GBV Emergency Response & Preparedness

Part 2: GBV Rapid Assessments

WELCOME!
BIENVENUE!
KARIBU!
BYENVENI!
KOPANGO!
BEN VENUTI!
MAUYA!
مرحبًا
¡BIEN VENIDOS!
Gathering Information in Emergencies: Assessment Basics
Session Objectives

Understand why and how we gather information to inform GBV interventions in emergencies.
To identify and improve understanding of:
- the nature of violence against women and girls;
- risk factors for violence;
- available services;
- gaps and needs for further intervention.
Questions We Are Trying to Answer:

What is happening?

- What is the problem and what are the priorities?
- What type of violence is occurring? Why is it happening?
- Do women and girls have other needs that are not being met?

What interventions will best address the problem?

What is already being done to address the problem and who is doing it?

What could and should we do to complement these efforts?

- What is our capacity to implement these interventions?
- What resources are available?
Assessment Process

- Planning
- Recruit Assessment Team
- Implementation
- Post-study and analysis
- Recommendations
- Response

The Rapid Assessment CHECKLIST!

Preparation & ADVOCACY!

ACTION!
Ethical Considerations in Information Gathering
Session Objectives

Understand **ethical considerations** when designing and carrying out assessments.
Important!

Effective assessments **only** collect information that may be used for programming and advocacy.

All assessment team members must understand fully the ways in which assessments can increase violence against women and girls and must not purposefully target survivors when collecting information from community members.
GBV Rapid Assessments...

...are limited in scope.

...are realistic in terms of timing and resources.

...adhere to international ethical and safety standards for collecting information on sexual violence during an emergency.
Have you referred to these in the field?
WHO Ethical & Safety Recommendations

- BENEFITS OUTWEIGH RISKS
- METHODOLOGY GROUNDED IN BEST PRACTICE
- SURVIVOR CARE & SUPPORT ARE AVAILABLE
- SAFETY & SECURITY OF THOSE GATHERING INFORMATION IS PARAMOUNT
WHO Recommendations, cont.

- **CONFIDENTIALITY**
- **INFORMED CONSENT**
- **INFORMATION COLLECTION TEAM HAS SPECIALIZED TRAINING**
- **SAFEGUARDS FOR CHILDREN ARE IN PLACE**
Children & Information Gathering

If you identify any of the following criteria during consultations with other actors, you should advocate strongly **against** collecting information with/for/about children:

- *Children’s safety and well-being will be put at risk.*
- *Basic care and support services do not exist for children.*
  - *Skilled interviewers are unavailable.*
  - *Information can be gathered elsewhere.*
How can the information be used to safely promote protection (which includes all prevention and response activities) for those at risk?

Simple Questions to Ask:

• What is the goal of the activity?
• How likely is it to achieve this goal?
  • What are the risks?
  • How can risks be reduced?
• Is it fair to the people included?
REVIEW OF KEY POINTS:
Ethical Considerations in Information Gathering

The highly sensitive nature of sexual violence poses a unique set of challenges for any information gathering activity.

Failure to address the WHO recommendations can result in harm to the physical, psychological and social well-being of those who participate and can even put lives at risk.
Carrying Out an Assessment
Session Objectives

Introduce different types of assessments.
Determine which assessment tools to use in diverse emergency settings.
Rapid Assessment Tools in the GBV Emergency ToolKit

SAFETY AUDIT

SERVICE MAPPING

INDIVIDUAL INTERVIEW

FOCUS GROUP DISCUSSION

COMMUNITY MAPPING GUIDANCE
## TOOL:

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<td>---------------------------------------------------------------</td>
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<tr>
<td>Camp or setting with well-defined geographic boundaries</td>
<td>High presence of armed actors</td>
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<tr>
<td>Skilled team available, able to observe, remember and later record</td>
<td>High distrust of external actors entering the community</td>
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<td>NOT USEFUL / APPROPRIATE</td>
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<tr>
<td>Setting with many actors / service providers</td>
<td>Early acute emergency, when basic, fast information can come from secondary sources or individual interviews</td>
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<tr>
<td>Cluster system activated and able to support</td>
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<tr>
<td>Skilled team available</td>
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## FOCUS GROUP DISCUSSION

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<th>MOST USEFUL / APPROPRIATE</th>
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<tr>
<td>Setting in which there are few other actors and available information is limited</td>
<td>No services available</td>
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<tr>
<td>Skilled team available</td>
<td>High insecurity</td>
</tr>
<tr>
<td>Participants from similar backgrounds (i.e., gender, ethnicity, etc.)</td>
<td>High levels of distrust or intra-community tension</td>
</tr>
<tr>
<td>Community expresses willingness to talk</td>
<td>Community shows reticence to talk</td>
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## Community Mapping

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<th>MOST USEFUL / APPROPRIATE</th>
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<tr>
<td>Community in which visual communication is common and/or may be helpful</td>
<td>High insecurity</td>
</tr>
<tr>
<td>Skilled team available</td>
<td>High levels of distrust or intra-community tension</td>
</tr>
<tr>
<td>Participants from similar backgrounds (i.e., gender, ethnicity, etc.)</td>
<td>Limited time available</td>
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<td>Community expresses willingness to talk</td>
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## INDIVIDUAL INTERVIEW

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<tr>
<td>Services available</td>
<td>High presence of armed actors</td>
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<tr>
<td>Safe for respondents to answer questions</td>
<td>Limited time to carry out assessment</td>
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<tr>
<td>Skilled team available</td>
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Rapid assessments do not provide the detailed information that is necessary to design comprehensive GBV programming.

That is why the IASC Guidelines recommend a **GBV-focused situational analysis**.
REMEMBER!
Assessment Process

• Planning
• Recruit and train assessment team
  • Implementation
  • Post-study and analysis
  • Recommendations
  • Response
Presenting Assessment Results & Recommendations
Session Objective

Review how to safely and effectively present information collected during an assessment.
Analyzing Assessment Results: Tips & Guidelines

Remember the importance of **BACK TRANSLATION** and ensuring the integrity of your data.

Develop and use one **TEMPLATE** that corresponds to each tool you use to collect data.

Note **TRENDS** in the information that you are gathering: What is coming up most frequently? What patterns can you notice?

**TRIANGULATE** the information!

Bring information together from a variety of sources in order to confirm or validate findings.
I. EXECUTIVE SUMMARY

• Background
• Protection concerns for women and girls
  • GBV (rape and sexual violence; survival sex; reluctance to report)
  • Safety and security when accessing resources (firewood; distributions; water; shelter)
  • Lack of safe access to services
• Recommendations: Synopsis / overview
II. METHODOLOGY

III. FINDINGS

- Protection concerns identified by women and girls
- GBV: Rape and sexual violence
- GBV: IPV, early marriage and survival sex
- Lack of safe access to services
- Help-seeking behaviors
- Who is at risk
- Risk reduction strategies
IV. CONCLUSIONS

The identified protection concerns including GBV can be mitigated by meeting the minimum standards in responding to emergencies through all sector interventions, as outlined in the IASC GBV Guidelines. These include:

• Coordination
• Protection
• Water and sanitation
• Food security and nutrition
• Shelter and site planning, and NFIs
• Health and community services
• Education
• Information, education and communication
V. RECOMMENDATIONS
Improve availability of clean water, sanitation and hygiene facilities, promotion of appropriate hygiene practices and provision of hygiene kits in therapeutic feeding centers as well as in the community for displaced and host populations. Child-friendly and temporary learning spaces will also be targeted in other locations.

- No target
- Recommendation overload
- Insufficient attention to gender and age
Donors should fund prevention activities that have a demonstrable impact on reducing the incidence of violence.

- Unclear what the action is
- Not feasible in emergency phase
- Sets unrealistic expectations
jNGOs should engage men in GBV programs to change social norms that promote or condone gender-based violence.

- Not relevant to emergency phase
- Must root recommendations in findings
Assessment Guidelines

- Make clear, specific, targeted recommendations for action.
- Assessment findings should be shared with key actors and coordinating bodies.
- You should advocate to ensure that the actions your organization is not able to implement directly are taken up by other actors.