■ <a href="#">Rapid Disability Inclusion Barrier Analysis</a> in Ethiopia for a food distribution program includes the assessment tool, description of the process, findings, and recommendations.</li> <li>■ <a href="#">DFSA Disability Assessment report</a> from Ethiopia with a description of assessment process, findings and recommendations with a food security and resilience project.</li> <li>■ This is a <a href="#">rapid barrier analysis</a> to look at malaria service access in Tanzania. Includes tools, methods, and findings.</li> <li>■ <a href="#">Assessment methodology</a> and <a href="#">report</a> used to inform a Disability Inclusive Youth Livelihoods Training program design for a 2023 proposal in DRC</li> <li>■ <a href="#">Example of Key Informant Interview questions</a> with a disability lens to ask nutrition and ECD providers to inform project design.</li> </ul>
6.	<b>Sectoral assessment checklist</b>	<p>Response options: Yes/No (<i>If no, devise means to address the gaps/concern/issue</i>)</p> <ul style="list-style-type: none"> <li>■ Have enumerators been trained on the basics of disability awareness and etiquette?</li> <li>■ Does the team of enumerators include some persons with disabilities?</li> <li>■ Have protection-related referral services been mapped/identified in case a concern is identified during data collection?</li> <li>■ Have persons with disabilities provided input into the drafting of assessment questions?</li> <li>■ Is disability status part of the assessment questions and collected using one of the tools recommended in the CRS internal Disability Inclusive MEAL guidance?</li> <li>■ Do enumerators have the skills and protocols to deliver informed consent in accessible formats to persons with disabilities?</li> <li>■ Have you selected accessible locations for focus group discussions or key informant interviews?</li> <li>■ Have you made plans to ask assessment participants about their reasonable accommodation requests in advance of the assessment, when feasible?</li> <li>■ Have sign language interpretation services been identified and enumerators know how to access those services?</li> <li>■ Is there a small budget set aside to cover expenses related to communication support (sign language interpretation) , transportation costs for personal aids or family members who accompany participants with disabilities to support their participation?</li> </ul>

## Appendices

### (i) Glossary of terms

Please refer to the CRS [Disability Inclusive Project Design Guide](#) for a glossary of terms

### (ii) Relevant conceptual frameworks and technical guidance.

- [Convention on Rights of People with Disabilities basics](#)
- [CBR Matrix](#)
- [Accessibility Go A Guide to Action](#)
- [Summary of Disability Frameworks](#)

Other technical documents:

- [CBM Disability Inclusive Development toolkit](#)
- [Humanitarian inclusion standards for older people and people with disabilities](#)
- [IASC Guidelines on the Inclusion of Persons with Disabilities in Humanitarian Action](#)

### (iii) Sample terms of reference (ToR) or scope of work (SoW)

- [Scope of Work for Barrier Analysis on Malaria Service Access among People with Disabilities in Tanzania](#)

### (iv) Sample tools, questionnaires, and assessment reports

Please refer to the CRS [Disability Inclusive Project Design Guide](#) for examples of disability-related assessment questions for livelihoods, education, health, family strengthening, WASH, and humanitarian programming.

## 4.5 Protection Assessment

PROTECTION ASSESSMENT GUIDANCE (includes Psychosocial wellbeing & Safe and Dignified Programming)		
1.	<b>Key assessment objectives</b>	<ul style="list-style-type: none"> <li>■ To identify the different risks, threats, and vulnerabilities affecting the protection (safety) and wellbeing of individuals and communities in the target area.</li> <li>■ To understand the capacity and resources available to mitigate and manage these risks (threats).</li> <li>■ To guide the integration of “safe and dignified programming” – i.e., how to ensure safety, dignity and meaningful access, without causing any harm – in the design and implementation of the project.</li> </ul> <p>In the event of a standalone Protection Project, a more in-depth assessment is needed.</p>
2.	<b>Conceptual frameworks and core technical approaches informing the focus of the assessment</b>	<p>Protection – broadly defined - ensures safety, dignity, enhanced wellbeing, and inclusion (that no one is harmed or left behind). This encompasses Mental Health and Psychosocial Support (MHPPS) and the principles of <u>Safe and Dignified Programming</u> (also known as protection mainstreaming), in addition to area structures, policies, laws, culture, beliefs, and practices at the individual, family and community levels – most especially affecting those who are most vulnerable. Without all these components, participants cannot fully engage in re/building their own lives or that of their families, community, or larger society.</p> <p>See:</p> <ul style="list-style-type: none"> <li>■ UNDP, <a href="#">Integrating Mental Health and Psychosocial Support into Peacebuilding</a> (2023)</li> <li>■ <a href="#">Safe and Dignified Programming CRS: Analysis</a>:</li> <li>■ Oxfam, <a href="#">Developing a Community Protection Action Plan: Tools and Templates</a> (Resource pack on Community Based Protection)</li> </ul> <p><b>Theory of Change:</b></p> <p>If the consideration of protection risks, capacities, and “Safe and Dignified Programming” are integrated into project analyses to improve the well-being of individuals, communities, and society at large, then the goal of the project (e.g., social cohesion, a more peaceful society; increased economic sustainability), etc. are enhanced, which builds resilience and no one is harmed or left behind.</p>

3.	Key themes to cover in the analysis	What we want to know ( <i>the general assessment questions</i> )	Suggested specific questions	Suggestions for how to get this information ( <i>methods, tools including PLA tools</i> )
(a)	<b>Protection and psychosocial risks</b>	What are the different risks (threats) affecting the protection (safety) and wellbeing of individuals and communities in the target area?	<ol style="list-style-type: none"> <li>1. What are the key protection and psychosocial risks experienced in the suggested area of operation? (<i>See Tier 1</i>)</li> <li>2. What are the specific protection and psychosocial risks children, women and other vulnerable groups face in the targeted area? Consideration may include: <ul style="list-style-type: none"> <li>■ Armed conflict, oppression, or gang violence</li> <li>■ Ethnic / religious tensions</li> <li>■ Gender-based violence</li> <li>■ Child abuse / child labor</li> <li>■ Human trafficking</li> <li>■ Climate disasters / climate change</li> <li>■ Loss of housing, land, property, economic sustenance</li> <li>■ Exclusion / lack of equitable access to opportunities and services</li> <li>■ Psychosocial distress and mental trauma</li> <li>■ Secondary trauma (the effect on caregivers, volunteers, and staff)</li> </ul> </li> <li>3. Specifically, how will these risks interact with the project: <ul style="list-style-type: none"> <li>■ How might the project exacerbate the risks?</li> <li>■ How might the project mitigate the risks?</li> </ul> </li> <li>4. Which risks are most severe, that will cause the most harm? (prioritizing the risks)?</li> <li>5. Which groups are most vulnerable to these risks (prioritizing the vulnerable in the target area)?</li> </ol>	<p>Desk review Focus Group Discussions (FGDs) with vulnerable groups and with representational leaders.</p> <p>Key Informant Interviews (KIIs), consultations</p> <p>Community household surveys</p> <p>Take note of barriers that might exist -- cultural, age, language, beliefs, religion – that interfere with getting the desired information. with disabilities</p>



(b)	<b>Protection and psychosocial capacities</b>	What capacities and community assets exist within the targeted area?	<ol style="list-style-type: none"> <li>1. What are the physical or psychological capacities and other available community assets to which participants may have access for their protection and wellbeing? Examples are: <ul style="list-style-type: none"> <li>■ Locally available NGOs, CBOs, and religious institutions that are available for community engagement, support and/or social cohesion</li> <li>■ Community associations (formal and informal groups) that are available for advocacy, skill-sharing, care, and support</li> <li>■ Public institutions (e.g., schools, health centers, other government resources, etc.)</li> <li>■ Private sector businesses</li> <li>■ Community leaders with special skills and/or training</li> <li>■ Local customs/cultures that offer coping mechanisms</li> <li>■ Youth leaders</li> <li>■ Media resources and other avenues for information sharing</li> <li>■ Locally available technology</li> <li>■ Well-being and support strategies to mitigate trauma, including secondary trauma for those who are involved in helping others.</li> <li>■ Feedback and complaint mechanisms for accountability</li> </ul> </li> <li>2. Relative to others, how available are these resources to vulnerable groups (e.g. children, women, older people, people with disabilities, specific ethnic groups, etc)? Assess equitable access.</li> </ol>	<p>FGDs KIs Community mapping</p> <p><a href="#">Identifying Community Assets and Resources</a>: Chapter 3 of the Community Tool Box (Center for Community Health and Development, University of Kansas)</p>
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(c)	<b>Safe and dignified programming</b>	How are the 4 protection mainstreaming principles integrated in projects that are Stand-alone Protection/ MHPSS projects and those that integrate protection/MHPSS with other areas of focus (e.g., livelihoods, health, or peacebuilding, etc.) by actors in the target areas?	How are actors in the target areas already integrating these four principles to ensure safe and dignified programming? The principles are: 1. Prioritization of safety and dignity and avoid causing harm: How are actors in the target areas already addressing both physical and psychosocial risks? 2. Equality/meaningful access: How are actors in the target areas already paying special attention to vulnerable groups, in proportion to need and without any barriers (I.e., discrimination)? 3. Accountability to participants: What community-based feedback, response and accountability mechanisms already exist in the target areas, including but not limited to safeguarding? 4. Participation and empowerment: How are actors in the target areas already supporting the development or strengthening of self-protection capacities and assist people to claim their rights, including - not exclusively - the rights to shelter, food, water and sanitation, health, mental health, and education?	<a href="#">Protection Risk Analysis: A Step-by-Step Guide for Country Programs and partner Project Teams</a> (CRS, 2019)  <a href="#">Briefing Note: Protection Mainstreaming/ Safe and Dignified Programming</a> (CRS, Caritas Australia and Cafod, 2018)
4.	<b>General considerations when analyzing data</b>	<ul style="list-style-type: none"> <li>■ To the extent possible, data should be disaggregated according to the vulnerability factors in the target area and in the anticipated project, e.g., gender, age, ethnicity, etc.</li> <li>■ Incorporate intersectionality of identities and how systems of inequality and discrimination interact with and compound vulnerabilities to protection risks, including psychosocial risks, and the effects these risks have.</li> <li>■ Data analysis should protect the privacy and safety of respondents and their families.</li> </ul>		

5.	<b>Examples / sample assessment tools, processes, reports, etc.</b>	<p><a href="#">Safe and Dignified Programming CRS: Analysis:</a></p> <ul style="list-style-type: none"> <li>■ Protection Mainstreaming Briefing Note (Safe and Dignified Programming) <a href="#">[English]</a></li> <li>■ Guide to Protection Risk Analysis <a href="#">[English]</a></li> <li>■ Protection Risk Analysis Matrix and Action Plan Template <a href="#">[English]</a></li> <li>■ GPC Sample Needs Assessment Questions per Sector <a href="#">[English]</a> <a href="#">[Français]</a></li> <li>■ IRC Needs Assessment Checklist <a href="#">[English]</a> <a href="#">[Français]</a></li> <li>■ Guidance for Protection Mainstreaming in Proposals <a href="#">[English]</a></li> <li>■ Trocaire Needs Assessment checklist <a href="#">[English]</a></li> </ul> <p>CRS: <a href="#">Focus Group Discussions/ Practical Guide</a></p> <p>CRS: <a href="#">Key Informant Interview Checklist</a></p> <p>C. Dummett, C. Hagens and D. Morel, <a href="#">Guidance on Participatory Assessments</a> (CRS, 2013)</p> <p>Protection Scales and Measures:  <a href="https://crsorg.sharepoint.com/sites/Protection-Measures">https://crsorg.sharepoint.com/sites/Protection-Measures</a> (MyCRS website)</p> <p>Minimum Standards for the Care of Children in Residential Care Facilities: <a href="#">Checklist</a></p> <p><a href="#">A Principled Approach to Conflict Sensitive Do No Harm Programming in the context of Federal Iraq and the Kurdistan Region Emergency Livelihoods and Social Cohesion &amp; Cluster.</a></p>
6.	<b>Sectoral assessment checklist</b>	<ol style="list-style-type: none"> <li>1. Has the assessment ensured that no additional risk or increased vulnerability is caused during the assessment process, even inadvertently?</li> <li>2. Has the assessment process put measures in place to ensure that participation will remain voluntary and only after consent of the individual and/or guardian?</li> <li>3. For standalone Protection projects, have you planned an in-depth assessment process?</li> </ol>

## Appendices

### (i) Glossary of terms

**“Safe and Dignified Programming”** and **“Protection Mainstreaming”** may be used interchangeably. The four core principles of Safe and Dignified Programming (see #3, above) apply to all projects and programs. Generally, this does not mean changing WHAT we do but rather HOW assistance is provided to ensure safe, good quality programming with special care for vulnerable individuals and groups, and with a consistent focus on DO NO HARM.

**“Protection Integration”** refers to the inclusion of protection and wellbeing considerations into projects whose overall objective is not usually related to protection, but where specific protection knowledge, skills, and/or activities are important to achieve the project’s objectives.

**“Stand alone protection”** is a specific sector – much less frequent at CRS– where the project focuses directly on activities to prevent or respond to acts of violence, coercion, discrimination, human trafficking, and/or the deliberate deprivation of services.