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States have the obligation to protect internally displaced persons (IDPs) to the same standard they are obliged to protect other citizens. Humanitarian agencies support States in this regard.

This publication is intended to assist States and humanitarian agencies in their protection, including assistance, work. In particular, it provides a framework to analyze protection gaps experienced by IDPs and affected populations so that state, humanitarian, and community based initiatives are planned and implemented to remedy gaps and the facilitate solutions.

To that end, the Framework is designed to provide a comprehensive view of the situation of IDPs and affected populations highlighting the main risks they face and how these impact on them. It is also structured to indicate whether the protection risks experienced by these groups are also encountered by non-affected populations. Moreover, it is designed to capture the resources available both within the IDP community and the local and national capacities available to address such risks.

The Framework is divided into two parts. The first part contains a set of questions guiding the user to the areas that need to be assessed. The second part provides guidance on the participatory methodology to use with the population of concern and hosting communities to hear from them the protection risks they face as well as their capacities and proposed solutions to address those risks. As outlined more fully below, their views are central to the framework methodology.

The use of the Framework will assist in the identification of where national and local state capacities need strengthening as well as point to areas where the capacities of international organizations, national agencies, civil society and IDPs need to be reinforced. The resulting analysis should therefore provide the necessary blueprint to inter-agency capacity building and solution support operational planning.

The Framework should therefore be seen as a complement to other inter-agency tools, either existing or under development, including, in particular the Inter-Agency Handbook on IDP Protection, which is under preparation and which will provide operational guidance on how to deliver protection and solutions at a field level as well as the Guidance for IDP Profiling, which is a tool designed to help Country Teams to gather better data on IDPs, in particular number of displaced persons disaggregated by age and sex and their location/s, and which will set out different methodologies for ascertaining the number and location of displaced persons disaggregated by age and sex and their location/s, and provide guidance on choosing the optimum method for a given country context.

The Framework is designed to be used in the context of IDP situations arising from armed conflict, situations of generalized violence or violations of human rights. It does not address issues specific to displacement caused by a natural disaster nor does it focus on protection risks faced by the broader population outside the IDP context. Nevertheless, the Framework can be relevant in such contexts since many of the risks faced by these groups are similar to those covered here. Moreover, this Framework may be a useful frame of reference in the future development of other assessment tools pertaining to IDPs from natural disasters and to protection risks faced by the civilian population as a whole.

The standards guiding the questions in this Framework are those that apply to IDPs who are citizens of the country in which they are displaced. It is recognized, however, that IDPs can be stateless or otherwise non-nationals of the country in which they reside. For most fundamental human rights the standard is the same. Where this is not the case, for example (e.g. right to secondary education, political participation, work, etc.) the applicable human right standards for IDPs who are not citizens will be the norms that apply for non-nationals.
WHEN TO USE THE FRAMEWORK

This Framework has been designed to assist in the development of a common interagency strategy responding to internal displacement. A shared view of the protection gaps affecting IDPs will help to ensure an integrated response to remediying those deficits. In particular, it should help to facilitate an interagency assessment and from that an interagency strategy with agreed programmatic interventions.

The Framework therefore can be useful to provide input to the following processes lead by the Country Team:

- The Consolidated Appeals Process (CAP) in complex emergencies to develop a protection response for IDPs as part of the Common Humanitarian Action Plan (CHAP).
- The Post-Conflict Needs Assessment (PCNA) to help national authorities supported by the international community develop and implement short-term and mid-term recovery priorities.
- The Common Country Assessment (CCA) in preparation for the United Nations Development Assistance Framework (UNDAF) and specifically in regard to the assessments and development interventions required to address protection problems affecting IDPs.

The Framework can also be used for individual agency protection assessments, as well as for other ad hoc interagency processes.

In the future, the Framework will be complemented by a simple inter-agency rapid assessment tool to be used at the very initial stages of an emergency.

ORGANIZATION OF THE ANALYSIS

The Framework adopts a rights- and community-based approach. That is to say that it looks at what can be done to support communities in ensuring their enjoyment of fundamental rights as opposed to simply addressing what are perceived to be their needs and it looks to what the community itself can contribute in that regard.

It is structured along the UN Guiding Principles and is organized into different chapters, each of which reflects a core protection component, as in international human rights and humanitarian law. Annex 1 provides references to relevant legal instruments and other guidance for each chapter and the accompanying CD-ROM includes the full text of these sources.

The questions in each chapter are designed to help determine to what extent IDPs and affected populations enjoy international human rights and whether they suffer from violations of international humanitarian law. Where the reality falls short of international standards, that constitutes a protection gap.

Additionally, the questions are drafted so as to include diverse perspectives such as those of women, girls, men, boys, indigenous people, older people, persons with disabilities and other groups and to ascertain whether they are differentially affected. In that way, measures designed to remedy gaps will be based on their priorities and of benefit for all IDPs and affected populations rather than those who are most visible or vocal. By discussing protection gaps with IDPs and affected populations, they will also become more informed about their rights.

Finally, the questions in the Framework are also designed to capture how communities address protection gaps and what other mechanisms they would need to reduce protection risks. In this way suggestions to fill protection gaps should recognize and build on existing capacities.

RECOMMENDED STEPS TO COMPLETE THE ANALYSIS

1. Establishing an interagency and multi-functional team

It is recommended that an interagency team be established to undertake the analysis. The team should have a balanced representation of men and women with different areas of expertise. The
team should bring together the documentary material necessary to produce an initial gaps analysis and test/validate the initial findings through participatory assessments with IDPs before the analysis is finalized.

2. Review of existing documentation

The Framework is not meant to be a statistics-gathering instrument, nor is it a substitute for agency specific protection-related and sectoral standards and indicators. Rather, in the first instance it should be used to draw together available documentary information such as annual reports, monitoring reports; previous needs assessments and evaluations.

Past experience has shown the advantages of preparing a draft gaps analysis in advance of consultations with relevant authorities and people of concern. The information in the draft can then be tested/validated with relevant national and local authorities, IDPs, and local communities. Where the writing of a draft gaps analysis in advance of consultations is not possible, at a minimum a summary of the main gaps arising from the documentary evidence, using the broad themes of the Chapter headings of this Framework, can be used as a guide to help structure discussions the other stakeholders.

3. Participatory assessments with IDPs

IDPs and affected populations have a right to actively participate in decisions that affect them. Moreover, their participation is essential to ensure that programmes and interventions for their benefit effectively address their needs and protect their rights.

Participatory assessment is a means to ensure that participation. A central component of effective participatory assessments is the holding of separate structured discussions with women, girls, men, boys of diverse ages and backgrounds focusing on their specific protection risks, understanding their capacities and ensuring each group a voice in setting priorities and proposing solutions.

Generally women, minority groups and indigenous people have less social, economic and political power and are less represented in formal leadership structures. Consequently, they are often overlooked in assessment and planning processes, and this lack of inclusion can inhibit their access to and control over resources on equal terms with others. Participatory assessments that ensure their views are heard, as well as those of children and other marginalized groups, may help to prevent this and to ensure that their specific protection risks are addressed.

Part II of the Framework provides guidance on how to prepare, organize, and conduct a participatory assessment and incorporate results into a comprehensive gaps analysis and a common country protection strategy.

4. Participatory assessment with hosting communities

Participatory assessments should normally also include hosting communities. Their views are important to understand whether protection risks are specific to IDPs or also impact on the whole community. This in turn will substantially influence the type of response to provide. There are different ways that these consultations can take place including interviews, focus group discussions and joint meetings with members of the hosting community and IDPs. The choice will depend on the context and, in particular, security concerns.
5. Interviews with relevant authorities, NGOs and other actors

Effective efforts to enhance protection of IDP communities and strengthen local and national protection capacities rely upon the participation and engagement of relevant local and national authorities, be they lawful or de facto ones as well as NGOs and other relevant actors. Their views as to gaps, needs, constraints, and potential remedies are essential in arriving at a comprehensive situational analysis. Moreover, their participation at the outset will help to ensure the collaboration necessary to ensure robust protection of IDPs and facilitate solutions.

Interviews with authorities should canvass:

- Their legal and/or administrative responsibilities/mandate;
- Their views on protection gaps affecting IDP communities and their capacities to address those gaps;
- Their current and planned activities to remedy protection gaps and;
- Their resources and capacity to implement those activities and how these are prioritised.

PRESENTATION OF THE ANALYSIS

Once the views of local and national authorities have been solicited and participatory assessments completed, the analysis should be compiled. The questions in the Framework are comprehensive and not all will be directly relevant to every IDP situation. Therefore the use of the Framework can be adapted to the relevant IDP context.

In regard to style, short sentences, plain language and concise paragraphs (and a recommended length of no more than 40 pages) are means to ensure that the report will be read, understood and relied upon as the central reference document for prioritizing protection gaps and developing strategies to remedy them.

It is recommended that each analysis contain an Executive Summary at the beginning that sets out the main findings.

The CD-ROM includes a report template formatted in MS Word.

PROTECTION PLANNING AND PROGRAMMATIC RESPONSE

The analysis produced using this Framework should constitute the basis for joint planning by all relevant stakeholders. It is therefore recommended to organise a stakeholders’ meeting where all relevant actors, including representatives from IDPs and affected populations, can discuss the gaps identified, agree on priority areas to address and on the measures necessary to do so.

To assist in tracking the development of initiatives and long-term collaborative strategies to support States and communities in enhancing protection to IDPs and affected populations, a matrix template is included on the CD-ROM for recording identified gaps, projects to remedy them, implementation period, cost, funding source and implementing agency.
**1. Context**

**1.1 Demographics**

1. Briefly describe the IDP population, noting if sources are recent and reliable. Include information on:
   - Areas of origin
   - Size (numbers)
   - How long have IDPs been displaced? Is the displacement still ongoing?
   - Location (including rural/urban, in camps/dispersed etc.)
   - Socio-economic profile, disaggregated by age, sex, ethnicity, religion, caste/clan, including groups with specific needs (e.g. unaccompanied and separated children, grand-parent and single-parent headed households, etc.) and groups at heightened risk.

2. What methods are used to collect basic IDPs data (i.e. on numbers, location, etc.)?
   - What data is being collected and for what purpose?
   - How has information on specific needs been collected? Has the community been involved?
   - Is the available information adequate to protect IDPs?

3. Are IDPs included in government census and/or other demographic surveys?

**1.2 Root causes of displacement**

1. What are the root causes of flight?
   - What forms of violence, abuse, exploitation, including gender-based violence (GBV), or serious deprivation and discrimination forced people to flee their homes?
   - Who were the alleged perpetrators?
   - Which groups or individuals were targeted and why?

2. Have the causes of displacement been addressed?
   - Have hostilities diminished or ceased?
   - Where any measures implemented by any authorities to stop, prevent or mitigate causes of flight?
   - Have violence and violations of those rights that brought to displacement diminished or stopped?
   - What peace/reconciliation efforts, if any, are under way?
   - Is renewed displacement anticipated?

3. Briefly describe existing international and national peace processes
   - Have the views of the community, including those of women in peace-building been considered?

[...] urges Member States to ensure increased representation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict; Security Council Resolution 1325 / 2000
Evacuating children without family members should be the last resort, after it has been carefully determined that protection cannot be provided in place and that evacuation of the entire family is not feasible.

Do they contain provisions relating to displacement (e.g. return, housing, land and property restitution, etc.)?

Do they contain provisions for the protection of specific groups (e.g. women, minorities, indigenous people) which enhance IDP protection?

1.3 Prevention of displacement

1. Is forcible displacement an offence that is prosecuted and are all actors aware about the prohibition of arbitrary displacement?

2. Have steps been taken to address the root causes of displacement?
   - If so, what are they?
   - Do these steps include measures to prevent displacement of persons with a special dependency or attachment to their land (such as indigenous peoples, minorities, peasants, and pastoralists)?

3. What additional support do communities state they need to reduce threats leading to displacement?

1.4 Humanitarian evacuations

1. If humanitarian evacuations have taken place, who carried them out and were there exceptional circumstances to justify them?

2. Who was evacuated, for what reason, and were they consulted first?

3. Was family unity ensured and children evacuated together with adult family members?

1.5 Protection risks during flight

1. Briefly describe the main security threats faced by IDPs in reaching a safe location.

2. What belongings were they able to bring? Did they bring ID documents?

3. What kinds of protection risks do IDPs, in particular women and girls, face in transit centers or en route to areas of safety?

4. What arrangements have been made to address the protection needs of unaccompanied and separated children, older persons and persons with disabilities?

5. What support do communities state they need to reduce protection risks during flight, including in transit centers or en route to areas of safety?

1.6 Public Perceptions

1. Do non-displaced persons face similar protection risk(s) as IDPs?

2. Do they face different risks?

3. What are the attitudes of non-displaced persons towards IDPs?
1 Context

- Are IDPs perceived as placing a strain on natural resources (e.g. water, food, forest, land use) and services?
- Do landlords, employers and other private persons discriminate against IDPs who seek employment or wish to rent housing?
- Are IDPs ostracised for maintaining cultural practices?
- Have attitudes changed over time?
- Do attitudes differ by groups depending on location, area of origin, or other circumstances?

4. How informed is the local population on problems faced by IDPs?
   - What is the tone of public statements on IDPs by authorities, politicians, media, etc.?
   - Are there programs to raise awareness on the situation of IDPs? If yes, is the civil society involved in design and implementation?
   - Are IDP communities isolated or on the margins of communities?

5. Are there communal activities in which IDPs and affected populations participate together (e.g. sports and religious activities)?
   - If so, does such joint participation facilitate peaceful coexistence?

1.7 Conduct of receiving authorities towards IDPs

1. Are IDPs used by the authorities for political reasons (e.g. to keep a territory, to re-engineer the ethnic balance of a population: majority vs. minority), or to obtain funding from the international community?

2. Have local authorities conditioned aid granting to a particular behaviour of the IDPs (e.g. registering or voting in elections, supporting certain policies, cooperation, undertaking of some work)?
2. Protection Framework

2.1 Applicable international law
1. Indicate whether all relevant major international and regional human rights and humanitarian law instruments have been ratified and mention if key reservations have been made. (Attach annex)
   - Have ratified instruments been incorporated into national law.

2. Is there a situation of international or internal armed conflict triggering application of international humanitarian law?
   - What is the applicable international humanitarian law?

3. Has a state of emergency been declared? If so, briefly describe reasons for it and specify measures, area of the country concerned, time-limit and how it affects applicability of international human rights law.

2.2 National legal framework
1. Has the need been identified to take targeted legislative or administrative actions in favour of IDPs to ensure that they enjoy civil, political, economic, social and cultural rights on an equal basis as other citizens? If so,
   - Relating to which rights?
   - Which action has already been taken and which not?
   - In the absence of legislative/administrative action, has the gap been filled by courts?

2. If there is specific legislation concerning IDPs, briefly describe:
   - Its purpose
   - Whether it defines who is an IDP and if so, is the definition inclusive of all groups?
   - Does it introduce an IDP status at a national level, and if so what are criteria and procedures for granting and terminating status. Are certain groups of IDPs excluded from it?

2.3 Institutional framework
1. Briefly describe existing national structures dealing with IDPs
   - Is there a national institutional focal point for IDPs?
   - Are there national institutions that work with women, children, family and/or social welfare that can be a source of expertise and support for IDPs?
   - Which institutions have been more proactive in IDP protection?

2. If not, is there sufficient coordination among the institutions?
   - Are the roles and responsibilities of different government departments clear?
2 Protection Framework

3. Are government officials responsible for IDP protection at all levels trained to deal appropriately with the specific issues affecting IDPs?

4. Are there mechanisms in place to monitor and report on human rights violations?
   - Are national human rights institutions involved?
   - Are there international monitors and how do they relate to local authorities?
   - What impact do human rights monitoring activities have on IDPs?

5. If the area in which IDPs are located is controlled by non-State actors, do the de facto authorities have any capacity, willingness or policy to provide protection to IDPs? Briefly describe.

6. In case of territories administered by the international community, briefly describe their competences with regards to IDP protection.

2.4 Partnerships

1. Briefly describe which national NGOs are significantly involved in IDP protection?
   - In which geographical and thematic areas do they work?
   - Do they have necessary capacity?
   - Are they viewed as neutral by all concerned?
   - Are there other organisations (e.g. women’s organisations) which could be involved?

2. Are international humanitarian organisations involved in supporting the national authorities to deal with IDPs? If so,
   - Is it done under the collaborative approach? Briefly describe the role of each organisation involved, whether they have adequate capacity as well as the effectiveness of existing coordination mechanisms.
   - Has the cluster approach been adopted and, if yes, for which clusters? Briefly describe who leads the protection cluster and its functioning, including the co-ordination with other clusters and its effectiveness in addressing GBV and child protection.

3. To what extent are international humanitarian organisations:
   - Working with responsible national structures?
   - Engaged in joint needs assessments, strategy development, planning, field monitoring, evaluation and reporting exercises?

4. Do international humanitarian organisations have unimpeded access to all IDPs, regardless of the cause of displacement, the place of stay, and the personal characteristics of the IDP population (e.g. sex, age, nationality)?
   - If not, briefly describe for which groups access is restricted and why;
   - If so, has such access been negotiated with the government and/or non-state actors in control of the area?
   - Is there a difference in access between government controlled areas and areas controlled by non-state actors?
2.5 Meaningful Participation

1. Is there a regular, structured dialogue with IDP women, girls, boys and men of diverse ages and background to hear their views and their proposed solutions?
   - Is yes, how does this take place and who takes part?
   - Are the findings incorporated into the planning processes? If so how?

2. How do IDP representatives participate in planning processes?
   - What support is given to them to ensure meaningful participation and representation of all?

2.6 Solution-oriented approach

1. Are all stakeholders committed to find durable solutions from the onset of the displacement?
   - Could existing national and local policies for IDPs have the effect of perpetuating displacement? Could they favour one solution over others?
   - Could the role of the civil society and the media be favouring or obstructing solutions?

2. Where humanitarian assistance is provided, is it done in a way that builds or strengthens national capacities of the authorities, NGOs, of communities themselves?

3. Is humanitarian assistance provided without discrimination?
   - Is there a justification to provide assistance to IDPs only? Do non-IDPs need equal attention?
   - Do IDPs who are dispersed have access to humanitarian aid equal to IDPs staying in camps or settlements? If not is such difference justified?
   - Is assistance provided in a way that does not disrupt cultural practices, unless these are a cause of protection risks.

4. Are the protection concerns of IDPs addressed and integrated into development instruments, such as Common Country Assessment (CCAs), UN Development Assistance Frameworks (UNDAFs) and Poverty Reduction Strategy Papers (PRSPs)?

5. To what extent do national or regional development agendas take into account the particular protection concerns of and the need of solutions for IDPs?
3. Protection from Armed Conflict

3.1 Security in IDP areas
1. Are there attacks on civilians? If so, by whom?
   - What kind of attacks (e.g. bombing, looting, etc.)?
   - Are certain areas more at risk than others?
   - Are civilians used as human shields?
   - Are there attacks on hospitals, schools and other public services?

2. Are rape and other forms of GBV systematically practised by warring parties? If so, who is targeted and who are the alleged perpetrators?

3. Have humanitarian corridors and protected zones been established?
   - Are these respected by the parties to the conflict?

4. How are human rights violations documented? Who reports these and who receives them?

5. What protective mechanisms have been put in place to reduce these risks and by whom?
   - What further support do IDPs state they need?

6. Are there landmines that place people at risk? If so:
   - Are mined areas marked?
   - Has mine-planting stopped?
   - Has de-mining started and if so, has the community been involved in determining which areas to demine? Does it include areas used by women (e.g. to fetch water or firewood) and children?
   - Are there mine education activities and has the community been involved in their design?
   - What is the impact of demining and mineawareness activities?

3.2 Presence of armed elements
1. Are armed elements in IDP camps, settlements or communal centres?

2. If so, what risks does this pose for IDPs?
   - Do armed elements abuse or threaten IDPs, particularly women and girls?
   - Is international assistance diverted to those in participating in armed conflict? How and to what degree?
   - How does presence of armed elements and/or diversion of assistance impact on IDPs?
   - What action do the authorities take and what other measures are in place to address threats by armed elements and prevent diversion?

3. What protective mechanisms have been put in place to reduce related risks and by whom?
   - What further support would IDPs need?
3.3 **Support to armed elements**

1. Are there reports of forced recruitment, clandestine meetings, as well as forcible solicitation of funds/support for armed groups?
   - If so, who is allegedly responsible for this?
   - Under which circumstances does it occur?
   - Who does it affect?
   - What preventive and remedial action do the authorities take?
   - What is the reaction of the community to forced recruitment and/or other forced support to armed groups?
   - What kind of support would the community need to avoid or reduce such risk?

2. Are there known cases of boys and girls associated with armed forces and groups?
   - If not recruited by force, why do IDP girls and boys join armed groups?
   - What services do boys and girls provide and does it include direct participation in hostilities?

3. Are there programmes in place aimed at preventing this and are they effective?
   - What other forms of support would the community need to avoid child recruitment?

4. Has a country-level task force been established to monitor the situation of children associated with armed forces and groups?

5. Are special programmes in place to disarm, demobilize and reintegrate or rehabilitate IDP children associated with armed forces and groups?
   - Do they also address the specific needs of girls?
   - Who manages these programmes?
   - What is the involvement of the community?
   - What is their long-term impact on boys and girls?
   - What specific needs still remain uncovered?

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UN Security Council Res. 1612/2005 calls for the establishment of monitoring and reporting mechanisms on children in armed conflicts.
4. Security from Violence and Exploitation

4.1 Security risks deriving from common crimes
1. Is there a relatively high level of criminal activity in the areas of displacement? If so, are IDPs particularly affected compared to the rest of the population?
   - What are the most common crimes faced by displaced men, women and children: where available provide figures (by sex and age group) of particularly serious crimes, such as IDPs killed, seriously injured, rape, arson, kidnapping and disappearances?
2. Who is allegedly responsible for security violations?
   - Are IDPs at immediate risk of being discriminated or abused by the authorities or other actors from their area of origin?
   - Do certain activities (e.g. gathering firewood, food, washing, using toilets) or certain locations (e.g. transit centers) pose particular risks? If yes, is this because they are considered as illegal?

4.2 Law enforcement
1. Who enforces the law in areas hosting IDPs?
   - Is security in hosting areas integrated into the national security apparatus?
   - Are practical arrangements in place for cooperation on security issues with the international community (e.g. the Department of Peacekeeping Operations – DPKO, regional organisations)?
   - Are there community-based security mechanisms (e.g. neighbourhood watch, self-defence units, patrols)? If yes, what role do men and women IDPs play?
   - What support does the community state they need to minimise security threats?
2. Do law enforcement agents act in a way that protects IDPs?
   - How do IDPs view them?
3. Does approaching law enforcement agents entail risks for IDPs? Are these risks different than those experienced by the rest of the population?
   - Are such risks higher for some groups of IDPs depending on ethnicity, religion, age, gender, political opinion?
4. Are crimes against IDPs or certain groups of IDPs prosecuted less frequently than crimes against the local population?
5. What support would communities need to enhance law enforcement?

4.3 Gender-based violence (GBV)
1. Are displaced women, girls, men and boys subject to GBV? If so,
   - Which types of GBV and who are the alleged perpetrators?
   - Where do most GBV incidents take place and who is most targeted?

All humanitarian actors must take action, from the earliest stages of an emergency, to prevent sexual violence and provide appropriate assistance to survivors/victims.

IASC Guidelines for GBV Interventions in Humanitarian Settings
1. Do IDPs face more or different risks compared to the rest of the population?

2. Describe briefly the legal and institutional framework to combat GBV.
   - What is the minimum age of sexual consent?
   - Is sexual intercourse outside wedlock considered a crime? If yes, are sanctions disproportionately imposed depending on gender and are IDPs disproportionately affected?
   - Are the following acts criminalised in national law (also if committed against a man/boy): rape, sexual abuse and exploitation, sexual harassment, trafficking, forced prostitution, and domestic violence?
   - Are forced marriage, female genital mutilation and other harmful traditional practices also prohibited by law?
   - What national or regional programs are in place to prevent and combat GBV and how effective are they? Is training provided regarding GBV (e.g. education and awareness-building programmes targeting men, women and children and officials)?

3. What mechanisms are in place to identify those persons at particular risk to GBV and do they extend to IDPs?

4. What is the attitude by the authorities and the communities towards GBV?
   - What Government reporting mechanisms exist for GBV cases affecting IDPs and who administers them?
   - What obstacles do survivors and their families face when seeking support services and/or justice?

5. Are there UN-established GBV coordinating or reporting mechanisms?
   - Do they include a complaints mechanism to address alleged abuse by humanitarian workers and members of international forces?
   - How have communities been fully informed about the mechanisms?
   - Have all staff been trained on special measures for protection from sexual exploitation and sexual abuse?

6. Are reporting mechanisms effective?

7. What support is available to respond to GBV survivors in the following four areas (i) safety, (ii) medical support, (iii) psychosocial support and (iv) legal counselling and access to justice?
   - Do IDPs have access to the same services as the rest of the population? If there are special IDP services, what is the rationale?
   - What further support do local authorities or IDPs need?
   - What longer-term solutions are available to GBV survivors?

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Sexual exploitation and sexual abuse constitute acts of serious misconduct and are therefore grounds for disciplinary measures, including summary dismissal; UN Secretary-General’s Bulletin, ST/SGB/2003/13 of 9 October 2003, concerning Special measures for protection from sexual exploitation and sexual abuse.

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women. Convention on the Elimination of All Forms of Discrimination against Women, Article 6.
4 Security from Violence and Exploitation

4.4 Child labour
1. What is the minimum age for work?
2. Are some displaced children compelled to perform work that is hazardous, interferes with their education or is otherwise harmful to the health or development? If so, 
   - Which boys, which girls, for what reasons and in which type of work?
   - Do displaced children face more or different risks than other children?
3. What measures are in place (and are these IDP-specific) to minimize these risks and to take action when cases occur?
   - What role do central and local authorities play to reduce the risks?
   - What support does the community state they need to further address this?
4. Do displaced children enjoy their right to rest and leisure?
   - Do they have access to recreational activities and sport facilities?
   - Are boys and girls involved in the development of programmes for them?

4.5 Child risk prevention and response
1. What other forms of violence (not covered in previous chapters) are displaced boys and girls subject to?
   - Are they exposed to more or different forms of violence than other children?
2. Describe briefly the legal framework to protect children, including:
   - Age when majority is attained (including for military recruitment and voting);
   - Key inconsistencies of the national legal system with the Convention on the Rights of the Child;
3. What domestic administrative mechanisms are in place for child welfare?
   - Do they apply to IDP children without discrimination?
   - Are they sufficient to monitor the physical security, protection and well-being of IDP children?
   - Are they effective in responding to child protection risks and incidents and do they provide appropriate follow-up and support to children and families?
   - Do they provide assistance to IDP children with mental and/or physical disabilities?
4. Do workers dealing with IDP children have necessary knowledge and skills on child protection issues?
5. Do workers who deal with children sign a code of conduct and are they trained in it?

4.6 Unaccompanied and separated children
1. Briefly describe number (by age and sex) and situation of unaccompanied and separated IDP children.
2. What measures are in place to cater to their specific needs (and are these different from those for non-displaced). Consider the following:
   - Identification;
   - Registration and documentation;
   - Guardianship;
o Provision of appropriate temporary care arrangements and monitoring thereof;
  o Tracing, verification of family relationship and family reunification;
  o Determination of best interests to identify appropriate durable solution.

3. What are the outstanding gaps with regard to these areas?
  o How are child-headed households protected and supported?
  o What support would the community and the responsible authorities need to fill existing gaps?

4.7 Persons with disabilities and older persons
1. What particular security risk do persons with disabilities and older persons (including grandparent-headed households) face?

2. What protection measures have the authorities and other actors taken to address these risks?
   o Do persons with disabilities and older persons have access to equipment such as wheelchairs, and other aids?

3. What further support do communities as well as responsible authorities require?

4.8 Other security threats
1. Are IDP areas threatened or seriously affected by natural disasters in their place (floods, quakes etc.) of displacement?
   o If yes, how does the community cope with it?
   o What support would be needed to minimise such risks?
5. Free movement and family life

5.1 Free movement and choice of residence

1. Are IDPs:
   - prevented from leaving the country?
   - Compelled or unduly pressured to return or to settle in places where their life, safety, liberty and/or health are at risk? and/or;
   - prevented from returning to their places of origin?

2. If so, describe who is affected?

3. Is freedom of movement and/or freedom to choose one's place of residence otherwise restricted? If yes, describe the restrictions
   - Are they unintentional (e.g. due to unsafe roads) and/or are they officially or unofficially imposed by the authorities?
   - Where restrictions are imposed by the authorities, are they necessary to protect national security, public order, public health or the rights and freedoms of others?

4. What is the impact of restrictions on movement and/or residence (e.g. access to employment, markets, land, schools and ability to become self-reliant?)
   - Do restrictions affect women, men and/or different age groups and minorities differently?

5. How do communities cope with restrictions on movement and/or residence?

5.2 Detention

1. Are there reliable figures (by age groups and sex) on the number of IDPs detained?

2. Are IDPs arbitrarily arrested and detained? If so:
   - Is the problem confined to IDPs or is it also experienced by the rest of the population?
   - Does it affect a particular group within the IDP population?
   - Why are they detained (e.g. lack of documents)?

3. Are minimum standards for arrest and detention respected (e.g. the person is informed of reasons, given access to free and impartial legal assistance, not indefinitely detained and their detention subject to judicial review)?
   - If not: describe in what ways and whether IDPs are disproportionately affected

4. Are detention facilities run in accordance with international standards (e.g. no torture, humane treatment, women separated from men and children from adults, medical assistance, family visits and family notification upon transfer, threats or methods impairing judgment during interrogation)?
   - If not, are IDPs disproportionately affected by the absence of these standards?

5. Does the ICRC or any other organisation conduct visits of IDPs in detention?
5.3 Right to family life

1. To whom do IDPs report missing family members? Do they cooperate with relevant national or international organizations for this purpose?
   - Do the authorities inform the next-of-kin on the progress of investigations and results?

2. Is family unity disrupted by displacement? If so, why?

3. What systems are in place for reunification of separated families?
   - Who is responsible? (E.g. what is the role of the authorities and that of the ICRC?)
   - Do the responsible authorities try to establish the fate and whereabouts of persons reported missing?

4. Does the government facilitate reunification of families which have been separated by displacement?
   - Does it allow family members to remain together and/or join other members of their family in displacement?
   - If restrictions on family reunification are imposed, specify what they are and the reasons for them.
   - In case of reunification of children, are family relations verified and best interests assessed?

5. Are the grave sites of IDPs and family members of IDPs protected and respected? Do IDPs have access to the grave sites of their deceased relatives?
6. Equal benefit of the law

6.1 Birth certificates
1. Are children born during displacement registered, including in areas under control by de facto authorities?
   o If yes, is this done in the same way as for other children born in the territory of the State?
   o Is there a safe mechanism for registration of births occurred prior to displacement?
   o Are parents issued birth certificates?
   o Are parents of newborn children informed of the importance birth registration and do they approach the authorities?

6.2 Identity and civil status documents
1. Do IDPs, without discrimination, have access to (i) identity documents and passports as well as (ii) civil status documents (e.g. marriage, divorce, adoption and death certificates) on equal terms as other nationals?
   o Can documents be issued or renewed without having to return to areas of origin?
   o If the government registry in IDPs’ places of origin has been destroyed (or is otherwise unsafe for IDPs or inaccessible), is there a fair and efficient mechanism for IDPs to establish their identity and obtain other documents?
   o Do IDPs face other obstacles (e.g. fees, length of procedure, frequent renewal requirements, etc.) and are these different from those faced by non-displaced?
2. Do women and men have the equal right to have documents issued in their own names? Are there procedural barriers with disparate impact on women?
3. Is there any information on documents which differentiates the IDPs from other citizens and if so, does such information prejudice or help to protect IDPs?
4. In the absence of responsible or accessible national structures, do any other institution and/or de facto authority issue documents to IDPs?
   o If so, explain which documents, who is responsible and whether they are recognised by the national authorities?
   o Similarly are documents issued by national authorities recognised by de facto and/or local authorities
5. What protection risks are associated with the lack of identity or civil status documents?
   o Which rights cannot be enjoyed?
   o Does it create difficulties in establishing nationality?

6.3 Ration cards and registration
1. Are IDPs who receive individual assistance (e.g. food) provided with a document confirming their entitlement to assistance (e.g. ration card)? If so,
   o Who issues the document?
   o Is a separate document provided to each qualifying individual or is it issued to a family or household (if so, who within the family gets it and does this lead to protection risks)?
   o Does it have security features which prevent it from being forged?
2. Is registration currently being conducted for all or part of the IDP population? If so
   o For what purpose?
   o Has an analysis of the potential risks of registration been done?
   o Who conducts the registration? If it is not done by the national authorities have they given their consent, at least tacitly, to it?
   o Who is being registered and what proportion has been registered individually?
   o Does registration take place in an accessible and safe location?
   o Are there any specific obstacles to effective registration?
   o Are persons conducting the registration adequately trained?
   o Is there a sufficient number of female personnel?
   o Is registration data shared with other humanitarian actors and have the risks of sharing registration details been considered?

3. Is IDP biodata recorded electronically? If so,
   o What is the procedure to update the registry?
   o Who has the custody of the registration data and is it safely stored?
   o Is it clear who should and can have access to registration data?
   o What steps have been taken to ensure respect for confidentiality?
   o Is the software used compatible with other agencies that may require the registration data (subject to confidentiality requirements)?

6.4 Other certifications
1. Briefly list other key documents that IDPs may need in order to access essential services or to work (e.g. health cards, employment records for work, education, or pension).
   o Do IDPs report systematic problems in obtaining any of those documents? If so, which ones? Why?
   o What is the impact on IDPs of lack of access to these documents.
   o What measures are in place to facilitate access to these documents and are these sufficient?

6.5 Effective remedies in law
1. Do IDPs face legal or practical obstacles in accessing effective remedies by the competent national justice system for acts violating their rights (e.g. relating to free access to courts, availability of legal aid or interpretation, due process guarantees)?
   o Are these problems different from those experienced by other nationals?
   o Do some IDPs (e.g. women, homeless, etc) have more difficulties in receiving an effective remedy than others?
   o Are decisions by courts, tribunals or other administrative bodies recognized and enforced in IDPs’ place of origin and in their place of displacement? If not, why not?

2. Are transitional justice mechanisms in place? If yes,
   o What are these?
   o Are there mechanisms to address most serious crimes, including rape, torture, and contemporary forms of slavery, or do they go unpunished?
6 Equal benefit of the law

- Is there an effective mechanism for witness protection?
- Is the capacity of transitional justice mechanisms sufficient?
- What is their impact on removing the root causes of displacement?
- Are existing mechanisms considered by displaced and non-displaced communities as sufficient?
- If not, what form of support would communities need?

6.6 Alternative dispute resolution systems

1. Do IDPs rely on traditional or other justice systems for adjudication?
   - What systems are in use, what types of situations do they address?
   - Are they formally part of the national legal system?

2. Are serious crimes systematically referred to by national justice systems? If not how are they dealt with?
   - What is, for instance, the typical punishment for rape?
   - If offenders are incarcerated what type of facilities are used?

3. Who are the decision-makers (age, sex, ethnicity, etc.) and what training do they have?

4. What are the strengths and weaknesses of these systems, including their impact on specific groups within the population such as women, children, older persons, persons with disabilities, and other minority groups?
   - Is corporal punishment imposed?

5. Does the community support the use of alternative justice systems? Do men and women have different views?

6. What interventions would be required to reduce any gaps between alternative justice systems and international legal principles?

6.7 Political participation and participation in public life

1. Are IDPs, both women and men, without discrimination, able to exercise their right to vote and stand for public office?
   - Do they have to return home to participate in national elections?
   - Can IDPs vote in local elections in places of displacement?
   - Are there other substantial obstacles preventing IDPs to participate in elections (e.g. refusal by authorities to renew documents needed to vote, lengthy or expensive renewal procedures, fear by IDPs to register for elections)

2. Can IDPs vote in local elections or referenda occurring in their places of origin while in displacement?

3. Are IDPs, both women and men, without discrimination, able to associate freely and otherwise participate equally in public affairs? If not, why?
   - Are there legal impediments preventing IDPs from establishing or participating in civil society organizations or non-governmental organizations? If so, briefly describe.
   - Can IDPs freely express their opinions in public?

6.8 Internal community dynamics

4. Briefly list the different political, social and religious structures within the community
o Is the community composed by both displaced and non-displaced?

o Who are their main representatives?

o Are there any groups not directly represented (e.g. women, minorities, young people, older people, persons with disabilities)

o How are the leaders elected or nominated?

5. How does the internal community structure impact on IDPs’ enjoyment of rights and assistance?

o What support does the community state they require to improve the situation?
7. Right to food and housing

7.1 Right to food, including potable water

1. Is there accurate information on whether IDPs have access to adequate food? Are key food security indicators available by age groups and sex? (malnutrition rates; micronutrient deficiencies; and the percentage of the population with less than standard number of meals per day)
   - If so, what is the source of this information and what does it show?
   - Is the food security situation of IDPs different than that of non-displaced?
   - What coping mechanisms have communities developed to obtain food? Do these cause new protection risks for IDP men, women and children?

2. Do IDPs have sufficient quantity of safe water for personal and domestic use, including drinking, cooking, personal sanitation, washing of clothes and personal and domestic hygiene?
   - If not, how does this impact on displaced men, women, and children?
   - If not, what are the main reasons impeding IDPs's access to a sufficient quantity of safe water for personal and domestic uses?
   - Are water and water facilities within safe physical reach?
   - Is physical security threatened during access to water facilities and services?
   - Is the quality of water sufficient to prevent disease?
   - Are water and water facilities affordable for IDPs?
   - Are health and education facilities servicing IDPs provided with a sufficient quantity of safe water?
   - Is the situation of IDPs different than that of the rest of the population?

3. Do any particular groups of IDPs have or claim to have significantly less access to adequate food and water than the general IDP population?
   - If so, which groups and why?
   - What measures are in place to ensure equal access to food and water to them?
   - What additional steps need to be taken?

7.2 Access to food assistance

1. If food is provided to IDPs is this done as part of a national food aid program and, if yes, is it culturally appropriate?

2. Who within the IDP community receives food aid and is the community involved in determining eligibility?
   - Are women fairly represented in the decision making and able to participate meaningfully?

3. Are there special programmes for those with specific needs?
   - Feeding programmes for babies, pregnant and lactating mothers?
o Programmes for older persons, single-parent households, unaccompanied or separated children, etc?

4. Does the frequency and manner of food distribution expose recipients to any protection risks?
   o Does the community, including women, participate in food distribution?
   o Are distribution sites safe, particularly for women, children and persons with disabilities?
   o Is transport of food back to their homes safe?

5. Does food aid support and reinforce IDPs own coping mechanisms?

6. Are there schemes which involve providing food for work? If so;
   o What kind of activities are selected for such programmes and is the community involved in the selection?
   o Do persons with specific needs benefit from such programmes?
   o Do those that involve farm work provide some security in land tenure to protect beneficiaries from eventual expropriation?

7. Is food provided in a way that does not adversely affect local markets?
   o Have local populations been consulted?

8. Does food aid exacerbate or improve relationships between displaced and non-displaced communities?

9. Is there a mechanism to report violations and abuses relating to food distribution?

7.3 Adequate housing

1. Briefly describe where IDPs are accommodated, including host families, unlawfully occupied flats/houses, camps, communal centres, transit centres etc.
   o Do IDPs, particularly women and girls, face protection risks relating to housing?
   o Does available accommodation allow for family unity and privacy and does it take into account the circumstances of persons with specific needs;
   o Does it sufficiently protect against the elements? Is heating adequate?
   o Does it offer sufficient space for basic household activities and recreation for children?
   o Does it provide access to safe drinking water, energy for cooking, lighting, sanitation facilities and waste disposal?
   o Is housing affordable for IDPs?
   o Do IDPs enjoy security of tenure?
   o Is it located at a reasonable distance to essential services with adequate and affordable means of transportation to access them?

2. Are IDPs disproportionately affected by substandard housing or homelessness as compared to local populations?
   o If so, which groups and how?
   o What protection risks does it create for them?
   o What mechanisms have IDPs developed to avoid homelessness?
   o What support does the community state they need to reduce protection risks relating to housing?
3. Do evictions of IDPs occur, and, if so, are these unlawful, arbitrary or otherwise discriminatory?
   - Do these affect particular groups of IDPs?
   - Are there sufficient safeguards against unlawful forced evictions?
   - What support would the community need to reduce or prevent instances of arbitrary evictions?
   - What happens to IDPs evicted lawfully?

4. Are IDPs taken into consideration in national housing strategies?
   - Are IDPs subject to any housing restrictions which are different from other citizens of the country?
   - Do IDPs face restrictions in accessing municipal housing schemes?
   - Are there targeted housing programs for IDPs? If so is permanent housing provided?
   - What rights do IDPs have on new housing provided?

7.4 Appropriate clothing and other basic domestic and personal items

1. Are clothing needs met for all climate conditions in displacement?
   - If so, how? If not, why?

2. Do IDPs have access to sufficient other non-food items (e.g. cooking fuel, blankets, soap, mosquito nets, and sanitary materials)?

3. Does the lack of adequate clothing and/or other personal items lead to protection risks (e.g. harassment, access to education, access to health services)?

4. Are the specific needs of child-headed households, older persons, persons with disabilities, chronically sick, etc. taken into account and targeted additional assistance provided?
8. Right to health care and education

8.1 Primary curative health care
1. What are the main health problems affecting displaced men, women and children? How are these known and recorded?
   - Do IDPs have specific health issues not common to the local population?
   - What is the principle cause(s) of these problems?
2. Do IDPs enjoy, on an equal basis with other nationals, the right to primary curative and preventative health care?
3. Do IDPs utilise existing national health care services or have specific health care facilities been established for them. If yes, are these part of the national health care system?
4. Do available public health services include:
   - emergency services;
   - psychological services;
   - reproductive health services and family planning and
   - immunizations?
   - Treatment for chronic medical conditions.
   - post-rape medical care and treatment (prophylaxis for sexually transmitted infections, emergency contraceptives within 120 hrs of incident and HIV post exposure prophylaxis within 72 hours after incident)?
5. Do IDPs, in particular women, girls or ethnic minorities, face obstacles of a legal or practical nature (e.g. insufficient female doctors for women) to access these services?
   - If yes, what support does the community state they need to overcome these?
6. Are there NGO-run health services for IDPs? If yes, do non-displaced benefit from them and are they sustainable in the long run?
7. What impact do available health services have on reducing health problems?
8. Do IDPs face HIV/AIDS related protection risks?
   - Do persons, including IDPs living with HIV/AIDS have access to national health care services and treatment protocols on an equal basis with nationals?
   - Are people living with HIV/AIDS or suspected of being HIV+ discriminated against in the enjoyment of other rights (e.g. with regard to employment, housing, education)
   - Are IDPs subject to mandatory HIV testing?
   - Do IDPs have access to essential HIV programmes, including: confidential voluntary testing and counselling programmes on a non-discriminatory basis; availability of condoms; HIV prevention and awareness campaigns?
   - Which care is provided to children living with HIV/AIDS? Is it sufficient?

8.2 Primary preventative health care
1. Are there health education services for displaced men, women and children? If yes, do these include training to prevent and control diseases of public importance (e.g. malaria, tuberculosis, cholera, HIV/AIDS), hygiene and sanitation awareness, reproductive health?
8.3 Primary education
1. Is primary education available to IDP children on equal terms as other nationals? If so;
   - Is it compulsory?
   - Are there fees for enrolment, school books, materials and uniforms?
2. What are the enrolment rates for boys and girls and is there a difference between displaced and non-displaced children?
3. What are the completion rates (estimated) for boys and for girls and is there a difference between displaced and non-displaced children?
4. Are there any formal or practical obstacles to school enrolment and/or completion (e.g. fees; uniforms, documentation that is difficult for IDPs to obtain, lack of community support for education)?
5. What mechanisms has the community developed to overcome such obstacles?
   - What further support does the community state they need?
8.4 Secondary education
1. Is secondary education available to IDP children on equal terms as other nationals? If so;
   - Is proof of previous academic qualification required from IDPs?
   - Are there fees for enrolment, school books, materials and uniforms?
   - If so, are there support schemes for persons with specific needs?
2. What are the enrolment rates for boys and girls and is there a difference between displaced and non-displaced children?
3. What are the relative completion rates of IDP girls and boys and is there a difference between displaced and non-displaced children?
   - Are these different than comparable figures for the rest of the population?
4. Are there any formal or practical obstacles to secondary school enrolment and/or completion? (Fees, transport, lack of clothing, insufficient space, obstacles relating to language, religion, and cultural identity, safety at school)
5. What mechanisms have been developed to overcome such obstacles, including by communities themselves?
   - What further support does the community state they need?
8.5 Safe and non discriminatory education facilities
1. Do IDP children attend mainstream education facilities or are there separate schools for them? In the latter case,
2. Are these facilities part of the national system and is the diploma officially recognised by the State?

2. Do IDP children receive education equal to that of the local population in terms of quality of instruction and student-teacher ratios?
   - Are IDP communities involved in the running of the education services for their community?
   - Are teachers sensitized to issues of displacement and neutral in their lessons?

3. Is the school environment safe from violence, and in particular GBV risks?
   - Is there alleged exploitation by teachers?
   - Are there school guidelines, code of conduct in place, and have teachers been asked to sign and been trained in these?
   - What is the male/female teacher ratio?
   - What is the teacher/student ratio?
   - Do girls have access to separate, locked toilets and washing facilities?
   - Is the way to and from school safe?
   - What measures are the responsible authorities taking to reduce the risks?
   - What measures has the community taken to improve safety?
   - What additional support does the community state they need?

4. Are the educational needs of disabled children, children formerly associated with armed forces and groups and others with specific needs addressed?
   - If so, by whom?
   - What gaps still remain?

8.6 Higher education and vocational training

1. Do IDPs, and youth in particular, have access to higher education and to vocational training on equal terms as other nationals?
   - If not, what restrictions do they face?
   - Are boys and girls able to make use of existing opportunities equally?
   - Are qualifications from regions of origin recognised in other parts of the country?
   - Are flexible assessment measures in place for IDPs who cannot produce documentary evidence of qualifications?

2. Has a need been identified for specific vocational training targeting IDPs? If yes
   - What training has been established?
   - How effective is it in enhancing self-sufficiency during displacement?
   - Has a proper market analysis been done to identify the needs for skills training?
   - Is such training equally accessible to women as to men?
   - Are there specific programmes for youth?
   - Do IDPs participate in the design and development of vocational training?
9. Right to work, social security, housing, land and property

9.1 Degree of self-sufficiency
1. What is the (estimated) percentage of IDPs living below the poverty line?
   - Is it different than that of non-displaced?
   - Are certain profiles (e.g. women, indigenous groups, farmers, urban IDPs located in rural areas) particularly affected?
   - Has the livelihood situation deteriorated compared to the situation before flight?
   - Do IDPs perceive a risk (e.g. losing access to humanitarian aid) if they attempt greater self-reliance?

9.2 Wage-earning employment
1. Are there legal or practical barriers that prevent IDPs from engaging in wage-earning employment (e.g. identity/residence cards, work permits, freedom of movement, recognition of qualifications, discrimination)?
   - Are these different from those faced by the rest of the population?
   - If so, do these affect some groups (e.g. women, minorities, etc.) in particular?
2. Is there a tendency of IDPs to work in jobs which do not reflect their qualifications?
3. Are wages sufficient to cover basic costs of living?
   - Do any groups (e.g. by profession, habitual employment, sex or ethnicity) report particular disadvantages in this regard?
4. Do IDPs suffer disproportionately from unemployment?
   - What protection risks do displaced men, women, adolescents, older persons, minorities and other groups face as a consequence of unemployment or unlawful employment?
5. What coping mechanisms have communities developed to overcome obstacles to employment?
   - Do communities engage in survival sex?
   - How can safe coping mechanisms be strengthened?

9.3 Social security and just and favourable conditions of work
1. Do IDPs benefit on an equal basis with other citizens of the country from:
   - Social security (e.g. state benefits, such as unemployment insurance, old age and disability benefits)?
   - Day-care facilities for young children?
   - Employment standards (e.g. remuneration, hours of work, health and safety)?
2. Are IDPs excluded from accessing state benefits on the grounds that they own property in their place of origin, even if they are unable to use that property?
3. Are IDPs subject to the same taxes and at the same rates as other citizens and habitual residents of the country? Briefly describe any discrepancies.
9.4 **Self-employment**

1. Are there legal or practical barriers that prevent IDPs from engaging in self-employment, including trade?
   - Are these different from those faced by the rest of the population?
   - Do IDPs face restrictions with regard to the use of forest or other natural resources as compared to other local residents?
   - Do barriers affect some groups (e.g. women, minorities, etc.) in particular?
   - What protection risks do displaced men, women and adolescents face as a result of restrictions to self-employment?

2. For those living in rural areas, do they have access to productive arable land and markets?
   - If not, why not?
   - If IDPs have access to productive arable land, are tools, seeds, fertilizer, etc. available and affordable equally to men and women?
   - Where do IDPs sell their surplus production?

9.5 **Social programs for persons with specific needs**

1. To what extent are the needs of persons with disabilities, older persons, single female heads of households, and other persons with specific needs covered by existing national programs?
   - Do national programs for persons with specific needs exist and can IDPs benefit from it on an equal basis as other nationals?
   - Is the capacity by competent national bodies adequate? If not, how can it be supported?
   - What measures has the community taken to care for persons with specific needs?
   - How can the community be further supported in this?

9.6 **Programmes to enhance self-sufficiency**

1. Have studies been done on the economic and social impact of IDPs on local communities and in particular how it affects livelihoods?
   - If yes, are the results of such studies available? Briefly describe.
   - Has the local population been consulted in the preparation of such studies?

2. Is there a government job placement strategy?
   - If so, do IDPs equally benefit from it?
   - Can they assess such programmes at the site of their displacement?
   - Are there targeted programmes for IDPs? If so, how effective are they?
   - What support would be required to increase their impact?

3. Do IDPs have access to programmes to support them to start up small businesses (e.g. grants, loans, business development services, technical assistance)? Are these the same as for other citizens? If there are:
   - Do women and men have the same access?
   - Who administers and funds such programmes? Are candidates selected without discriminating on the grounds of religion, ethnicity and sex?
9 Right to work and Protection of property

- Have the programmes been evaluated for their success?
- Do programmes address skills training?

4. How are communities of IDPs involved in developing livelihood strategies?
   - Are women involved?
   - Are non-displaced communities involved?
   - Are groups with specific needs, such as grandparent- and child-headed households, persons with disabilities involved?

9.7 Housing, land and property restitution
1. What has happened to land, housing, and property left behind which IDPs owned or had a legitimated right to use?
   - Do IDPs still make use of their land, housing and property left behind? If so, how?
   - Has it been destroyed?
   - Has it been confiscated and what was the rationale for that?
   - Were IDPs forced to sell their property under duress?
   - Have legal reforms (e.g. privatisations, nationalisations) taken place after displacement, and if yes how did this affect IDPs?

2. Have the authorities taken any steps to protect moveable and immovable property of IDPs abandoned in their place of origin against destruction, arbitrary and illegal appropriation, occupation, or use? If not, why not?

3. What has happened to communal land owned by indigenous people?

4. What has happened to tenants, social-occupancy rights holders, informal settlers and other legitimate occupants or users of housing?
   - Are such persons able to return to and repossess and use their housing, land and property in a similar manner to those possessing formal ownership rights?

5. Are property laws discriminatory against women and girls?
   - Do housing, land and property restitution programmes, policies and practices recognise the joint ownership rights of both male and female heads of households?

6. Do IDPs suffer from inheritance law which have a discriminatory effect?
   - Are there obstacles for IDPs that present them from inheriting property (e.g. lack of cadastral records, absence of death certificates, need to return to areas of origin)?
   - Are inheritance laws discriminatory against women and girls?
   - What is the impact of inheritance taxes on IDPs?

9.8 Housing, land and property claims
1. What remedies exist for restitution or compensation for land, housing, and property of which IDPs have been arbitrarily or unlawfully deprived?
   - Are general provisions of penal law used? If so, briefly describe whether remedies are accessible in the place of displacement for both men and women.
   - Have special procedures been established to deal with IDP housing, land and property claims? If so, briefly describe.
o Are there informal or customary mechanisms dealing with IDP housing, land and property claims? If so, do these allow for an impartial and non-discriminatory outcome?

2. In case of either normal courts or special procedures:
   o May tenants, social occupancy rights holders, or other legitimate users of property also file claims?
   o Is restitution of housing, land and property prioritized as the preferred remedy? Is return to the place of origin a pre-condition for restitution?
   o If restitution is not possible, is adequate, fair and just compensation provided?
   o Does the procedure entail evaluation of the claim by an impartial and independent body and the possibility for an appeal?
   o How are deadlines for filing claims and procedures communicated to IDPs, particularly to those unable to read and write? Are all affected persons aware of the claims procedure?
   o Are IDPs with specific needs, including persons with disabilities and those who cannot read or write as well as unaccompanied and separated children, supported in order to ensure that they are not denied access to restitution or reparation processes?
   o Do decisions concerning their restitution claims fully comply with the overarching principle of the “best interest of the child”?
   o Is legal assistance for filing claims available when required?
   o What support is available for unaccompanied and separated children?
   o Are women, indigenous peoples, racial and ethnic minorities, the elderly, disabled and children adequately represented and included in the restitution process?
   o Have IDPs been persecuted or punished for making a restitution claim?

3. Are decisions in favour of repossession enforced? If yes, is it done in a way to prevent looting by unlawful occupiers?

4. Have the rights of secondary occupants been protected against arbitrary or unlawful forced eviction?
10. Durable solutions

10.1 Participation in planning
1. Do IDPs participate in planning and managing durable solutions to their displacement?
2. Are there adequate mechanisms to ensure participation of women, children, indigenous peoples and minorities?
3. Are receiving communities involved in decisions relating to solutions to internal displacement?
4. Is there a need to enhance demographic information to plan for durable solutions?
   o If yes, which information is missing (e.g. areas of origin, socio-economic profile, specific needs, preferred options for solutions as expressed by displaced men and women of different age and background)?
   o Has an analysis of potential risks of collecting such information been made?

10.2 Local Integration
1. How many IDPs do not anymore face displacement-specific risks in their new place of stay and do not plan anymore to return?
   o Has such conclusion been reached following participatory assessments, including with women and adolescents?
   o Has their situation been monitored over a sufficient period of time to conclude that displacement-specific risk have been addressed in a sustainable manner?
   o Do these IDPs have permanent housing?
   o What are the main factors that induce IDPs to settle there?
2. What has this analysis highlighted as the major obstacles preventing other IDPs to settle in their current place of stay? (e.g. no permanent housing, no long-term care for persons with specific needs, etc)
3. Is humanitarian assistance provided to support those who wish to opt for integration in a place other than their original home?

10.3 Relocation elsewhere
1. Are IDPs assisted or encouraged to relocate elsewhere?
2. Do the authorities provide permanent land/housing to IDPs? If yes,
   o Is participation to such programmes based on a free and informed choice?
   o How are decisions made on who shall receive such plots / housing?
   o Are families with specific needs (e.g. single-parent households) prioritised?
   o Who was previously the owner and who was using such land plots?
   o Does their allocation to IDPs create tensions with other communities? Have these been involved at the planning stage and has their absorption capacity been taken into account?
   o Does it create geographical divisions among ethnic lines?
   o What title do IDPs have on such land plots / housing? Is security of tenure guaranteed?
   o Are plots / housing located in areas that allow for livelihood activities?
3. Do IDPs face risks in establishing themselves in relocation areas?
   - Is travel safe, including for women and girls?
   - Do they have the necessary means for transport, including for their belongings?
   - Do they have the necessary start-up resources (e.g. building materials, seeds, tools, etc.)?

10.4 Return home
1. How many IDPs have returned home and how many are able and willing to do so?
   - What are the main factors that induce or prevent IDPs to return?
   - Where have IDPs returned to so far?
   - Were some of them forced to flee again?

2. Do IDPs have adequate information on conditions and infrastructure in their places of origin, including on safety, freedom of movement, education, housing, land, and property, employment, and in general on the political and human rights situation?
   - Who provides such information? Are the authorities involved?
   - Is the information provided in a language the IDPs understand?
   - Do women and adolescents have adequate information?
   - Is there a need for an information campaign? If yes, for whom and what information should it contain?
   - Is there a need for go-and-see assessment visits?
   - What other support do IDP communities state they need in order to be able to undertake an informed choice?

3. What mechanisms are in place to verify the voluntariness of individuals who are assisted to return?

4. Are there practical obstacles for IDPs to travel home?
   - Is travel safe, including for women and girls?
   - What measures are in place to minimise the hardship and risks for persons with specific needs, including unaccompanied and separated children, older persons, and disabled?
   - What initiatives have communities developed to organise transportation back home for themselves and their belongings?
   - Can such initiatives be further supported and how?

10.5 Reintegration of returning IDPs
1. Do returnees have access to basic means of survival, including food, shelter, water, and clothing, immediately upon return?
   - If not, what support do communities state they need?
   - If assistance is provided, is this done in a way that does not raise tensions with those who never left?

2. Are returnees exposed to similar threats to their life and physical integrity as those that caused their flight?
   - Do acts of violence relating to the conflict still persist?
   - Do mine-related risks persist? Are de-mining initiatives underway and what impact do they have on IDPs, including on women and children?
10 Ending displacement-specific risks

- Are communities who never left receptive to the return of IDPs? If not, have communities, including women and adolescents expressed the need for reconciliation initiatives, and if so, which?
- Are returnees represented in local councils and being hired for public service?

3. Are there legal or administrative barriers limiting the possibility of returning IDPs to re-establish themselves in their former areas of origin?
   - Have local authorities put screening mechanisms in place to determine who can return?
   - Are there limitations to the return of family members who do not originate from the area?
   - Is the area of return still used for military purposes (e.g., as a security zone)?

4. Do the authorities respect, protect and fulfil the rights of returnees on an equal basis with those who never left?
   - Have effective Government authorities and an independent judiciary been re-established which is compliant with human rights principles?
   - Is the rule of law respected?
   - Have mechanisms been established to re-issue official documentation lost during flight?
   - Can returnees use their land, house and property? What support do communities state they need to overcome existing obstacles?
   - Is there non-discriminatory access to education and health facilities, including for women and girls? Is there sufficient infrastructure in returnee areas to make access possible?
   - Is there non-discriminatory access to livelihood opportunities in areas of return? If not, what targeted support is needed to enhance self-reliance?

5. Are there adequate support structures for returnees with specific needs?
   - What protection and care arrangements (including tracing and family reunification) are available for unaccompanied and separated children?
   - What psychosocial support is available for traumatised returnees or returnees with mental health problems?

10.6 Reconstruction of areas of origin

1. Are there partnerships with other multilateral and bilateral actors to link return, reintegration, rehabilitation and reconstruction?

2. Do development instruments such as Common Country Assessment (CCAs), UN Development Assistance Frameworks (UNDAFs) and Poverty Reduction Strategy Papers (PRSPs) address and integrate the development needs of return areas?

3. What development programs are in place in areas of returns and which gaps still exist?
PART TWO: PARTICIPATORY ASSESSMENT GUIDANCE NOTE

1. Introduction

IDPs and affected populations not only have a right to actively participate in decisions that affect them but their participation is also essential to ensure that programmes and interventions for their benefit effectively address their needs and protect their rights.

Participatory assessment is a means to ensure that participation. This Note provides guidance on how to conduct participatory assessments.

The steps outlined in this Note are designed to facilitate the direct involvement of IDP women, men, girls and boys of diverse ages and backgrounds in assessing their risks, understanding and addressing the causes of those risks, and finding solutions. It involves ensuring that the design of programmes and protection strategies impacting on them is the result of their meaningful participation as well as the participation of government officials, humanitarian agencies and donors.

A central component of effective participatory assessments is the holding of separate structured discussions with women, girls, boys and men, including adolescents, focusing on the specific protection risks they face respectively and affording each group a voice in setting priorities and proposing solutions. It results in a more accurate information gathering, provided directly by the people of concern, and a better understanding of the underlying issues, including inequalities and power relations which may impact on protection as well as their preferred solution.

ADVANCING GENDER EQUALITY, RIGHTS AND COMMUNITY-BASED APPROACH

Generally women, persons with disabilities and minority groups have less social, economic and political power and are less represented in formal leadership structures. Consequently, they are often overlooked in assessment and planning processes, and this lack of inclusion can inhibit their access to and control over resources on equal terms as others. Participatory assessments that involve women, children, adolescents, older people and those of diverse backgrounds may help to prevent this and to ensure that their specific protection risks are addressed.

In engaging the entire community, participatory assessment also builds on the communities’ own capacities for setting priorities, allocating resources and responding to protection risks. The involvement of IDPs and affected populations also encourages greater ownership by them of the process and resulting programmes.

This methodology is also grounded in a rights based approach to assessment of protection risks, analysis, programme design, monitoring and evaluation. It seeks to ensure that all programmes contribute to the realisation of human rights by ensuring that assessments examine what rights are not being respected and that an analysis is undertaken to identify the reasons for those rights infringement. It also identifies who bears principal
Participatory assessment contributes to the design of programmes that: strengthen existing capacity of communities to assert their rights; strengthen the capacity of governments to uphold them and to ensure effective monitoring.

WHO MAKES THE ASSESSMENT

Participatory assessments with IDPs and affected populations should be undertaken by multi-functional teams together with those responsible for their protection and well-being. This will include depending on the context government and local authorities, humanitarian and human rights staff of non-governmental and intergovernmental agencies. Working to protect and provide solutions in an IDP context can only be successful when all concerned are working on the basis of a shared understanding of problems and a collaborative approach to addressing them. At the same time, care must be taken with regards to the inclusion of some actors, where this is likely to expose IDPs to additional protection risks,

ETHICAL CONSIDERATIONS

One challenge in conducting a participatory assessment is identifying ways of establishing regular contact with IDPs and hosting communities particularly where IDPs have ‘merged’ with the rest population. Singling out IDPs could lead to tensions with the rest of the community, particularly if IDPs are perceived as receiving preferential treatment. In other cases, participatory assessments with IDPs may expose them to heightened security risk. In these cases, it may be advisable to held first joint group discussions including both displaced and non-displaced, and speak to IDPs only in a second stage. Other methods to limit the risks may include working through existing community structures, such as health facilities, religious, youth and/or community-based groups and NGOs.

The rights, dignity, and well-being of IDPs and hosting communities must be safeguarded. Thus, when undertaking a participatory assessment, participants:

- Do not have to participate in the assessment or to answer specific questions if they prefer not to;
- Should not be prompted to give personal information in public which embarrasses them, makes them feel uncomfortable or makes them relive traumatic experiences;
- Should not be asked questions, in particular related to protection, in front of armed personnel, security personnel and officials;
- Must be told the objectives and purpose and process of the assessment and be informed of its limitations, so that false expectations are not raised;
- Should be aware of any potential risks or inconveniences associated with participation in the assessment (e.g. time away from family or job, reminders of traumatic experiences);
- Must be told of the potential benefits arising from the assessment. The information they give might help improve certain conditions for other IDPs. However, they will not receive any direct financial or other personal gain from participating;
- Must be reassured that the confidentiality of information sources will be respected. This may be particularly challenging when authorities participate to the process. Internally displaced persons must not be exposed to protection risks because of their participation (e.g. victims/survivors of sexual or gender-based violence (GBV) becoming known to the community, boys recruited by armed elements being subjected to reprisals for discussing their difficulties). Names and identities of the participants should not be revealed.
- Should not be photographed or recorded without their informed consent;
- Must be permitted to express themselves freely without interruption and without having the information they provide “challenged” negatively (e.g. if parents say they cannot afford to send their children to school, they should not be asked why they never sought assistance). Empathy should guide all interactions with persons of concern;
- Should be given the names of contact staff or partners with whom they can follow up in case they have personal questions;
- Must be kept informed of how the information they provide is being used and of any follow-up actions taken; they should remain involved in the process throughout;

**IMPROVED RISK IDENTIFICATION AND SOLUTIONS**

Participatory assessment allows humanitarian agencies to be more effective. It helps to minimize the risk of exclusion of certain groups, providing insight into gender, age, race, caste, ethnic or tribal dynamics that affect power relations. It therefore facilitates the adoption of more effective protection and assistance measures.

Participatory assessment can also improve interagency relations: having a shared understanding of problems will lead to better partnership founded on shared responsibility for common goals. It allows for a more holistic understanding and coordinated response to problems; drawing links for example, between, the absence of livelihoods, exposure to sexual exploitation and unwanted teenage pregnancy.

Participatory assessment is also a crucial component in identification of the most appropriate durable solutions and in planning and monitoring. Early participatory assessment will support women’s role in decision-making, in peace negotiations and reconstruction efforts and provide ways for adolescent girls and boys to participate in building their futures.

**2. Steps of participatory assessment**

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**STEP 1: MAPPING DIVERSITY**

Participatory assessment should include as many diverse groups as possible. To define whom to target in the participatory assessment, teams should map out on the basis of existing information the profile of the population of concern and identify the various social groups. This can include those grouped by age, sex, ethnicity, caste/clan, religion, socio-economic and education status. Depending on the context, distinctions between urban or
rural populations and geographical locations may be important as may other groupings based on political and/or social class and power distinctions. As the population profile is drawn up, the team can begin to identify the different groups they will need to speak to.

Mapping out access to services is also useful and engaging the community in the process is of benefit. For example, assessment teams can sit with groups of IDPs to ask them to draw a map of the community, highlighting where certain people live (including those with specific needs such as grandparents in charge of small children, persons with disabilities, unaccompanied and separated children) and mapping locations, access to services (e.g. schools, medical services), employment, accommodation and security.

**Meeting with diverse groups**

Assessment teams should plan to meet and discuss with IDPs and hosting communities in subgroups established according to age, gender and other relevant distinct groups in the community (e.g. different ethnic and religious groups where they live apart from one another). Separate meetings should also be arranged with those with specific needs (e.g. persons with disabilities, unaccompanied and separated children) and other groups identified at risk (e.g. unemployed or underemployed; grandparents with young children)

It is essential to meet with the different subgroups highlighted below to ensure a focus on the particular concerns and perspectives of each of group. The following table provides a useful guide:

<table>
<thead>
<tr>
<th>Subgroups by age and sex</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>10-13</td>
<td>10-13</td>
</tr>
<tr>
<td>Adolescents</td>
<td>14-17</td>
<td>14-17</td>
</tr>
<tr>
<td>Adults</td>
<td>18-40</td>
<td>18-40</td>
</tr>
<tr>
<td>People over 40</td>
<td>40 plus</td>
<td>40 plus</td>
</tr>
</tbody>
</table>

These age categories are provided as a guide; they may need to be adapted according to local culture and custom. Good mapping will help teams to determine how many diverse groups of people by age and sex they will need to meet in order to ensure a representative sampling of the population. Actively seek to include groups that are marginalized.

In case of children, verbal permission to speak with the child should be secured from the child’s parents or adult guardian. Purpose of the assessment should be explained to children in a way they understand.

**Notification**

Assessment teams should inform the community leadership about the exercise and its purpose. This is essential to enlist their support and cooperation but is not sufficient since experience has shown that they may not necessarily represent the interests of the whole community. Teams should ensure therefore that they reach all different types of persons of concern, and thus not only those who associate closely with leadership structures. This can be done through committees and associations (women’s associations, GBV committees, youth groups, peer educators, etc.) while at the same time being careful not to bypass or challenge existing leadership structures.
In order to facilitate coverage and to meet as many distinct subgroups as possible, larger teams can split into smaller teams of two people each and, following the mapping exercise, determine which team will meet which groups in the community.

**STEP 2: SELECTING THEMES**

On the basis of the documentation review undertaken in Step 1 and of the protection issues identified, teams can determine which themes to discuss with IDPs. Such themes might include security, enjoyment of services, documentation, justice systems, livelihoods and community participation.

Themes provide a framework for discussions; the themes suggested are overarching and relate to many aspects of people’s lives. When raised, they often open up many other closely linked issues. Follow-up participatory assessment exercises may focus on only one or two themes in particular, depending on the protection risks and incidents that emerge during initial assessments.

**STEP 3: METHODS OF INQUIRY**

Protection risks faced by groups of women, girls, boys and men of different ages and backgrounds can be complex and are often not very visible. Using the appropriate method of enquiry in a given situation is therefore crucial to identifying and understanding the underlying causes, including the power different groups exercise over each other, such as between women and men or between minority and majority groups, which can create protection risks.

Enquiry for participatory assessment involves a process of listening, information gathering, and interactive analysis. There are three useful methods for information gathering and analysis.

- **Focus group discussions**: useful to explore group responses to a topic of common concern but inappropriate for sensitive topics such as personal accounts of GBV.
- **Discussions at an individual or discrete group level**: appropriate for obtaining more personal, detailed information and analysing problems that will not easily emerge in a group discussion.
- **Observation and spot checks**: provide complementary information to more in-depth discussions and help visualize particular problems, e.g. to do with food distributions, or to do with access to and use of government public services etc.

**Planning**

Assessment teams should draw up a detailed schedule (see doc __ on CD ROM) for the assessments, which should generally occur over a two to three-week period. Focus group discussions should involve approximately 10 people at a time per discussion and individual or discrete group discussions should involve one to five people.

Some methods are more appropriate than others for certain themes. Particularly sensitive topics, such as personal accounts of GBV are best explored in individual interviews and would be inappropriate to canvas in a focus group. Moreover, using different methods at different times will provide a more comprehensive picture. A focus group could be organised to get women’s perspectives on a specific protection risk, and be followed by individual interviews to obtain more details, as well as a walk through the camp or urban
area stopping here and there to ask a few questions to check how widespread the problem is. Comparing results from individuals and groups who represent the diversity of the community, using different methods, is an important means of checking the reliability of the information gathered during the assessment and of validating the team’s understanding of the problem.

**Focus group discussions**

A focus group is a group discussion which enables analysis and understanding of a selected topic on the basis of the common characteristics of the group. Meeting with groups of IDPs and hosting communities, under the guidance of a facilitator, is useful not only for gathering numerous views simultaneously, but also for observing the interchanges among different participants.

It is important to conduct focus groups separately with women and men of all ages, starting from age 10 and up, because women, girls, boys and men of different ages and backgrounds experience both similar and different protection risks and can access and benefit from services and resources differently. Separate focus group discussions may also provide insights into harmful cultural practices, protection mechanisms or other longstanding problems. They will also be appropriate settings to seek guidance from community on who can best address those issues.

Focus group discussions should be structured around a few key questions that can be adequately covered in the time period allotted. The questions should be chosen carefully based on the previously identified themes (see document __ in the CD ROM). A facilitator needs to remember that there is no right answer to a given question and that the discussion and disagreements among participants are as valuable and informative as the answers of particular individuals.

**Individual and/or small group**

These discussions are conducted with a small number of people in an informal and conversational way by using open-ended questions. They can be conducted with individuals, families, households, or groups of people known to each other and with similar concerns.

These discussions help provide detailed data – often confidential – about specific topics (e.g. physical or domestic violence, exploitation, gender relations, forced recruitment). In the process, teams may be able to clarify misinformation, identify gaps in communication channels, and discuss how to ensure access for all to information services, as well as to analyse specific risks and violations of rights in greater detail. Household discussions also present opportunities to visit IDPs with disabilities or other house-bound IDPs in their homes.

Individual and/or discrete group discussion may also be the most appropriate means of discussing with hosting communities their situations vis-à-vis IDPs and exploring sensitive issues such as resentment toward IDPs.

**Observation**

Visiting key community areas and engaging in informal discussions provides a good means to observe daily life including problems that IDPs may face and which may not surface in group or individual discussions. For example, observation may reveal problems in the accessibility of services (e.g. food distributions, health and police posts); in physical
structures (unstable latrines) or with the interpersonal behaviour/group dynamics within the community.

Places to visit should include those which everyday activities take place (e.g. playgrounds, classrooms, firewood collection areas, water collection points, markets, and transportation hubs) as well as those where the government and/or humanitarian organizations provide services (social welfare offices, health centres, HIV counselling centres, childcare centres, schools, relief distribution points.) Special attention should be given to whether there are arrangements to accommodate those with special needs such as pregnant women, older persons and persons with disabilities.

Such visits provide an opportunity to review the different roles assigned to women, girls, boys, and men in areas such as:

- Access to water distribution (who carries water and at what times);
- Food distribution (who scoops, who collects who carries, who monitors and at what times);
- Markets (who buys and who sells, who is overloaded with domestic chores);
- Firewood collection (who cuts, who collects and who carries);
- Latrines (size, usability by children, distance from homes);
- Schools (who attends, who does not, ratio of female/male teachers);
- Committees (what types, who participates, who speaks, who remains silent);
- Freedom of movement (who moves about, who does not);
- Health and community centres (who uses, who does not);

As staff often do not have access to observing people of concern at certain hours (early morning, at night) or in certain venues, it is important to seek innovative ways to observe or receive reliable descriptions of various aspects of people’s lives.

**STEP 4: FACILITATING DISCUSSIONS**

The following guidance is provided for planning and facilitating focus group discussion. Many of the points are equally relevant to discussions with individuals and discrete groups.

**Notice and meeting room preparation**

The following measures should be taken in advance of a focus group discussion:

- Meetings organised with the selected sub-groups (as selected as per step _) of approximately ten people each;
- Participants and community leaders informed in advance;
- Two members of the assessment team identified to take part in each group: ideally, one to act as a facilitator and one as a note-taker, along with an interpreter, if needed. For discussions with women at least one female facilitator.
- Interpreters/Repeaters thoroughly briefed and advised of the importance of translating sentence by sentence and not summarizing what people of concern have to say; female interpreters should be used for women’s groups.
- Meeting place selected in a safe and comfortable environment, where the confidentiality of the proceedings is secure and not open to curious bystanders;
- Meeting space organised ideally to enable participants and the facilitator to sit in a circle;
Participatory Assessment Guidance Note

- Where appropriate, visual materials, such as drawings, maps, charts, pictures and photos on hand to enhance the discussion.

**Familiarisation with information forms**

Step 6 of this Guidance note suggests a means for recording the information received. If using the forms suggested, be familiar with them in advance of the discussion.

**Preliminary matters**

Allow approximately two hours per focus group.

Start the discussion by introducing yourself, the purpose of the participatory assessment, and why their participation is important. In addition:

- Explain the process, that confidentiality will be respected and what may or may not be the outcomes of the assessment. For example, the assessment might not lead to additional resources but may lead to reallocating resources to particular issues;
- Ask for permission to take notes. Explain that the written notes are for office use only and for recording key discussion points;
- Invite the group members to introduce themselves. For example, ask every person to introduce her/himself by mentioning name, displacement details (e.g. where she/he is from – if no security risks are involved in answering – how long she/he has been displaced) and family situation;
- Establish ground rules, e.g. respect for different viewpoints, privacy of information shared in the meeting, validity of every answer, only one person to speak at a time, the right of every participant to speak without being interrupted, to be respected, and to be listened to;
- Introduce a culturally appropriate ice-breaker, if needed, especially if you are dealing with young people;
- Be aware of the background of all interpreters and all others who accompany the assessment team.

**Discussion of themes**

- Introduce the theme selected for the focus group discussions;
- Before raising protection risks, ask questions about the background of the individuals participating in the focus group or semi-structured discussion (such as what they do, how they earned an income before they fled, who they live with, where they live and how old they are);
- Ensure that everyone has a chance to speak on the theme, encourage everyone to expand on certain points and avoid moving quickly through a list of questions. It is important to be sensitive to cultural norms when conducting the sessions to ensure that no one feels rushed or excluded;
- Ask open questions, such as how, what, where, why as much as possible, especially to clarify or to check understanding. Do not judge people who speak; accept what they say;
- Avoid leading statements and questions; questions should guide the discussion rather than solicit direct answers from each of the participants;
- Avoid dominating the discussion; ask simple questions and only one question at a time;
- Steer the group towards analysing the causes of the risks, the skills they have at their disposal to resolve them, and the role of the community in developing solutions;
• Ensure that the protection risks discussed and analysed are linked to possible solutions that can be formulated in recommendations and follow-up activities;
• Ensure time for IDPs to raise their own questions and concerns;
• Ask the participants which of the issues raised they consider to be the most pressing;
• Never make promises if you are not sure you can keep them.

**Conclusion**

Conclude the discussion with thanking the participants and explaining the next steps and follow-up in the process. If pressing protection problems have emerged, these should be brought to the attention of appropriate authorities and/or humanitarian staff for action as needed.

**Communicating with children**

Be at ease with children, engage with them in whatever style of communication suits the individual (e.g. by sitting on the ground, through play, while going for a walk) and tolerate expressions of distress or aggression;

Use simple language and concepts appropriate to the child’s age, stage of development, and culture;

Accept that children who have had distressing experiences may find it extremely difficult to trust an unfamiliar adult. It may take time and patience before the child can feel sufficient trust to communicate openly;

Understand that children may view their situation in distinctly different ways from adults: children may fantasize, invent explanations for unfamiliar or frightening events, express themselves in symbolic ways, or emphasize issues which may seem unimportant to adults;

Be sensitive to gender, culture, ethics, and the power relations between adults and the child;

Encourage the involvement of colleagues/partner staff that are familiar with working with children in a participatory way.

**STEP 5: COLLECTING AND ORGANISING INFORMATION**

Experience has proven the value of using a form such as this for each sub-group discussion and for each theme. Information forms should be completed immediately following the session or at the latest at the end of the day and should indicate the time and place of the discussion; the number of people who participated; and their ages, sex and ethnicity.
The following areas are covered on the form:

**Protection risks/incidents:**
Protection risks are actual or potential threats to the safety, security and rights of persons of concern, as perceived and experienced by them. They may be in the form of violence, aggression, abuse, exploitation and discrimination and can also arise as a consequence of a lack of access to essential goods and services. Different groups may be equally exposed to certain risks yet experience them differently. For example, both girls and boys face the risk of child labour and military recruitment, yet girls may face comparatively higher risks of exposure to sexual exploitation, trafficking, and HIV/AIDS and an added risk of pregnancy.

Examining protection risks and incidents also should include examining their frequency and the circumstances and locations where protection risks and incidents occur. Often protection problems occur in specific locations, areas or institutions, or at points of service delivery.

**Causes of protection risks/incidents**
Identifying the causes helps ensure that actions taken to address the risk will be effective and not superficial. For example, back to school programmes may be very valuable in improving access to education yet will not necessarily lead to a reduction in teen pregnancy. To address the latter, one has to examine the questions of why girls become pregnant at an early age, what young men think about the problem and how the community may respond.

**Capacities within the community**
Community capacities to address protection risks must be examined. This involves examining administrative, political, and social institutions, structures and networks on the one hand, and individuals’ knowledge, abilities and skills on the other.
**Solutions proposed by IDPs to address risks**

Assessment teams should record solutions proposed by the IDP women, girls, boys and men themselves to respond to the risks identified within the local context. It should be clarified whether the community is willing to volunteer time, organize working groups or committees, and co-manage services or activities, in order to address the protection issues identified. Their solutions may also include proposals for action by the Government, international agencies and their partners, or recommendations on changes in actual services.

**Most important issues to address**

The most important issues – as expressed by the subgroups (age and sex) – should be highlighted for attention.

**Immediate follow-up action**

Actions that need to be taken urgently should be clearly specified in order to assist IDPs with pressing protection incidents or problems.

**STEP 6: ANALYSIS**

Assessment teams must analyse the information provided in the different forms for each of the subgroups and prioritize the most urgent protection risks raised and solutions proposed. This is essential to having an overall analysis disaggregated by age and sex. This information should then be incorporated into the different chapters of the analysis of protection gaps and solutions. The information gathered, analysed and systematised during the participatory assessment should also be used for developing agency and interagency operational strategies and project/programme design.

Teams must capture priorities as highlighted by the different groups of IDPs and hosting communities as well as the gaps in protection highlighted in other source materials, which may not have arisen in discussion yet which are important protection gaps that the Government needs to address.

**STEP 7: FOLLOW-UP**

Assessment teams should take immediate action, where feasible, to address individual protection risk identified for urgent follow up. Be ready to protect any individual if the team receives information of incidents likely to cause significant harm. This may include interventions (e.g. appropriate referrals, sharing information, attending to GBV cases and those with specific needs).

It is very important that teams provide feedback to the community and follow up on commitments and agreements made. After completing the participatory assessment, assessments teams should agree on how to inform the IDPs of the overall findings of the participatory assessment, resulting actions, short and long term and next steps as well as any limitations. They should brief community structures, such as women’s associations, youth groups and leadership (women and men) structures, to ensure that the majority of IDPs are informed.