



PROTECTION, GENDER AND INCLUSION IN ANTICIPATORY ACTION

GUIDE AND TOOLKIT

Applying the principles of dignity, access, participation and safety to ensure that anticipatory action includes and protects those most at risk and marginalised

Version 2024



MULTI-AGENCY ROADMAP FOR PROTECTION, GENDER AND INCLUSION IN ANTICIPATORY ACTION

Early in 2024, Plan International, IFRC, Humanity & Inclusion, Practical Action, UNFPA, UNICEF, and Start Network co-developed a Protection, Gender and Inclusion (PGI) in Anticipatory Action (AA) Roadmap. The Roadmap is aligned with the work of the PGI in AA Working Group of the Anticipation Hub, and comprises four phases: phase one on documenting learning, best practices and gaps, and the development of this PGI in AA Guide and Toolkit; phase two on piloting and refining the guide and toolkit; phase three on the dissemination and rollout of the guide and toolkit; and phase four on the development of complementary PGI in AA thematic and sectoral guidance.

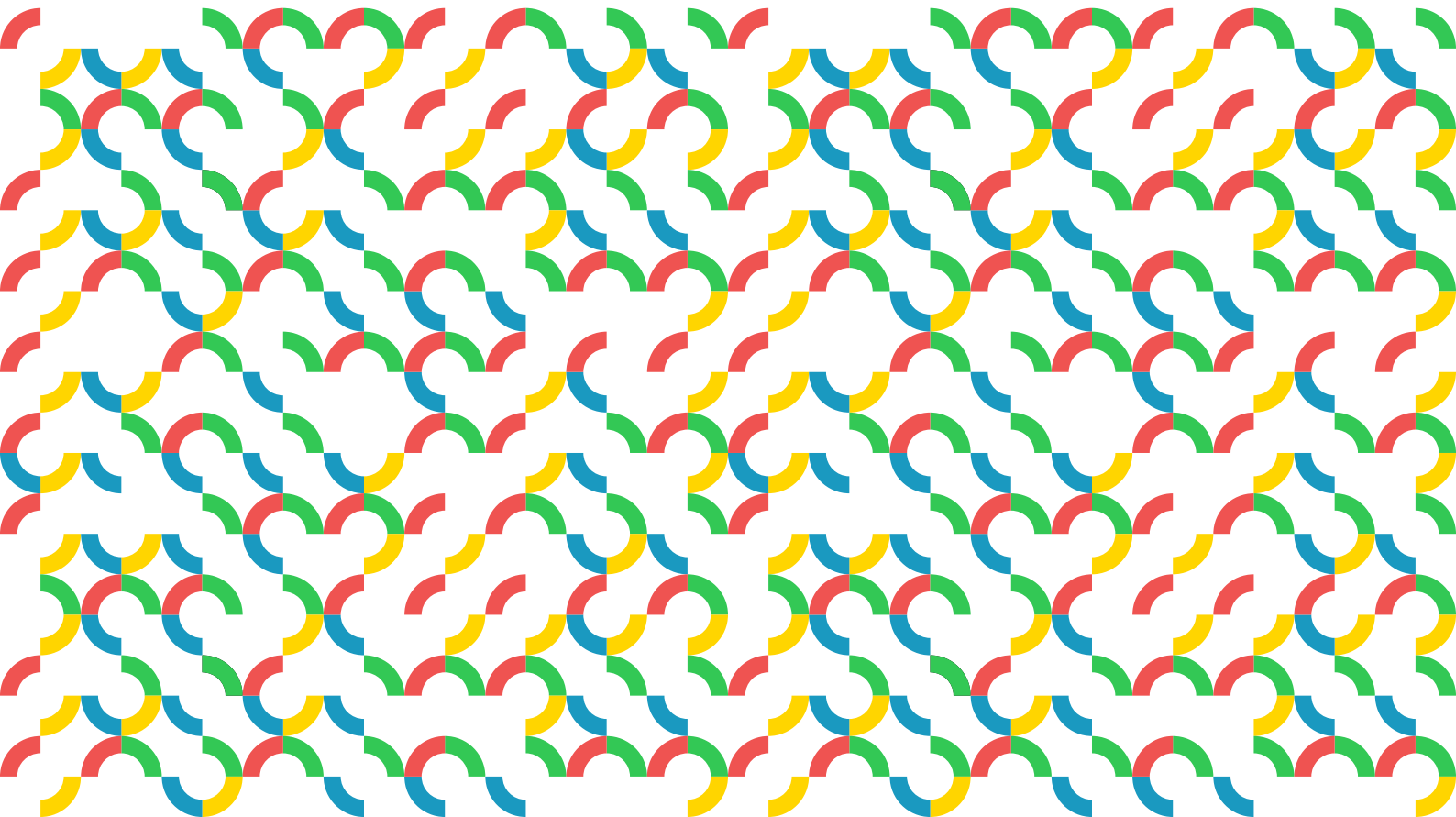
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EXECUTIVE SUMMARY

Specific groups at risk of marginalisation and discrimination vary depending on contexts and compounding intersectional factors, including age, gender, disability, ethnicity and socio-economic status. Anticipatory action has huge potential to help address the vulnerabilities of these diverse at-risk groups in the context of predictable hazardous events. This can be supported by applying Protection, Gender and Inclusion (PGI)-responsive and -transformative approaches to identify and address the specific needs and risks faced by diverse groups in different disaster scenarios.

PGI-responsive and -transformative approaches include programming that ensures people benefit equally. Furthermore, this includes taking protective action to keep people safe from violence, coercion and deliberate deprivation to ensure their safety, dignity and rights. Where opportunities exist, this involves programming that addresses the root causes of inequalities or systemic barriers where disability, gender, age and other diversities intersect.

This resource provides practitioners with practical step by step guidance and tools for applying PGI-responsive and -transformative approaches. It considers partnerships and coordination, risk information and forecasting systems, planning, operations and delivery, financing and resource management, and monitoring, evaluation and learning.

Through the application of the guidance and tools, barriers and risks faced by those most at-risk, marginalised and discriminated against can be better addressed within anticipatory action. This means, among other examples, that women and girls can be protected from gender-based violence and have increased access to resources and services; girls and boys can have improved psychosocial well-being through access to safe spaces, education continuity, and child-friendly services; and persons with disabilities can face fewer barriers and discrimination and increased access to information, services, and participation in decision-making processes.

Despite increasing recognition of the importance of integrating protective, gender and diversity responsive and inclusive approaches in anticipatory action, these are not yet consistently applied and the positive outcomes described above too often go unrealised.

Challenges to realising this include a lack of capacity, resources, monitoring and evaluation mechanisms. More specifically, this includes limited mainstreaming and integration of PGI across sectors; a lack of disaggregated data collection; anticipatory action triggers and thresholds not accommodating PGI considerations; and a lack of monitoring and evaluation of PGI-responsive and -transformative outcomes. Furthermore, gaps in dedicated funding, frameworks and policies impede the promotion of PGI in anticipatory action. This situation leads to critical gaps, ineffectiveness, inequality and exclusion in the prioritisation and implementation of anticipatory action interventions.



This resource provides comprehensive guidance and tools to enable stakeholders to identify and address critical gaps and apply good practice. This supports ensuring protective, equitable and inclusive outcomes from anticipatory action for the most at-risk and marginalised.

The approaches presented within this resource help to address challenges that may be faced in realising PGI-responsive and -transformative anticipatory action. It aims to achieve this by providing guidance and tools to help ensure that stakeholders are gender and diversity aware, that at-risk groups are represented, and that there is commitment to PGI-responsive and -transformative anticipatory action. It supports the application of PGI to early warning systems, triggers and thresholds, and monitoring and warning systems. The planning, operationalisation and delivery of multi-sectoral interventions integrating PGI is also facilitated by the guidance and tools provided. PGI guidance and tools are also provided for anticipatory action financing and resource management, as well as monitoring, evaluation and learning, and advocacy.

The guidance and accompanying tools can be applied to a wide range of slow- and rapid-onset hazards, both in humanitarian and development settings. The guide and toolkit recognise that different contexts require different anticipatory action approaches and interventions. It encourages and supports practitioners to identify relevant approaches and tools, and to adapt these to their specific contexts and disaster scenarios.

The need for PGI approaches to be applied in different contexts and for different ways of working on anticipatory action are acknowledged within the guidance. It encourages and supports practitioners to identify relevant approaches and tools, and to adapt these to their specific ways of working and different disaster scenarios.

By collaborating and working together, state and non-state actors, practitioners and policymakers can leverage their collective expertise and resources to strengthen anticipatory action so that it includes and protects those most at-risk and marginalised, and fosters equitable outcomes. To realise this, there first needs to be a collective commitment to PGI-responsive and -transformative anticipatory action. The basis of this must be the adoption of the principles of dignity, access, participation, and safety by all stakeholders, and their application in all approaches, sectors of intervention, and components of anticipatory action.

You are encouraged to participate in the piloting and adaptation of the guidance and tools provided for different contexts. You can help contribute towards the gathering of further PGI in anticipatory action evidence, learning and good practice. You are also encouraged to provide feedback from piloting the PGI in Anticipatory Action Guide and Toolkit to identify recommendations which can strengthen this resource and inform its next iteration.

Please refer to the feedback form included within the guide and toolkit. Completed forms should be sent to email: anticipatory.action@plan-uk.org.

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Advisory Leads: International Federation of Red Cross and Red Crescent Societies (IFRC), Audrey Oettli; Humanity & Inclusion, Louise Bonnet, Lili Bazin; Practical Action, Mirianna Budimir.

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- OCHA: Hanna Paulose.
- Plan International Asia Pacific: Vanda Lengkong, Abigail Genito.
- Plan International Germany: Björn Klüver.
- Plan International Philippines: Candice Elaine Bismonte, Dale Frances Canezal, Twyla David, Jesre Mac Daryl Camince, Ariel Frago, Manuel Madamba, Selena Fortich, Aylwin Arnejo, Romualdo Codera, Telesforo Laplana.
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- UNICEF: Mohammad Harun Rashid.
- United Nations Food and Agriculture Organisation (FAO): Kim Kristensen, Ma. Lourdes Eudela.
- Welthungerhilfe: Julia Burakowski.

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KEY TERMS

For this guide and toolkit, we use the following terms:

'ANTICIPATORY ACTION FRAMEWORKS' (AAFS)

is used to refer to anticipatory action (AA) pre-agreed plans. This includes early action protocols (EAPs) and AA protocols.

'DO NO HARM'

capitalised refers to the framework. The use of the lowercase 'do no harm' refers to the principle or lens. This guide and toolkit includes analytical tools for the practical application of the Do No Harm framework.

'ELEMENTS'

is used to refer to the sub-components of a comprehensive end-to-end AA mechanism or early warning systems (EWS).

'GENDER AND DIVERSITY'

is used to cover all aspects of diversity in relation to the application of an intersectional lens. It acts as an umbrella term covering responsive and transformative approaches applied to sex, gender, age, disability and other diversities. This term is also applied to 'gender and diversity analyses'.

'INCLUSION'

is used when speaking about equitable access to programmes. 'Social inclusion' is used in reference to the removal of barriers and root causes of access.

'PROTECTION'

is used in terms of '*addressing violence and keeping people safe from harm*'¹. This is in line with the Sphere Protection principles. This does not extend to all areas of protection work covered by the Global Protection Clusters.

'PGI IN AA'

is used in place of '*Protection, gender and inclusion responsive and transformative anticipatory action*'.

'PGI-RESPONSIVE AA'

is used to indicate processes or elements of AA (i.e., AAFs, triggers, anticipatory actions, etc.) applying protective, equitable and inclusive programming; this includes the integration of protection into AA interventions of different sectors; and stand-alone protection in AA.

AA terms defined within the guide and toolkit:

↗ [Anticipatory Action / Early Action](#)
↗ [Community EWS](#)
↗ [Contingency Planning, Emergency Preparedness and Response Plans \(EPRPs\), Anticipatory Action Protocols, Early Action Protocols \(EAPs\), and Anticipatory Action Frameworks \(AAFs\)](#)

↗ [Impact-based EWS / Impact-based forecasts](#)
↗ [No Regrets / Low Regrets Actions](#)
↗ [Triggers and thresholds](#)

For other anticipatory action terminology refer to: ↗ [Glossary Of Early Action Terms](#) (REAP, 2022 Edition).

¹ Four Protection Principles apply to all humanitarian action and all humanitarian actors. 1) Enhance the safety, dignity and rights of people, and avoid exposing them to harm. 2) Ensure people's access to assistance according to need and without discrimination. 3) Assist people to recover from the physical and psychological effects of threatened or actual violence, coercion or deliberate deprivation. 4) Help people claim their rights. ↗ [The Sphere Handbook – Humanitarian Charter and Minimum Standards in Humanitarian Response](#) (2018).

PROTECTION, GENDER AND INCLUSION TERMS

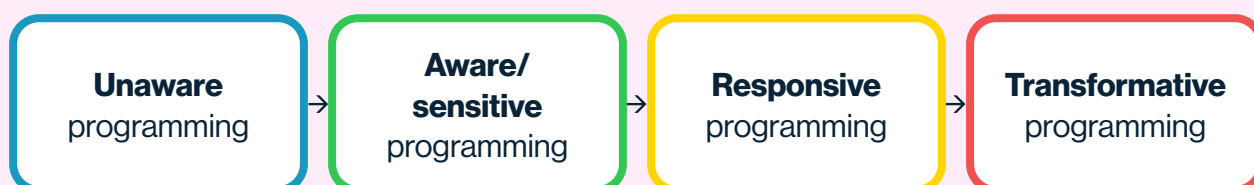
PERSONS WITH DISABILITIES

Include persons who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (➔ [Convention on the Rights of Persons with Disabilities](#)).

GENDER AND DIVERSITY "UNAWARE-TO- TRANSFORMATIVE" SPECTRUM

Refers to the following spectrum:

- **Unaware:** Programming ignores norms, roles, relations and needs related to disability, gender, age and other diversities. This type of programming can actually reinforce inequalities and cause harm.
- **Aware/sensitive:** Programming considers norms, roles, relations and needs, and indicates awareness of disability, gender, age and other diversities. However actions are not adapted to ensure equal benefit from interventions.
- **Responsive:** Programming ensures that people who are discriminated against on the basis of disability, gender, age and other diversities benefit equally.
- **Transformative:** programming addresses root causes of inequalities or systemic barriers where disability, gender, age and other diversities intersect. It fosters lasting change so that people encountering discrimination benefit equally from development opportunities and humanitarian action.



(➔ [Humanity & Inclusion's Policy on Disability, Gender and Age](#), 2018).²

NOTE

The wider sector has set 'responsive' as a minimum standard for programmes. This is due to the understanding that anything less than this is likely to reinforce unequal power relations and potentially lead to doing harm.

CONFLICT SENSITIVITY

Conflict sensitivity is the capacity of an organisation to understand its operating context, understand the interaction between its interventions and the context, and act upon this understanding to avoid negative impacts and maximise positive impacts on conflict factors. In fact, conflict sensitivity supports humanitarian objectives by helping humanitarian assistance avoid exacerbating conflict dynamics among affected populations (➔ [Conflict Sensitivity and Peacebuilding in UNICEF: Technical Note](#), June 2012).

² Humanity & Inclusion has defined this spectrum using the term: 'Disability, gender, age (DGA) and other identities- unaware to transformative spectrum'.

INCLUSION

Defined as the process of improving the terms of participation in society for people who are disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights ([United Nations](#), 2016).

INTERMEDIARIES

Local organisations which represent at-risk and marginalised groups or individuals. Including but not limited to organisations of persons with disabilities (OPDs), older persons organisations (OPOs), youth-led organisations, and women- and girl-led organisations (WGLOs).

INTERSECTIONALITY

Recognises that people's lives are shaped by their identities, relationships and social factors. These combine to create intersecting forms of privilege and oppression depending on a person's context and existing power structures such as patriarchy, ableism [discrimination in favour of able-bodied people], colonialism, imperialism, homophobia and racism. It is important to remember the transformative potential of intersectionality, which extends beyond merely a focus on the impact of intersecting identities. ([UNPRPD and UN Women](#), 2021).

MARGINALISED

Marginalised communities, peoples or populations are groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across economic, political, social and cultural dimensions. ([United Nations](#), 2016).

PROTECTION FROM VIOLENCE

Protection is concerned with the safety, dignity and rights of people affected by disaster or armed conflict. Protection is about taking action to keep people safe from violence, coercion and deliberate deprivation. ([The Sphere Handbook](#), 2018).

PEOPLE WITH DIVERSE SOGIESC

All people whose sexual orientations, gender identities, gender expressions and/or sex characteristics place them outside culturally mainstream categories. ([Full Glossary of SOGIESC Terms](#), IOM, November 2020).

SOCIAL INCLUSION

The process of improving the terms for individuals and groups to take part in society, and the process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society. ([United Nations](#), 2016).

LIST OF ABBREVIATIONS

AA	Anticipatory action
AAF	Anticipatory action framework
AoR	Area of responsibility ³
CVA	Cash and voucher assistance
DAPS	Dignity, access, participation, and safety (PGI core principles)
DRM	Disaster risk management
EiE	Education in emergencies
EWS	Early warning system(s)
GBV	Gender-based violence
GESI	Gender equality and social inclusion
LGBTQIA+	Lesbian, gay, bisexual, transgender, queer, intersex, asexual, with the + covering other non-heterosexual or non-cisgender people
MEL	Monitoring, evaluation and learning
NGO	Non-governmental organisation
OPDs	Organisations of persons with disabilities
OPOs	Older persons organisations
PFA	Psychological first aid
PGI	Protection, gender, and inclusion
PSEA	Prevention of sexual exploitation and abuse
PVCA	Participatory vulnerability and capacity assessment
SADDD	Sex, age and disability disaggregated data
SOGIESC	Sexual orientation, gender identity, gender expression and sex characteristics
SOP	Standard operating procedure
WGLOs	Women and girl-led organisations

³ [Protection Clusters](#) work on a range of protection activities. There are four specialised areas of focus— Gender-Based Violence, Child Protection, Mine Action and Housing, Land and Property. These specialised areas of focus are termed as the “Areas of Responsibility” or AoRs.

ABBREVIATIONS FOR AGENCIES AND ORGANISATIONS

ASEAN	The Association of Southeast Asian Nations
CBM	Christian Blind Mission
IASC	Inter-Agency Standing Committee
IFRC	International Federation of Red Cross and Red Crescent Societies
REAP	Risk-informed Early Action Partnership
UCL WRC	University College London Warning Research Centre
UNDRR	United Nations Office for Disaster Risk Reduction
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
WFP	World Food Programme

CHAPTER ONE: OVERVIEW AND USE OF THE GUIDE AND TOOLKIT

GUIDE AND TOOLKIT PURPOSE, OBJECTIVES, SCOPE AND LIMITATIONS

Guide and toolkit purpose: To enable stakeholders to identify and address critical gaps and apply good practice to ensure protective, equitable and inclusive outcomes through anticipatory action for those most at-risk and marginalised.

The guide and toolkit contribute towards:

- **Promoting protection, gender and inclusion (PGI) -responsive and -transformative anticipatory action (AA);** considering the different needs, risks and capacities of those whose identities frequently face discrimination to ensure that the most marginalised and at-risk groups receive adequate support.
- **Capacity strengthening and empowering practitioners, humanitarian and development actors, and local communities** by providing practical guidance and tools to implement PGI in AA effectively.
- **Addressing critical gaps** in the application of protective, gender-responsive and/or -transformative (where possible) and inclusive approaches within AA, ensuring a more holistic and equitable response to crises.
- **Enhancing the effectiveness and impact** of AA by recognising and addressing the specific needs of diverse at-risk and marginalised groups.
- **Increasing accountability** to the most at-risk and marginalised groups.
- **Sharing experiences, learning, challenges, successes and best practices** across the humanitarian and development sectors to offer insights for enhancing future AA interventions.

NOTE

Applying and mainstreaming the PGI principles of dignity, access, participation and safety is necessary in all AA initiatives and for all sectors.

How the guide and toolkit was developed

The need for developing this resource was identified through exchanges between practitioners participating in the PGI in AA working group, and the sessions run on this topic and the Global Dialogue Platforms on Anticipatory Humanitarian Action of the Anticipation Hub.

This guide and toolkit was developed based on guidance and inputs from advising and contributing organisations and agencies with expertise in applying PGI in AA, as outlined in the acknowledgements. The structure of the guide and toolkit was determined with reference to existing up-to-date AA frameworks, guidance and toolkits spanning the humanitarian and development sectors. Critical gaps, challenges and recommendations for realising PGI in AA were identified through focus group discussions and key informant interviews with the advisory organisations and agencies.

This included a review of findings presented in a PGI in AA lessons learned and best practices report developed by Plan International UK⁴, and a comprehensive survey on gaps in inclusive AA conducted by Humanity & Inclusion. A mapping exercise of existing up-to-date resources and tools for PGI in AA was conducted, focused on resources developed by and prioritised by the advisory organisations and agencies.

Tools and content were identified within these resources, which both addresses identified gaps and challenges and presents up-to-date learning and good practice for PGI in AA.

Extensive feedback on the guidance and tools presented was gathered through a consultation process with other actors with PGI in AA expertise (acknowledged contributors). A validation workshop was also conducted with PGI In AA practitioners to assess and gather feedback to ensure that the guidance and tools addressed their needs.

⁴ ↗ [Protection, Gender and Inclusion in Anticipatory Action: Learning & Best Practices Report from Bangladesh, El Salvador, Indonesia, Nepal, Philippines, Vietnam, and Zimbabwe](#) (Plan International UK, July 2024).

Guide and toolkit scope and limitations:

THE GUIDE AND TOOLKIT DOES:

- ✓ Provide guidance and tools which are equally relevant for and applicable to mainstreaming and integrating PGI and stand-alone protection programming in AA for both slow- and rapid-onset disasters, encompassing natural hazards, shocks and crisis events.
- ✓ Cover both humanitarian AA approaches and longer-term contributions to AA such as preparedness as well as comprehensive early warning systems (EWS) in development work.
- ✓ Consider AA as a broad term, acknowledging the differences, overlaps and multiple terms applied by actors working on anticipatory humanitarian action, early warning–early action, EWS, forecast-based action, etc. This guide and toolkit does not redefine existing anticipatory action frameworks (AAFs) or further clarify differences in the use of AA terminology.

THE GUIDE AND TOOLKIT DOES NOT:

- ✗ Include a facilitator guide.
- ✗ Provide guidance on which AA approach to apply (e.g., developing an AAF, early warning and early action, community-based AA, crisis modifiers, etc.). However, it does offer guidance on existing approaches and how they might be applied with the aim of integrating PGI into AA.
- ✗ Provide guidance on conducting and completing all elements of AAF development and activation (e.g., details on establishing commitment to AA, the development of scientific trigger models, and arrangements for pre-agreed financing mechanisms). Instead, it focuses on tools and guidance that can be used to integrate PGI into AA planning and interventions.
- ✗ Provide comprehensive guidance or tools on PGI in AA in armed conflict settings and other situations of violence.
- ✗ Provide tools which are always fully comprehensive in terms of guiding PGI-responsive or -transformative approaches. Some tools are limited in scope in terms of being responsive specifically for either gender, disability or social inclusion. Users should adapt these tools to accommodate other diversities applying an intersectional lens. For example, certain tools refer to a more limited Gender Equality and Social Inclusion (GESI) -responsive approach.
- ✗ Provide examples covering all sectors.

Guide and toolkit piloting

This version of the guide and toolkit was developed based on a desk review and through consultations and provides the best guidance and tools available at the time of publishing.

Piloting the PGI in AA Guide and Toolkit is key to ensuring familiarity with PGI approaches and their application in AA initiatives. The collection and sharing of feedback from PGI in AA pilot initiatives and the integration of this feedback into the next iteration of the guide and toolkit are vital for refining and strengthening this resource and to ensure that it is user friendly, accessible, relevant and effective.

The guide and toolkit is expected to be updated as new resources become available and to incorporate feedback from piloting initiatives.

See [Annex 4: Guide and toolkit piloting feedback form](#).

Please send the completed form to email: anticipatory.action@plan-uk.org

THE VISION FOR PROTECTION, GENDER AND INCLUSION IN ANTICIPATORY ACTION

Mainstreaming the principles of dignity, access, participation and safety (➔ [Figure 2](#)) can help foster equitable outcomes for those most at risk and marginalised in anticipatory action (AA). This approach accounts for gender, age, disability and other diverse identities by applying an intersectional lens (➔ [Figure 3](#)). Accordingly, a minimum standard of protection, gender and diversity ‘-responsive’ programming must be integrated into AA initiatives (➔ [Figure 4](#)) with an understanding that anything less is likely to reinforce unequal power relations and potentially lead to doing harm. Consideration must also be given to the ways in which AA initiatives can be transformative where opportunities exist to shift social norms through changes in existing structures and roles. An inclusive approach is required to engage at-risk and marginalised groups in the design of AA interventions that draw upon their diverse perspectives and capacities and are responsive to their differing needs. AA initiatives must also limit people’s exposure to the risks of violence and abuse by ensuring the application of the ‘Do No Harm’ framework⁵. Protection should be mainstreamed and integrated into sectoral/multi-sectoral plans alongside the provision of specialised stand-alone services (e.g., protection) in anticipatory action initiatives (➔ [Figure 5](#)).



FIGURE 1: Advancing protection in anticipatory action

The diagrams presented here represent aspects of approaches applied within protection, gender, diversity and inclusion programming. They are drawn from resources across these fields of work. When understood and applied collectively, they outline the concepts and ways of working required for PGI-responsive and -transformative programming.

FIGURE 2: Principles of dignity, access, participation and safety⁶



⁵ ➔ [Do No Harm: A Brief Introduction From CDA](#) – Includes six lessons of Do No Harm.

⁶ Adapted from: ➔ [Minimum Standards for Protection Gender and Inclusion](#) (IFRC, 2018).

FIGURE 3: Intersectionality wheel⁷

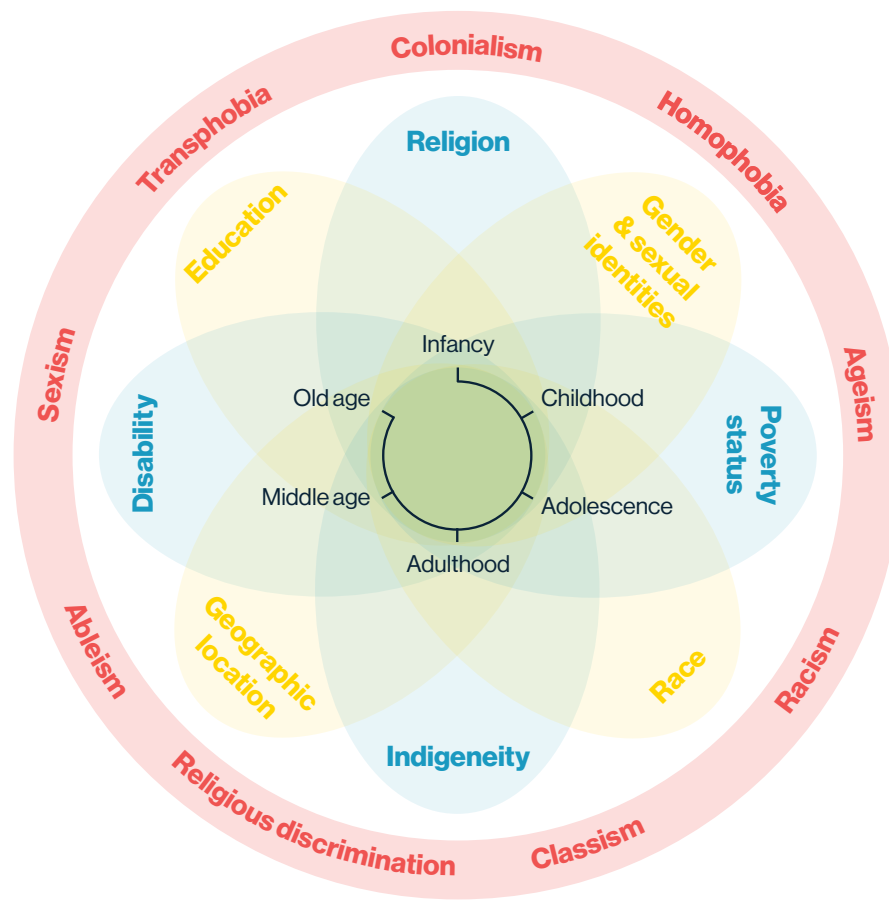
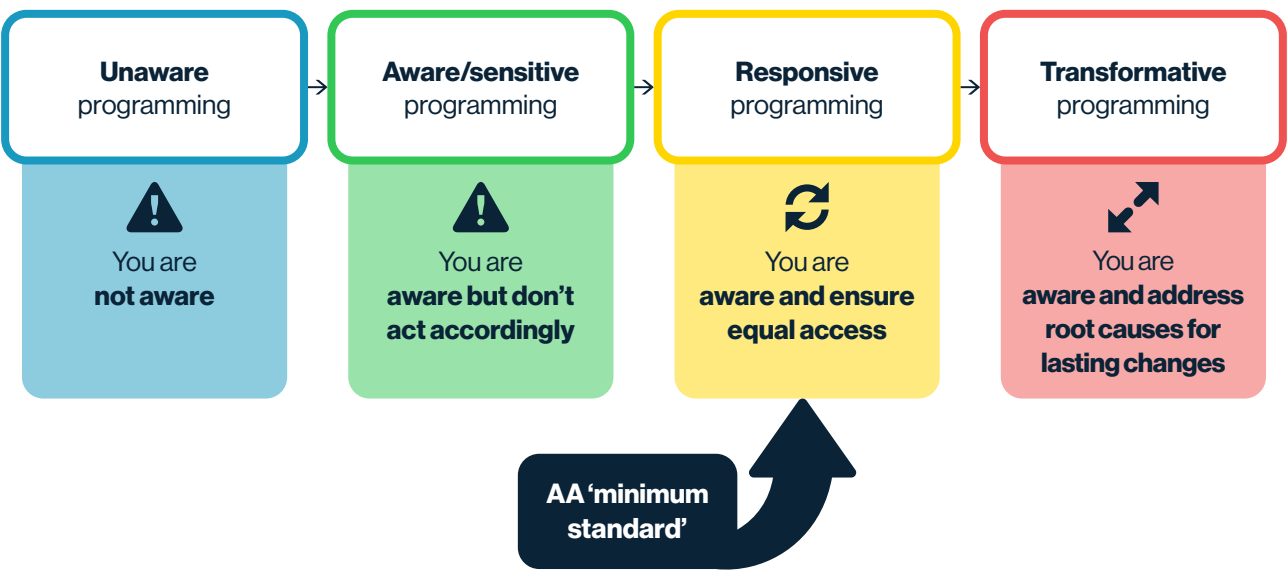
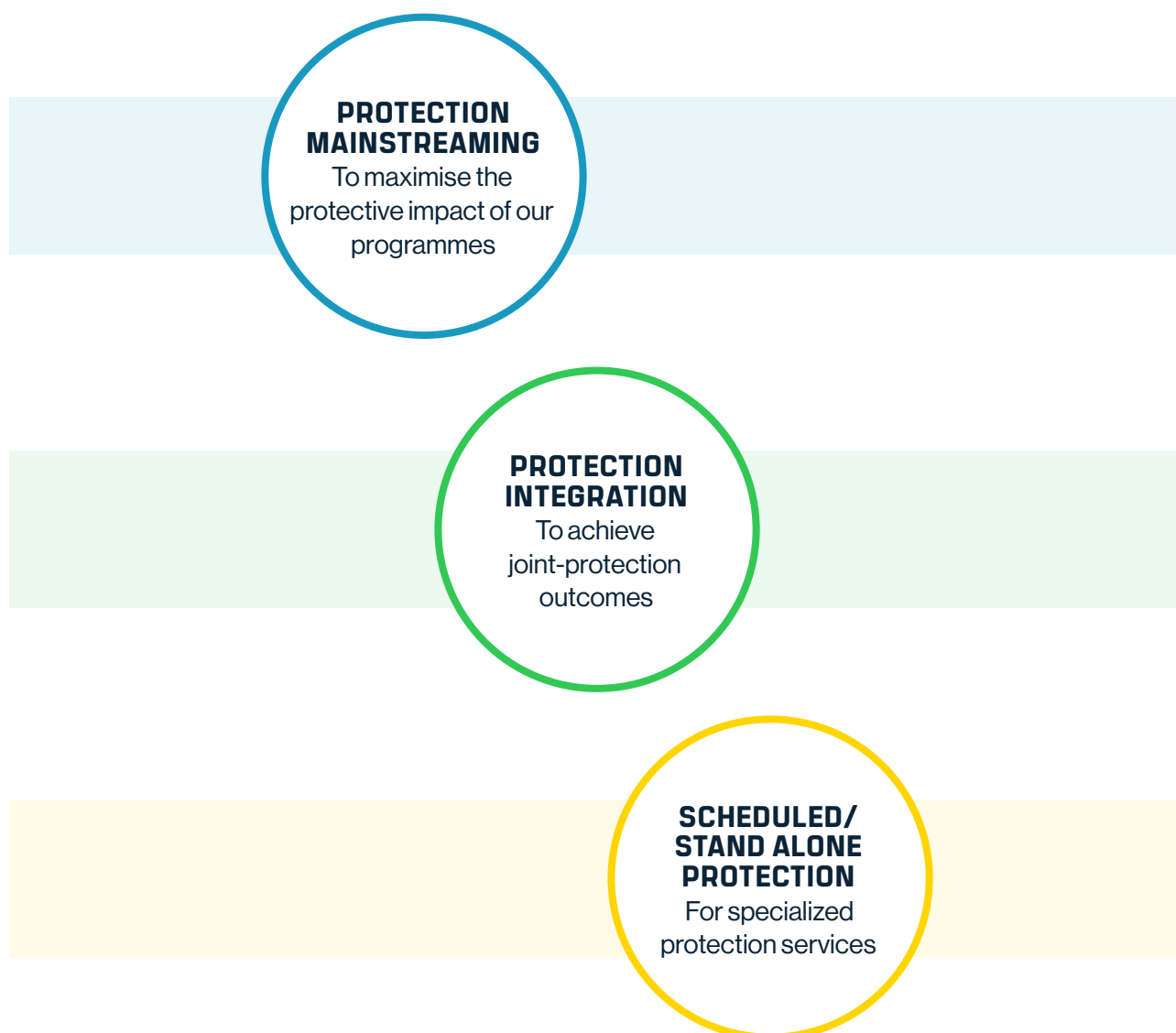


FIGURE 4: Gender and diversity aware, responsive, transformative continuum and minimum standard⁸



⁷ Adapted from: [Intersectionality Resource Guide and Toolkit – An Intersectional Approach to Leave No One Behind](#) (December 2021).
⁸ Adapted from: [Humanity & Inclusion's Policy on Disability, Gender and Age](#) (Humanity & Inclusion, 2018).

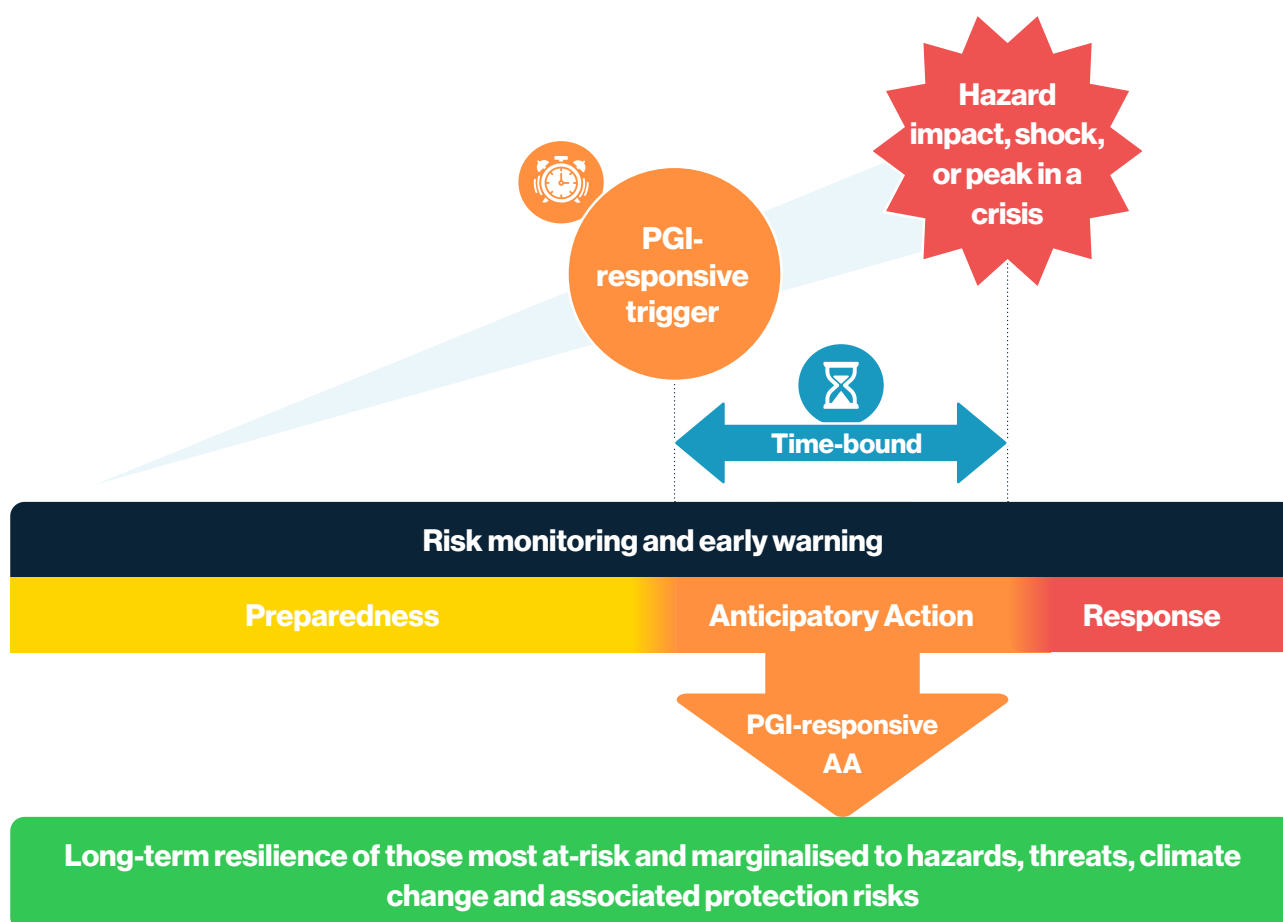
FIGURE 5: The protection continuum⁹

Recognising that effective AA ([↗ Figure 6](#)) requires a holistic approach, this guide and toolkit embraces PGI-responsive and -transformative AA methodologies applied throughout peace, humanitarian and developmental contexts ([↗ Figure 7](#)).

This encompasses various approaches including the establishment of early warning systems (EWS) ([↗ Figure 8](#)) and the practice of early warning and early action, as well as the formulation of AAFs as applied in Forecast-based Action (FbA) ([↗ Figure 9](#)). The guide and toolkit offer tools for both establishing and enhancing PGI-responsive and -transformative AA systems and capabilities, as well as guidance on implementing the associated interventions.

⁹ Adapted from: [↗ Cash And Voucher Assistance For Protection: Taking Stock of Cash and Voucher Assistance to Achieve Protection Outcomes in the Protection Sector in Humanitarian Settings](#) (A Global Protection Cluster Task Team on Cash for Protection Paper, March 2024).

FIGURE 6: Anticipatory action positioning within the disaster risk management continuum and resilience programming¹⁰

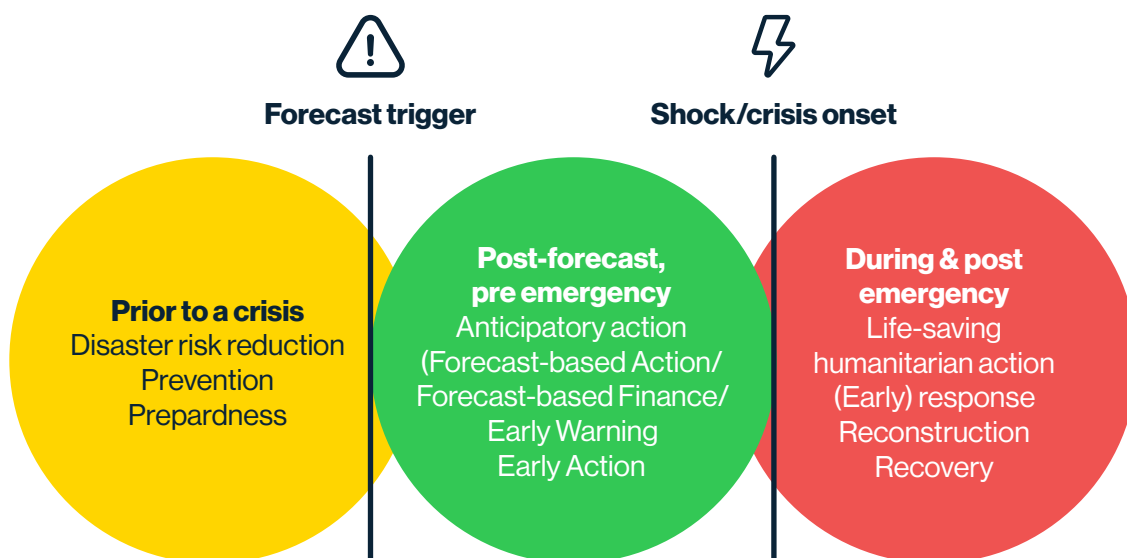
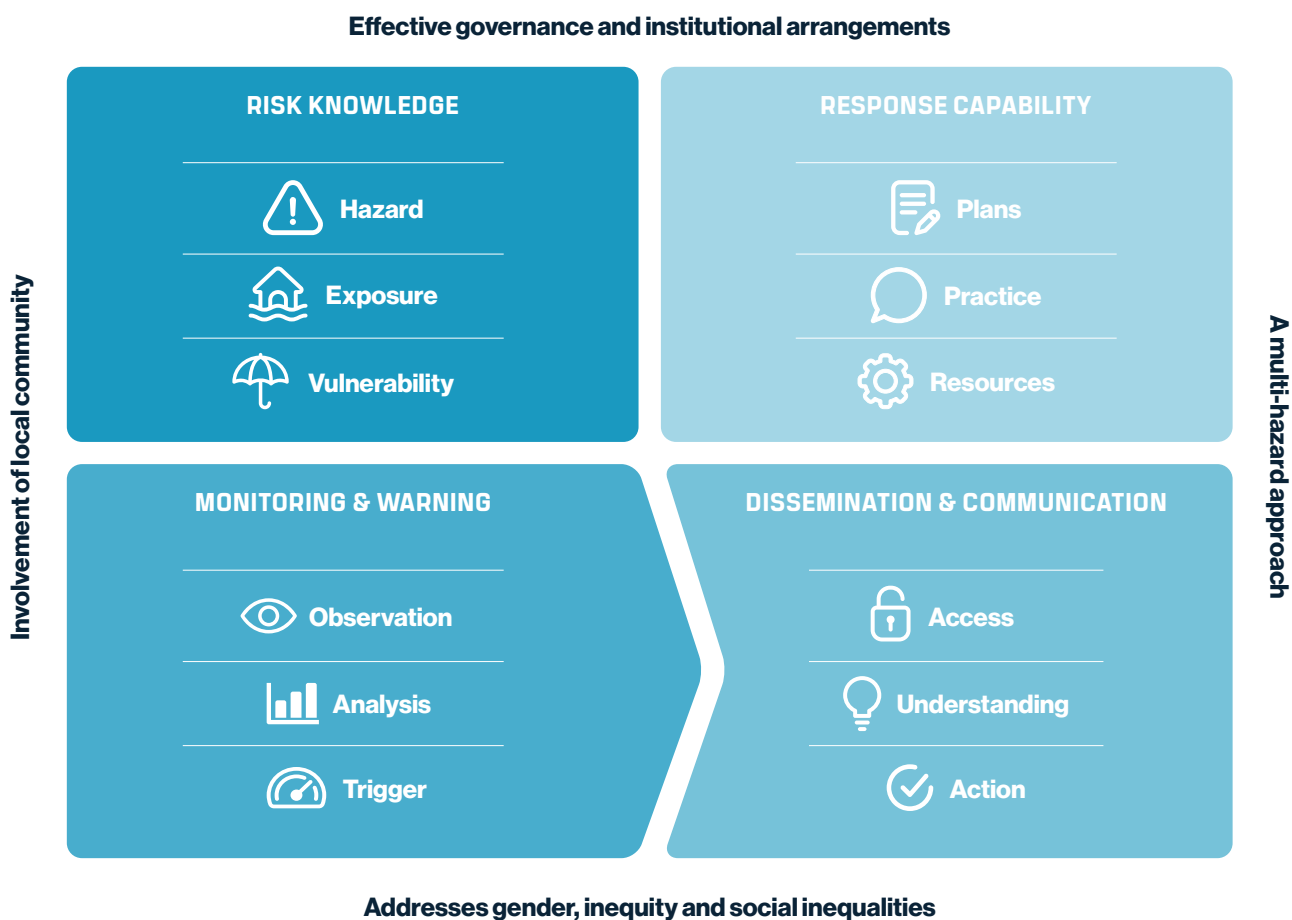


➤ TERMINOLOGY: ANTICIPATORY ACTION / EARLY ACTION¹¹

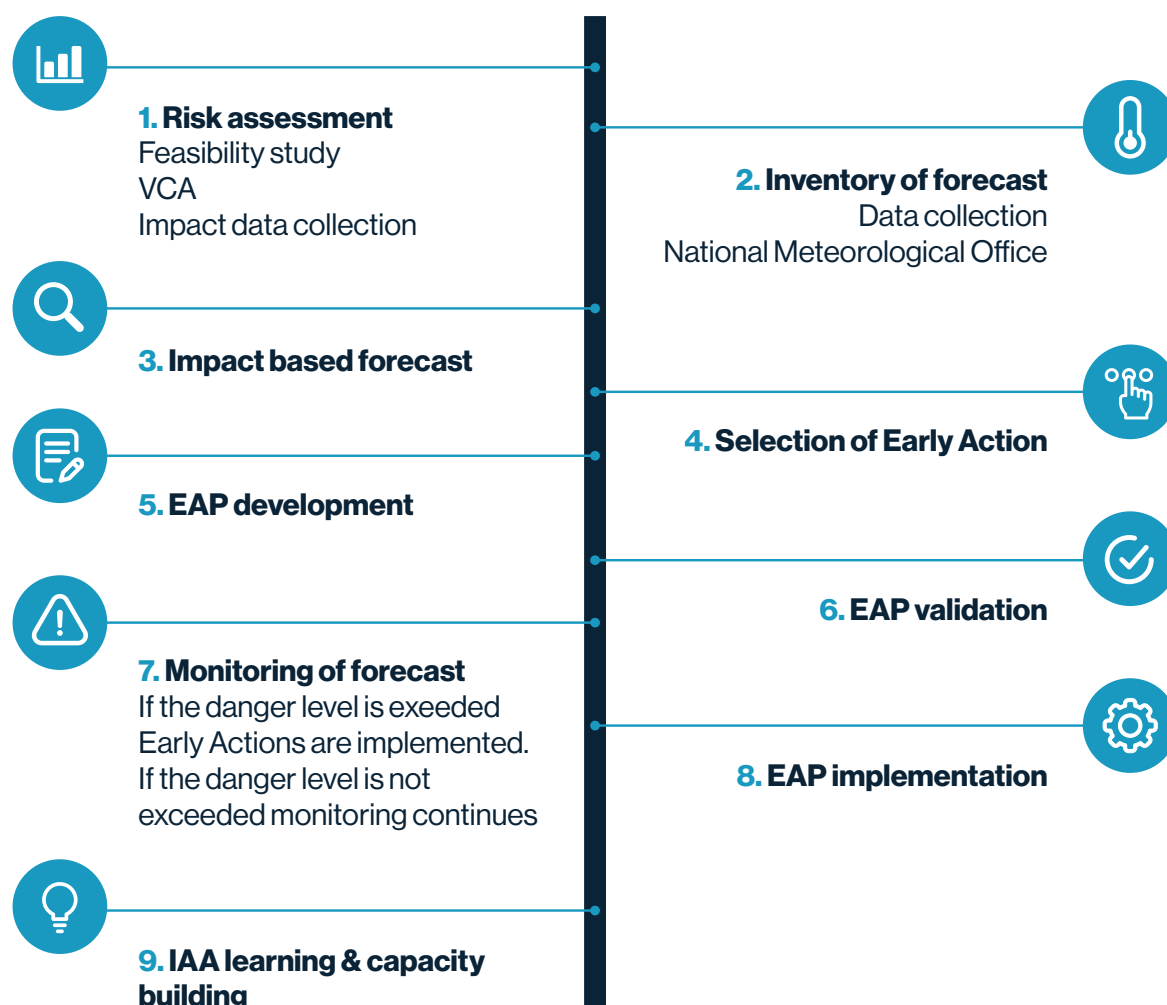
Anticipatory action (AA) is defined as acting ahead of predicted hazardous events to prevent or reduce acute humanitarian impacts before they fully unfold. Early Action is defined as a set of actions to prevent or reduce the impacts of a hazardous event before they fully unfold predicated on a forecast or credible risk analysis of when and where a hazardous event will occur.

¹⁰ Adapted from: ➤ [ASEAN Anticipatory Action Framework](#).

¹¹ Adapted from: ➤ [Glossary Of Early Action Terms](#) (REAP, 2022 Edition).

FIGURE 7: Approaches falling within and outside of anticipatory action**FIGURE 8:** Early warning systems diagram¹²

¹² Adapted from: [Gender in early warning and early action: why do we still need to talk about it? – Anticipation Hub \(anticipation-hub.org\)](#). This diagram by Practical Action of an early warning system (2023) updates the UN and WMO EWS framework recognising the need to actively address the diverse ways that gender, inequity and social inequalities affect people's needs and opportunities throughout the full EWS.

FIGURE 9: Steps for establishing a forecast-based action mechanism¹³

➤ TERMINOLOGY NOTES: ANTICIPATORY ACTION/EARLY ACTION¹⁴

- For many users, the terms ‘early action’ and ‘anticipatory action’ are synonyms.
- For those who see ‘anticipatory action’ as necessarily including pre-agreed financing and programming, ‘early action’ is sometimes used to describe actions taken before the impact of a hazardous event. These actions are based on forecasts but have not necessarily been planned or allocated funding in advance.
- Users differ in their opinions on how ‘early’ early actions can be. Some advocate for broadening the definition to allow ‘early action’ to occur along a longer timeline than AA and be less strongly associated with specific hazardous events. This broader perspective on early action – which includes both corrective and compensatory disaster risk management (DRM) – is more aligned with the views of development and climate actors than with those of humanitarian actors.

¹³ Adapted from: Diagram by Humanity & Inclusion based on: [Introducing Forecast-based Financing to an Urban Setting](#) (German Red Cross, November 2018).

¹⁴ Adapted from: [Glossary Of Early Action Terms](#) (REAP, 2022 Edition).

GUIDE AND TOOLKIT STRUCTURE: COMPONENTS AND ELEMENTS

The guide and toolkit consists of five Components, each of which are divided into Elements that outline PGI-responsive or -transformative EWS and AA.



INTENDED USERS AND USE OF THE GUIDE AND TOOLKIT

Users:



AA advocates, practitioners and policymakers seeking to make AA initiatives PGI-responsive and -transformative where possible. This group encompasses PGI advocates and practitioners aiming to engage in AA and support AA actors to integrate PGI into their initiatives. It includes individuals working with local, national or international non-governmental organisations (NGOs), civil society organisations (CSOs), UN agencies, other multilateral organisations, and Red Cross and Red Crescent National Societies (RCRC), as well as national governments and local authorities who are the principal duty bearers.



Local communities and community-based organisations (including organisations representing different demographics, diversity and abilities) through engagement in and taking ownership of AA processes facilitated by practitioners.



Wider stakeholders and practitioners engaged in AA and early warning–early action in both crisis and non-crisis contexts, including clusters and humanitarian areas of responsibility (e.g., the Gender-Based Violence Area of Responsibility – GBV AoR), reference groups (e.g., IASC Reference Group on Gender and Humanitarian Action), national disaster management authorities, ministries of finance, social protection stakeholders, sectoral cooperatives of producers, institutional and non-institutional donors, private sector entities, research organisations and think tanks.

➤ THE GUIDE AND TOOLKIT ENABLES USERS TO:

- **Support** the capacity strengthening of PGI and AA advocates, practitioners and representatives across diverse stakeholder groups.
- **Raise awareness** of the importance of mainstreaming PGI in AA and facilitate the development of a common understanding, increased collaboration and knowledge exchange between practitioners working on AA and PGI.
- **Identify specific guidance and tools** that can be used to determine which AA elements could be more PGI responsive or transformative and subsequently strengthen them.
- **Ensure the integration of PGI** into the development of organisation or government AA plans i.e., AAFs and/or to strengthen inclusive AA systems (e.g., EWS, organisational AA systems) in terms of PGI.
- **Promote the replication of promising practices** around PGI in AA approaches and models, and support advocacy for the institutionalisation and scaling-up of effective PGI in AA approaches.
- **Apply the Do No Harm framework** to AA through gender and diversity analysis, protection mainstreaming, community engagement and accountability, and conflict sensitivity analysis, among others.
- **Provide guidance** on the ways in which practitioners can collaborate and build partnerships to strengthen PGI in AA.

Types of guidance and tools:



Assessment



Analysis



Checklist



Exercise



Good practices / Tips



Guidance



**Spotlight case /
Example**



Template

⚠ NOTE

Key messages on essential points which must be understood and applied for AA to be PGI-responsive.

How to use this guide and toolkit:

After reading Chapters 1 and 2, examine the ‘aim’ and ‘section outlines’ provided at the beginning of each of the five Components (numbered 0–4) to understand how you can utilise the guide and toolkit. Then familiarise yourself with the Elements under each Component and the guidance and tools provided for each one:

- [Component 0: PARTNERSHIPS AND COORDINATION](#)
- [Component 1: RISK INFORMATION AND FORECASTING SYSTEMS](#)
- [Component 2: PLANNING, OPERATIONS AND DELIVERY](#)
- [Component 3: FINANCING AND RESOURCE MANAGEMENT](#)
- [Component 4: MONITORING, EVALUATION AND LEARNING](#)

We recognise that organisations have varying capacities, resources and priorities when it comes to AA. Allowing for this, the guide and toolkit presents ‘**Components**’ and ‘**Elements**’ (sub-sections 0.1, 0.2, etc.) which can be applied to establish or strengthen certain aspects of AA, or which can be applied following a comprehensive EWS or AA process. Guidance and tools indicated as ‘light touch’ [LT] are simpler to adopt and are less time consuming to apply. Guidance and tools indicated as ‘in-depth’ [ID] can require a greater investment of human and financial resources.

Organisations with limited resources for engaging in AA might want to prioritise the guidance and tools identified as ‘light touch’ [LT]. Additionally, some ‘in-depth’ [ID] guidance and tools (such as [➤ 2.1a Guidance: Community-based preparedness and protection \[ID\]](#)) can serve to support stand-alone interventions for these organisations.

Organisations involved in developing collaborative multi-sectoral AAFs or EWS should consider both the light-touch [LT] and in-depth [ID] guidance and tools.

Consideration should be given to the contextualisation of the guidance and tools. This includes the type of hazard(s); geographical and socio-economic characteristics (including rural-urban), the age, gender, capacity, needs, resources, language(s), culture(s) and other diverse characteristics of the affected populations requiring adaptation; the available human and material resources; and the available communication media and preferences of different population subgroups. The guide and toolkit will be most helpful and relevant if it addresses locally identified needs, employs local terminology for AA concepts, and uses examples and diagrams that resonate with the local context (e.g., using locally meaningful terminology and images relevant to prioritised hazards).¹⁵

The table below presents various applications of the guide and toolkit, considering the role and resources available to different organisations as well as whether AA plans have already been developed and activated in potential areas of intervention.

¹⁵ Adapted from: [➤ https://www.mhpssm.org/en/activity/key-consideration-contextualization#page-1](https://www.mhpssm.org/en/activity/key-consideration-contextualization#page-1).

GUIDE AND TOOLKIT APPLICATION

KEY CONTENT

When resources for engagement in PGI-responsive AA are limited:

Review Element 3.1 Mobilising financing for PGI-responsive AA, before identifying feasible approaches from the guidance and tools provided that could contribute to strengthening certain elements of PGI-responsive AA. This may include those presented in Components 1 or 2. If there are existing AA plans (i.e., frameworks or protocols) for your area of intervention, use the guide and toolkit resources to strengthen the PGI responsiveness of these plans and the associated mechanisms.

Element 3.1

Component 1

Component 2

Designing a specific AA intervention (i.e., for a specific hazard/threat and sector/sectors):

Review Component 2: Planning, operations and delivery, and especially Element 2.3 Planning PGI-responsive multi-sectoral anticipatory actions. Then examine each of the other four Components to identify resources that can be applied to develop PGI-responsive AA interventions and mechanisms.

Component 2

Element 2.3

Component 0

Component 1

Component 3

Component 4

For the collaborative development of AA frameworks and systems:

Review each of the five Components, starting with Component 0: Partnerships and coordination, and considering both the in-depth and light-touch guidance and tools throughout the process.

Component 0

Component 1

Component 2

Component 3

Component 4

Reviewing and strengthening existing AA plans and mechanisms (i.e., frameworks, protocols or other AA interventions):

Review Component 4: Monitoring, evaluation and learning and Component 0: Partnerships and coordination for an inclusive review process. Identify guidance and tools from the other Components that can support the review, including those in Element 1.3 Assessment of existing early warning systems and inclusive risk assessments and Element 2.2 PGI-responsive anticipatory action plans, frameworks, protocols and mechanisms.

Component 4

Component 0

Element 1.3

Element 2.2

The table below (Steps in setting up a PGI-responsive AAF and related resources) presents the guide and toolkit content and resources to be utilised for each step (→ [Figure 10](#)) of setting up a PGI-responsive or -transformative AA framework.

NOTE

These steps do not include the setup of inclusive partnerships and coordination [refer to → [COMPONENT 0: PARTNERSHIPS AND COORDINATION](#)], which is a prerequisite for any AA initiative.

Steps in setting up a PGI-responsive AAF and related resources

PGI-RESPONSIVE AAF STEPS	SUGGESTED KEY GUIDANCE AND TOOLS
1. Risk assessment applying protection, gender, age and disability analysis, and the collection of sex, age and disability disaggregated data (SADDD).	Element 3.1 Component 1 Component 2
2. Assess the PGI responsiveness of existing early warning and forecasting systems (including community-based EWS).	Component 2 Element 2.3 Component 0 Component 1 Component 3 Component 4
3a. Assess the PGI responsiveness of existing early warning and forecasting systems (including community-based EWS).	Component 0 Component 1 Component 2 Component 3 Component 4
3b. Prioritisation of PGI-responsive anticipatory actions that specifically target the most at-risk and marginalised persons and groups.	Component 4 Component 0 Element 1.3 Element 2.2

PGI-RESPONSIVE AAF STEPS

SUGGESTED KEY GUIDANCE AND TOOLS

- 4.** Development of an AAF that outlines PGI-responsive roles and responsibilities. Inclusive review, approval and dissemination of the AAF in collaboration with intermediaries and other representatives of at-risk groups and individuals. Mobilisation of inclusive financing and resources.

Element 2.2

Element 0.2

Element 0.3

Component 3

- 5.** Inclusive monitoring of early warning signs and protection risks.

Checklist 1.4a

Example 2.2d

Analysis 2.3e

- 6.** Designing PGI-responsive AA monitoring, evaluation and learning mechanisms.

Component 4

Element 0.2

Element 0.3

- 7a.** If risk levels (thresholds) are exceeded, accessible and timely early warnings should be communicated and disseminated inclusively. PGI-responsive anticipatory actions should then be implemented. This includes those carried out by communities and through schools as well as those led by intermediaries.

Element 2.5

Element 2.1

Example 2.2d

- 7b.** Inclusive monitoring and evaluation of AA implementation in collaboration with intermediaries and other representatives of at-risk groups and individuals.

Element 4.1

Element 4.2

- 8.** Refinement and scale-up of PGI-responsive AAFs based on evidence and learning.

Element 4.3

Component 3

Element 0.1

FIGURE 10: Key steps of setting up an anticipatory action framework¹⁶

¹⁶ Adapted from: [Pilot Anticipatory Action Country Frameworks and Approaches Internal briefing note](#) (OCHA, February 2021).

CHAPTER TWO: THE APPROACH AND CASE FOR PROTECTION, GENDER AND INCLUSION IN ANTICIPATORY ACTION

A) THE CORE PRINCIPLES APPLIED TO MAINSTREAM PROTECTION, GENDER AND INCLUSION INTO ANTICIPATORY ACTION¹⁷

The core protection, gender and inclusion principles include the dignity, access, participation and safety of all individuals and diverse groups.



Dignity: The recognition that all people affected by an emergency have the right to life with dignity is firmly embedded in the fundamental principle of humanity and in the humanitarian imperative. Furthermore, the right to life with dignity is reflected in the provisions of international law encompassing the right to receive humanitarian assistance. Respect for the dignity of at-risk persons should underpin all emergency assistance activities. This assistance must also be provided according to the fundamental principle of impartiality. Safeguarding the dignity of crisis-affected people is a fundamental part of humanitarian work and should be prioritised in all emergency response programmes.



Access: Access to basic and life-saving services is grounded in humanitarian and human rights law. Emergency programmes should ensure access for all individuals and groups within the affected population. Accordingly, the selection and prioritisation criteria for accessing humanitarian facilities, goods, services and protection must be informed by a gender and diversity analysis to ensure that the assistance and protection reach those most at-risk. Four dimensions of accessibility can be identified in relation to humanitarian assistance and protection: non-discrimination, physical accessibility, economic accessibility or affordability, and information accessibility.

¹⁷ Adapted from: <https://www.ifrc.org/our-work/inclusion-protection-and-engagement/protection-gender-and-inclusion>.



Safety ('Do no harm' and safeguarding): Within affected communities, people's physical and psychological needs differ according to their gender identities, ages, disabilities and backgrounds. It is essential to monitor the safety of project sites and activities with the direct participation of diverse groups to ensure that the assistance provided meets everyone's needs and concerns in an equitable manner. Regular monitoring across sectors is required to assess safety from the perspective of gender, age, disability and diversity. We should always maximise the positive impacts of sector programmes on people's safety.



Participation: Participation refers to the full, equal and meaningful involvement of all members of the community in decision-making processes and activities that affect their lives. The level of participation that people undertake will depend upon their access, how rewarding they find the experience and whether they gain something from the process. In many societies, women, girls, boys, persons with disabilities and marginalised groups continue to be excluded from decision-making and activities in disaster response and recovery.

➤ OTHER PRINCIPLES RELEVANT TO THE APPLICATION OF PGI IN AA INCLUDE:

- Breaking down silos and building bridges: spanning the humanitarian, development, and peace nexus.
- Inclusive systems applying an intersectional lens.
- People-centred approaches, enhancing empowerment, localisation and accountability to affected populations (horizontal and vertical dimensions).
- Continuous inclusive learning and knowledge sharing.

B) CRITICAL GAPS AND CHALLENGES

Critical gaps in and challenges impeding the design, implementation, and wider uptake of PGI-responsive and -transformative AA among humanitarian and development actors include:

The lack of capacity and resources to ensure a comprehensive intersectional risk analysis and successful prioritisation and implementation of PGI.

The lack of available, accessible, accurate and complete data (disaggregated data on historical impacts of disasters on diverse at-risk groups), the lack of data on disability, non-harmonised (PGI-responsive) indicators, among others.¹⁸

The lack of dedicated funding, frameworks and policies promoting PGI in AA.

Stakeholders prioritising forecast-based action (FbA) and other 'science'-based approaches to AA without recognising and valuing the protective outcomes that AA can achieve, and the necessity for more flexibility in decision-making suited to PGI considerations.

PGI being perceived as an add-on or additional work, rather than being acknowledged as essential to AA.

Fragmented responsibilities (internal experts working in silos) and compartmentalised thematic resources. These can lead to disjointed efforts towards ensuring a PGI-responsive approach to AA that is integrated across all sectors.

The lack of monitoring, evaluation and learning for PGI-responsive and -transformative AA and EWS.

¹⁸ ➔ [Including everyone in Anticipatory Action: the critical role of collecting and using disaggregated data](#), (Voice out Loud, 2024).

C) WHY INTEGRATE PROTECTION, GENDER AND INCLUSION INTO ANTICIPATORY ACTION

PGI-responsive early warning systems (EWS) and anticipatory action frameworks (AAFs) can help address the attitudinal, environmental and institutional barriers and risks faced by under-represented and marginalised groups across all areas of anticipatory action (AA). It is crucial to address gaps and to ensure more inclusive and protective AA by systematically applying learning and good practice in partnerships with all stakeholders. This will facilitate improvements that respond to the needs of marginalised groups and individuals and enhance the overall effectiveness of anticipatory measures. Ways to achieve this include:¹⁹

PARTNERSHIPS AND COORDINATION:

- Inclusion of under-represented and marginalised groups in decision-making at every step of an AA process.
- Challenging negative social norms among stakeholders (for example, girls and women being expected to dress in typically feminine ways and be polite, accommodating and nurturing, and men expected to be strong, aggressive and bold). This can help promote equality in decision-making and ensure AA support is utilised as intended and targets those most at-risk.

RISK KNOWLEDGE AND ANALYSIS, MONITORING FORECASTS AND WARNING SYSTEMS

- Consideration of PGI in risk assessments (i.e., understanding differentiated vulnerabilities and capacities, and analysis of barriers and historical impacts of disasters), impact-based forecasting models and AAFs.
- Acknowledgement of the longer lead times needed for some at-risk groups in forecasts and warning design and providing capacity strengthening on their use. ('At-risk groups' here includes but is not limited to persons with disabilities, older persons, people with an illness, single-head households).
- Raising meteorological agencies' and government ministries' awareness of the needs of diverse end users, and ensuring that risk dissemination and communication strategies; plans; and information, education and communication (IEC) considering differences in literacy and access to information and communication media.

¹⁹ Adapted from: [Gender in early warning and early action: why do we still need to talk about it?](#).

PLANNING, OPERATIONS AND DELIVERY

- Integration of safeguarding and Do No Harm framework into programming as well as protection risk assessments and protection-targeted support helps ensure that most marginalised individuals are better protected from violence, discrimination and abuse.
- Ensuring that gendered experiences and needs during evacuation and anticipatory action are not overlooked. These can include cultural restrictions on women's mobility; women's swimming ability; and social norms that expect women to support very young children, older people, or persons with disabilities.
- Adequate budgeting for specific actions such as accessibility and reasonable accommodations, as well as sufficient funding for training on inclusive practices.

FINANCING AND RESOURCE MANAGEMENT

- Inclusion of under-represented and marginalised groups in financing decision-making to ensure these groups can access the support provided through anticipatory action.
- Equitable distribution of resources and support that takes into account the specific disability, gender and age-related needs of diverse at-risk groups (such as girls, boys, pregnant women, breastfeeding women and/or new mothers). Such an approach should recognise and address unequal power dynamics – such as disparities in access to information, services, property or credit – to ensure that these groups are not disadvantaged.
- Dedicated budgets and human resources to enhance PGI in AA, including the establishing of gender-balanced and diverse teams and commitment to inclusive humanitarian action and protection staffing.

MONITORING, EVALUATION AND LEARNING

- Monitoring, evaluation and learning processes that include under-represented and marginalised groups and individuals. This helps ensure that EWS and AAFs respond effectively to specific gaps through AA initiatives which adequately meet the needs of these groups and ensure their inclusion and protection.

CONTRIBUTING TO LONGER-TERM RESILIENCE

- Applying PGI-responsive and transformative approaches can contribute towards longer-term resilience and greater efficiency in the utilisation of limited resources. In particular, leveraging nexus programming for PGI in AA presents an opportunity to work towards addressing root causes of inequalities through AA processes.
- Applying a no-regrets approach, even if anticipatory actions are triggered but forecast impacts are not realised, these activations still contribute to longer term resilience. For example, by helping to revive and maintain community-based protection structures.²⁰

²⁰ ↗ [Protection, Gender and Inclusion in Anticipatory Action: Learning & Best Practices Report from Bangladesh, El Salvador, Indonesia, Nepal, Philippines, Vietnam, and Zimbabwe](#) (Plan International UK, July 2024).

D) SUPPORTING THE CASE FOR PROTECTION, GENDER AND INCLUSION-RESPONSIVE ANTICIPATORY ACTION

Emerging quantitative and qualitative findings, outlined below, indicate potential protection outcomes which can be realised through AA interventions. Further initiatives are needed to develop monitoring, evaluation and learning mechanisms to capture further evidence on the AA interventions intentionally focused on PGI-responsive and -transformative outcomes.

Research on education outcomes from an AA intervention in Ethiopia found that for every \$1 spent from the Early Action Fund, target households received \$2.58 more in social value than equivalent humanitarian responses that did not include AA. The programme's impact evaluation found a range of positive outcomes resulting from the Early Action Fund intervention, including improved income and reduced household expenditure, enhanced access to food and clean water, improved livestock health, improved hygiene, healthier children and maintained school attendance. Although the funding focused on support for livelihoods (cash for work), cattle health, and water, sanitation and hygiene (WASH) provision, Early Action Fund interventions also enabled children to stay in school, preventing negative outcomes such as migration and child labour.²¹

There is a substantial body of evidence supporting investment in PGI-responsive AA which needs to be acknowledged and acted upon. Some illustrative points include:

Early data shows that it is possible to target some of the known drivers of gender-based violence (GBV) at the household level through AA. For example, global evidence indicates that financial pressures and other forms of stress at the household level can trigger intimate partner violence. Global evidence also indicates that girls who do not attend school are often more socially isolated, less likely to have acquired the protective assets associated with resilience to shocks, and at a higher risk of GBV – including early marriage and sexual exploitation – than girls who remain in school. Anticipatory actions may help to eliminate these risk factors.²²

Even if given sufficient time and warning, 17% of persons with a disability would still find evacuation challenging, and a further 6% would be unable to evacuate independently at all. Furthermore, 56% are unaware of or don't have access to disaster risk information in accessible formats in their communities and 86% of persons with disabilities report no participation in disaster risk reduction decision-making and planning at the community level.²³ The engagement of organisations of persons with disabilities (OPDs) and other intermediaries in AA processes key to addressing these gaps.

Analysis of the correlation between child marriage and climate-related events (where there was unexpectedly high or low levels of rainfall) showed that a 10% deviation in either direction was associated with a 1% increase in the prevalence of child marriage.²⁴

²¹ ↗ [Guidance on Coordinated Anticipatory Action in Education](#) (Global Education Cluster, May 2024).

²² ↗ [Research Query: GBV and Anticipatory Action Approaches](#) (GBV AoR, 2021).

²³ ↗ [UNDRR 2023 global survey report on people with disabilities and disasters](#). Total of 6,342 responses from 132 countries interviewed.

²⁴ ↗ [Is an end to child marriage within reach? Latest trends and future prospects](#) (UNICEF, 2023).

E) STANDARDS AND GUIDELINES FOR PROTECTION, GENDER AND INCLUSION IN ANTICIPATORY ACTION

These key standards enable humanitarian and development communities to support and advance PGI-responsive AA efforts:

- [Humanitarian Inclusion Standards for older people and persons with disabilities](#)
- [INEE Minimum Standards for Education](#)
- [Minimum Standards for Child Protection in Humanitarian Action](#)
- [Minimum Standards for Protection Gender and Inclusion \(IFRC, 2018\)](#)
- [IASC Principals Statement, The Centrality of Protection in Humanitarian Action](#)

The following are key guidelines to support and advance PGI responsive AA efforts:

- [IASC Gender in Humanitarian Action Handbook](#)
- [IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action](#)
- [IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action](#)
- [IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings](#)
- [Minimum Initial Service Package \(MISP\) for Sexual and Reproductive Health \(SRH\) in Crisis Situations](#) (Inter-Agency Working Group for Reproductive Health in Crisis)

CHAPTER THREE: HOW TO APPLY PROTECTION, GENDER AND INCLUSION IN ANTICIPATORY ACTION

0

COMPONENT 0

PARTNERSHIPS AND COORDINATION

1

This Component will enable you to ensure that stakeholders have gender and diversity awareness, that at-risk groups are represented, and that there is commitment to protection, gender and inclusion (PGI) -responsive or -transformative anticipatory action (AA).

2

To achieve this, you will need to raise awareness of PGI-responsive and -transformative AA and strengthen capacities for different Elements of PGI in AA. You will also need to engage with networks which support PGI in AA. Additionally, it is important to create understanding around power dynamics and ensure inclusive stakeholder engagement for meaningful consultation and empowerment of at-risk and marginalised groups.

3

4

This includes the application of an intersectional lens, ensuring accessibility and reasonable accommodation, and planning how to work with intermediaries representing these groups. It is also vital to have an understanding of the roles played by stakeholders in each of the four early warning system (EWS) elements and a plan for addressing institutional programming and coordination barriers preventing PGI-responsive AA. Finally, feedback and accountability mechanisms should be strengthened to ensure they are PGI-responsive and -transformative from the initial AA planning and design stages and consequently 'Do No Harm'.

ELEMENT	OBJECTIVES FOR EACH ELEMENT
0.1 Raising awareness, training and networking	Identify resources that can be used to raise awareness of PGI-responsive and -transformative AA as well as training materials and courses on different PGI in AA Elements. Identify key networks to join which can support the mainstreaming of PGI in AA.
0.2 Establishing inclusive engagement, partnerships and leadership capacity	Understand power dynamics and identify and prioritise inclusive stakeholder engagement. Understand how to create safe spaces for meaningful consultation with at-risk and marginalised groups and determine how to engage and support them to take on leadership roles. Determine how to work with intermediaries (organisations representing at-risk groups and marginalised groups).
0.3 Coordination, responsibility, and feedback and accountability mechanisms	Identify stakeholders and ensure inclusive engagement for each of the four EWS elements. Address institutional programming and coordination barriers preventing PGI-responsive AA and strengthen feedback and accountability from the outset to ensure AA initiatives are PGI-responsive and -transformative.

➤ KEY GUIDANCE AND TOOLS

Resources 0.1a

Raising awareness of and providing training on PGI in AA [LT/ID]

Analysis 0.2b

Stakeholder prioritisation and engagement [LT]

Checklist 0.2c

Key considerations when creating safe consultation spaces [LT/ID]

Good practice 0.2d

Persons with disabilities and other at-risk individuals in leadership roles [LT]

Checklist 0.2f

Partnering with women- and girl-led organisations (WGLOs) and other intermediaries [LT]

Guidance 0.3c

Feedback and accountability mechanisms [LT]

➤ FURTHER GUIDANCE AND TOOLS

Resources 0.1b

Networks and working groups [LT]

Analysis 0.2a

Stakeholder and power mapping – Exercise [LT]

Tips 0.2e

Partnerships with organisations of persons with disabilities and other intermediaries [LT]

Illustration 0.3a

Roles of state and non-state actors across the four key areas of the early warning system value chain [LT]

Example 0.3b

Good gender equality programming in coordination [LT]

GUIDANCE AND TOOLS WITHIN OTHER COMPONENTS ALSO RELEVANT FOR PARTNERSHIPS AND COORDINATION

Analysis 1.1a

Analysis 1.1b

Assessment 2.2e

Analysis 2.2f

Guidance 2.4a

Checklist 3.2a

Assessment 4.2d

Guidance 4.3b

It is necessary to allocate additional time needed to bring people up to speed on the evidence and ensure their understanding and awareness of the different barriers (attitudinal, environmental and institutional), issues and needs related to gender and marginalisation. There is also a need to shift away from the idea that a gender- and diversity-responsive approach is the responsibility of a select few, and help other stakeholders take responsibility and develop programmes and plans that are based on an understanding of differentiated gendered needs. Without this, any gendered considerations in the design of interventions will be ineffective and/or unlikely to be implemented by disengaged stakeholders.²⁵

For AA processes to be PGI-responsive and -transformative, it is necessary to ensure the inclusive engagement and representation of the most at-risk and marginalised. This necessitates analysis of gaps and barriers in existing systems (↗ [Figure 11](#)) and the establishment of inclusive decision-making processes (as presented for example by ↗ [Figure 12](#)) through the creation of safe spaces for dialogue with representatives of those most at-risk and often discriminated against.

FIGURE 11: Steps to developing and designing gender- and diversity-transformative early warning systems and anticipatory action frameworks²⁶



1. Identify key stakeholders in AA and EWS, including representatives of, or intermediaries to, the most at-risk groups.



2. Brief key stakeholders on the results of gender, equality and social inclusion (GESI) risk assessments, including barriers and challenges for most at-risk groups in AA and EWS.



3. Allow time for self-reflection of stakeholders to develop actions under their mandate to respond to PGI-responsive and -transformative issues in AA and EWS.



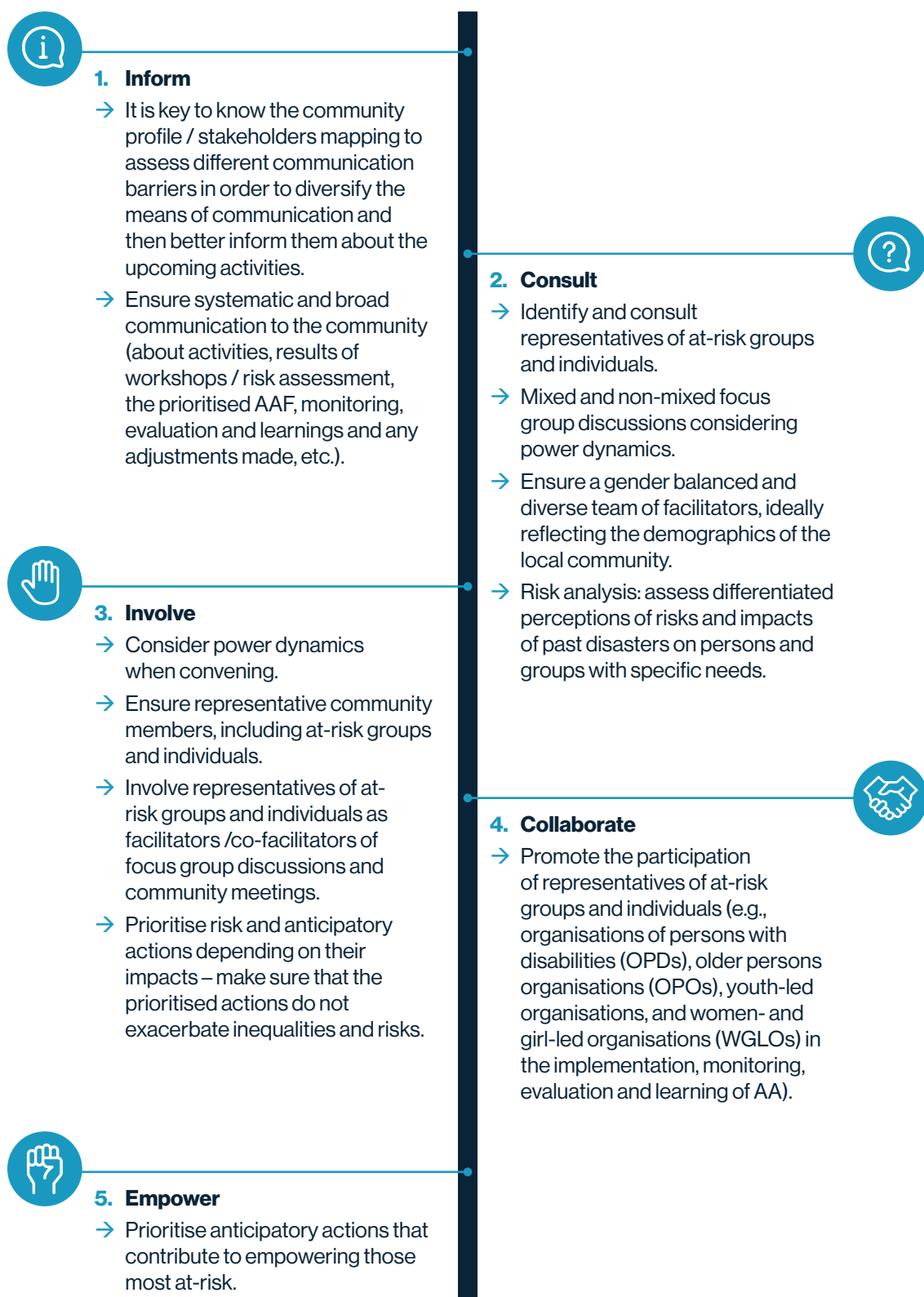
4. Collectively and iteratively review draft actions between stakeholder groups to ensure coordinated strategies and a collective action plan.



5. Agree ways forward, allocating resources and enablers to ensure the needs and voices of the most marginalised are represented and heard in decision making, planning, implementing, monitoring and evaluation.

²⁵ Adapted from: ↗ [Gender in early warning and early action: why do we still need to talk about it?](#)

²⁶ Adapted from: ↗ [From Policy Recommendations to Practical Actions: Towards Gender Transformative Practices for Baguio City's Flood Early Warning System](#) | ADB Knowledge Event Repository ([development.asia](#)).

FIGURE 12: Community engagement objectives and outcomes across anticipatory action systems.²⁷

²⁷ Adapted from: [Guidance note: Community engagement in Anticipatory Action](#) (FAO, 2023).

0.1

RAISING AWARENESS, TRAINING AND NETWORKING

This section provides resources which can be used to raise awareness and provide training on the different Elements of PGI-responsive and -transformative AA. Information is provided on the key networks and working groups focused on PGI-responsive and -transformative AA, or those which support it.



0.1A RESOURCES:

RAISING AWARENESS OF AND PROVIDING TRAINING ON PGI IN AA [LT/ID]

PURPOSE

To cultivate a shared understanding among stakeholders of the pressing need for the integration and mainstreaming of PGI in AA. This will ensure that AA effectively serves those most at-risk, encompassing their diverse needs and circumstances.

HOW TO USE

Use the information provided in the [Key terms](#) and [Chapter Two: The approach and case for PGI in AA](#) of this guide and toolkit alongside the reference resources below to inform the design of workshop sessions or training modules on PGI in AA.

REFERENCE RESOURCES:

The following resources can be used to raise awareness and understanding of PGI-responsive and -transformative AA, the terms used, why PGI should be mainstreamed in AA, and the overall approach:

- [The vision for PGI in AA](#)
- [Chapter Two: The approach and case for PGI in AA](#)
- [Key terms](#), and [Annex 1: Glossary of further PGI terms](#)
- [Training Module on Gender Equality and Social Inclusion Responsive AA \(The Association of Southeast Asian Nations \(ASEAN\), April 2023\).](#)

0.1A RESOURCES

TRAINING MATERIALS AND COURSES ON SPECIFIC PROTECTION, GENDER AND INCLUSION APPROACHES:

Briefing on Inclusive Facilitation (Humanity & Inclusion, n.d.): This guide can serve as a roadmap on how to ensure the full participation of all individuals both with and without disabilities. The steps are divided into before, during and after training. – Available on request from Humanity & Inclusion through the [Working Group on Protection, Gender, and Inclusion in Anticipatory Action – Anticipation Hub](#).

Collecting Data for the Inclusion of Persons with Disabilities in Humanitarian Action – The Application of the Washington Group Questions. E-Learning: see: [disasterready.org](#) and [kayaconnect.org](#).

[Disability Inclusive in Humanitarian Coordination](#) (UNICEF). Short e-course. Learn how to integrate disability inclusion across the humanitarian programme cycle in all sectors to ensure that humanitarian assistance reaches everyone.

[Guide & Tools: Orientation bundle: Psychological First Aid in times of conflict and uncertainty](#) (IFRC Psychosocial Centre, 2022). This orientation bundle on basic psychological first aid (PFA) in times of conflict and uncertainty, includes: Presentation: PFA in times of conflict and uncertainty; role-play guide: PFA training in situations of conflict and uncertainty; and role-play videos.

[Gender equality training toolkit](#) (HelpAge International, 2020): Designed for those trained to: reflect on perceptions of gender and other identities across the life course and particularly in old age. Also provides guidance on carrying out a gender analysis.

[Introduction to disability-inclusive humanitarian action](#) (Disability Reference Group): This training package has been designed to support trainers to facilitate learning, reflections and discussions around disability-inclusive humanitarian action.

[Seven Moves: Protection, gender and inclusion in emergencies training – Facilitator manual](#) (IFRC, 2019): This facilitator manual presents the information needed to run the Seven Moves: Protection, Gender and Inclusion in Emergencies training course.

[Training pack for enumerators using the Washington Group Questions in humanitarian action](#).

[The Missing Voices Approach Manual](#) (Practical Action, October 2023): Guidance on how to implement the Missing Voices Approach to capture first-person perspectives of marginalised people to inform disaster risk management. The Missing Voices training materials are available on request (contact: enquiries@practicalaction.org.uk).



0.1B RESOURCES:

NETWORKS AND WORKING GROUPS [LT]

PURPOSE

To establish connections with networks and working groups that facilitate knowledge exchange and collaborative action to advance PGI in AA.

HOW TO USE

Consider consulting or joining the following platforms:

- A.** Working Group on Protection, Gender, and Inclusion in Anticipatory Action, Anticipation Hub
- B.** The Risk Informed Early Action Partnership (REAP) Working Groups
- C.** GBV Working Groups

A. ↗ WORKING GROUP ON PROTECTION, GENDER, AND INCLUSION IN ANTICIPATORY ACTION, ANTICIPATION HUB

The working group seeks to enhance technical exchange, advocacy and dissemination of resources concerning the integration of PGI in AA. It aims to improve coordination among stakeholders at various levels and harmonise their efforts based on specific mandates, strengths and capacities. Overall, the group aims to accelerate the mainstreaming of PGI in AA by fostering collaboration, generating implementation tools, strengthening the evidence base, and advocating for its integration.

B. THE RISK INFORMED EARLY ACTION PARTNERSHIP (REAP) ↗ WORKING GROUPS

Early Warning Initiatives Working Group: Building coherence between existing initiatives, sharing learning and co-producing greater action, with a focus on people-centred EWS.

Linking Risk Financing to Anticipatory Action: Strengthening links between early action and disaster risk finance stakeholders, and identifying good practice and future opportunities.

Risk Communication Working Group: Ensuring that complex risk information is delivered to decision makers – from communities to government – in a timely, actionable manner.

0.1B RESOURCES

C. GBV WORKING GROUPS

Global Protection Cluster's GBV Area of Responsibility (GBV AoR):

The GBV AoR is a global-level forum for coordination and policy development, led by the United Nations Population Fund (UNFPA). It brings together UN agencies, non-governmental organisations (NGOs) and other stakeholders to strengthen and coordinate GBV prevention and response efforts in humanitarian settings.

GBV Sub-Clusters at the Country Level:

These are operational coordination groups established in crisis-affected countries. They include representatives from government, UN agencies, NGOs and civil society organisations (CSOs) working on GBV prevention and response. Examples include the GBV Sub-Clusters in countries like Syria, Yemen and South Sudan.

Regional GBV Working Groups:

These groups operate at the regional level to coordinate GBV initiatives across multiple countries. They provide a platform for sharing best practices, resources and strategies to address GBV in specific regional contexts.

National GBV Working Groups:

Many countries have national-level GBV working groups that coordinate GBV prevention and response efforts across government departments, NGOs and international organisations. These groups often work on policy development, capacity-building and advocacy.

➤ FURTHER RELATED NETWORKS:

➤ [Anticipatory Action in Conflict Practitioners' Group](#), Anticipation Hub: This group aims to provide a platform for mutual technical exchange and learning on different approaches and methodologies for anticipatory action in conflict situations.

➤ [Locally Led Anticipatory Action Working Group](#), Anticipation Hub: This group seeks to facilitate a platform for local actors to exchange and collaborate on locally led anticipatory action and strengthen the evidence base for locally led anticipatory action.

➤ [Monitoring, Evaluation, Accountability and Learning \(MEAL\) Practitioners Group](#), Anticipation Hub: This group brings together people from across the anticipation community interested in generating and using evidence on anticipatory action.

➤ [Training Module on Gender Equality and Social Inclusion Responsive AA \(The Association of Southeast Asian Nations \(ASEAN\), April 2023\).](#)

0.2

ESTABLISHING INCLUSIVE ENGAGEMENT, PARTNERSHIPS AND LEADERSHIP CAPACITY

This section includes guidance and tools for stakeholder engagement, power mapping and creating safe spaces for meaningful consultation with at-risk and marginalised groups. Guidance is provided on how to support at-risk and marginalised groups to take on leadership roles and how to collaborate with ‘intermediary’ organisations representing at-risk groups.

NOTE!

While this section presents effective practices to enable persons with disabilities to take up leadership roles and guidance on forming partnerships with organisations of persons with disabilities (OPDs) as well as women- and girl-led organisations (WGLOs), these practices and approaches should be customised to encompass diverse cultures including those of Indigenous Peoples and ethnic minorities²⁸ as well as diverse groups and different organisations, including those of older persons.



0.2A ANALYSIS:

STAKEHOLDER AND POWER MAPPING – EXERCISE [LT]

PURPOSE

To analyse the forces and dynamics present in the current political moment. This analysis can inform country analyses, strategies, and stakeholder and power mapping, as well as supplementing risk assessments and planning. Depending on your focus, this analysis can be conducted at the national or local level.

HOW TO USE

Use this stakeholder and power mapping exercise to inform the planning for conducting or facilitating an AA process. This should guide reflection on how intersectional discrimination and unequal power relations manifest at:

- a. All levels of society, from the personal realm of the individual and household to the wider public realm of the community, the organisation, government and the business sector.
- b. Across visible and invisible forms of power – ranging from social norms and exclusionary practices to formal laws and policies.

²⁸ [Words into Action: Engaging Children and Youth in Disaster Risk Reduction And Resilience Building](#) (UNDRR, 2020): Provides minimum requirements for the inclusion of Indigenous Peoples and ethnic minority individuals of all ages and genders in disaster risk reduction.

0.2A ANALYSIS

GROUP WORK QUESTIONS:

(Should be contextualised, adapted and supplemented as needed.)

i. Agency, commitment, knowledge and skills:

- a.** Name two or three major aspects of individual and family life and expectations that currently affect the wellbeing and rights of those most marginalised. Ensure you reflect on intra-household differences (e.g., people with disabilities, women, girls and gender-diverse persons, older and younger persons).
- b.** Name two to three aspects that describe the state of the civil society organisations (CSOs) representing the most marginalised.

ii. Access to and control over resources and opportunities: Name two or three major dynamics and actors that impact access and control over resources and opportunities for those most marginalised.

iii. Laws, policies, programmes, resource allocation, accountability mechanisms: Name two to three major [disaster management] government policies, laws, institutions or decision-makers that are currently affecting those most marginalised in your context.

iv. Social norms, attitudes, exclusionary practices: Name two or three major ideological and cultural forces and beliefs that are currently affecting key marginalised groups in your setting. What forms of exclusion, stigma and discrimination are present? What are the main factors behind the prevailing attitudes/behaviours? Think about the most marginalised within those marginalised groups (e.g., indigenous persons with disabilities, older women in rural areas etc.).

Source: [Intersectionality Resource Guide and Toolkit – An Intersectional Approach to Leave No One Behind](#) (UNPRPD and UN Women, 2021).



O.2B ANALYSIS:

STAKEHOLDER PRIORITISATION AND ENGAGEMENT [LT]

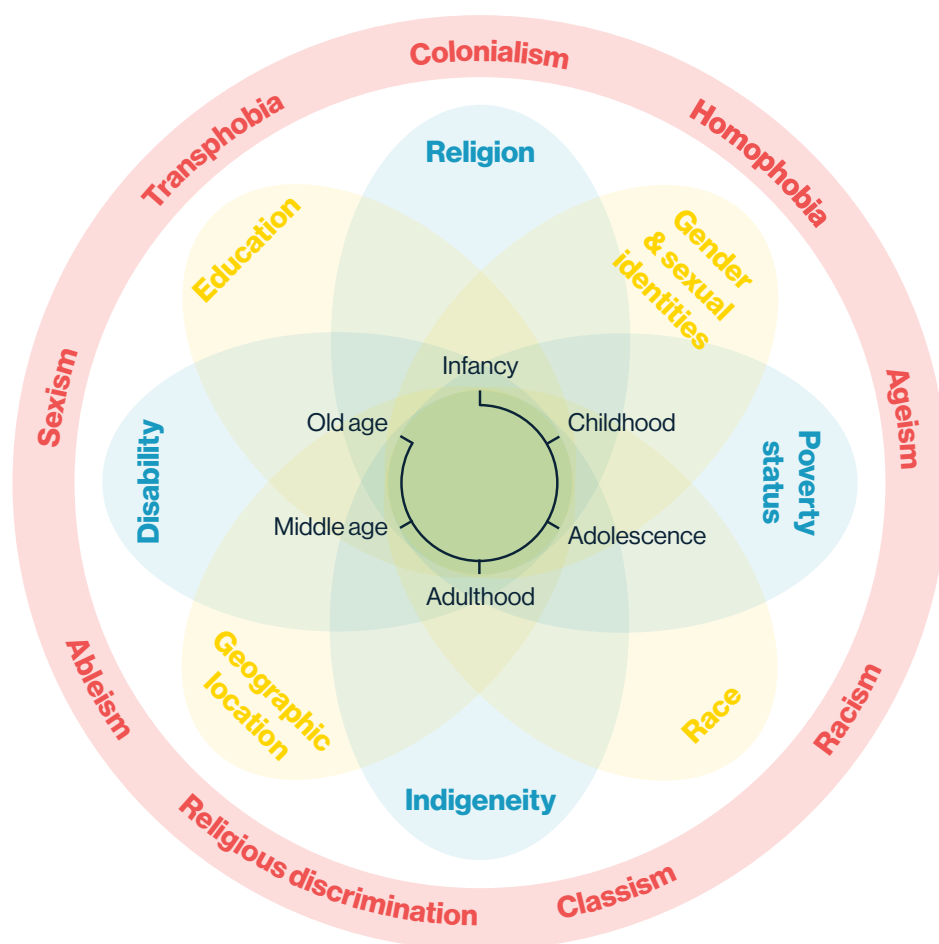
PURPOSE

To identify and prioritise excluded individuals or groups to be engaged in AA processes.

HOW TO USE

Organisations tend to consult with individuals or groups with well-recognised or official positions of authority (i.e., those who are often the most visible). The challenge with working with the dominant power group is that they (whether consciously or subconsciously) are likely to reinforce their own vested interests. Working alongside the current dominant power group (i.e., working with the status quo) risks reinforcing and reproducing unequal power relations within projects, reproducing inequality and discrimination, and essentially ‘doing harm’.

DIAGRAM: Intersectionality wheel²⁹



²⁹ Adapted from: [Intersectionality Resource Guide and Toolkit – An Intersectional Approach to Leave No One Behind](#) (December 2021). Note this diagram does not represent all diversities, for example, it does not include language amongst other factors, as outlined in [Designing Inclusive, Accessible Early Warning Systems: Good Practices and Entry Points](#) (World Bank, May 2023).

0.2B ANALYSIS

When considering which participants to include in different project design processes and project activities, consider the following:

Use the intersectional lens of identity characteristics and environmental factors to identify (prioritise) 'which' women/men/ persons with disabilities/targeted age-groups to engage with.

Consider who is unrepresented? Who remains invisible?

Reflecting on i) the context and ii) the purpose of the project (and activities), are those prioritised and 'excluded' groups the 'correct' groups?

It is not feasible to include everyone in design processes or activities. Prioritisation is necessary.

Reflect on who has identified the individuals or groups to be consulted to help in determining if there may be bias towards any groups.

Think about who partner organisations (organisations of persons with disabilities, women's rights organisations, community-based organisations) represent. Is their work informed by an intersectional approach or do they work with groups in silos?

Source: ↗ [Towards more inclusive practices: A Disability, Gender and Age Intersectional Resource](#) (Humanity & Inclusion, 2020).

**0.2C CHECKLIST:****KEY CONSIDERATIONS WHEN CREATING SAFE CONSULTATION SPACES [LT/ID]****PURPOSE**

To identify and understand the essential factors to consider when designing and upholding safe, accessible and inclusive spaces for all. To promote introspection and cultivate active listening skills to create those safe spaces, encouraging individuals to think about how their personal convictions and positions of authority and privileges might influence the way others' experiences and responses to oppression. To support programmes to embrace a Do No Harm approach and incorporate effective mechanisms for accountability and risk mitigation.

HOW TO USE

Consider when preparing for consultations, meetings, interviews, workshops and other forms of engagement.

CHECKLIST:

-  Be aware of your own power, privileges, attitudes, beliefs, biases and assumptions
-  Promote safe and meaningful dialogue
-  Factor in accessibility and reasonable accommodation (e.g., making information accessible for persons with disabilities, modifying equipment, reorganising activities, scheduling considerations, etc.)
-  Be sensitive to time and space (consider the issues and potential risks for marginalised people in your context and how they can be avoided)
-  Ensure consent is free and informed, and allow participants to retract their input/data within a reasonable time period
-  Maintain confidentiality and privacy at all times
-  Ensure safe feedback mechanisms are in place
-  Be equipped to refer people onto support services.

Adapted from [Intersectionality Resource Guide and Toolkit – An Intersectional Approach to Leave No One Behind](#) (UNPRPD and UN Women, 2021). [A manual for co-production in African weather and climate services](#) (WISER, 2019). Refer to 'Key questions to ask when promoting inclusivity'.

**0.2D GOOD PRACTICE:****PERSONS WITH DISABILITIES AND OTHER AT-RISK INDIVIDUALS IN LEADERSHIP ROLES [LT]****PURPOSE**

To support good practice in enabling persons with disabilities to take up active roles as AA actors and engaging persons with disabilities in AA initiatives.

HOW TO USE

Refer to the referenced source of this tool (below) for brief guidance on why and how to take practical actions to facilitate greater participation of persons with disabilities. These good practices can be adapted and applied to inform processes for supporting representatives of other at-risk and marginalised groups to take up leadership roles.

GOOD PRACTICES: ENABLE MEANINGFUL PARTICIPATION OF PERSONS WITH DISABILITIES BY SUPPORTING THEM TO TAKE UP ACTIVE ROLES AS AA ACTORS:

Gather comprehensive information on the situation of persons with disabilities

Identify, analyse and address barriers to participation

Empower persons with disabilities by informing them of their rights and roles in AA by building their confidence and providing them with appropriate training

Provide reasonable accommodation/ inclusive budgeting (e.g., accessibility, budget for caregiver transportation, etc.) to ensure persons with disabilities can fully participate in activities.

Ensure all communication is in multiple and accessible formats

ENGAGE PERSONS WITH DISABILITIES IN AA EFFORTS:

Identify any adaptations that may be needed to roles in AA to enable meaningful participation

Fully engage all key stakeholders, including representatives of persons with disabilities and service providers

Identify, select, train and engage 'thought leaders' among persons with and without disabilities

Mobilise persons with disabilities as facilitators for project activities

Drive a synchronised approach between higher levels (policy) and lower levels (implementation)

Consider radio programming as an effective channel for persons with disabilities to lead on early warning [See [Spotlight case: Women's weather watch integrating gender-based violence prevention – Fiji](#)].

Source: [Empowerment and participation Good practices from South and South-East Asia in disability inclusive disaster risk management](#) (Disability Inclusive Disaster Risk Reduction Network for Asia and Pacific, 2014).

**0.2E TIPS:****PARTNERSHIPS WITH ORGANISATIONS OF PERSONS WITH DISABILITIES AND OTHER INTERMEDIARIES [LT]****PURPOSE**

To establish partnerships with organisations of persons with disabilities (OPDs) in the development of AA interventions and plans.

HOW TO USE

Refer to the reference source below for further guidance on how to conduct each step of the partnering process with OPDs. These steps can be adapted and applied to inform the process for partnering with other intermediaries.

NOTE!

OPDs play a critical role in representing the viewpoints of persons with disabilities. They exist predominantly to collectively act, express, promote, pursue and/or defend the rights of persons with disabilities and bring a unique perspective by speaking on their behalf.

STEP 0:

Before engaging with OPDs it is essential to:

- Ensure staff have a basic awareness of the rights and capacities of persons with disabilities and are familiar with OPDs.
- Initiate an internal reflection process to define the specific purpose and scope for OPDs' engagement. This should acknowledge the importance of flexibility and genuine partnership and involve a wide range of staff and partners to ensure shared ownership, understanding and expectations.
- It is advisable to seek support from a trained disability-inclusion focal point (point of contact) to facilitate this process.

STEP 1:

Identify OPDs and informal groups of persons with disabilities in your area of operation

STEP 2:

Ensure that OPDs' engagement reflects diversity

STEP 3:

Agree with the OPDs on the type of engagement needed and identify adaptations that may need to be made – including partnership processes – to enable meaningful participation and engagement

STEP 4:

Facilitate ongoing engagement and consultation with OPDs

STEP 5:

Appropriately resource OPDs' engagement

STEP 6:

Establish systematic engagement with OPDs, including longer-term partnerships.

Source: [Engaging with organizations of persons with disabilities in humanitarian action – Tip sheet](#) (UNICEF, n.d.).

**0.2F CHECKLIST:****PARTNERING WITH WOMEN- AND GIRL-LED ORGANISATIONS (WGLOS) AND OTHER INTERMEDIARIES [LT]****PURPOSE**

To establish partnerships with women- and girl-led organisations or other intermediaries for the development of AA interventions and plans.

HOW TO USE

Go through the checklist and refer to the source below to plan each step of the partnering process with women- and girl-led organisations. This checklist can be adapted to inform the process for partnering with other intermediaries.

NOTE!

Many women-led initiatives are less formally established than male-led ones, which can make it harder to identify them and may be a barrier for partnerships.

CHECKLIST: KEY QUESTIONS TO ASK WHEN DEVELOPING OR STRENGTHENING PARTNERSHIPS WITH WOMEN- AND GIRL-LED ORGANISATIONS (WGLOS).**Laying the foundation for successful partnerships**

-  What was the most recent mapping of WGLOs? Did it include data on organisations' mandates, size or capacity, legal-status (i.e., is it a formalised organisation) or their strengths and weaknesses? As part of this process, have you engaged with local authorities to check if they have already conducted a mapping? Have you reached out to local academics (particularly feminist academics) or other non-traditional stakeholders in the humanitarian response?
-  Who is the focal point (point of contact) for local WGLO partnerships? Does this focal point hold a fixed-term position or a short-term consultancy contract?
-  Have you discussed expectations around communication and feedback? In doing so, have you identified any potential barriers to communication? How will your office address those barriers in order to ensure WGLOs' access to open communication?
-  Have you discussed potential security risks to WGLOs' participation in the humanitarian response? How can you work together to mitigate any potential risks?
-  Have you asked WGLOs about their experience with decision-making spaces? Which decision-making spaces do they currently engage with, and which are they not involved in? Is there an opportunity to help facilitate their access to new decision-making spaces based on their preferences?

0.2F CHECKLIST

Strengthening partnerships

-  How can you facilitate knowledge sharing with local partners – including WGLOs and civil society organisations (CSOs) – representing other marginalised communities? What potential opportunities are there to support two-way knowledge sharing?
-  At what stages of the programme cycle are you currently engaging with WGLOs? Are there opportunities to engage them across the programme cycle and not just during the assessment stage?
-  Following collaborations with WGLOs, have you created a safe space for open feedback, lesson learning, and discussion of next steps for strengthening or expanding partnerships?

Supporting women- and girl-led organisations' (WGLOs) growth and sustainability

-  Think about the most recent Terms of Reference (ToRs) that were shared with your office (or that your office developed): Did you reach out to WGLOs to invite them to apply for these consultancies? If not, why? Are there ways to improve WGLOs' access to new consultancies or work bids?
-  When engaging with WGLO partners, how do you compensate them for their time and expertise? Have you had an open conversation with partners about financial compensation?
-  Are there opportunities for longer-term funding? If not, are there opportunities to help connect WGLOs with longer-term financial support?

** GOOD PRACTICE**

It is important to ensure that local women's rights groups and women- and girl-led organisations lead/co-lead – or at a minimum are resourced to engage – in AA to ensure that communication with these groups on (on forecasts, triggers, etc.) is accessible and clear and takes place throughout the planning and implementation stages of anticipatory action.

Source: [Tip Sheet: Ensuring Attention to GBV in Anticipatory Action](#) (GBV AoR, April 2024).

Source: Adapted from: [Action learning brief and checklist for gender equality in humanitarian action – Partnering with women- and girl-led organizations](#) (UNICEF).

0.3

COORDINATION, RESPONSIBILITY, FEEDBACK AND ACCOUNTABILITY MECHANISMS

This section provides information to support partnerships and coordination among stakeholders in EWS and AA initiatives. It contains guidance and tools for strengthening gender equality in coordination and PGI-responsive and -transformative accountability and feedback mechanisms.



O.3A ILLUSTRATION:

ROLES OF STATE AND NON-STATE ACTORS ACROSS THE FOUR KEY AREAS OF THE EARLY WARNING SYSTEM VALUE CHAIN [LT]

PURPOSE

To assist stakeholder mapping for the planning of inclusive EWS and AA interventions.

HOW TO USE

Refer to the diagram on the next page and referenced sources to identify the stakeholders in each of the four EWS areas. Prioritise representation of at-risk groups in each area.

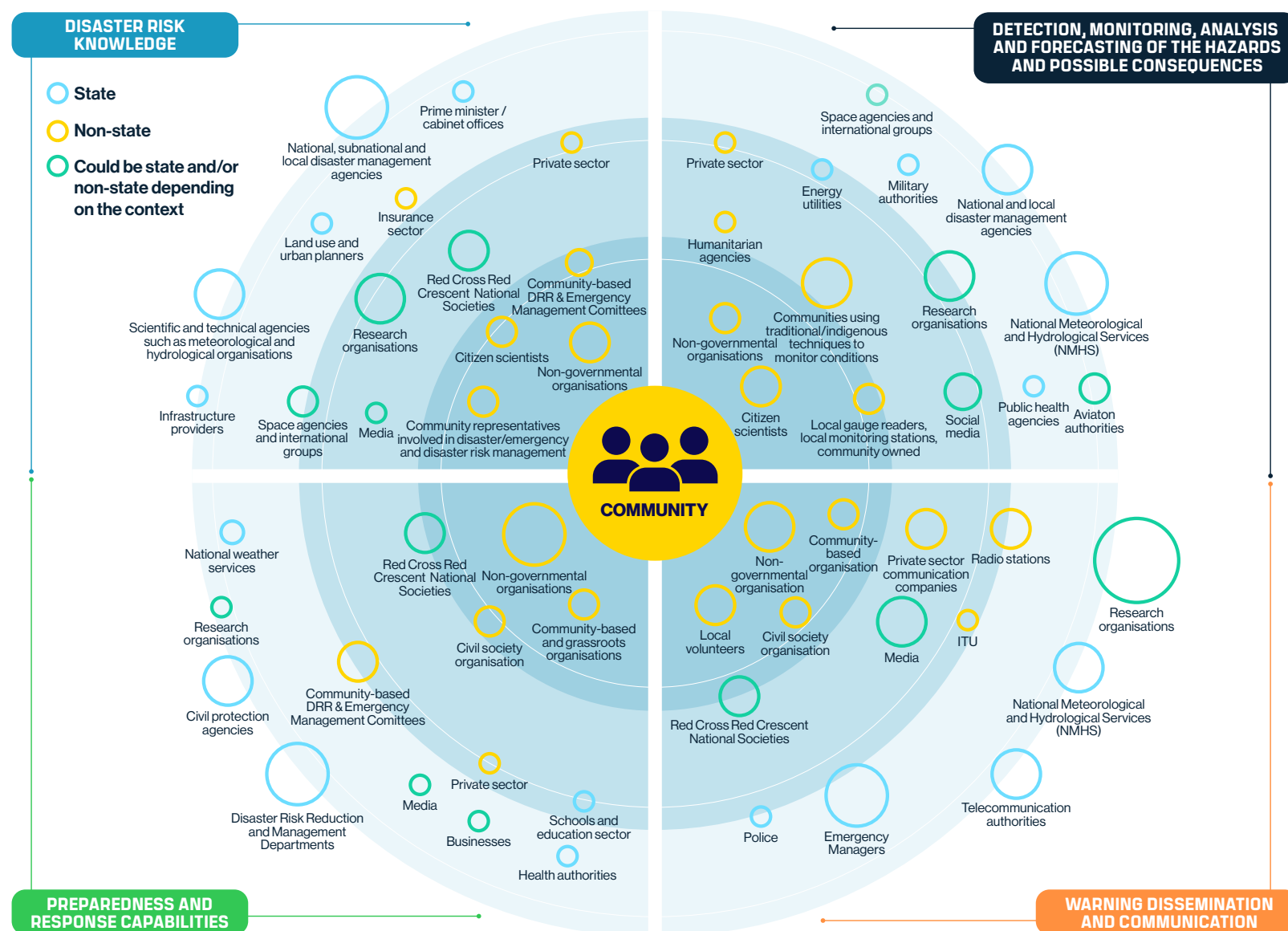
GOOD PRACTICE: BUILDING PARTNERSHIPS WITH GOVERNMENTS

Technical strengthening and engagement with government agencies is important to implement the legal and regulatory frameworks needed to scale up attention to gender-based violence (GBV) in AA. For actors engaged in preventing GBV, this means supporting the relevant line ministries and ensuring these collaborative efforts are linked to any existing technical strengthening in disaster risk reduction and preparedness capacity-building. National women's organisations' structures should be involved in all stages of AA, including risk analysis processes that formulate both the trigger and set the action and any related standard operating procedures (SOP) for AA.

Sources: ↗ [Tip Sheet: Ensuring Attention to GBV in Anticipatory Action](#) (GBV AoR, April 2024).

Sources: ↗ [The Roles of State and Non-State Actors in Early Warning and Early Action](#) (REAP, June 2024). ↗ [Tip Sheet: Ensuring Attention to GBV in Anticipatory Action](#).

0.3A ILLUSTRATION



NOTE!

When establishing a technical reference group for any AA initiative, ensure that all at-risk, marginalised and discriminated groups and local leaders with PGI expertise are represented.

**0.3B EXAMPLE:****GOOD GENDER EQUALITY PROGRAMMING IN COORDINATION [LT]****PURPOSE**

To support reflection in order to address institutional barriers to PGI-responsive programming and coordination.

HOW TO USE

Reflect on the example below and utilise the Gender with Age Marker (GAM) tip sheets to identify areas of concern and strengthen gender-responsive programming and coordination in AA initiatives.

EXAMPLE(S): GOOD GENDER EQUALITY PROGRAMMING IN COORDINATION.**GENDER ANALYSIS**

The needs, roles and dynamics of women, girls, boys and men in different age groups are understood.

Humanitarian management and staff in a conservative area were predominantly male. In offices where female staff were employed, male colleagues deterred the women from going to the field, even where the women's families did not object. Assessment and population movement data was based on information solely from male key informants, and frequently thought to be incorrect. Research found that national government census data was collected by teams of specially trained female enumerators with field presence in every district. Several INGOs were deploying females to remote locations without incident.

TAILORED ACTIVITIES

How did the project address the Gender Analysis?

Information management meetings emphasized the importance of balanced, disaggregated data collection. Coordination bodies partnered with INGOs and national organizations that already had female staff in the field, to develop awareness programs for both male and female staff. Both women and men were trained in interview and survey techniques, along with gender equality awareness training. An interagency network of female enumerators was established to ensure information could be collected from women in hard-to-reach areas.

BENEFITS

What benefits do affected groups gain in this example?

Humanitarian data became more accurate, reflecting the opinions and priorities of both women and men. Female staff felt empowered and more valued when participating in all aspects of the work. Most male staff gained an understanding of the importance of collecting information from women and genuinely supported the initiatives. Some men retained the belief that this was inappropriate, but understood that this was an inherent part of the organizational values.

INFLUENCE ON PROJECTS

How women, girls, boys and men in different age groups were involved in decisions in this example:

Meetings were held with female and male staff, as well as the parents of unmarried female staff, to explain the importance of engaging with both men and women in the field, and the necessity for women to speak with women in interviews and discussions. Men explained their concern for the reputation of the female staff going outside the office. Other organizations and the national census enumerators were invited to discuss their training and experience. Coordination management and staff agreed that where a female was willing to work in the field and her parents had no objection, this would greatly improve the quality of information

Source: [Gender Age Marker Coordination Tip Sheet](#).



O.3C GUIDANCE:

FEEDBACK AND ACCOUNTABILITY MECHANISMS [LT]

PURPOSE

To develop gender-sensitive, age-appropriate (i.e., child-friendly) and disability-inclusive feedback and accountability mechanisms for AA plans.

HOW TO USE

Use the PGI-focused standards for feedback and accountability mechanisms below and the other tips and other tools provided to strengthen existing mechanisms. This should take place at the start of any AA initiative and be built upon when operationalising AA interventions.

EXAMPLE: FEEDBACK AND ACCOUNTABILITY MECHANISM (FAM) STANDARDS³⁰

↓ PLAN

We will always **base our FAM on a deep understanding** of the local operational and cultural context and power dynamics, paying particular attention to the needs and preferences of programme participants, especially women, children and persons with disabilities.

When developing the FAM, we will aim to consult with the **full spectrum of community members**, paying particular attention to different levels of ability and inclusion and holding **separate consultations** with people who hold different levels of power.

We will identify **suitable agencies** able to respond to requests of assistance we are unable to provide and to support us with competencies we don't possess.

↓ ACT

We will create opportunities for all community members to provide feedback regardless of age, gender and ability – including the most marginalised – across our full geographic presence.

We will record, categorise and systematically track all feedback and complaints from receipt through to response and adaptation, always recording and **storing sensitive complaints separately** in a secure database.

We will widely **publicise** the FAM across our full geographic presence, including the timelines and feedback response modalities.

We will take every step necessary to **protect individuals** who provide feedback and complaints in good faith from retaliation, whether or not their complaints are upheld following investigation.

³⁰ Adapted from: [Guidance for creating and managing effective feedback and accountability mechanisms](#) (CARE, 2020).

0.3C GUIDANCE

We will develop FAMs that include both collective (public) channels and individual (private/confidential) channels that are both static and active, and accessible to all.

We will **triangulate and disaggregate** feedback data (by sex, location, channel etc.) and identify themes and patterns in our analysis to reach an accurate understanding of this feedback.

We will always analyse feedback to understand the **perspectives of different groups**, especially women, girls and disadvantaged groups, and share this analysis with decision-makers.

We will aim to **involve project participants** in making sense of the feedback received and in defining responses when appropriate.

↓ IMPROVE

We will always acknowledge and **respond to the provider** of the feedback (unless anonymous) and explain what we intend to do in response.

We will **monitor the adaptations** we make to our activities to learn and improve.

We will **publicly inform the community** of the feedback received and the actions we have taken in response by sharing an anonymised summary of the main themes.

When appropriate, we will **involve project participants** in finding solutions and developing adaptations to our activities.

We will **make concerted efforts to adapt** our activities in response to feedback where relevant, especially when it pertains to **increasing dignity, access, participation and safety (DAPS)**.

We will **review the FAM's** effectiveness and relevance at a regular interval, including **through consultation with community members**.

💡 TIP

A feedback system that is dependent on individuals phoning a helpline or completing forms will not be inclusive of those who are unable to access a phone, have limited literacy or are not comfortable or confident using these mechanisms. Similarly, community-based and participatory feedback processes such as regular focus group discussions may exclude those for whom logistical barriers or social norms make it difficult to participate. Representative intermediary organisations (older persons organisations (OPOs), women- and girl-led organisations (WGLOs), organisations of persons with disabilities (OPDs), youth organisations, etc.) can facilitate these processes and strengthen systems with their expertise.³¹ Feedback mechanisms also need to be child friendly and accessible by children of diverse ages, genders, disabilities and backgrounds.³²

³¹ Report: [Gender inclusive disaster risk financing](#) (Start Network, 2021).

³² [Issue Brief, Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies](#) (IFRC, Red Cross Red Crescent Climate Center, and Child Protection AoR, 2021).

O.3C GUIDANCE

RESOURCES:

➤ [Child-Friendly Feedback Mechanisms Guide and Toolkit](#) (Plan International UK, July 2018): This guide and the 20 accompanying tools can support practitioners to design, implement and monitor humanitarian programme feedback mechanisms. It includes a 'Feedback Mechanism Scorecard' which helps to assess and/or monitor the functionality and child-friendliness of an existing feedback mechanism. The tool can be used to review one or multiple aspects of an existing feedback mechanism, identifying strengths and weaknesses as well as actions for improvement.

➤ [Guidance note: accountability to at-risk communities in Disaster Risk Financing systems](#) (Start Network, 2021): Includes 10 key steps for building accountability to affected populations in your disaster risk financing system.

➤ [Inclusive Client Responsiveness: Focus on People with Disabilities and Older People](#) (International Rescue Committee, July 2021): This provides guidance on strengthening the inclusion of persons with disabilities and older people and covers the following areas:

- Key concepts to consider when designing inclusive feedback mechanisms (e.g., accessibility and reasonable accommodation) to ensure that barriers are addressed and said mechanisms are accessible to all.
- Selection and design of inclusive feedback mechanisms that foster diversity and inclusion.
- Monitoring older people and persons with disabilities' access to feedback mechanisms through appropriate data collection and analysis.

Source: ➤ [Guidance for creating and managing effective feedback and accountability mechanisms](#) (CARE, 2020).

0

COMPONENT 1

RISK INFORMATION AND FORECASTING SYSTEMS

1

2

3

4

This Component will enable you to gather and analyse the risk information used to plan PGI-responsive anticipatory action (AA) interventions and to support the targeting of the most at-risk and marginalised individuals. It will also facilitate the development of protection, gender and inclusion (PGI)-responsive early warning systems (EWS), trigger models and thresholds alongside inclusive monitoring of forecasts and warnings.

To achieve this, you will need to analyse power dynamics and identify the most at-risk groups to understand and ensure their inclusion. You will also need to identify gaps in risk information and EWS related to those most at-risk. Next, it is important to prioritise the impacts of differentiated hazard / threat impacts and develop PGI-informed impact scenarios that outline coping strategies and behavioural changes for these at-risk groups.

This should include analysis of gender and protection risks to inform protection mainstreaming, and the integration of protection into sectoral/multi-sectoral interventions and specialised standalone services (e.g. protection, etc.). At this stage, it is also important to capture the perspectives of marginalised people to inform EWS and AA decision-making and design. Disaggregated data on sex, age, and disability (SADDD) should be collected and data management systems strengthened. Early warning systems also need to be analysed and strengthened to ensure they are PGI-responsive. Alongside this, inclusive participatory risk assessments should be carried out to assess vulnerabilities, capacities and protection risks, and support communities to plan PGI-responsive AA strategies with those most at-risk. Finally, at-risk groups should also be engaged in decision-making around the activation of anticipatory action by informing the setting and monitoring of PGI-responsive trigger points and thresholds.

ELEMENT	OBJECTIVES FOR EACH ELEMENT
1.1 Analyse power dynamics and identify at-risk groups	Understand who is excluded, the power dynamics involved in exclusion, and how to ensure the engagement of marginalised groups. Document evidence and develop understanding of the individuals and groups that are most marginalised and discriminated against in your context. Identify, collate and analyse gaps in risk information on gender and inclusion for EWS.
1.2 Collect and analysing risk data and identifying and prioritising differentiated hazard/threat impacts alongside coping strategies	Analyse and determine gender and protection-informed impact scenarios and identify coping strategies and behavioural changes. Analyse protection risks to inform protection mainstreaming and planning for integrating protection into sectoral/multi-sectoral interventions and specialised stand-alone services (e.g., protection). Capture first-hand perspectives of marginalised people to inform EWS and AA decision-making. Manage and integrate SADDD into data collection, reporting capacities, governance and systematic workflows. Conduct surveys to identify persons with disabilities based on six functional domains to ensure the appropriate measures are taken to overcome these barriers.
1.3 Assessment of existing early warning systems and inclusive risk assessments	Collate and analyse knowledge, monitoring and warning information concerning gender responsiveness and the inclusion aspects of EWS. Support communities to assess vulnerabilities, capacities and protection risks in order to plan inclusive multi-risk reduction strategies that promote an inclusive approach with those most at-risk.
1.4 Deciding when to act by setting and monitoring protection, gender and inclusion -responsive triggers	Improve the detection, monitoring, analysis and forecasting of hazards and differentiated consequences by combining scientific and technological methods with local and traditional knowledge considering diverse needs to enable all community members to deepen their understanding of EWS and forecasting systems. Identify and establish PGI-responsive triggers and thresholds.

➤ KEY GUIDANCE AND TOOLS

Resources 1.1b

Gender equality and inclusion – Exercise [LT]

Analysis 1.1c

EWS GESI scoping – context analysis questions [ID]

Analysis 1.2a

Impact scenarios and coping strategies – Gender and protection analysis [ID]

Analysis 1.2b

Further analysis for protection mainstreaming, integration and stand-alone services [LT/ID]

Tips 1.2d

Good practice in managing and using sex, age and disability disaggregated data [ID]

Assessment 1.2e

Washington Group Short Set on functioning [LT]

Analysis 1.3a

EWS GESI gap analysis – Risk knowledge, monitoring and warning [ID]

Guidance 1.4b

Setting PGI-responsive triggers and thresholds [LT/ID]

➤ FURTHER GUIDANCE AND TOOLS

Analysis 1.1a

Networks and working groups [LT]

Assessment 1.2c

Stakeholder and power mapping – Exercise [LT]

Assessment 1.3b

Partnerships with organisations of persons with disabilities and other intermediaries [LT]

Checklist 1.4a

Roles of state and non-state actors across the four key areas of the early warning system value chain [LT]

GUIDANCE AND TOOLS WITHIN OTHER COMPONENTS ALSO RELEVANT FOR RISK INFORMATION AND FORECASTING SYSTEMS:

Analysis 0.2a

Example 0.3b

Guidance 2.1a

Assessment 2.1b

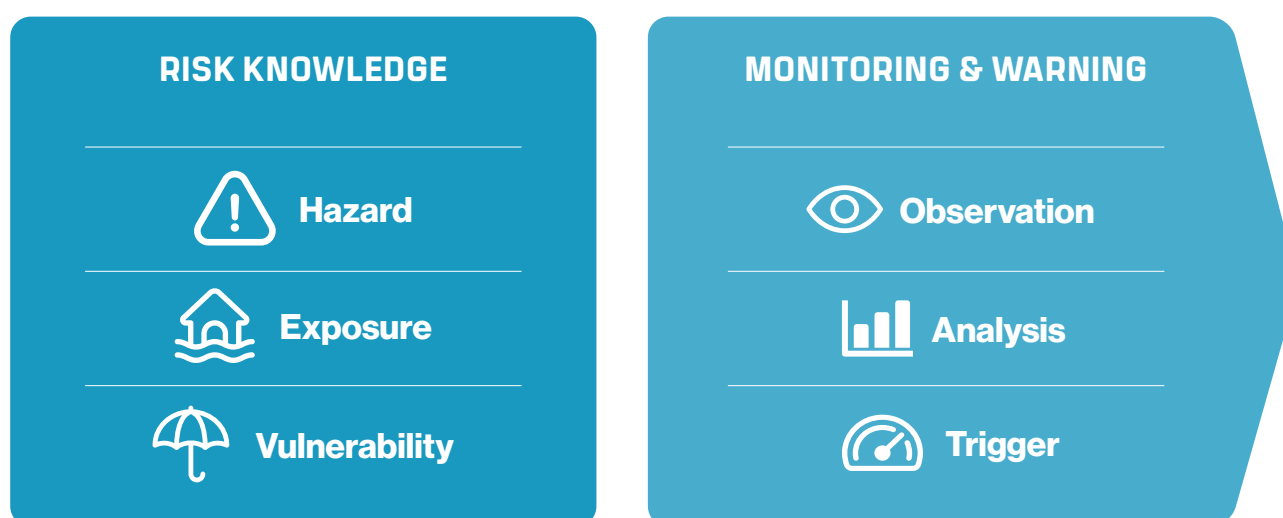
Checklist 2.4c

PGI-responsive approaches need to be applied in the same way to both EWS (↗ [Figure 13](#)) and AA interventions, including when developing models and triggers (↗ [Figure 14](#)) for both slow- and rapid-onset events. Consideration should be given to the analysis of protection, gender and inclusion when determining PGI-responsive trigger points and thresholds for both slow- and rapid-onset events.

➤ TERMINOLOGY: IMPACT-BASED EWS / IMPACT-BASED FORECASTS

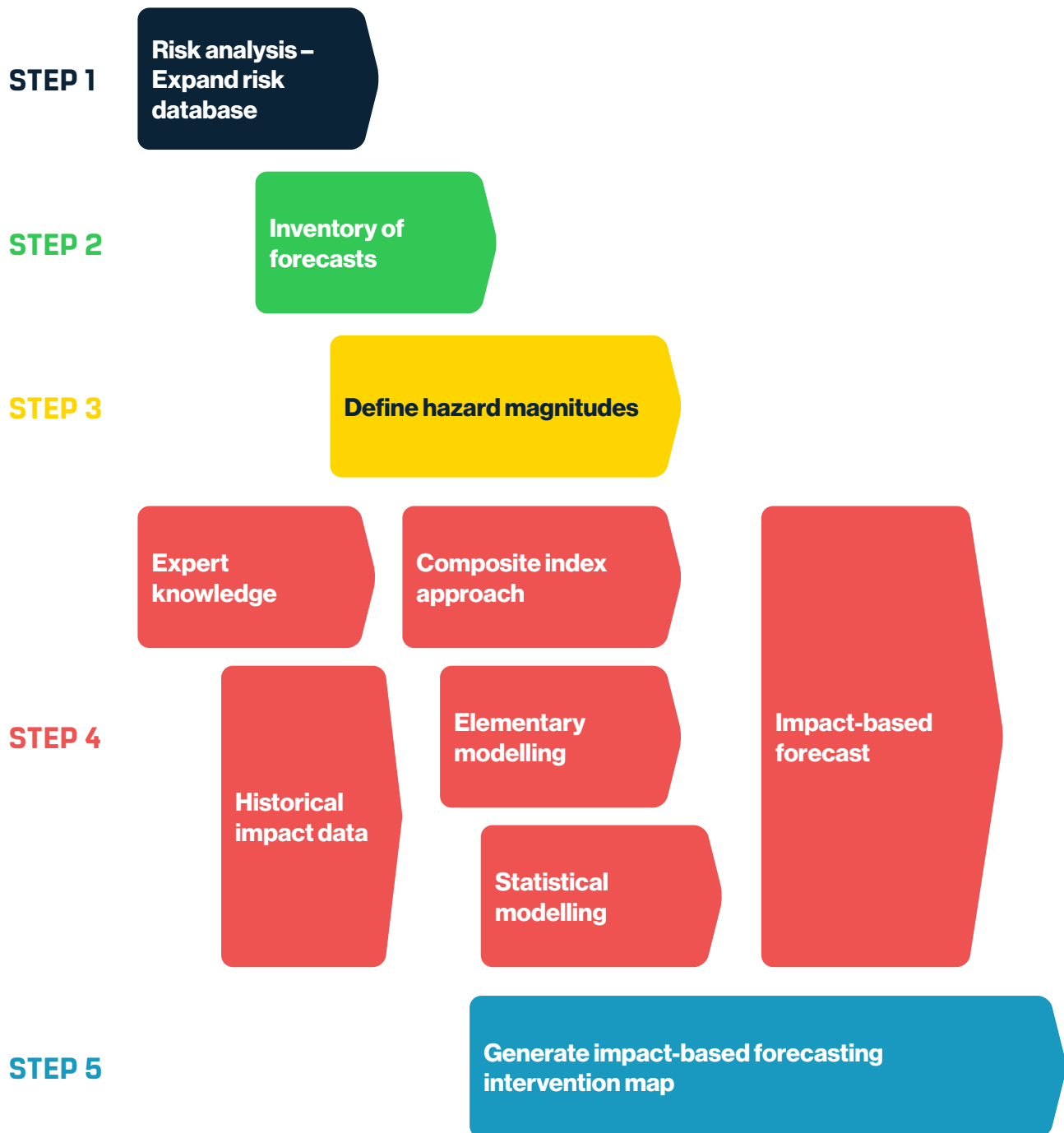
For the purposes of this guide and toolkit, the term ‘early warning system’ (EWS) is used in place of the longer, more comprehensive term ‘multi-hazard impact-based early warning system’.³³

FIGURE 13: Early warning system components: risk knowledge; monitoring and warning³⁴



³³ ↗ <https://www.gfdrr.org/en/publication/designing-inclusive-accessible-early-warning-systems-good-practices-and-entry-points>. Multi-hazard impact-based early warning systems are also typically known as multi-hazard early warning systems (MHEWS).

³⁴ Adapted from: ↗ [Gender in early warning and early action: why do we still need to talk about it? – Anticipation Hub \(anticipation-hub.org\)](#).

FIGURE 14: Process for developing impact-based forecast models and triggers³⁵

35 ↗ [Training Module on Gender Equality and Social Inclusion Responsive Anticipatory Action](#) (ASEAN, April 2023).

1.1

ANALYSING POWER DYNAMICS AND IDENTIFYING AT-RISK GROUPS

This section provides guidance and tools to identify marginalised and discriminated groups, and to analyse gender equality and inclusion with a focus on EWS.



1.1A ANALYSIS:

MARGINALISED AND DISCRIMINATED GROUPS [LT/ID]

PURPOSE

To document evidence on and develop an understanding of who may be most marginalised and discriminated against and thus most at-risk in your context and why; and to identify gaps in data and evidence.

HOW TO USE

Develop a list of potentially marginalised and discriminated groups in your context. Conduct a desk review of the available evidence. Assess if any evidence based on marginalised and discriminated groups exists and whether it documents who, how and why these identities are more at-risk, identifying any gaps in information. Fill any gaps in data/evidence by conducting key informant interviews (KIIs) and Missing Voices interviews with representatives from target groups.

POTENTIALLY MARGINALISED AND DISCRIMINATED GROUPS

(Three illustrative examples).



NEPAL: FLOOD EARLY WARNING

Women

Older persons

Adolescents/youth

Children

Indigenous Peoples

Persons with disabilities
(including persons with physical, mental, intellectual and sensory impairments)

1.1A ANALYSIS



MALAWI: FLOODS AND DROUGHT

LGBTQIA+

Ethnic minorities

Linguistic minorities

People living in informal settlements

Persons living with HIV/AIDS

Religious minorities

Widows

People on the move



DOMINICA: HURRICANE

Single parents

Pregnant or breastfeeding women

Carers of persons with disabilities

Albinism-affected persons

People living without a home

People convicted of crimes / in prison

Orphans

Unaccompanied and separated children

Daily workers

Landless workers

Sex workers

Source: ↗ [The Missing Voices Approach Manual](#) (Practical Action, October 2023).

**1.1B ANALYSIS:****GENDER EQUALITY AND INCLUSION – ○ EXERCISE [LT]****PURPOSE**

To understand who is excluded, the power dynamics involved in exclusion, and how to ensure the full engagement of marginalised groups in planning processes.

HOW TO USE

Collective brainstorming activities can also help analyse project-level risks such as the potential, unintended risk of project exclusion, suggest mitigation strategies and identify any other information needed to improve inclusivity.

QUESTIONS USED TO ANALYSE WHO IS EXCLUDED AND THE POWER DYNAMICS INVOLVED:

- a.** What are the different social categories and individual factors that are represented in your proposed intervention (e.g., persons with disabilities; ethnic, religious or occupational groups; different socioeconomic statuses, castes; diverse sexual orientations, gender identities, gender expressions and sex characteristics [SOGIESC], etc.)? Consider both current and past/historical social categories. While they may no longer be formally recognised, they may still exist albeit in a less visible manner.
- b.** Which of these categories of people are the most marginalised, excluded or at-risk to disasters?
- c.** In what way are they at-risk, marginalised or excluded? Is there existing data or information collected on them and/or their needs, or are they participating in any spaces that feed into the design of AA? Who is missing from the data? Who is likely to experience barriers (attitudinal, environmental, institutional) to participating in data collection or decision-making processes?
 - Attitudinal barriers: Negative attitudes, discrimination and overprotection, caused by misconceptions around persons with disabilities or older people.
 - Environmental barriers: Prevent people from accessing the built environment, information and communication
 - Institutional barriers: Laws, policies and procedures that lead to discrimination – intended or unintended – certain groups in society.
- d.** Are there any groups of people who are described in local languages using very negative or derogatory terms? If yes, which ones?

1.1B ANALYSIS

- e.** What social norms and/or cultural practices that may prevent some people from benefiting from the project are there in this area?
- f.** Who are the relevant stakeholders or people who influence the exclusion of these persons?
- g.** Who are the influential group(s) or institution(s) that enforce compliance with exclusionary gender and social norms?
- h.** How do those influential stakeholders or people, groups or institutions reinforce the social and gender norms that impede inclusion?
- i.** What are the risks of excluding marginalised and at-risk groups from your intervention?
- j.** What is the role of these influential stakeholders or people, groups or institutions in changing the gender and social norms to promote gender equality and inclusion?
- k.** How can those excluded, marginalised and at-risk people be targeted in your intervention and benefit from AA?

QUESTIONS TO ANALYSE PROJECT-LEVEL RISKS, SUGGEST MITIGATION STRATEGIES AND IDENTIFY OTHER INFORMATION TO IMPROVE INCLUSION:

- a.** In what ways can your approach change the status of marginalised people within households and communities?
- b.** Which mitigation strategies out of all the listed options are possible/likely to be addressed by AA?
- c.** What additional information is missing? What else would you need to know to be more inclusive (to ensure marginalised, at-risk and excluded people are included and benefit from AA)?
- d.** How can this information be obtained?

Source: Adapted from: [A Toolkit for Integrating GESI in Design, Monitoring, and Evaluation](#) (World Vision).

**1.1C ANALYSIS:****EWS GESI SCOPING – CONTEXT ANALYSIS QUESTIONS [ID]****PURPOSE**

To collate and analyse background risk information on the gender equality and inclusion aspects of EWS.

HOW TO USE

Use the guiding questions to structure the collection of and reporting on desk-review findings and inform further data collection (key informant interviews, focus group discussions and Missing Voices interviews ([↗ 1.2c Assessment: Missing Voices Approach – Missing Voices interviews \[LT/ID\]](#)))

QUESTIONS:

What are the risks in the context you are working in associated with the hazard(s) prioritised for AA? Have there been any recent events you should be aware of?

Is there any evidence from the context on how gender inequality and/or social marginalisation increase people's vulnerability?

What political rights, social recognition and/or inequalities constructed on the basis of ethnicity, age, health, disability, marital status, gender, gender identity or sexuality exist in this context?

Are there national/local policies and plans that refer specifically to gender, equality and social inclusion (GESI) in relation to EWS or disaster risk reduction?

What locally specific gender norms (e.g., girls not being taught to swim) and gender roles (e.g., women and girls taking on caregiver roles) exist and how might they increase the vulnerability of women, men, girls, boys and persons with disabilities to the risks identified (e.g., children with disabilities excluded from education where emergency preparedness activities take place; people living in institutions excluded from emergency preparedness/early warning)?

What is the [↗ country's gender equality ranking](#)?

Is there any evidence of or narratives on existing social exclusion or discrimination based on GESI?

Is any data disaggregated by GESI at national/local levels and related to EWS and/or disaster risk reduction available?

Are there any statistics on mortality rate or other indicators of risks impacts disaggregated by gender, age and disability?

Are there any known barriers to marginalised groups accessing, understanding or acting on early warning messages, including challenges related to developing or implementing anticipatory actions?

Source: [↗ The Missing Voices Approach Manual](#) (Practical Action, October 2023). The Missing Voices GESI-EWS scoping framework is available on request (contact: [↗ enquiries@practicalaction.org.uk](mailto:enquiries@practicalaction.org.uk)).

1.2

COLLECTING AND ANALYSING RISK DATA AND IDENTIFYING AND PRIORITISING DIFFERENTIATED HAZARDS / THREAT IMPACTS ALONGSIDE COPING STRATEGIES

This section includes information on considering marginalisation and applying an intersectional lens when analysing impact scenarios and coping strategies. There are further resources available for protection mainstreaming, integration and stand-alone protection services. Good practice guidance is provided on the collection and management of disaggregated data.



1.2A ANALYSIS:

IMPACT SCENARIOS AND COPING STRATEGIES – GENDER AND PROTECTION ANALYSIS [ID]

PURPOSE

To determine gender- and protection-informed impact scenarios and identify coping strategies and behavioural changes. This analysis directly informs [↗ 2.3a Guidance: Identification, prioritisation and validation of anticipatory actions \[ID\]](#).

HOW TO USE

- Conduct this analysis to develop a more in-depth understanding building on findings from [↗ 0.2a Analysis: Stakeholder and power mapping – Exercise \[LT\]](#).
- Use or adapt the tools provided and resources below.
- The findings from this analysis can be used in AA planning: [↗ 2.3a Guidance: Identification, prioritisation and validation of anticipatory actions \[ID\]](#), and [↗ 2.3d Guidance: Beneficiary identification and inclusive targeting \[ID\]](#).
- Main question to be answered: What will the main impacts of the hazard / threat in question be and which groups are most at-risk?

1.2A ANALYSIS

1. Define gender-informed impact scenarios (see example below and gender analysis tools) to establish how the hazard / threat will impact those most at-risk.

2. Define gender-informed impact scenarios (see example below and gender analysis tools) to establish how the hazard / threat will impact those most at-risk.

The following tools can be used to collect information on impact scenarios for different at-risk groups, considering gender, age, disability and intersectionality. Tools should be used together to triangulate the data and sources:³⁷

A gender and protection audit uses field observations to identify gender and protection issues.

Focus group discussions are used to gather information about the opinions, beliefs, practices and attitudes of a group of people in relation to a particular hazard/threat. They can be carried out with different at-risk groups. Additional, sector-specific questions can be included as appropriate.

Key informant interviews have provisions for semi-structured conversations with community leaders and service providers (e.g., doctors, teachers, village chiefs, camp leaders, women's committee leaders, etc). They focus on understanding the most significant differentiated impacts, including on community services and the accessibility of those services. [See [↗ 1.2c Assessment: Missing Voices Approach – Missing Voices interviews \[LT/ID\]](#)].

Community mapping can be used to identify community resources and to identify actions with different at-risk groups. [See [↗ 2.1b Assessment: Risk and resource mapping \(youth and adults\) – Exercise \[LT\]](#)].

Surveys can be carried out with households or with individuals to understand impact scenarios in relation to males and females. They can also be used to review gender roles, access to services, protection and other needs.

Individual stories can be used to understand impact scenarios from individuals' perspectives.

³⁶ Adapted from: [↗ Early Action Protocol Development Step-by-Step Guidance](#) (Welthungerhilfe, 2022).

³⁷ Adapted from: [↗ Gender in Emergencies Guidance Note Using the Rapid Gender Analysis Assessment Tools](#) (CARE International, 2017).

1.2A ANALYSIS

EXAMPLE: LIST OF ILLUSTRATIVE GENDER IMPACTS.³⁸

The following list acts as an illustrative example of some of the types of gendered impacts which can arise for different risk scenarios. Identified risks and gender impacts will need to be given consideration in terms of embedding planned actions across sectors or as standalone interventions.

Loss of livelihood and interruption of access to basic needs, resulting in increased dependency and an increased likelihood of negative coping mechanisms.

Breakdown of family and support mechanisms, with increased risks for the safety and well-being of women, girls and boys.

Disruption of basic services and facilities, including education, water, sanitation and hygiene (WASH), health and other social services.

Increased risk of violence in the home – such as intimate partner violence – due to mobility restrictions.

Loss of/disrupted access to basic resources (e.g., water and firewood), labour and food sick family members or working as nurses. Small business owners (e.g., those selling food) markets.

Gendered negative coping mechanisms e.g., engaging in transactional sex and risking contracting HIV.

Exacerbation of pre-existing inequalities such as increased mobility restrictions and a complete loss of access to information and services where access was already limited.

Impacts of disease outbreaks/public health emergencies on women and girls in their caregiving roles where they are disproportionately exposed to disease when taking care of may also be affected by public health measures.

³⁸ Adapted from: Guidance on Gender Equality in Emergency Preparedness (UNICEF, Unpublished).

1.2A ANALYSIS

EXAMPLE: RISK AND GENDER IMPACT SCENARIO.³⁹

Hazard/threat: Conflict/political tension

DEMOGRAPHIC PROFILE

Risk factors: Certain groups targeted based on ethnicity, caste, religion, political affiliation and gender.

Gender impacts: *Gender-based violence (GBV) used as a weapon against women and girls.*

ROLES AND RESPONSIBILITIES

Risk factors: Traditional roles and responsibilities, household division of labour, affiliation.

Gender impacts: *Men and boys are at higher risk of being killed or forcibly recruited, thus leaving a high number of female-headed households. Girls are at higher risk of early marriage. Women and girls are usually responsible for water or fuel collection, and thus at greater risk of harm.*

SOCIOECONOMIC STATUS

Risk factors: Access to and control over resources, social standing or marginalisation within a community.

Gender impacts: *Women are often the first to lose their jobs in times of conflict.*

COPING MECHANISMS

Risk factors: Access to assistance and services, ownership and control of assets, intersecting characteristics e.g., disability, sexual orientation, age, ethnicity.

Gender impacts: *Men have greater access to information regarding the location of explosive remnants of war. Persons with disabilities are less likely to flee because of physical constraints. Women with disabilities are at higher risk of GBV during conflicts. Risky livelihood options: Men and boys are at elevated risk of recruitment into armed forces, and child marriage is a risk for young girls.*

NOTE!

Gender-based discrimination can accumulate throughout a person's lifetime and become more pronounced for older persons due to a range of factors. Older women often face double discrimination based on their age and gender, while older men can experience challenges to their masculinity that can lead to feelings of isolation.⁴⁰

³⁹ Adapted from: Guidance on Gender Equality in Emergency Preparedness (UNICEF, Unpublished).

⁴⁰ <https://www.helpage.org/what-we-do/gender-equality/>

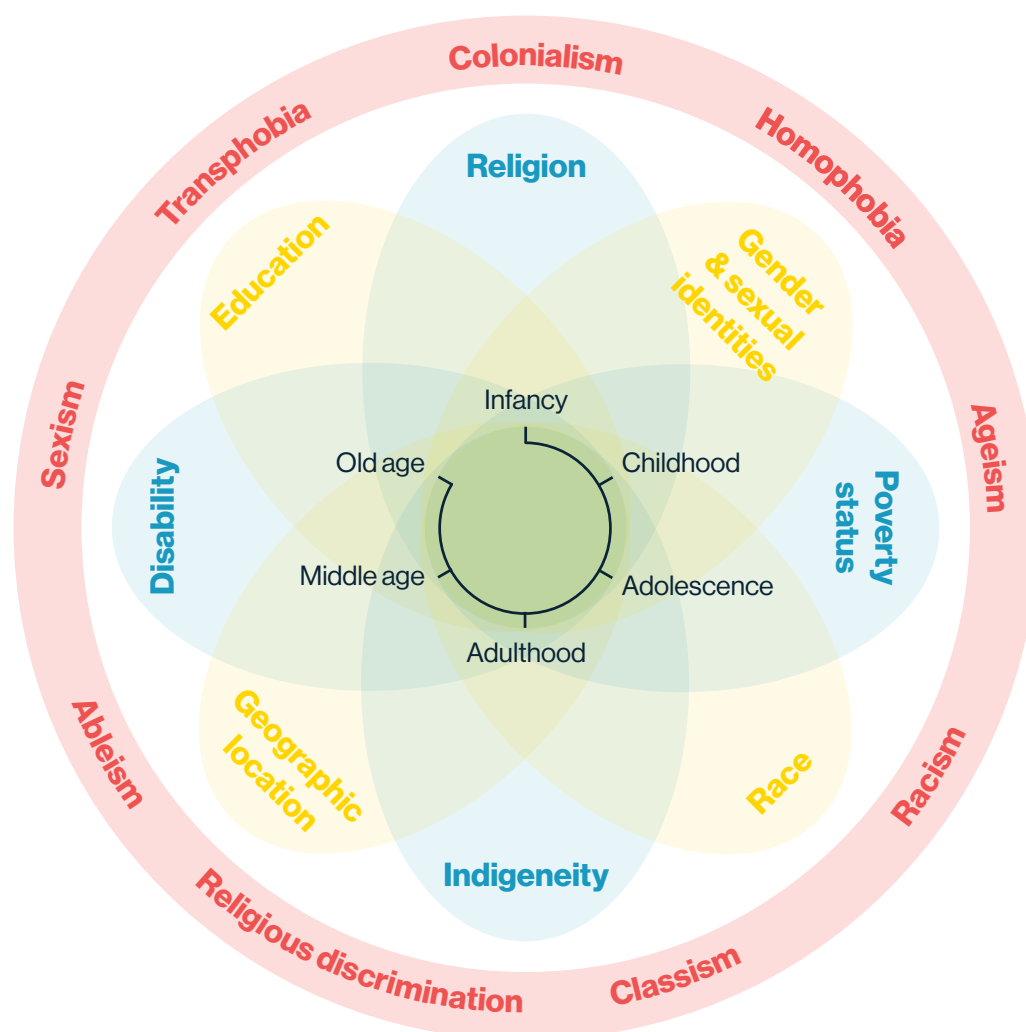
1.2A ANALYSIS

GOOD PRACTICE

Adapting the development of a risk and gender impact scenario applying an intersectional lens. An intersectional perspective underscores the diverse impacts of a crisis on various groups, influenced by multiple intersecting factors. While men and women with disabilities might experience crises differently, women and girls with disabilities may face compounded difficulties due to age, gender and disability, among other factors (e.g., lower income due to disability and gender, compounding poverty for older people). The intersectional framework also highlights how gender-diverse populations – such as transgender and intersex individuals – can face social exclusion, violence, or obstacles to fundamental rights like healthcare and employment within the affected communities where they live.⁴¹

Sources: [Gender in Emergencies Guidance Note Using the Rapid Gender Analysis Assessment Tools](#) (CARE International, 2017). [Guidance on Gender Equality in Emergency Preparedness](#) (UNICEF, Unpublished).

DIAGRAM: Intersectionality wheel⁴²



⁴¹ Adapted from: [Study on intersectional approaches to gender mainstreaming in adaptation-relevant interventions](#) (Adaptation Fund, February 2022).

⁴² Adapted from: [Intersectionality Resource Guide and Toolkit – An Intersectional Approach to Leave No One Behind](#) (December 2021).

1.2A ANALYSIS

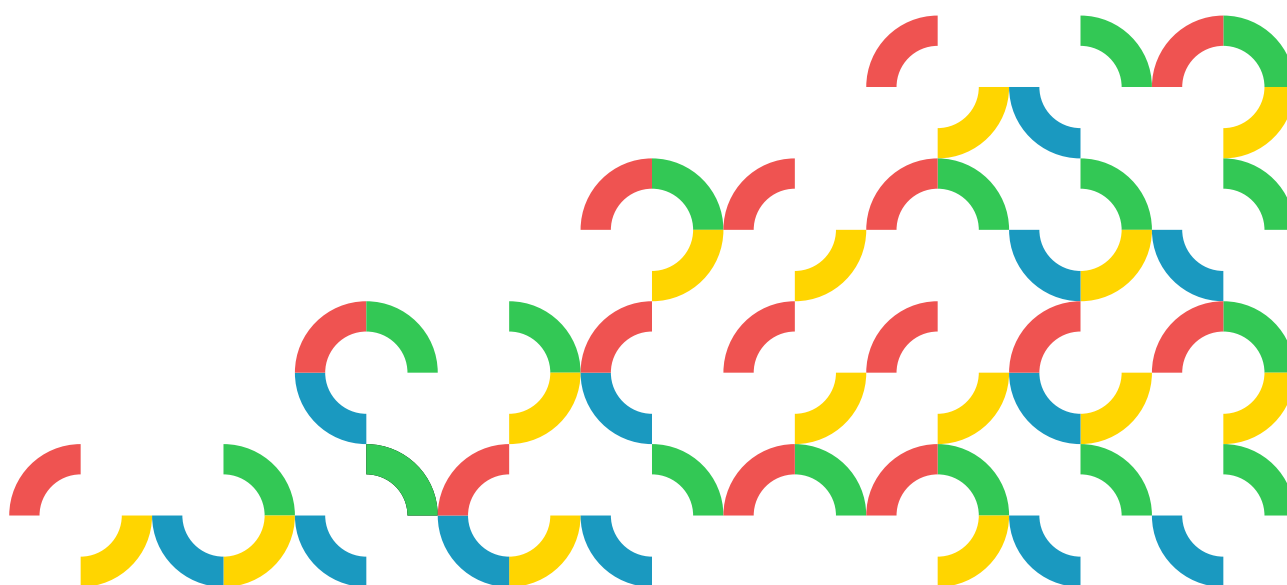
RESOURCES – USED TO SUPPORT THE DEVELOPMENT OF A COMPREHENSIVE GENDER AND PROTECTION ANALYSIS:

See ↗ [1.2b Analysis: Further analysis for protection mainstreaming, integration and stand-alone services \[LT/ID\]](#).

↗ [Gender Toolkit: Integrating Gender in Programming for Every Child in South Asia UNICEF REGIONAL OFFICE FOR SOUTH ASIA \(UNICEF, 2018\)](#). Includes guidance on conducting a gender analysis.

↗ <https://insights.careinternational.org.uk/in-practice/rapid-gender-analysis>. Guidance and tools on conducting a rapid gender analysis.

↗ [LGBTIQ+ inclusion in humanitarian action](#). This collection contains good practices documents and needs assessments related to gender protection, LGBTQIA+ inclusion in humanitarian action and gender-based violence.



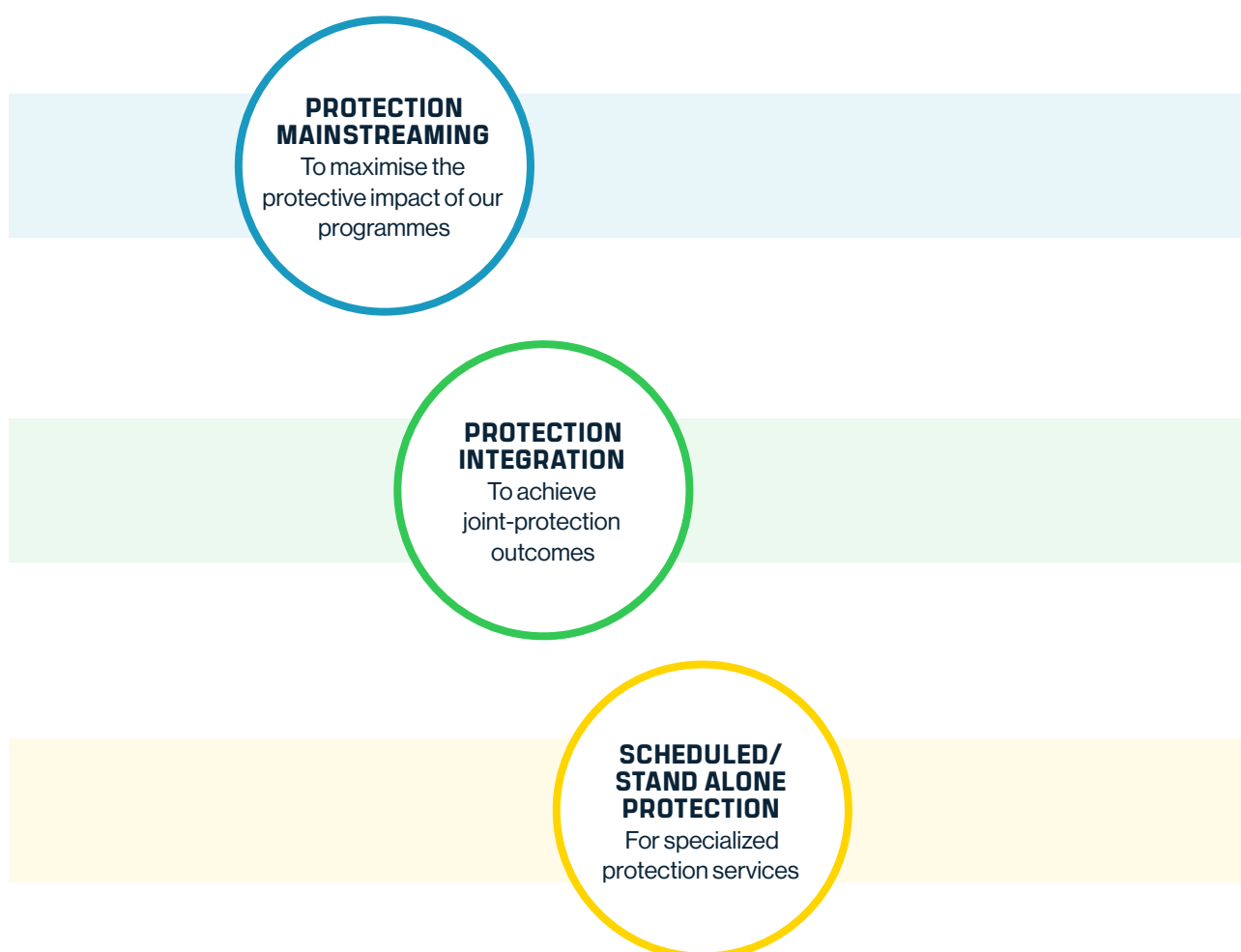
**1.2B ANALYSIS:****FURTHER ANALYSIS FOR PROTECTION MAINSTREAMING, INTEGRATION AND STAND-ALONE SERVICES [LT/ID]****PURPOSE**

To support further protection analysis and information gathering to mainstream protection, plan the integration of protection into sectoral/multi-sectoral interventions, and establish specialised stand-alone protection services.

HOW TO USE

Consider the key questions presented below and identify other tools which could be used within the scope of a gender and protection analysis (1.2a Analysis: Impact scenarios and coping strategies – Gender and protection analysis [ID]). The questions also assist actors with the necessary capacities/expertise to develop specialised protection services.

DIAGRAM: The protection continuum.⁴³



⁴³ Adapted from: [Cash and Voucher Assistance for Protection: Taking Stock of Cash and Voucher Assistance to Achieve Protection Outcomes in the Protection Sector in Humanitarian Settings](#) (A Global Protection Cluster Task Team on Cash for Protection Paper, March 2024).

1.2B ANALYSIS

KEY QUESTIONS TO CONSIDER:⁴⁴

1. Which groups are potentially most at-risk if the hazard or shock prioritised for AA occurs?
2. What specific protection issues may arise? Are there any gender- or age-related aspects that need to be taken into consideration?
3. What types of service providers would those most at-risk need to access and what are the referral pathways?
4. What mechanisms or approaches could be used to engage with intermediaries and community groups and how might these best be engaged in protection interventions?

RESOURCES: TOOLS FOR PROTECTION NOVICES – PROTECTION MAINSTREAMING AND INTEGRATION

➤ [Guidelines and Toolkits: Community-Based Protection Risk Analysis](#) (Oxfam, 2021). This tool focuses on protection risk analyses carried out with and by community protection structure members and other community members. It explores the objectives, content and implementation of protection risk analyses. A table template for analysing individual risks is provided, along with another for summarising analyses.

➤ [Gender-Based Violence in Emergencies Guidance Note](#) (CARE International, May 2022): This Guidance Note is accompanied by four GBV in Emergencies Implementation Guides to support staff with integrating GBV into their programmes. It includes guidance on GBV risk mitigation and prevention.

➤ [Gender and protection audit](#). Basic observational tool that can be used to assess protection issues by gathering field observations that support understanding of the roles of women, men, boys and girls in practice, as well as to identify protection risks.

⁴⁴ Adapted from: ➤ [Guidance For The Field Protection Clusters and AoRs on Preparedness for Protection in the Context of Climate Change and Disasters Accompanying Toolkit](#) (Global Protection Cluster, March 2022).

1.2B ANALYSIS

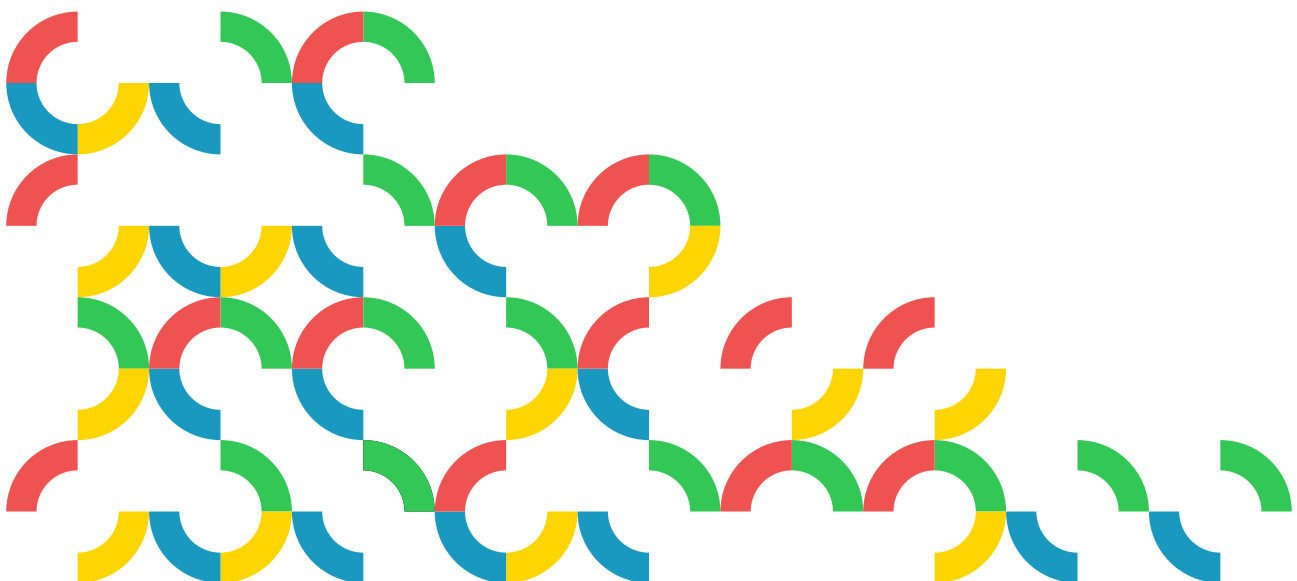
RESOURCES: TOOLS FOR PROTECTION SPECIALISTS – FOR SPECIALISED / STAND-ALONE PROTECTION SERVICES

➤ [PGI in emergencies Toolkit](#) (IFRC, 2020):

- ➤ [Referral mapping template](#): For mapping referral services across sectors. Can be used to inform the development of referral pathways.
- ➤ [Protection, Gender And Inclusion Assessment And Analysis Guidance and Rapid PGI analysis template \(basic\)](#). The analysis template has been designed to collate the findings of PGI assessments, including desk-based PGI assessments, rapid field-based PGI assessments and sexual exploitation and abuse risk assessments.

➤ [GBV Emergency Preparedness](#)

(International Rescue Committee, GBV Responders Network). Emergency preparedness tools designed to help GBV practitioners plan in advance of emergencies. Includes GBV rapid assessment checklist, safety audit, focus group discussion guide, community mapping guidance note, among others.





1.2C ASSESSMENT:

MISSING VOICES APPROACH – MISSING VOICES INTERVIEWS [LT/ID]

PURPOSE

This Missing Voices Approach manual offers guidance on implementing the approach to capture first-hand perspectives of marginalised people that can be used to inform decision-making. It has most frequently been used for disaster risk management (DRM), specifically EWS.

HOW TO USE

Before starting the five-step process, establish the overarching objective for utilising insights gleaned from the Missing Voices Approach to enhance an early warning system (refer to the example below). The approach helps identify the most marginalised individuals and proactively reach them through snowball sampling, initially facilitated by trusted intermediaries. Emphasis is placed on maintaining anonymity, privacy and confidentiality. Interviews are semi structured, designed to explore pre-identified core themes while allowing for open-ended questions and active listening to comprehend the issues, challenges, and opportunities that each individual wants to be address.

DIAGRAM: Missing Voices Approach – Five steps⁴⁵



⁴⁵ Adapted from: [The Missing Voices Approach Manual](#) (Practical Action, October 2023).

1.2C ASSESSMENT**EXAMPLE:**

If developing a flood early warning system and seeking to understand the impact of social inequality on a person's experiences, challenges and barriers, consider exploring the following areas:

General experiences of floods.

Willingness to trust warning messages.

Participation and influence in decision-making processes related to flood risk and management.

Ability to respond to warning information and specialised needs.

Awareness or knowledge of risks, including access to information sources.

Barriers and challenges encountered during evacuation, along with experiences related to seeking safe shelter.

Access to and understanding of risk information or warning messages.

Source: ↗ [The Missing Voices Approach Manual](#) (Practical Action, October 2023).

**1.2D TIPS:****GOOD PRACTICE IN MANAGING AND USING SEX, AGE AND DISABILITY DISAGGREGATED DATA [ID]****PURPOSE**

To strengthen practices for managing sex, age and disability disaggregated data (SADDD) and to integrate SADDD into data collection, reporting capacities, governance and systematic workflows.

HOW TO USE

Refer to the tips and details provided in the reference resource to support the development of SADDD for anticipatory action frameworks (AAFs) and to ensure the availability of SADDD required for the implementation of AA interventions.

CHALLENGES WITH SADDD:

Lack of availability: SADDD is often excluded from disaster assessment templates and processes and subsequently not collected.

Non-inclusion: Even when SADDD is available, it is not always included in relevant processes.

Inaccessibility: Data collected at the local or sector level is not always shared with stakeholders at the national level or may be aggregated.

Lack of prioritisation: Government policies, leadership support, capacities and responsibilities for SADDD management may be missing or inadequate, leading to its deprioritization.

Lack of updating or utilisation: Informal, inconsistent, and incomplete data management activities result in data not being updated or effectively utilised.

Ineffective coordination: Persistent concerns over reliability, transparency and privacy may hamper the effective coordination of SADDD efforts.

1.2D TIPS

TIPS:

1.

Connect with SADDD collaboration partners for coordination and data sharing

2.

Explore and build on existing SADDD activities, sources and capacities

3.

Strengthen SADDD policies and governance with increased capacities and resources

4.

Plan SADDD workflows and map end-to-end processes

5.

Review and strengthen SADDD collection

6.

Schedule timely reporting to allow for filling gaps in SADDD

7.

Establish quality control and monitor compliance

8.

Develop national and local protocols and guidelines on how SADDD is used and managed

PRINCIPLES:

Prioritise people's safety – there may be some questions/data points that are not appropriate to ask in specific contexts and may jeopardise people's safety.

Adapt terminology and language based on context.

Identify required data collection points and communicate the use/purpose of data to communicate to individuals/communities.

RESOURCES:

➤ [How-to Note](#): Read before using the ➤ [protection Tool sheet guidance](#) (Humanity & Inclusion, March 2024). This guidance provides support to humanitarian organisations on how to adapt their protection data collection tools to generate better information on persons with disabilities.

➤ [IOM Operational Guide 2023 Safe and useful data for inclusive response that is mindful of people's diverse sexual orientation, gender identity, gender expression and sex Characteristics \(SOGIESC\)](#) – This guide aims to support the identification of necessary data, and safely obtain, manage and use it to plan and implement a safe and inclusive response for all persons in need – including persons with diverse SOGIESC, without creating harm to persons of concern, communities, interviewees, enumerators or organisations.

Source: Adapted from: ➤ [Sendai Framework Monitor \(SFM\): Sex, Age and Disability Disaggregated Data \(SADDD\)](#).



SPOTLIGHT CASE: INCLUSION DATA MANAGEMENT – INDONESIA

Participatory action research with women, older persons, and persons with disabilities

With funding from ELRHA⁴⁶, Plan International Indonesia and partners⁴⁷ have developed an innovative data collection method that integrates Views from the Frontline (VFL) guidelines⁴⁸ and the Feminist Participatory Action Research (FPAR) method to encourage inclusive research which involves and is led by women, young people, girls and boys, persons with disabilities and older persons. The aim is to improve state agencies' existing methods of data collection to address gaps in the availability and completeness of data from older persons, young people and persons with disabilities so that AA and preparedness can meaningfully address their needs. This involves the following stages: the provision of training on inclusion and protection standards; research, analysis and action planning – including for AA; and socialisation to gain and build support. This process fosters collaboration through building partnerships among various government agencies and stakeholders to ensure a coordinated approach to inclusive data management. It also informs changes to the protection system to ensure it incorporates the needs of at-risk groups. These methods and tools are being developed further through an AA pilot for volcanic risk from Mount Merapi in Java which focuses on older persons, young people and persons with disabilities.

DIAGRAM: FPAR research stages⁴⁹



⁴⁶ <https://www.elrha.org/>.

⁴⁷ YAKKUM Emergency Unit (YEU), Perkumpulan Disabilitas Klaten (PPDK) with support from ELRHA, UKAID, Norwegian Ministry of Foreign Affairs and Plan International.

⁴⁸ <https://www.gndr.org/project/views-from-the-frontline/>.

⁴⁹ Adapted from: [Protection, Gender and Inclusion in Anticipatory Action: Learning & Best Practices Report from Bangladesh, El Salvador, Indonesia, Nepal, Philippines, Vietnam, and Zimbabwe](#) (Plan International UK, July 2024).

**1.2E ASSESSMENT:****WASHINGTON GROUP SHORT SET ON FUNCTIONING [LT]****PURPOSE**

These survey questions are used to identify individuals with disabilities during surveys. Such individuals face a higher risk of participation limitations compared to the general population, primarily due to challenges across six functional domains. Identifying these individuals is crucial for implementing appropriate measures to mitigate these restrictions.

HOW TO USE

Use this set of questions for data disaggregation rather than e for individual assessment. Integrate these questions into surveys that collect SADD, including that from persons with disabilities, older persons, or persons with other limitations.



Do you have difficulty seeing, even if wearing glasses?



Do you have difficulty walking or climbing steps?



Do you have difficulty (with self-care such as) washing all over or dressing?



Do you have difficulty hearing, even if using a hearing aid?



Do you have difficulty remembering or concentrating?



Using your usual language, do you have difficulty communicating, for example understanding or being understood?

Answer scale ranking

(a) No – no difficulty; (b) Yes – some difficulty; (c) Yes – a lot of difficulty; (d) Cannot do at all

> EXAMPLE:

An assessment conducted in Bangladesh for cyclones revealed that cyclone alerts often fail to reach deaf persons in a timely manner. Persons with disabilities were generally less informed about the aid services available to them.⁵⁰

⁵⁰ ↗ [Disability Inclusive Cash Assistance: Learnings from practice in Humanitarian Response](#) (CBM, 2021).

1.2E ASSESSMENT

TIPS:⁵¹**1.**

Clearly state the purpose of the questions, emphasising that they are not intended for medical diagnosis.

2.

Avoid using the term 'disability' to avoid biasing responses and to maintain data quality.

3.

If surveying children, use the [Child Functioning Module](#).

4.

Follow the questions precisely without skipping or assuming answers; refrain from using screening questions or references to 'disability' or 'medical condition'.

5.

Use [official translations of the questions](#).*

6.

Ensure that data collection tools and management systems can accommodate these questions.

7.

Provide training for staff involved in data collection and analysis, incorporating disability awareness and inclusion.

8.

Train enumerators to ask questions sensitively and manage expectations.

9.

Plan and resource the data analysis phase adequately.

10.

Collaborate with other non-governmental organisations (NGOs) to share knowledge, data and best practices.

11.

Promote the participation of and accountability to persons with disabilities and organisations of persons with disabilities (OPDs) in data collection and decision-making processes.

Source: [Washington Group Short Set Functioning Questions](#).

*Note: A global repository of available translations is indicated in a dropdown section on the webpage. Copies of these translations are available through the WG Secretariat: WG_Secretariat@cdc.gov.

⁵¹ Adapted from: [Disability Data Collection: A summary review of the use of the Washington Group Questions by development and humanitarian actors](#) (Leonard Cheshire and Humanity & Inclusion, October 2018); [How to ask the Washington Group Questions – Do and Don'ts](#) (Humanity & Inclusion, 2018).

1.3

ASSESSMENT OF EXISTING EARLY WARNING SYSTEMS AND INCLUSIVE RISK ASSESSMENTS

This section offers guidance and tools to plan and conduct assessments of existing early warning knowledge, monitoring, and warning systems. It also provides guidance on conducting inclusive, participatory risk assessments, including tools for protection analysis.



1.3A ANALYSIS:

EWS GESI GAP ANALYSIS – RISK KNOWLEDGE, MONITORING AND WARNING [ID]

PURPOSE

To collate and analyse background knowledge, monitoring and warning information concerning gender equality and inclusion aspects of EWS.

HOW TO USE

Use the guiding questions to structure the collection and reporting of desk-review findings and inform further data collection (key informant interviews, focus group discussions, and Missing Voices Interviews

([↗ 1.2c Assessment: Missing Voices Approach – Missing Voices interviews \[LT/ID\]](#)).

EXAMPLE QUESTIONS:

Risk knowledge:

Is there quantitative or qualitative data on vulnerability of people by location available and can at-risk groups be identified? How up to date is this data, who collects it and how? Who has access to it and what vulnerability indicators are used?

Do we possess research or understanding of how gender or marginalisation can influence risk exposure in the context?

Is there data on people's engagement with, access to and understanding of risk information disaggregated by gender, disability, ethnicity, sexual orientation and identity?

1.3A ANALYSIS

Are community members involved in identifying areas of higher risk? What proportion of participants are men, women, etc., and do we know who is invited to contribute to risk mapping?

Do people have access to risk information pertinent to their location? Who owns the data? Is it made publicly accessible or proactively shared? What platform is it provided on and in what language(s)? Are there any barriers that prevent certain groups from accessing information on at-risk areas?

Monitoring and warning:

Are citizen science approaches used for data collection or hazard monitoring that feed into local or national EWS? If so, how credible and trusted are these providers/national agency inputs?

Is there evidence or awareness that certain individuals may require more time to prepare or respond to a warning? Is this understanding sufficiently comprehensive i.e., does it include identification of those needing additional time, the extent of the delay and the underlying reasons?

What are the current thresholds for issuing warnings? Are distinct thresholds established for different user groups and if so, how are they determined?

Have the thresholds been informed by community needs? Have communities actively participated in setting these thresholds?

Source: ↗ [The Missing Voices Approach Manual](#) (Practical Action, October 2023). The Missing Voices GESI-EWS scoping framework, available on request (email: ↗ enquiries@practicalaction.org.uk).

**1.3B ASSESSMENT:****PARTICIPATORY VULNERABILITY AND CAPACITY ASSESSMENTS [ID]****PURPOSE**

To support communities to assess vulnerabilities, capacities and protection risks in order to plan an inclusive multi-risk reduction strategy.

HOW TO USE

Participatory Vulnerability and Capacity Assessments (PVCAs) promote the inclusion of the most at-risk persons and integrate a systemic understanding of risk into their approach. Refer to the methodology and tools presented to design a more PGI-responsive PVCA.

NOTE!

PVCAs can inform the definition of AAFs and contribute to the selection of anticipatory actions especially for locally led AA mechanisms. However, it is highly recommended that any intervention also supports the community to develop and implement risk reduction and preparedness plans. Before engaging communities in a participatory vulnerability and capacity assessment process, ensure that facilitators are trained and that systems are in place to ensure that safety concerns can be responded to appropriately.

EXAMPLE OF A PVCA: PARTICIPATORY MULTI-RISK ASSESSMENT AND PLANNING (P-MAP).**Main objectives of P-MAP:**

- Identify the environmental, societal and behavioural hazards and threats that pose the greatest risks to community members and understand the root causes of the associated vulnerabilities.
- Identify the local resources and endogenous capacities of each locality.
- Enable communities to develop local risk management plans and guide AA strategies.

Use the steps and tools below to carry out P-MAP:**STEP 1: PREPARATORY PHASE:**

Plan and train: Check pre-requested criteria; recruit a gender-balanced and diverse team; provide training on the methodology, Do No Harm and safeguarding principles; and identify partners and participants.

Conduct secondary data review and conflict analysis [[↗ 2.3e Analysis: Do No Harm – Conflict sensitivity analysis \[LT/ID\]](#)].

1.3B ASSESSMENT

STEP 2: PARTICIPATORY RISK ANALYSIS:

Safety audit: [See [Gender and protection audit](#) (CARE, 2017)]. This method includes direct observations, interviews and separate focus groups with men, women, boys and girls and other diverse community members to gather detailed information on each group's specific risks and safety concerns.

Participatory tools to identify and prioritise risks:

Historical local profiling: Identify the events and the precise circumstances of prioritised hazards or shocks, and analyse the causal links between the events mentioned and their differentiated consequences among the population.

Seasonal calendar: Identify seasonal variations in a community and mark the times when hazards occur, the social and economic conditions, and the differentiated consequences among the population.

Risk mapping: Locate the main assets, resources and services; visualise who can access and who controls key resources; locate hazard-prone areas. Facilitate communication and stimulate discussions with at-risk groups to help understand the relationships between various aspects and to discuss power dynamics.

[[2.1b Assessment: Risk and resource mapping \(youth and adults\) – Exercise \[LT\]](#)]

Transect walk: Use this exercise to stimulate debate and to help in understanding the relationships between various aspects in a given environment. Systematically walk through an area; observing and discussing the different features, resources, and issues encountered along the way. Use this opportunity to discuss power dynamics and the ways in which different at-risk groups are affected.

Risk matrix: Conduct focus groups based on sex, age and other diversities to prioritise the most significant risks (with the greatest impact and probability) for the community by developing and discussing a risk matrix. Note: This prioritisation is not intended to undermine the importance of any protection risks identified in the safety audit.

STEP 3: DEVELOPMENT OF LOCAL INTERVENTION STRATEGIES:

See [2.1a Guidance: Community-based preparedness and protection \[ID\]](#)

Prioritise strategies and actions through participatory planning processes.

Plan and identify roles and resources available to implement the actions identified.

1.3B ASSESSMENT

KEY POINTS TO CONSIDER WHEN DESIGNING AN INCLUSIVE AND SAFE PROCESS:

Ensure that any communication with the community – including those most at-risk – is accessible and takes place throughout the process.

Recruit facilitators from the communities, ensuring that the recruitment process is accessible.

Ensure that facilitator teams are gender-balanced and diverse, particularly when planning to conduct single-sex focus group discussions or interviews.

Train facilitators on the participation of persons with disabilities; the links between violence and inequality, disability, gender and age and [psychological distress and abuse](#)⁵² and gender-based violence; and safeguarding mechanisms and what to do in the event of disclosure of abuse or violence (who to contact and how). [See [0.1a Resources: Raising awareness of and providing training on PGI in AA \[LT/ID\]](#); [2.4a Guidance: Intersectional safeguarding mechanisms \[ID\]](#); [2.4b Checklist: Field checklist for gender-based violence and prevention of sexual exploitation and abuse mainstreaming \[ID\]](#)]

Encourage focus groups with sociodemographic characteristics representative of the diversity of the local population, alongside individual interviews.

Be sensitive to participants' needs and concerns in terms of mobility, translation, appropriate timing, need for caregivers. [See [0.2c Checklist: Key considerations when creating safe consultation spaces \[LT/ID\]](#)].

Make sure that each participatory exercise removes as many environmental, institutional and attitudinal barriers to participation as possible for those most at-risk of exclusion. [See [1.1b Analysis: Gender equality and inclusion – Exercise \[LT\]](#)].

Collect data disaggregated by disability, sex and age during the risk assessment and intervention planning phases. [See [1.2 Collecting and analysing risk data and identifying and prioritising differentiated hazards / threat impacts alongside coping strategies](#)].

Put in place secure, accessible and confidential procedures for reporting cases of violence and abuse; helping survivors pass on information to the relevant authorities or referral bodies. [See [1.2b Analysis: Further analysis for protection mainstreaming, integration and stand-alone services \[LT/ID\]](#)].

Set up a feedback and complaints management mechanism and mechanisms for PSEA. [See [0.3c Guidance: Feedback and accountability mechanisms \[LT\]](#); [2.4b Checklist: Field checklist for gender-based violence and prevention of sexual exploitation and abuse mainstreaming \[ID\]](#)].

Map services and use referral systems to provide support to survivors of violence and abuse. [See [1.2b Analysis: Further analysis for protection mainstreaming, integration and stand-alone services \[LT/ID\]](#)].

52 [How to provide psychological first aid](#) (UNICEF, April 2022). – Outlines three action principles: look, listen, link.

1.3B ASSESSMENT

RESOURCES:

➤ [Introductory video: Participatory Multi-Risk Analysis and Planning \(P-MAP\)](#) (Humanity & Inclusion).

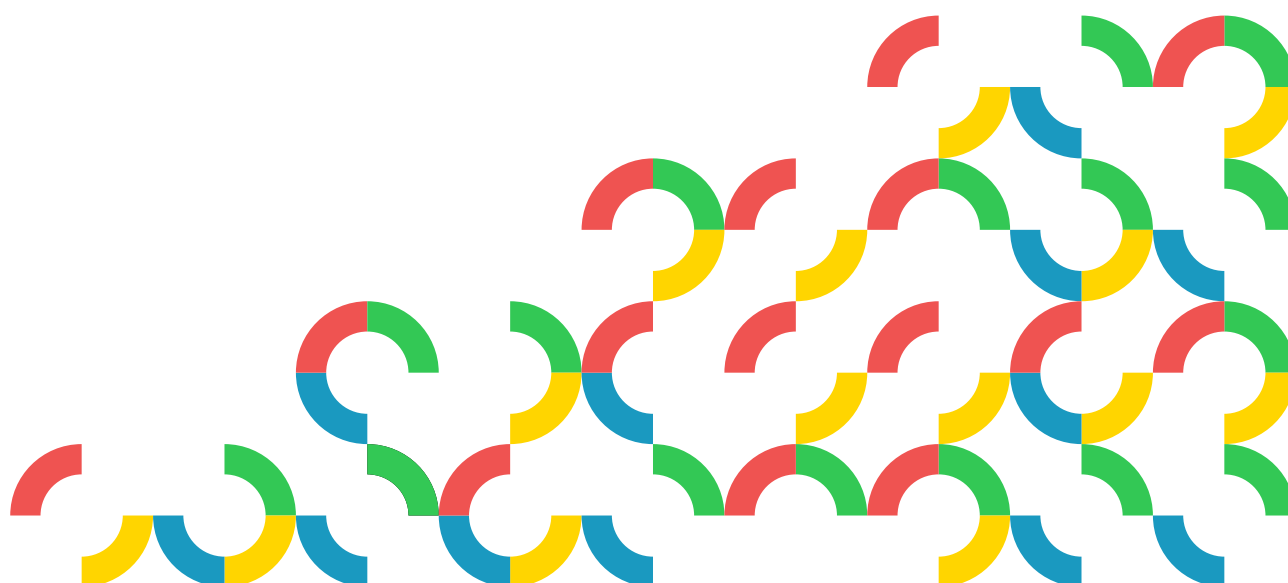
➤ [Guidelines And Toolkits: Community-Based Protection Risk Analysis](#) (Oxfam, 2021). Provides a template tool on community-based protection risk analysis and forms part of the [Resource Pack on Community-Based Protection](#) (Oxfam, 2021). The document discusses the action plans, community engagement, community protection structures, protection analysis and risk analysis.

➤ [IFRC Enhanced Vulnerability and Capacity Assessment](#). Provides tools for conducting vulnerability and capacity assessments.

➤ [Child-Centred Multi-Risk Assessments: A field guide and toolkit](#) (Plan International, July 2018). This field guide provides tools which can be used for both comprehensive multi-risk assessments or baseline measurements; specific tools for thematic or multi-sectoral interventions; tools for community-led assessments of risk, vulnerabilities, impacts and capacities which can form the basis of child- or community-led action planning.

➤ [Locally Led Anticipatory Action Guide & Toolkit](#) (Global Network of Civil Society Organisations for Disaster Reduction, 2024).
➤ [Participatory Vulnerability and Capacity Assessment \(PVCA\) and Forecast based Action \(FbA\) Plan](#).

Source: [Participatory Multi-Risk Analysis and Planning \(P-MAP\)](#) (Humanity & Inclusion). Available on request from Humanity & Inclusion through the [Working Group on Protection, Gender, and Inclusion in Anticipatory Action – Anticipation Hub](#).



1.4

DECIDING WHEN TO ACT BY SETTING AND MONITORING PGI-RESPONSIVE TRIGGERS

This section will help you determine g when to activate AA by providing guidance and tools for setting both hard and soft triggers for PGI-responsive AA interventions. It also provides insights on integrating PGI-responsive indicators into the design of trigger models.

TERMINOLOGY: TRIGGER⁵³

A trigger is a predetermined criterion that, when met, is used to initiate actions.

NOTE:

A trigger can be a predetermined value for a specific indicator, a set of indicators, or an index that is forecast to occur or has been measured as having occurred. It can also be an assessment of loss, or a more general judgement of severity.

Triggers – or threshold values – for AA can be both firm (referred to as ‘hard’ triggers) or more subjective (referred to as ‘soft’ triggers).

- A hard trigger (for example, where a forecast indicates probability above a specific threshold for a certain amount of rainfall): These triggers work well when there is a fairly high degree of confidence in the forecast and potential consequences, often achieved through significant upfront investment in risk information and trigger design and analysis.
- A ‘soft’ trigger (for example, a committee decision): These triggers combine objective data with expert judgement or decision-making processes to activate AA. This might include a review of early warning information to establish when a particular population is exposed to protection risks in order to inform the trigger selection.

Established triggers may not always be effective in modelling lived experience so should be regularly reviewed.⁵⁴

⁵³ ↗ [Glossary Of Early Action Terms](#) (REAP, 2022 Edition).

⁵⁴ Adapted from: ↗ [Save The Children's Framework for Anticipatory Action](#) (December 2022).

Processes for determining...

'SOFT' TRIGGERS

Identify priority risks and assess available early warning information. Select the early warning indicators to monitor, select data sources, and identify 'soft' triggers for action. These may be subjective and based on expertise or experience.

'HARD' TRIGGERS

Conduct a detailed mapping of available hazard forecasting models and vulnerability data. Establish partnerships for risk analytics and/or develop EWS to address critical gaps. Develop 'hard' triggers that indicate pre-agreed thresholds for action, potentially in partnership with at-risk communities.

 GOOD PRACTICE: ENSURE GENDER-BASED VIOLENCE (GBV) EXPERTISE INFORMS ANY RISK ANALYSIS AND DEVELOPMENT OF EARLY WARNING SYSTEMS AND SPECIFIC TRIGGERS.

GBV researchers, coordination partners and practitioners must engage with risk analysis processes and crisis timeline development to ensure GBV risks and historical impacts – such as insights gained from previous emergencies – are captured. This includes understanding and advocating for the integration of GBV survivors and other at-risk groups' needs in the design of early warning systems, as well as ensuring that GBV-related early warning indicators are included in operational planning processes. This can be especially important for slow-onset disasters such as drought, where early warning indicators linked to women and girls (e.g., decreasing school attendance rates for girls) are not typically included in early warning systems. GBV experts must also be aware of triggers and understand the lead times associated with them to inform the design of any GBV actions in AA initiatives. The identification of unambiguous, agreed-upon triggers that can be monitored in real time are central to the effectiveness of any AA approach. In certain contexts, the use of subnational triggers should be implemented. Subnational-level triggers have several benefits, including allowing identification of pockets of extreme need within a country and allowing for more precise triggering of anticipatory actions. Resourcing and strengthening sub-national coordination on GBV is critical to realising GBV anticipatory actions at sub-national level.

Source: Adapted from: [Tip Sheet: Ensuring Attention to GBV in Anticipatory Action](#).

**1.4A CHECKLIST:****MONITORING EARLY WARNING AND FORECASTS [LT]****PURPOSE:**

To improve the detection, monitoring, analysis, and forecasting of hazards and consequences by integrating scientific and technological methods with local and traditional knowledge, enabling all members of communities to gain a deeper understanding of disaster risk.

HOW TO USE:

Use the checklists and implementation guides in the sources below as well as the tips provided, to address the gaps identified and ensure that the key elements of early warning systems are gender responsive and disability inclusive. This checklist can be adapted or contextualised as needed.

CHECKLIST:⁵⁵**Detection and monitoring of hazards and consequences.**

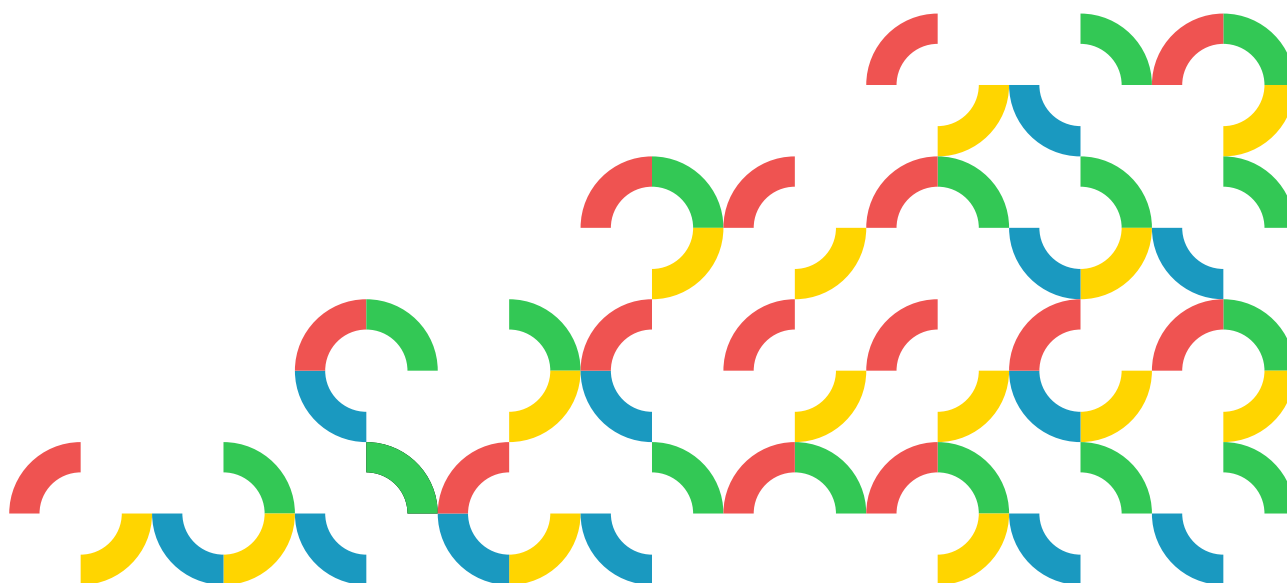
Question	Yes	No	Partial	Unknown
Do people of diverse genders participate in detection and monitoring of hazards and their consequences?	☐	☐	☐	☐
Do persons with disabilities participate in detection and monitoring of hazards and their consequences?	☐	☐	☐	☐
Are hazard detection and monitoring systems and techniques suitable for a wide variety of people's communication abilities (for example, people who cannot read, write, see, hear and/or speak)?	☐	☐	☐	☐
Is the same hazard information available in several formats, modes, languages and media and therefore accessible to persons with disabilities?	☐	☐	☐	☐
Are local/traditional knowledges and abilities of people of diverse genders used to detect, monitor and inform about hazards, in combination with external technology and systems?	☐	☐	☐	☐
Are local/traditional knowledges and abilities from persons with disabilities used to detect, monitor and inform about hazards, in combination with external technology and systems?	☐	☐	☐	☐
Are warning centres available all the time (24/7)?	☐	☐	☐	☐
Can anyone access hazard detection and monitoring information by themselves in multiple formats?	☐	☐	☐	☐
Can formats of hazard detection and monitoring information be easily adjusted when individuals request it, so that persons with disabilities can access it?	☐	☐	☐	☐

⁵⁵ [Inclusive Early Warning Early Action Checklist and Implementation Guide](#) (UNDRR, 2023).

1.4A CHECKLIST

Analysis and forecasting of hazards and consequences.

Question	Yes	No	Partial	Unknown
Are regular tests, exercises and drills enacted to check that people of diverse genders receive and act appropriately on hazard information?	☐	☐	☐	☐
Are regular tests, exercises and drills enacted to check that any person with with disabilities and their support networks receive and act appropriately on hazard information?	☐	☐	☐	☐
Are hazard analysis and forecasting results made available for all people's communication abilities?	☐	☐	☐	☐
Is the Common Alerting Protocol used in combination with local/traditional knowledges to supply and verify receipt of the same hazard analysis and forecasting information in several formats, modes, languages and media?	☐	☐	☐	☐
Can people access hazard analysis and forecasting information in multiple formats and in plain language?	☐	☐	☐	☐
Can formats of hazard analysis and forecasting information be easily adjusted when individuals request it?	☐	☐	☐	☐
Do all the above apply to when a hazard has passed, so that people can stand down from the current warning?	☐	☐	☐	☐



1.4A CHECKLIST

TIPS FOR ENSURING INCLUSIVE EWS:⁵⁶

Use multiple channels, modes and formats for communication and information exchange.

Expand beyond warning dissemination to include advice and actions for damage prevention and mitigation.

Ensure relevance to everyone by covering various timeframes and spatial areas.

Facilitate AA to contribute to reducing inequalities and inequities across society, regardless of the hazard or threat.

Foster connections across governance levels, including local, national and international.

Be prepared to provide support for long-term processes for the establishment of EWS led by communities themselves.

TIPS FOR ENSURING FIRST MILE EWS:⁵⁷

Involve people in their own warning and decision-making processes.

Integrate data collection and hazard analysis into daily activities to establish a continuous, high-resolution time series, education on warnings, training, and drills to normalise preparedness efforts.

Sources: ↗ [Inclusive Early Warning Early Action Checklist And Implementation Guide](#) (UNDRR, 2023). Checklist for disaster risk knowledge, detection, monitoring, analysis, and forecasting, dissemination, communication; and preparedness for gender-responsive and disability-inclusive responses. ↗ [University College London Warning Research Centre Publications and Reports](#). ↗ [Common Alerting Protocol \(CAP\): Standards-based, all-hazards, all-media public alerting](#) (UCL Warning Research Centre, 2023).

⁵⁶ ↗ [Warning Briefing Note: Inclusive Warnings: Involving everyone in warning processes](#) (UCL WRC).

⁵⁷ ↗ [Warning Briefing Note: The First Mile of Warnings Placing People First](#) (UCL WRC).

**1.4B GUIDANCE:****SETTING PGI-RESPONSIVE TRIGGERS AND THRESHOLDS [LT/ID]****PURPOSE**

To assist in identifying and establishing PGI-responsive triggers and thresholds.

HOW TO USE

Given the current lack of evidence on PGI-responsive triggers, their development should be viewed as an ongoing learning process which needs to be conducted in partnership with at-risk groups. Consideration should also be given to protection indicators, trigger points, and their related 'window of opportunity'.

> TERMINOLOGY: WINDOW OF OPPORTUNITY

The time between a warning/trigger threshold being reached and a hazard or its peak occurring when action can be taken to reduce the impacts of that hazard on a population.⁵⁸

There are three different types of triggers: probabilistic, predictive and observational. Communities can provide particularly valuable information, especially on observational triggers and selecting trigger threshold values. Technical agencies and actors can provide advice on probabilistic and predictive triggers.⁵⁹

GUIDANCE: HOW TO FACILITATE THE DEVELOPMENT OF PGI-RESPONSIVE TRIGGERS AND THRESHOLDS.

Findings from studies with households or individuals, analysing official reports from government institutions and investigation at the community level can all provide information which can support the identification of PGI-responsive triggers and thresholds. [See [↗ 1.2 Collecting and analysing risk data and identifying and prioritising differentiated hazards / threat impacts alongside coping strategies](#), and [↗ 1.3 Assessment of existing early warning systems and inclusive risk assessments](#)].

Conducting participatory sessions with communities including most at-risk and marginalised groups to review, discuss, and interpret these can support the development of trigger models alongside scientific indicators to ensure that these systems respond to the priorities of those most at-risk. This can include the identification of community-based observational indicators which can be utilised for early warning and incorporated into trigger models.⁶⁰

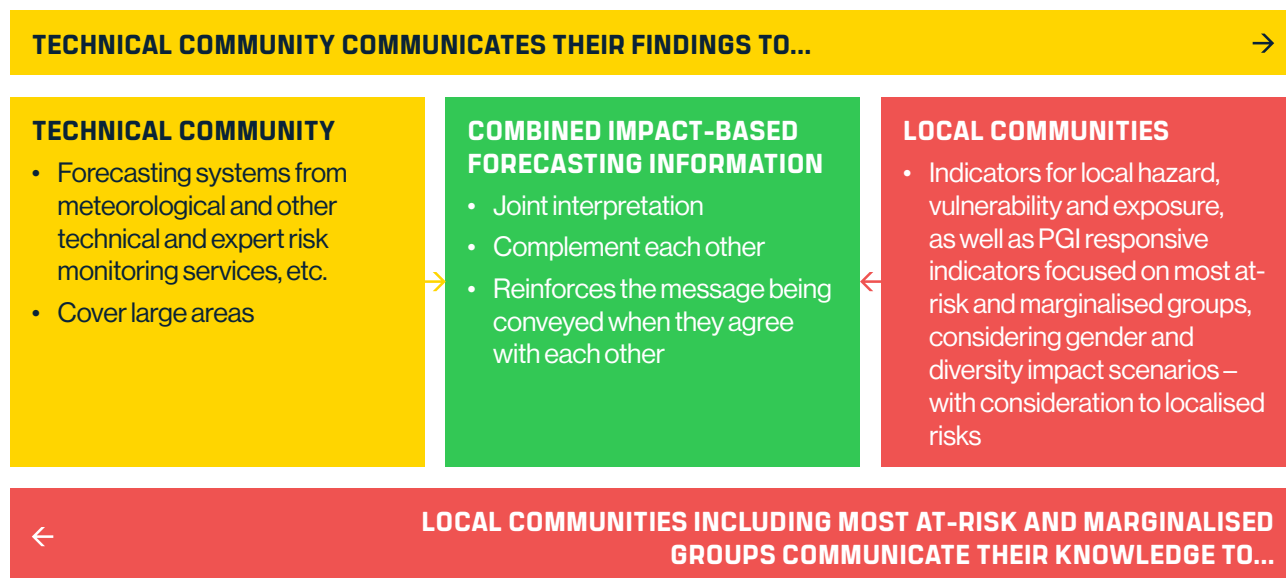
⁵⁸ Adapted from: [↗ Windows of Opportunity for Risk-Informed Humanitarian Assistance: An Anticipatory, Early Action, and Disaster Risk Finance Framework](#) (The USAID Climate Adaptation Support Activity, July 2023).

⁵⁹ [↗ Locally Led Anticipatory Action Guide & Toolkit](#) (Global Network of Civil Society Organisations for Disaster Reduction, 2024).

⁶⁰ [↗ Protection, Gender and Inclusion in Anticipatory Action: Learning & Best Practices Report from Bangladesh, El Salvador, Indonesia, Nepal, Philippines, Vietnam, and Zimbabwe](#) (Plan International UK, July 2024).

1.4B GUIDANCE

DIAGRAM: Combined local knowledge and technical forecasting analysis.⁶¹



GUIDANCE ON POINTS TO BE CONSIDERED TO INFORM THE DEVELOPMENT OF TRIGGERS AND THRESHOLDS INTEGRATING PGI:

Gender differences and other diversity differences – such as age or disability – need to be integrated into forecasting or risk analysis.⁶²

Disability-inclusive AA considers the specific needs and vulnerabilities of these groups when making decisions. Engaging with organisations of persons with disabilities (OPDs) and other at-risk groups is crucial for establishing inclusive thresholds to trigger actions.⁶³

Allocating extra time and resources for the evacuation and preparedness of persons with disabilities can enhance their independence and ensure a dignified evacuation process. Furthermore, providing additional time can help reduce the loss of assistive devices during disasters, which are often overlooked in rushed evacuation processes.⁶⁴

By applying multiple triggers and thresholds based on soft indicators of heightened risk for at-risk groups, a risk analytics system can better target the most at-risk populations. Identifying those whose risk is elevated due to marginalisation – including unregistered groups who are hidden or disenfranchised – is crucial to making invisible risks visible and ensuring funding specifically targets those groups.⁶⁵

⁶¹ Adapted from: [Locally Led Anticipatory Action Guide & Toolkit](#) (Global Network of Civil Society Organisations for Disaster Reduction, 2024).

⁶² [Towards Anticipatory Information Systems and Action: Notes on Early Warning and Early Action in East Africa](#) (Feinstein International Center and Tufts University, 2020).

⁶³ [Inclusion of Persons with Disabilities in Anticipatory Action Findings and Lessons Learned](#) (DiDRRN, 2024).

⁶⁴ [Inclusion of Persons with Disabilities in Anticipatory Action Findings and Lessons Learned](#) (DiDRRN, 2024).

⁶⁵ Report: [Gender inclusive disaster risk financing](#) (Start Network, 2021).

1.4B GUIDANCE

IDENTIFICATION, AND EXAMPLES OF PGI-RESPONSIVE TRIGGER INDICATORS

Child protection and education and AA:

Indicators related to the monitoring of early signs of deterioration or negative coping strategies in slow-onset crises can be used in the design and development of AA triggers. These can include:⁶⁶

- Disruptions in service provision
- Increases in children dropping out of school
- Children moving to urban centres alone
- Children engaged in labour
- Increases in child marriage.

Education: Indicators related to monitoring signs of deterioration in a particular context. These can include disruptions to schools' normal functioning, increased teacher or student absenteeism and children dropping out of school. Coordinating with child protection colleagues to monitor increases in child marriage or other negative coping strategies that affect school attendance in slow-onset crises can also prove helpful. Local and national education authorities will often track this data.⁶⁷

Identification of GBV triggers: In partnership with women and girl-led organisations (WGLOs) and women and girls in the community, GBV coordination mechanisms should (where possible) integrate their own early warning indicators into AA operational planning processes. This can be especially important for slow-onset disasters such as drought, where early warning indicators linked to women and girls (e.g., decreasing school attendance rates for girls) are not typically included in EWS.⁶⁸

⁶⁶ [↗ Issue Brief, Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies](#) (IFRC, Climate Center and Child Protection AoR, 2021).

⁶⁷ [↗ Guidance on Coordinated Anticipatory Action in Education](#) (Global Education Cluster, May 2024).

⁶⁸ Research Query: [↗ GBV and Anticipatory Action Approaches](#) (GBV AoR, 2021).

1.4B GUIDANCE

GENDER-RESPONSIVE INDICATORS FOR EARLY WARNINGS OF VIOLENCE AND CONFLICT:

Percentage of individuals who are women present in designated common public places

Changes in expectations and practices around dress codes for women and girls

Number of male gatherings and presence of non-local men

Number of electoral violence events

Number of violent arrests by police or security force personnel

Restrictions on non-governmental organisations (NGOs), in particular women's organisations

Number of reported incidents of GBV, including sexual violence

Rapid attempts by women to acquire cash, such as by selling jewellery

Number of threats against/incidents of intimidation of/ attacks on women in public roles

Increased unemployment

Number of female-headed households

Number of misogynistic, homophobic or sexist references or propaganda in the media, social media, and at campaign rallies or public events

Increase in demand for contraception

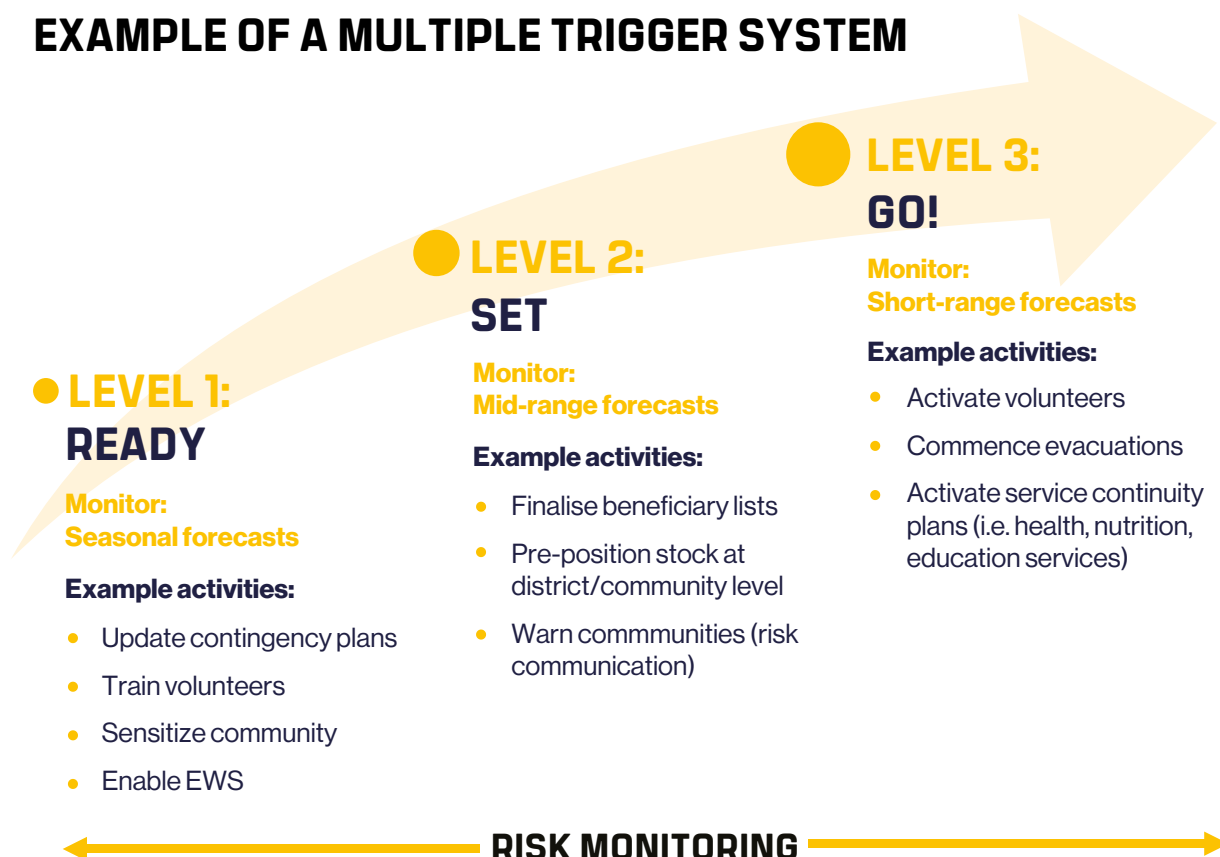
Increase in trafficking of women and girls.

Source: [Gender-Sensitive Indicators for Early Warning of Violence and Conflict](#) (IFES, 2021). Provides guidance to support EWS analysts, data scientists, gender specialists, national governments, civil society organisations, and international implementers to integrate gender-responsive early warning and violence monitoring initiatives.

1.4B GUIDANCE

EXAMPLE: AN ILLUSTRATIVE WAY TO CONCEPTUALISE A MULTI-TRIGGER SYSTEM IS THROUGH THE PHRASE 'READY, SET, GO!', AS SHOWN IN THIS DIAGRAM.⁶⁹

EXAMPLE OF A MULTIPLE TRIGGER SYSTEM



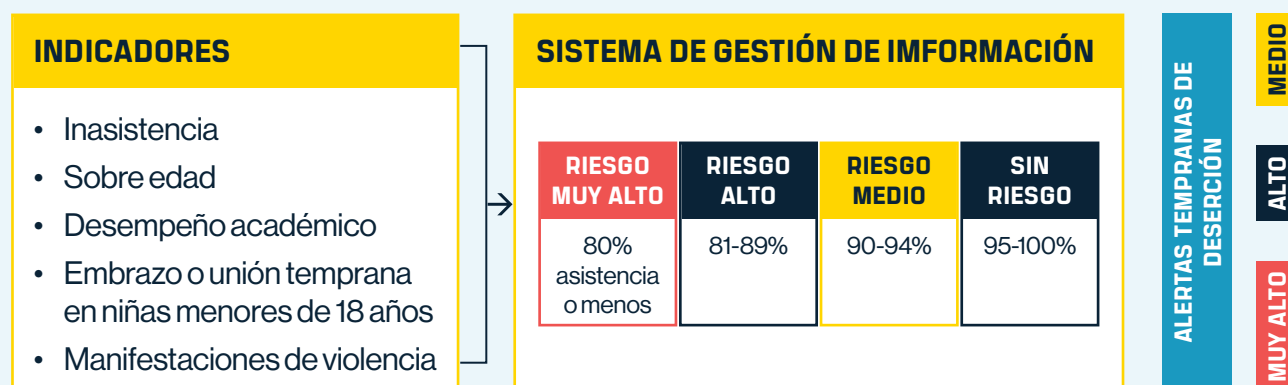
⁶⁹ Adapted from: [Anticipatory Action: A Child-Centered Guide](#) (Save The Children, April 2024).



SPOTLIGHT CASE: TRIGGER MECHANISMS FOR DROPOUT FROM EDUCATION – EL SALVADOR

El Salvador's Ministry of Education utilises a software-driven early warning system to flag potential school dropouts. This system assesses risk factors such as absenteeism, age, academic performance, pregnancy, and instances of violence. Teachers input data, generating risk levels (high, medium, low) for each student. Trained staff monitor indicators for timely interventions. A traffic light system (yellow, red, green) categorises at-risk children, warranting close follow-up.

DIAGRAM: Alert levels mechanism – school dropout.



Source: [Protection, Gender and Inclusion in Anticipatory Action: Learning & Best Practices Report from Bangladesh, El Salvador, Indonesia, Nepal, Philippines, Vietnam, and Zimbabwe \(Plan International UK, July 2024\).](#)

0

COMPONENT 2

PLANNING, OPERATIONS AND DELIVERY

1

2

3

4

This Component will help you to ensure that anticipatory action (AA) plans – including frameworks and protocols – and early warning systems (EWS) (↗ [Figure 15](#)) are co-developed with those most at-risk and marginalised. It will also enable you to integrate protection, gender and inclusion (PGI) into sectoral/multi-sectoral plans and stand-alone interventions, including for identified protection risks. Moreover, it will support you to assess and establish community-based and operational capacities, preparedness and readiness for AA. This includes putting in place safeguarding measures for diverse at-risk groups to help ensure that AA interventions ‘Do No Harm’. Finally, this Component will help you to establish inclusive risk information dissemination and communication strategies for the activation of anticipatory actions.

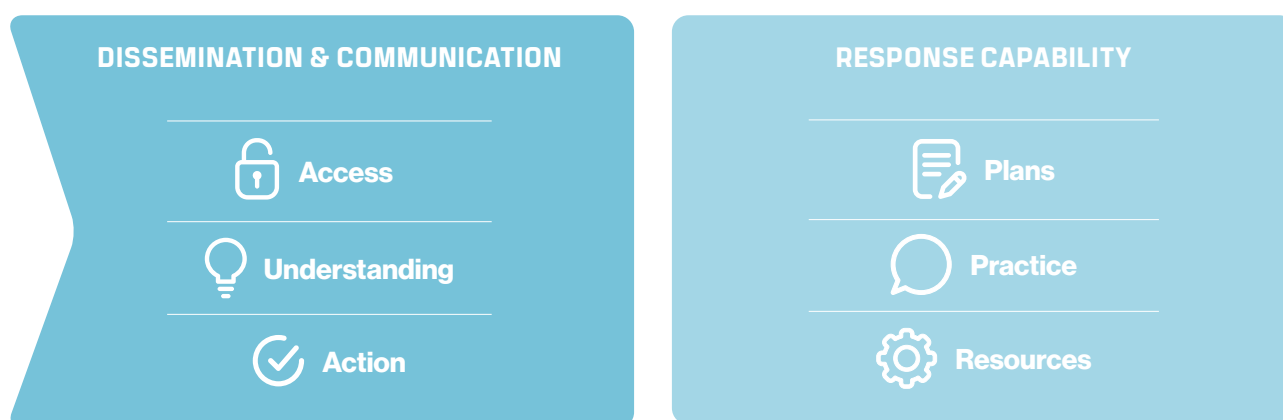
To achieve this, you will need to work with communities and the most at-risk, marginalised and discriminated individuals to develop inclusive preparedness plans which define PGI-responsive preparedness, readiness and anticipatory actions. This will first require you to identify the existing hazards, risks, resources and support structures in the target communities as well as establishing who is most at risk and how they are impacted by shocks and stresses. You will need to support communities – including at-risk, marginalised and discriminated groups – to own community-based and community-led (community-driven) early warning systems (EWS) that are connected to AA activation mechanisms.

You will need to ensure that stakeholders understand how to mainstream PGI in AA frameworks and EWS to establish PGI-responsive mechanisms. Next, you will help enhance individuals’ and actors’ preparedness, readiness and capacities to implement anticipatory actions. This also necessitates the provision of insight and coordination mechanisms for protection-focused AA. Additionally, AA processes and interventions need to be assessed to ensure they meet the minimum ‘PGI-responsive’ standard. An intersectional lens should also be applied to identify actions that could more effectively address issues of marginalisation through AA programming.

You will also need to ensure that AA interventions include PGI-responsive sectoral/multi-sectoral and stand-alone anticipatory actions, supported by a robust theory of change. Where applicable, Cash and Voucher Assistance (CVA) in AA should also be PGI-responsive in design and its links to social protection programmes clearly identified. Furthermore, AA beneficiary identification and selection should be conducted based on comprehensive disaggregated data on sex, age and disability. Conflict analysis should be used to inform the design and potential redesign of engagement strategies or AA interventions.

You will also need to strengthen protection mainstreaming in AA interventions by establishing an intersectional approach to safeguarding and upholding standards related to gender-based violence (GBV) and protection from sexual exploitation and abuse (PSEA). Moreover, you will need to evaluate the practical implementation of relevant laws and policies in order to identify any restrictions or limitations that could hinder the execution of planned anticipatory actions. Finally, inclusive early warning and risk information communication must be designed using communication and dissemination mechanisms that are accessible to all, including those based in areas affected by conflict and violence.

FIGURE 15: Early warning system components: dissemination and communication; response capability⁷⁰



ELEMENT	OBJECTIVES FOR EACH ELEMENT
2.1 Inclusive planning and capacity strengthening for PGI-responsive AA	Develop inclusive preparedness plans which define PGI-responsive anticipatory actions and associated preparedness and readiness actions in partnership with communities and those most at-risk, marginalised and discriminated against. Identify hazards, risks, resources and support structures in communities and determine those most at-risk and the ways in which they are impacted by shocks and stresses. Empower communities to own and lead EWS connected to AA activation mechanisms, including the development of early warning messages and anticipatory actions.

⁷⁰ Adapted from: [Gender in early warning and early action: why do we still need to talk about it? – Anticipation Hub \(anticipation-hub.org\)](https://anticipation-hub.org/).

ELEMENT	OBJECTIVES FOR EACH ELEMENT
2.2 PGI-responsive anticipatory action and EWS plans, frameworks, protocols and preparedness	Ensure stakeholder understanding of how to mainstream PGI in AA frameworks to establish PGI-responsive mechanisms (including EWS). Enhance individuals' preparedness, readiness and capacities to take anticipatory action. Provide insight and coordination mechanisms for protection-focused AA. Assess the mainstreaming of PGI principles to realise the minimum 'PGI-responsive' standard and identify key actions to ensure a holistic and intersectional approach to AA programming.
2.3 Planning PGI-responsive multi-sectoral anticipatory actions	Identify and plan AA interventions with PGI-responsive sectoral/multi-sectoral and stand-alone anticipatory actions, and develop a theory of change. Where applicable, design PGI-responsive CVA in AA and identify links with relevant social protection programmes. Ensure that beneficiary identification and selection processes in anticipatory action are PGI-responsive, and analyse conflicts to inform the design and potential redesign of engagement strategies or interventions.
2.4 Operational mechanisms and preparedness	Strengthen PGI mainstreaming and the quality of AA interventions by establishing an intersectional approach to safeguarding and maintaining standards related to GBV and PSEA. Evaluate the practical implementation of law or policy and identify any restrictions or limitations that could hinder the execution of planned anticipatory actions.
2.5 EWS: Inclusive dissemination and communication of risk information	Design inclusive early warning communication and dissemination mechanisms. Where necessary, co-produce warnings that extend to areas with armed conflict and widespread violence.

➤ KEY GUIDANCE AND TOOLS

Guidance 2.1a

Community-based preparedness and protection [ID]

Guidance 2.1c

Community-driven EWS, early warning messages, and identifying anticipatory actions – Exercise [LT]

Guidance 2.2b

PGL-responsive anticipatory action frameworks [ID]

Assessment 2.2e

Assessment of 'PGL-responsive' as a minimum standard for interventions [LT]

Guidance 2.3a

Identification, prioritisation and validation of anticipatory actions [ID]

Guidance 2.3b

PGL in AA mainstreaming and integration within sectors and linkages with specialist stand-alone services [ID]

Guidance 2.3d

Beneficiary identification and inclusive targeting [ID]

Analysis 2.3e

Do No Harm – Conflict sensitivity analysis [LT/ID]

Checklist 2.4b

Field checklist for gender-based violence and prevention of sexual exploitation and abuse mainstreaming [ID]

Guidance 2.5a

Dissemination and Communication of Risk Information [LT]

➤ FURTHER GUIDANCE AND TOOLS

Assessment 2.1b

Risk and resource mapping (youth and adults) – Exercise [LT]

Example 2.2a

Anticipatory action mechanism – Mainstreaming disability inclusion [LT]

Checklist 2.2c

Inclusive early warning-early action – Preparedness and response capacities [LT]

Example 2.2d

Timeline of anticipatory action – Led by GBV coordination [LT]

Analysis 2.2f

Intersectional gap analysis – Adapting policies, programmes and actions – Exercise [LT]

Guidance 2.3c

PGL in cash and voucher assistance and social protection [LT]

Guidance 2.4a

Intersectional safeguarding mechanisms [ID]

Checklist 2.4c

Disaster preparedness and response law and policy [LT/ID]

Guidance 2.5b

EWS monitoring and communication in conflict and violence settings [LT]

GUIDANCE AND TOOLS WITHIN OTHER COMPONENTS RELEVANT FOR PLANNING, OPERATIONS AND DELIVERY

Tips 1.2d

Guidance 4.1a

See also: ➤ [Figure 11: Steps to developing and designing gender- and diversity-transformative early warning systems and anticipatory action frameworks.](#)

2.1

INCLUSIVE PLANNING AND CAPACITY STRENGTHENING FOR PGI-RESPONSIVE ANTICIPATORY ACTION

This section presents strategies for conducting and enhancing community-based and school-based preparedness and community-led AA, including the development of community-based EWS. It offers tools for household-level preparedness plans and guidance on establishing PGI-responsive evacuation and shelter facilities, as well as insights into supporting low- or no-cost anticipatory actions.



2.1A GUIDANCE:

COMMUNITY-BASED PREPAREDNESS AND PROTECTION [ID]

PURPOSE

To develop together with communities, and those most at-risk, marginalised and discriminated against, the community preparedness and plans that define PGI-responsive and -transformative AA and the associated preparedness and readiness actions.

HOW TO USE:

The inclusive community preparedness process seeks to mitigate the potential loss of life and damage to property in at-risk localities during disasters. Communities serve as the first line of defence, especially for the most at-risk individuals. Inclusive community-based preparedness fosters engagement and planning for PGI-responsive and -transformative AA. It facilitates information exchange for developing externally delivered AA interventions and empowers communities and at-risk groups to implement many – often low- and no-cost – anticipatory actions themselves in coordination with other actors.

NOTE!

Effectively considering PGI in AA can identify effective low-/no-cost activities. For example, basic psychological first aid (PFA) support can have a big positive impact and can be provided by communities themselves whilst simultaneously advocating for more resources.

An inclusive community-based preparedness process comprises of several stages and relies on different tools and methodologies. Use the resources provided below to design the process and select tools based on the hazards or shocks prioritised for AA.

Consider how the PGI principles need to be mainstreamed within community-based preparedness and EWS by referring to the diagram presenting overarching recommendations for a gender transformative EWS.

2.1A GUIDANCE

NOTE!

Be aware: Adolescent girls adopting care-giving roles for persons with disabilities may also be excluded from community activities and development opportunities.⁷¹

DIAGRAM: Stages in inclusive community-based preparedness⁷²

PRÉPARATION COMMUNAUTAIRE INCLUSIVE AUX RISQUES DE DÉSASTRES



- EIC: Equipe d'Intervention Communautaire
- EVC: Evaluation des vulnérabilités et capacités
- PUF: Plan d'urgence familial

- PUL: Plan d'urgence local
- SAP: Système d'alerte précoce
- SIMEX: Exercice de simulation

⁷¹ ➔ Adolescent Girls with Disabilities in Humanitarian Settings "I Am Not 'Worthless' — I Am a Girl with a Lot to Share and Offer" (Emma Pearce, Kathryn Paik, and Omar J. Robles, *Girlhood Studies* 9, no. 1, Spring 2016)

⁷² Adapted from: Guide to inclusive community disaster preparedness: As part of the "Building the resilience of institutions and municipalities in Haiti with the participation of vulnerable groups" project (Humanity & Inclusion, 2016). Available on request from Humanity & Inclusion through the ➔ [Working Group on Protection, Gender, and Inclusion in Anticipatory Action](#) – Anticipation Hub.

2.1A GUIDANCE

DIAGRAM: Overarching recommendations for a gender transformative EWS⁷³



⁷³ Adapted from: ASEAN Australia Smart Cities Trust Fund, 2021, "From Policy Recommendations to Practical Actions: Towards Gender Transformative Practices for Baguio City's Flood Early Warning System", report produced by Ramboll and Practical Action Consulting, funded by the Australian Government (DFAT), and ADB.

2.1A GUIDANCE

RESOURCES:

Community-based preparedness:

- Guide to inclusive community disaster preparedness as part of the “Building the resilience of institutions and municipalities in Haiti with the participation of vulnerable groups” project (Humanity & Inclusion, 2016). This French language resource is available on request from Humanity & Inclusion through the [Working Group on Protection, Gender, and Inclusion in Anticipatory Action](#).

Evacuation, simulations and shelters:

- [Tip Sheet: Evacuation procedures and simulations](#) (CBM and Inclusive Advisory Group, n.d.). This tip sheet includes what to do to ensure community evacuation plans are inclusive and accessible; persons with disabilities are personally prepared for evacuation; first responders are prepared to assist persons with disabilities; and evacuation simulations are inclusive.

Household preparedness:

- [Key Messages for All-Hazards Household and Family Disaster Prevention](#) (IFRC, 2021). By following this guidance, households and families can protect themselves, recover quickly and contribute to the rapid recovery of their community. There is also a [template](#) and [checklist](#) to help households prepare a family safety plan.

School-based preparedness:

- [Handbook for a School-based Risk Reduction Initiative](#) (IFRC, 2015). This handbook presents basic content and tips for implementing a school-based risk reduction programme.
- [Public awareness and public education for disaster risk reduction: Action-oriented key messages for households and schools](#) (IFRC and Save the Children, 2018). Public Awareness and Public Education (PAPE) messages to help communities improve their knowledge of disaster risks and put in place measures to stay safe. There is also a guide on [How to use PAPE messages within community engagement processes](#).

Community-based protection:

- [Resource Pack on Community-Based Protection](#) (Oxfam, 2021). This resource pack provides tools and guidance to implement community-based protection, including how to develop action plans, community engagement, community protection structures, protection analysis and risk analysis.



SPOTLIGHT CASE:

WOMEN'S GROUPS LEADING HOUSEHOLD LEVEL PREPAREDNESS ACTIONS – BANGLADESH

Members of the women's groups participated in training sessions covering topics including: rapid dissemination of special weather bulletins and forecast warnings; community preparedness and safe movement to shelters; and coordination and communication with Disaster Management Committees and Shelter Management Committees. Women's groups are now leading their own household level preparedness actions by utilising and communicating the knowledge they have acquired on disaster management mechanisms to support at-risk households through courtyard sessions. The aim of these plans is to empower individuals to protect their lives and assets upon receiving cyclone warning messages. These sessions also enable women's participation in decision making on planning AA for their communities.

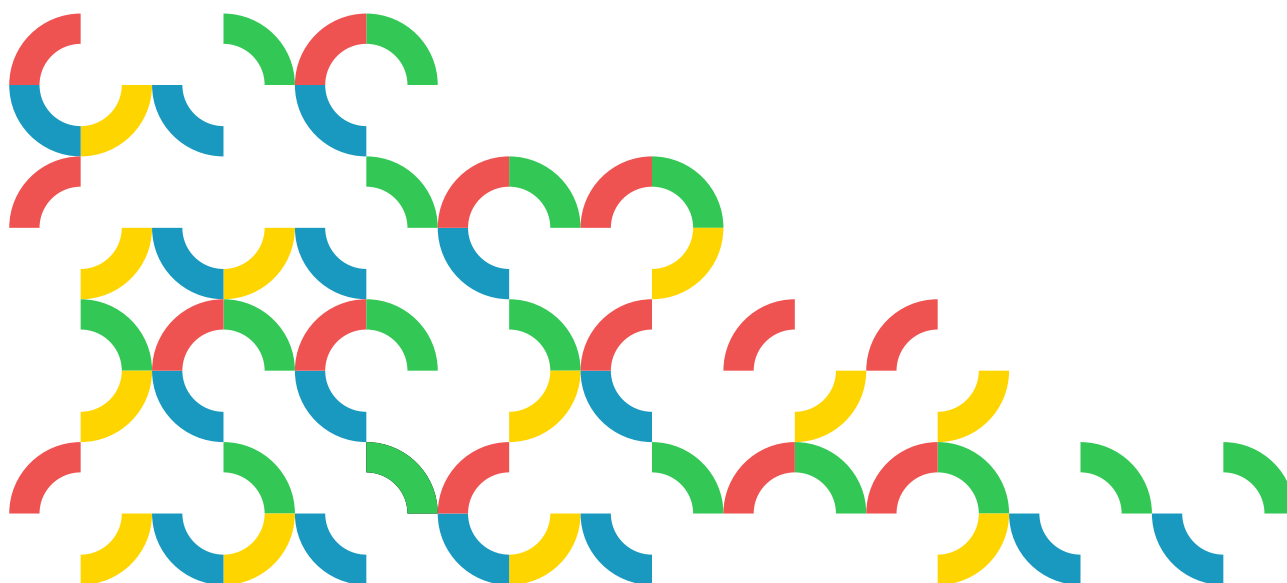
Source: ↗ [Protection, Gender and Inclusion in Anticipatory Action: Learning & Best Practices Report from Bangladesh, El Salvador, Indonesia, Nepal, Philippines, Vietnam, and Zimbabwe](#) (Plan International UK, July 2024).

**2.1B ASSESSMENT:****RISK AND RESOURCE MAPPING (YOUTH AND ADULTS) – ○ EXERCISE [LT]****PURPOSE**

To identify hazards, risks, resources and support structures that exist in communities and explore those most at-risk and how they are impacted by shocks and stresses.

HOW TO USE

Conduct a mapping exercise (see source below) for the hazard(s) prioritised for anticipatory action, risks, resources and support structures that exist in a community. Explore how people are impacted by the hazard(s). Risks are conceived simply as places where people feel unsafe or threatened, e.g., areas affected by hazards, unsafe or risky areas are coloured on the community map as red for high risk/unsafe areas and orange for medium risk areas. Resources are where people feel safe or where there is knowledge, information, skills and capacities to improve their safety and wellbeing, e.g., safe gathering places, first aid centres, water points, community warning mechanisms and are coloured green. Mapping exercises provide communities with visual aids to identify their own resources, community facilities and infrastructure, high-risk areas and at-risk members of the community. These maps can be used to facilitate discussion and analysis of risks, capacities and vulnerabilities within the community to create a common understanding among communities and at-risk groups.



2.1B ASSESSMENT

RIGHTS					
	SAFETY & PROTECTION	LIVELIHOODS	HEALTH & SURVIVAL	EDUCATION	INFORMATION
CURRENT RESOURCES	Strength of infrastructure (buildings, roads)? Access routes? Evacuation routes? Safe places? Trained community members? Peer support (for children & adults)? Protection/human rights reporting mechanism?	What livelihood assets (individual/common)? Proportion selfemployed/employ others/employed by others/unemployed?	Conduct water quality testing? Areas with sanitary issues? Waste management? Access to clean drinking water? Treatment for injury or health? Emergency stocks? Family preparedness plans?	Do all children register for school? Do they all attend school?	What communication tools and channels exist? Which do people prefer? Early warning systems exist and used?

VULNERABILITY

Who lives near them?

Who uses them?

Who benefits from them?

Who doesn't have access?

Why?

What stops them?

RISKS

What hazards have an impact?

Which the most?

IMPACT

What affected?

How?

Who is most affected?

How?

COPING MECHANISMS

How have you adapted?

Has it worked?

Who is protected?

Who is not?

Source: [Child-Centred Multi-Risk Assessments: A field guide and toolkit](#) (Plan International, July 2018).

**2.1C GUIDANCE:****COMMUNITY-DRIVEN EWS, EARLY WARNING MESSAGES, AND IDENTIFYING ANTICIPATORY ACTIONS – ○ EXERCISE [LT]****PURPOSE**

To empower community ownership of EWS, and their development of early warning messages and anticipatory actions (early actions).

HOW TO USE

The idea behind the Respond Across Time Scales (RATS) exercise is to systematically think about what you and the people around you could do today if you heard that a major event would affect you in six months, in 10 days, or in 12 hours. What could you and those around you do today if you heard that a massive river flood or drought would strike next year, next season, next week, in eight hours or in 15 minutes? The RATS exercise guides the community to produce one table per hazard, like the one below.

➤ AA TERMINOLOGY: COMMUNITY EWS⁷⁴

Community EWS is understood to be an effort by or with, but not for, a community to systematically collect, compile and/or analyse information that enables the dissemination of warning messages that when actionable can help the community (or others 'downstream') reduce harm or loss from a hazard (or threat) event (or process).

RESPOND ACROSS TIME SCALES (RATS)

To be completed by communities Lead-time of message:	1. Early warning message says:	2. Appropriate early actions that are feasible today:	3. Early actions that could be possible with support:
Years			
Months			
Weeks			
Days			
Minutes (now)			

Source: ➤ [Community Early Warning Systems: Guiding Principles](#) (IFRC, 2012).

74 ➤ [Community Early Warning Systems: Guiding Principles](#) (IFRC, 2012).

2.2

PGI-RESPONSIVE ANTICIPATORY ACTION AND EWS PLANS, FRAMEWORKS, PROTOCOLS AND MECHANISMS

This section provides guidance and tools to facilitate the creation of both lighter and deeper plans for anticipatory action and EWS which are PGI-responsive and -transformative where opportunities exist. This includes a guiding AA framework demonstrating the integration of disability inclusion, a checklist for preparedness and response capacities and an example timeline for coordinated AA implementation. There are tools for assessing whether AA interventions are PGI-responsive, and for determining actions considering intersectionality.

TERMINOLOGY:

Contingency Planning

Early Action Protocols

Emergency Preparedness and Response Plans (EPRPs)

Anticipatory Action Frameworks (AAFs).

Anticipatory Action Protocols

CONTINGENCY PLANNING:

A management process that analyses disaster risks, and establishes arrangements in advance to enable timely, effective, and appropriate responses.⁷⁵

Existing contingency plans or emergency preparedness and response plans can quite easily be adapted to accommodate lighter approaches to AA. They can serve as a starting point for the development of more comprehensive plans.⁷⁶

⁷⁵ ↗ [Glossary Of Early Action Terms](#) (REAP, 2022 Edition).

⁷⁶ Adapted from: ↗ [Save The Children's Framework for Anticipatory Action](#) (December 2022).

Lighter Plans:

These entail pre-agreed procedures for AA interventions or specific anticipatory actions. One crucial initial EWS anticipatory action is to enhance timely and accessible communication of risk information or anticipatory actions messages for forecasted or predicted hazards or shocks.

Other examples include:

- An individual organisation's planned anticipatory actions linked to an existing Anticipatory Action Framework (AAF) i.e., in the form of standard operating procedures (SOP).
- A project-based crisis modifier designed for anticipatory action.
- Community and household plans for anticipatory action utilising community-based and community-led EWS.

Deeper Plans:

These encompass technical trigger indicators to monitor specific hazards or impacts, trigger thresholds for action, specific support actions for at-risk communities, responsible parties, funding mechanisms, budgets, and monitoring, evaluation and learning (MEL) frameworks. These plans, often known as anticipatory action frameworks (AAFs), and also early action protocols (EAPs) or anticipatory action protocols (AAPs), may be jointly held by interagency groups and national governments. They offer opportunities to enhance the multi-sectoral AA to be PGI-responsive and -transformative where there are opportunities that exist to shift social norms through changes in existing structures and roles.

TIP

Consider utilising forecasted El Niño-Southern Oscillation (ENSO) phases⁷⁷ – El Niño or La Niña – as an entry point for AA engagement due to their significant contribution to seasonal climate fluctuations and their documented impacts in many regions.⁷⁸ This can allow for sufficient time to implement preparedness actions for PGI-responsive and -transformative AA.

⁷⁷ <https://iri.columbia.edu/our-expertise/climate/enso/>.

⁷⁸ ENSO forecast: <https://iri.columbia.edu/our-expertise/climate/forecasts/enso/current/>.

**2.2A EXAMPLE:****ANTICIPATORY ACTION MECHANISM – MAINSTREAMING DISABILITY INCLUSION [LT]****PURPOSE**

To establish understanding among stakeholders on how to mainstream disability inclusion into the development of AA frameworks and mechanisms.⁷⁹

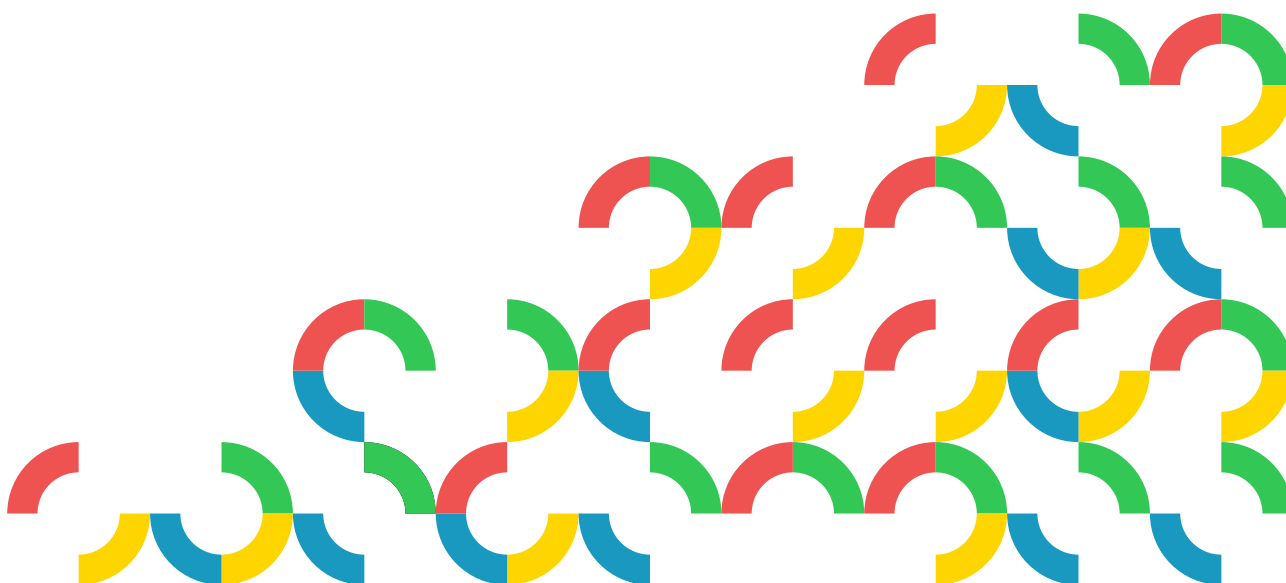
HOW TO USE

Use the diagram on disability inclusive AA and the checklist to set direction and raise awareness within your own organisation, or with AA stakeholders, on the approach required to mainstream disability inclusion into AA. The disability inclusive AA diagram and checklist should also be adapted and strengthened to comprehensively represent the mainstreaming of protection, gender and intersectionality. The diagram and checklist can be used as a quick reference tool to assess and to identify relevant resources within the guide and toolkit to strengthen PGI mainstreaming in AA frameworks.

NOTE!

The diagram and checklist can also be adapted to illustrate how other Protection, Gender and Inclusion aspects need to be mainstreamed into the development of AA frameworks and mechanisms.

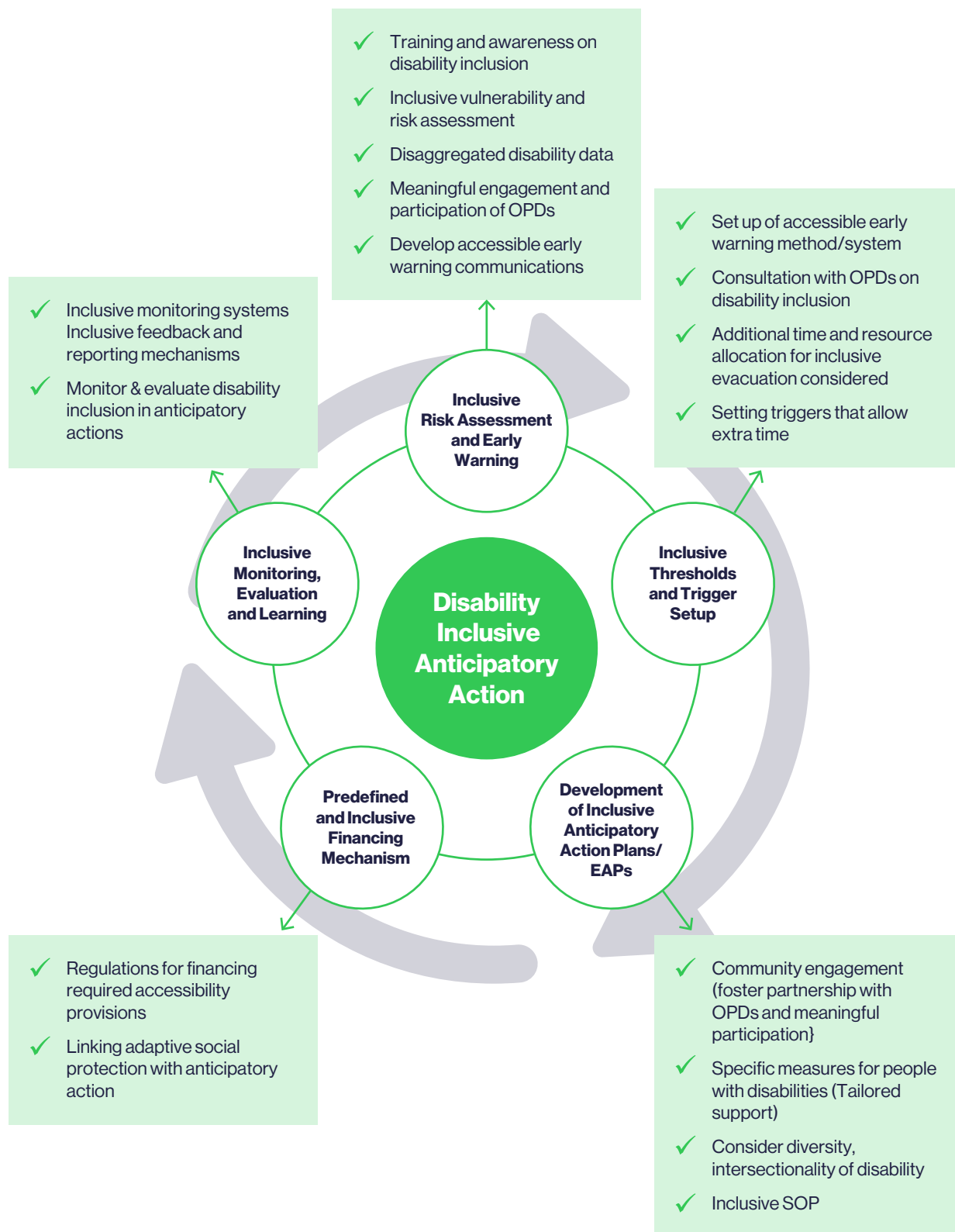
79 [Inclusion of Persons with Disabilities in Anticipatory Action Findings and Lessons Learned](#) (DiDRRN, 2024).



2.2A EXAMPLE

DIAGRAM: Disability inclusive anticipatory action framework.⁸⁰

DISABILITY INCLUSIVE ANTICIPATORY ACTION FRAMEWORK



⁸⁰ Adapted from: [Inclusion of Persons with Disabilities in Anticipatory Action Findings and Lessons Learned](#) (DiDRRN, 2024).

2.2A EXAMPLE

EXAMPLE: CHECKLIST FOR DISABILITY INCLUSIVE AA.⁸¹

- ✔ **Establish and strengthen gender and disability focal people (contact person)** – To champion and check the inclusivity of everyone involved in early warnings
- ✔ **Develop or enhance existing preparedness plans** – To account for the needs of persons with disabilities and gender-specific requirements
- ✔ **Enhance and strengthen understanding of warnings and actions** – To support groups and individuals with gender- or disability-specific needs so they understand the actions they can take
- ✔ **Establish or enhance response plans and procedures** – To have plans that are acceptable and viable for everyone
- ✔ **Develop and strengthen a contingency plan for those excluded or discriminated against** – To avoid excluding anyone from disaster plans and warnings
- ✔ **Maintain warning sustainability** – To revisit and update plans and activities, since people and circumstances change over time, to ensure that warning systems are accessible to people with hearing, visual and intellectual disabilities
- ✔ **Conduct post-disaster after-action reviews and analysis** – To identify with and implement lessons in partnership with intermediaries to enhance future warnings and improve effectiveness (E.g., involve persons with disabilities in after action review and analysis, to understand how they were impacted and any barriers they faced).

Sources: ↗ [Inclusive Early Warning Early Action Checklist And Implementation Guide](#) (UNDRR, 2023). ↗ [Inclusion of Persons with Disabilities in Anticipatory Action Findings and Lessons Learned](#) (DiDRRN, 2024).

⁸¹ Adapted from: ↗ [Inclusive Early Warning Early Action Checklist And Implementation Guide](#) (UNDRR, 2023).



2.2B GUIDANCE:

PGI-RESPONSIVE ANTICIPATORY ACTION FRAMEWORKS [ID]

PURPOSE

To establish a PGI-responsive AAF by defining the operational strategy for implementation and the anticipatory actions, alongside funding mechanisms.

HOW TO USE

Design and apply the process as outlined in the steps below with reference to the guidance in [↗ Early Action Protocol Development Step-by-Step Guidance](#) (Welthungerhilfe, 2022) and the related resources. The duration for developing an AAF varies based on the completion timeline of steps, including feasibility studies and community consultations, risk analyses, forecast inventory, trigger formulation, threshold definition and AA selection. Typically, a comprehensive process for developing an AAF may span from 12 to 36 months, aiming to leverage existing preparedness capacities. Identifying a predetermined financing source is essential [See 3.1 Mobilising financing for PGI-responsive anticipatory action].⁸²

TIP

Utilise existing community-based structures and individuals to lead AA planning and implementation. Effective local coordination mechanisms are essential for timely activation and implementation of AA plans.⁸³

EXAMPLE: STEP-BY-STEP GUIDANCE: IDENTIFICATION OF ANTICIPATORY ACTIONS AND AAF DEVELOPMENT⁸⁴

STEP 1: WORK PLAN ACTIVITIES:

Step 1.1: Inception Meetings.

[↗ 0.2 Establishing inclusive engagement, partnerships and leadership capacity]

Step 1.2: Stakeholder Workshops.

[↗ 0.2c Checklist: Key considerations when creating safe consultation spaces [LT/ID]]

Step 1.3: Community Awareness Activities.

[↗ 0.1a Resources: Raising awareness of and providing training on PGI in AA [LT/ID]]

⁸² Adapted from: [↗ Practical Information for National Societies on Anticipatory Action and Funding From The DREF](#) (IFRC, October 2022).

⁸³ Anticipatory Action: [↗ A Child-Centered Guide](#) (Save The Children, April 2024).

⁸⁴ Adapted from: [↗ Early Action Protocol Development Step-by-Step Guidance](#) (Welthungerhilfe, 2022).

2.2B GUIDANCE

STEP 2: IDENTIFICATION, PRIORITIZATION AND VALIDATION OF ANTICIPATORY ACTIONS:

Step 2.1: Identify and prioritise impacts and coping strategies.

[↗ 1.2 Collecting and analysing risk data and identifying and prioritising differentiated hazards / threat impacts alongside coping strategies]

Step 2.2: Narrow and prioritise list of Anticipatory Actions.

[↗ 2.3a Guidance: Identification, prioritisation and validation of anticipatory actions [ID]]

Step 2.3: Scenario Planning Workshops.

[Refer to findings from ↗ 1.2 Collecting and analysing risk data and identifying and prioritising differentiated hazards / threat impacts alongside coping strategies]

STEP 3: AAF DEVELOPMENT, VALIDATION AND OPERATIONALISATION:

Step 3.1: Community Feedback Meetings.

[↗ 0.3c Guidance: Feedback and accountability mechanisms [LT]]

Step 3.2: Operationalisation of AAF

[↗ 2.2 PGI-responsive anticipatory action and EWS plans, frameworks, protocols and mechanisms]

Step 3.3: Final Validation.AAFS INCLUDE THE FOLLOWING SECTIONS:⁸⁵

Description of the inclusive development process

Risk, vulnerability and hazard analysis of at-risk groups and individuals

PGI-responsive trigger model development process

Justification of the selected anticipatory actions – conducted in consultation with at-risk groups

Selection of target areas and communities

Budget including annual readiness activities, one off prepositioning of stock and anticipatory actions

Overview of capacities – including own organisation, and other stakeholders including those of intermediary organisations

AA activation process

Monitoring, evaluation and learning

Feedback and accountability mechanisms

AAF endorsement

Source: ↗ [Early Action Protocol Development Step-by-Step Guidance](#) (Welthungerhilfe, 2022).

⁸⁵ ↗ [Practical Information for National Societies on Anticipatory Action and Funding from the DREF](#) (IFRC, October 2022).

**2.2C CHECKLIST:****INCLUSIVE EARLY WARNING-EARLY ACTION – PREPAREDNESS AND RESPONSE CAPACITIES [LT]****PURPOSE**

To enhance preparedness, readiness, and capacities for all individuals and actors to take anticipatory action on warning and risk information.

HOW TO USE

Use the checklists and implementation guides in the source below to address identified gaps to ensure that the key elements of early warning systems are gender-responsive and disability-inclusive. This checklist can be adapted or contextualised as needed.

Preparedness

Question	Yes	No	Partial	Unknown
Does your organization have a gender focal person on staff?	☐	☐	☐	☐
Does your organization have a disability focal person on staff?	☐	☐	☐	☐
Are plans, procedures and guidance for preparedness and readiness produced with the participation of people of diverse gender?	☐	☐	☐	☐
Are plans, procedures and guidance for preparedness and readiness produced with the participation of persons with disabilities?	☐	☐	☐	☐
Do plans, procedures and guidance for preparedness and readiness advise actions for specific genders?	☐	☐	☐	☐
Do plans, procedures and guidance for preparedness and readiness advise disability-specific actions?	☐	☐	☐	☐
Do local women's groups and organizations representing gender-diverse people participate in public-awareness raising and education campaigns?	☐	☐	☐	☐
Do local groups and organizations of persons with disabilities participate in public-awareness raising and education campaigns?	☐	☐	☐	☐
Are evacuation procedures and routes tested, accepted and practiced by people of diverse genders?	☐	☐	☐	☐
Are evacuation procedures and routes tested, accepted and practiced by all persons with disabilities and those with caring responsibilities?	☐	☐	☐	☐
Are procedures for in-home and out-of-home sheltering tested, accepted and practiced by people of diverse genders?	☐	☐	☐	☐
Are procedures for in-home and out-of-home sheltering tested, accepted and practiced by persons with disabilities?	☐	☐	☐	☐

2.2C CHECKLIST

Question	Yes	No	Partial	Unknown
Do people of any gender have access to hygiene and other essential products for their specific needs, safety and security for at least two weeks without external support?	☐	☐	☐	☐
Do all persons with disabilities have available the hygiene and other essential products and technologies for their specific needs, safety and security for at least two weeks without external support (for example, single-use catheters, disinfectant wipes, batteries and portable chargers)?	☐	☐	☐	☐
Are procedures for in-home and out-of-home sheltering tested, accepted and practiced by persons with disabilities?	☐	☐	☐	☐

Response.

Question	Yes	No	Partial	Unknown
Is warning information issued in formats, modes, languages and media that will reach all persons with disabilities?	☐	☐	☐	☐
Does warning advice address people of diverse genders?	☐	☐	☐	☐
Does warning advice address the needs of all persons with disabilities?	☐	☐	☐	☐
Are responses monitored to check that people of diverse genders are fully included in actions?	☐	☐	☐	☐
Are responses monitored to check that all persons with disabilities are fully included in actions?	☐	☐	☐	☐
Are contingency plans in place to support people who are excluded or discriminated against on the basis of their gender?	☐	☐	☐	☐
Are contingency plans in place to support people who are excluded or discriminated against on the basis of a disability?	☐	☐	☐	☐
Do after-action reviews and lessons reveal successes and areas of improvement for gender-inclusive warnings?	☐	☐	☐	☐
Do after-action reviews and lessons reveal successes and areas of improvement for disability-inclusive warnings?	☐	☐	☐	☐
Do different genders participate in after-action reviews and exercises?	☐	☐	☐	☐
Do persons with a range of disabilities participate in after-action reviews and exercises?	☐	☐	☐	☐

2.2C CHECKLIST

QUESTIONS RESPONSE CAPABILITY/UPTAKE AND USE BY END USERS:⁸⁶

Do we know how gender roles affect response to warnings and evacuation in the context? Are there specific gendered roles in evacuation procedures (e.g., responsibility for children) and/or gendered roles in safe places/evacuation shelters (e.g., cooking, caregiving, first aid)?

Are plans to respond to warning information developed in advance, with specific consideration and/or inclusion in the design of those plans with marginalised people? Are there any sources or resources dedicated to support in response to warnings and/or after disasters for particularly at-risk people? Are marginalised groups consulted in the design of safe routes and safe locations (such as evacuation shelters)?

Do we know if particularly at-risk people are aware of and familiar with preparedness plans?

Are particularly at-risk members of communities included in regular drills to practise anticipatory action plans/protocols? Are they treated as recipients of aid or as agents with their own value and capacities?

Do we know what the barriers are for specific marginalised groups to taking anticipatory action? Even if they receive, understand and are willing to act on warning information.

Are there safe locations and a safe route to the location that is accessible to people with any physical or sensory impairments?

Do evacuation shelters and/or safe places have sufficient facilities for the diverse range of people who use them? Are there any negative experiences that people have reported in using these facilities? Including issues related to safety, accessibility, hygiene, privacy and discrimination.

Is there evidence of marginalised people and/or gender minority groups facing harassment during crises (such as evacuating), and/or discrimination in access to shelter and relief?

Is there evidence and/or data on instances and experiences of sexual and gender-based violence after a disaster in the context? Including psychological violence, stalking, physical violence, forced marriages, sexual violence, rape, female genital mutilation, forced abortion and forced sterilisation, sexual harassment, aiding or abetting and attempted GBV, and or unacceptable justifications for crimes, including crimes committed in the name of so-called honour.

Sources: [↗ Inclusive Early Warning Early Action Checklist And Implementation Guide](#) (UNDRR, 2023). [↗ The Missing Voices Approach Manual](#) (Practical Action, October 2023). The Missing Voices GESI-EWS scoping framework is available on request (contact: [↗ enquiries@practicalaction.org.uk](mailto:enquiries@practicalaction.org.uk)).

⁸⁶ [↗ The Missing Voices Approach Manual](#) (Practical Action, October 2023). Missing Voices Step 1: GESI-EWS Scoping Framework – GESI analysis Qs for relevant EWS pillar: Dissemination and communication is available on request (contact: [↗ enquiries@practicalaction.org.uk](mailto:enquiries@practicalaction.org.uk)).



2.2D EXAMPLE

TIMELINE OF ANTICIPATORY ACTION – LED BY GBV COORDINATION [LT]

PURPOSE

To provide insight and coordination for protection AA.

EXAMPLE:

The table shows lead times for monsoon-related floods. It illustrates specific examples of anticipatory actions that may be undertaken or led by GBV coordination mechanisms in each phase.

Anticipatory actions are typically phased according to the severity of the impending crisis. Actions in the early phases of anticipating a crisis may lean towards the type of actions typically implemented in preparedness and contingency planning, whilst those conducted in the later stages resemble more closely post-crisis humanitarian work.

TIMING	EARLY ACTIONS FOR GBV COORDINATION MECHANISMS
Risk-informed development Lead time: 2–4 months, using seasonal monsoon forecasts	Analyse capacity in cluster coordination, including at sub-national level. Conduct community outreach on early warning systems; undertake simulations of events. Preposition post-rape kits, dignity kits and other relevant resources. Update SOPs, contingency plans, and preparedness plans. Prepare checklist of preparedness activities and agree on assistance package. Identify potential partners/ subgrantees for GBV anticipatory action. Ensure information about safe referrals are available, and advocate for sectors to train their partners/members on the IASC GBV Guidelines.
Early Action Phase 1 Lead time: 15 days, using national meteorological forecasts	Engage with sectors who determine evacuation routes and planning evacuation procedures to ensure effective GBV risk mitigation. Conduct or support safety audits at key locations on evacuation routes. Map GBV services around evacuation centres/ evacuation routes and update referral pathways. Determine GBV surge capacity (national and international) including for coordination positions. Work with partners and sectors on GBV risks and measures to be taken collectively in line with IASC GBV Guidelines and Interagency GBV Minimum Standards, including planning risk mitigation measures for activities upcoming in Phase 2.49

2.2D EXAMPLE

TIMING	EARLY ACTIONS FOR GBV COORDINATION MECHANISMS
Early Action Phase 1 Lead time: 7–10 days, using national meteorological forecasts	Alert GBV service providers, including women-led organisations. Distribute dignity kits. Distribute information on GBV services and referral options. Coordinate the establishment of temporary women and girl's safe spaces in evacuation centres or temporary camps. Advocate for the effective targeting and integration of gender and social inclusion analysis in the design of any payments and support made through social protection mechanisms.
Early Action Phase 2 Lead time: 3 days, using rainfall watch, river watch	Work with partners and sectors on GBV actions to be taken collectively in line with Inter-agency GBV Minimum Standards. Utilise key resources to ensure GBV mitigation is integrated into the design of cash and voucher initiatives. Ensure capacity of GBV hotline to receive calls and make safe and effective referrals (staffing levels, phone line capacity etc.).
Early Action Phase 2 Lead time: 1 day	Monitor information about safety on evacuation route. Continue to distribute Information on available GBV services. Continue to plan for post disaster response actions

Sources: [Research Query: GBV and Anticipatory Action Approaches](#) (GBV AoR, 2021).



2.2E ASSESSMENT:

ASSESSMENT OF 'PGI-RESPONSIVE' AS A MINIMUM STANDARD FOR INTERVENTIONS [LT]

PURPOSE

To assess whether an AA initiative has effectively mainstreamed the PGI principles (dignity, access, participation and safety) to meet the minimum standard of 'PGI-responsive' programming and -transformative programming.

HOW TO USE

The wider sector has set 'responsive' as a minimum standard for programmes, with the understanding that anything less than this is likely to reinforce unequal power relations and potentially lead to doing harm. AA initiatives need to adopt this standard and whenever possible aim to be gender and diversity transformative. Assess the AA intervention documents, i.e., framework, (including the intended outcomes, approaches and activities), to see how you can strengthen it to be responsive as a minimum. Also consider how the intervention can be gender and diversity transformative where there are opportunities that exist to shift social norms through changes in existing structures and roles.

DIAGRAM: Gender and diversity aware-to-transformative spectrum.⁸⁷



Unaware: Project documents refer to generic groups and don't specify how groups are differently affected by the issue. Programming ignores norms, roles, relations and needs related to disability, gender and age. Reinforces inequalities.



Aware/sensitive: Programming considers norms, roles, relations and needs, and indicates awareness on disability, gender and age but actions are not adapted to ensure equal benefit from interventions. Reinforces inequalities.



Responsive: Project documents state how groups are discriminated; robust disability, gender and age analysis conducted using disability, gender and age disaggregated data; project outcomes explicitly state intention of closing gaps; activities focus on improving everyday lives or conditions (practical needs). Implementation team has expertise on disability, gender and age.



Transformative: The above PLUS – programming addresses root causes of inequalities or systemic barriers where disability, gender and age intersect, e.g. discriminatory norms, stereotypes, unequal power relationships. Supports agency and empowerment. Activities focus on improving the position of groups (strategic interests).

⁸⁷ Adapted from: Humanity & Inclusion disability, gender and age (DGA) aware-to-transformative spectrum. ↗ [Towards more inclusive practices: A Disability, Gender and Age Intersectional Resource](#) (Humanity & Inclusion, 2020).

2.2E ASSESSMENT

Actors are encouraged to consider any opportunities to include gender and diversity-transformative programming in AA interventions (i.e., within AA programming that extends in excess of 12 months).

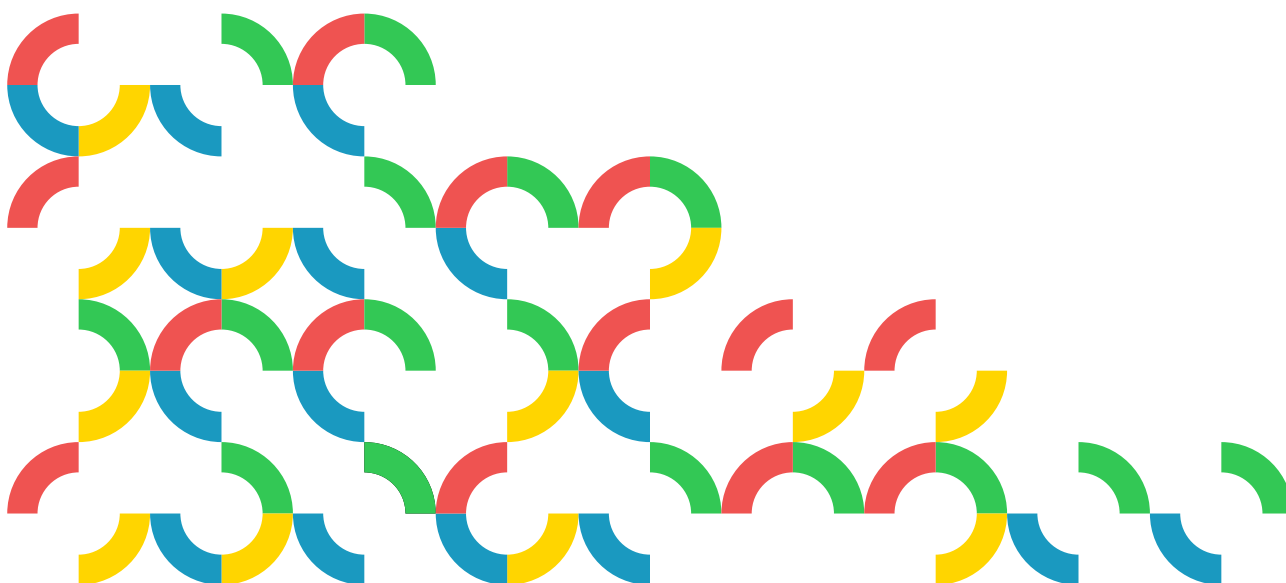
RESOURCE:

To access these resources, contact Plan International UK through the [Working Group on Protection, Gender, and Inclusion in Anticipatory Action – Anticipation Hub](#), or email: anticipatory.action@plan-uk.org.

The Gender Transformative Marker (Plan International, Unpublished). This is a tool for measuring the potential of a project to contribute to gender transformative change.

Plan International Technical, and Summary, Guidance Note on Gender: Transformative Programming and Influencing (Plan International, Unpublished). This establishes a common language on what we mean by gender transformative change, outlines the six elements of gender transformative programming and influencing and identifies what steps must be taken by our staff and partners to effectively put our commitment to gender equality, girls' rights and inclusion into practice.

Source: [Towards more inclusive practices: A Disability, Gender and Age Intersectional Resource](#) (Humanity & Inclusion, 2020).





2.2F ANALYSIS:

INTERSECTIONAL GAP ANALYSIS – ADAPTING POLICIES, PROGRAMMES AND ACTIONS – ○ EXERCISE [LT]

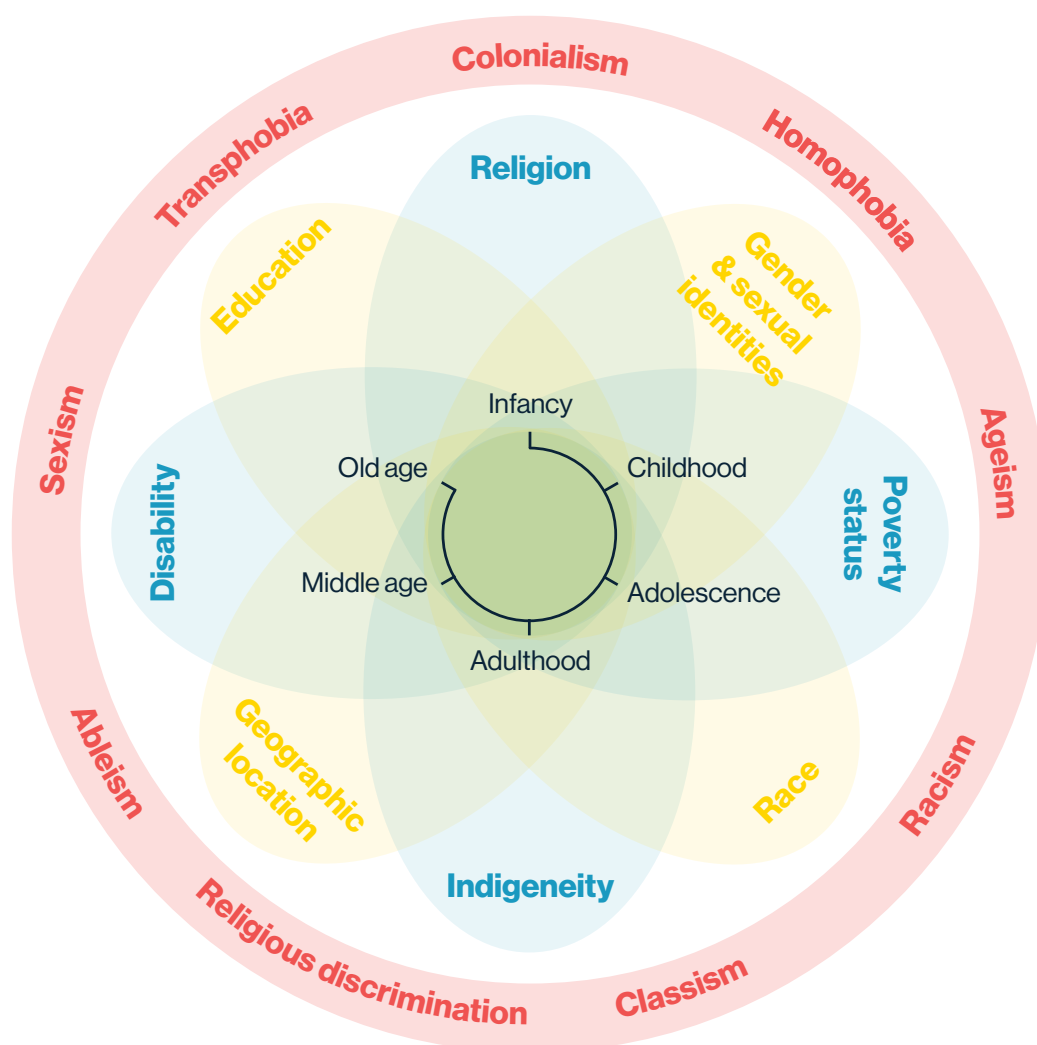
PURPOSE

To identify key actions and adaptations necessary for ensuring a holistic and intersectional approach to programming.

HOW TO USE

Refer to the source and use this activity following [0.2a Analysis: Stakeholder and power mapping – Exercise \[LT\]](#).

DIAGRAM: Intersectionality wheel.⁸⁸



⁸⁸ Adapted from: [Intersectionality Resource Guide and Toolkit – An Intersectional Approach to Leave No One Behind](#) (December 2021).

This activity uses the four aspects below to consider the focus of policies, programmes and actions and identify gaps across all levels of society – from individual to collective or systemic levels, across all visible and invisible forms of power, encompassing social norms and exclusionary practices through to formal laws and policies. Ensure people experiencing intersectional discrimination actively participate in the decision-making process to determine solutions.

ASPECTS FOR ANALYSIS:

1.

**Agency,
commitment,
knowledge, and
skills**

2.

**Access to, and
control over,
resources and
opportunities**

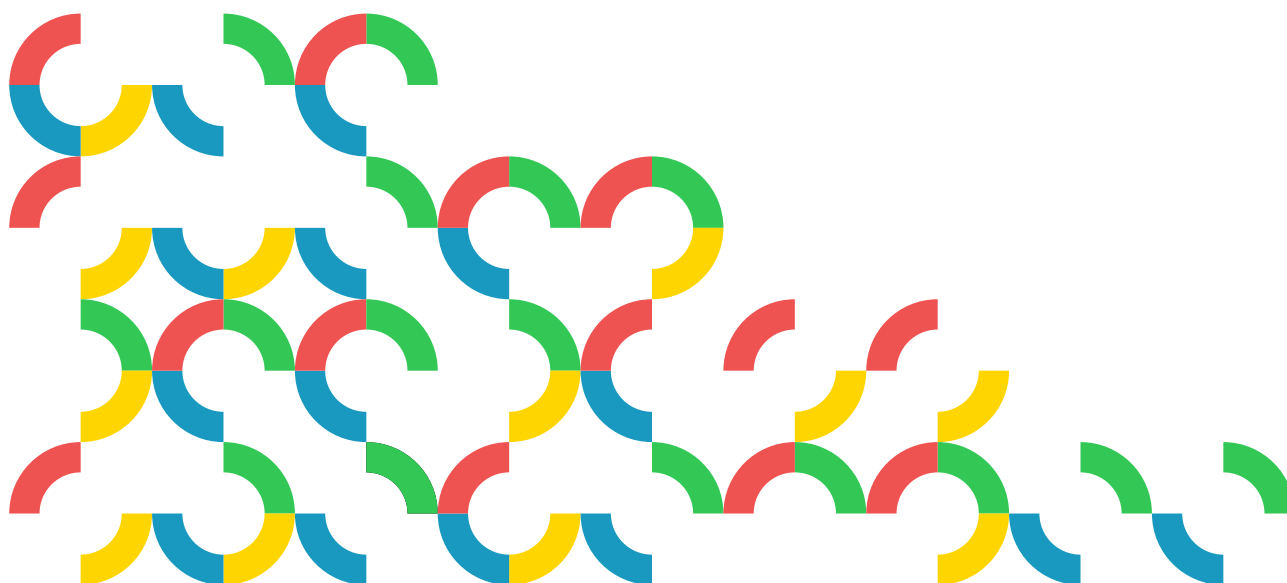
3.

**Social norms,
attitudes and
practices which
lead to exclusion**

4.

**Laws, policies,
programmes,
resource
allocation, and
accountability
mechanisms**

Source: [Intersectionality Resource Guide and Toolkit – An Intersectional Approach to Leave No One Behind](#) (UNPRPD and UN Women, 2021).



2.3

PLANNING PGI-RESPONSIVE MULTI-SECTORAL ANTICIPATORY ACTIONS

This section includes details on no/low regrets anticipatory actions; prioritising PGI-responsive AA interventions, with information on delivering sectoral/multi-sectoral anticipatory actions which are PGI-responsive; and stand-alone anticipatory actions. Guidance is provided on safe cash and voucher assistance (CVA) and linkages with social protection. There is a tool on beneficiary identification and selection. There is guidance on aspects of Do No Harm, including a tool for conflict sensitivity analysis.

➤ AA TERMINOLOGY: NO REGRETS/LOW REGRETS ACTIONS⁸⁹

Disaster risk management actions taken in advance of a hazardous event that provide benefits to the receiving population irrespective of how or whether a disaster occurs.



2.3A GUIDANCE:

IDENTIFICATION, PRIORITISATION AND VALIDATION OF ANTICIPATORY ACTIONS [ID]

PURPOSE

To identify and plan PGI-responsive AA interventions and develop a theory of change for these interventions.

HOW TO USE

Conduct inclusive stakeholder workshops, perform key informant interviews with stakeholders, conduct a desk review and discuss outcomes in an overall stakeholder validation workshop.

QUESTIONS TO BE ANSWERED:⁹⁰

What are the main impacts caused by the hazard / threat in question?

What anticipatory actions will best reduce these impacts?

Which of these harmful impacts can AA reduce?

Which of these anticipatory actions are currently feasible given the existing context and capacities?

⁸⁹ ➤ [Glossary Of Early Action Terms](#) (REAP, 2022 Edition).

⁹⁰ ➤ [Early Action Protocol Development Step-by-Step Guidance](#) (Welthungerhilfe, 2022).

2.3A GUIDANCE

Further criteria to be considered include: consistency with government and/or other institutional contingency plans; scale; practicality; social acceptability; value for money; relevance; appropriate financing options; and efficiency.⁹¹

IDENTIFICATION, PRIORITISATION AND VALIDATION OF ANTICIPATORY ACTIONS⁹²

STEP 1: IDENTIFY ANTICIPATORY ACTIONS:

Review existing contingency plans, hazard/threat interventions and existing AA plans of other actors.

Identify how different anticipatory actions might steer coping strategies and minimise negative impacts of the hazard/threat. [See [↗ 1.2a Analysis: Impact scenarios and coping strategies – Gender and protection analysis \[ID\]](#)]

Identify the ‘window of opportunity’ for anticipatory actions to determine when they would be most effective.

STEP 2: NARROW AND PRIORITISE LIST OF ANTICIPATORY ACTIONS:

Use evidence from [↗ 1.2 Collecting and analysing risk data and identifying and prioritising differentiated hazards / threat impacts alongside coping strategies](#) to determine which actions are most promising reducing suffering and losses, then assess and rank anticipatory actions.

Develop Theories of Change for different AA interventions (see example below).

In this step, brainstorm a first set of actions through inclusive, accessible workshop consultations at different levels and sectors to discuss the information gathered to identify what actions might be appropriate to take based on a forecast. Facilitators should be familiar with forecast skills, lead times and limitations for the respective context. Visual aids to help others understand model structures, uncertainties, resolutions and possible lead times should be presented and discussed where possible. This should include envisaging new actions that might not be included in already existing plans, but would be valuable to take based on a forecast and available capacities.⁹³

⁹¹ [↗ Forecast-based Financing Guide #3: Prioritization of Forecast-based Actions](#) (Red Cross Red Crescent Climate Centre and the German Red Cross, n.d.).

⁹² Adapted from: [↗ Early Action Protocol Development Step-by-Step Guidance](#) (Welthungerhilfe, 2022).

⁹³ Adapted from: [↗ Forecast-based Financing Guide #3: Prioritization of Forecast-based Actions](#) (Red Cross Red Crescent Climate Centre and the German Red Cross, n.d.).

2.3A GUIDANCE

STEP 3: SCENARIO PLANNING WORKSHOPS:

Identify different at-risk groups to be assisted, based on risk assessments (also in relation to targeting criteria). [See ↗ 1.2d Tips: [Good practice in managing and using sex, age and disability disaggregated data \[ID\]](#)]

Identify and quantify potential needs against hazard/threat severity (medium and severe), referring to expected household needs and coping strategies, and quantify if possible.

Assess selected anticipatory actions regarding the possibility to scale, organisational feasibility and costs per scenario.

Develop respective budgets for the scenarios regarding the expected number of at-risk individuals and households to be assisted.

GUIDING QUESTIONS FOR SELECTING AND PLANNING PGI-RESPONSIVE ANTICIPATORY ACTIONS:⁹⁴

1. What is the objective?

- Define the primary goal of the anticipatory actions, ensuring that the objective addresses the specific needs of different gender groups, ages and persons with disabilities.

2. What are the outputs?

- Identify the expected results and deliverables from the anticipatory actions, with a focus on outcomes that improve the safety, dignity, access and participation of all at-risk groups, including women, children, older persons, persons with disabilities or other groups who are at-risk or marginalised.

3. What are the anticipatory actions to be implemented?

- List the specific actions that will be taken in anticipation of the hazard/threat, ensuring these actions are inclusive and address the distinct needs and capacities of diverse groups and individuals.

⁹⁴ ↗ [E-learning course: Developing an Anticipatory Action System](#) (FAO e-learning Academy, November 2020).

2.3A GUIDANCE

4. How will the anticipatory actions contribute to preparedness (readiness), mitigating or preventing the anticipated impacts of the disaster? What are the preparedness (readiness) requirements to implement the anticipatory actions?

- Explain how each action will improve preparedness, reduce vulnerability and mitigate or prevent the impacts of the hazard/disaster, specifically detailing how the actions will enhance the resilience and safety of women, children, older persons, people with disabilities or other groups who are at-risk or marginalised.
- What preparedness (readiness) measures need to be considered? How long in advance of the hazard do these have to be started and completed so that the anticipatory actions can be implemented effectively? (Consider procurement, agreements with implementing partners and service providers, beneficiary registration, etc.).

5. What is the location and timeframe of the activities?

- Specify the geographical area where the actions will take place, ensuring the location considers accessibility for all groups, including those with mobility impairments.
- Detail the windows of opportunities and timeframe for implementation, referencing the timeline for readiness and triggers for anticipatory actions, and ensure that the schedule allows sufficient time to address the needs of at-risk groups.

6. What are the specific target groups and how many people will be targeted?

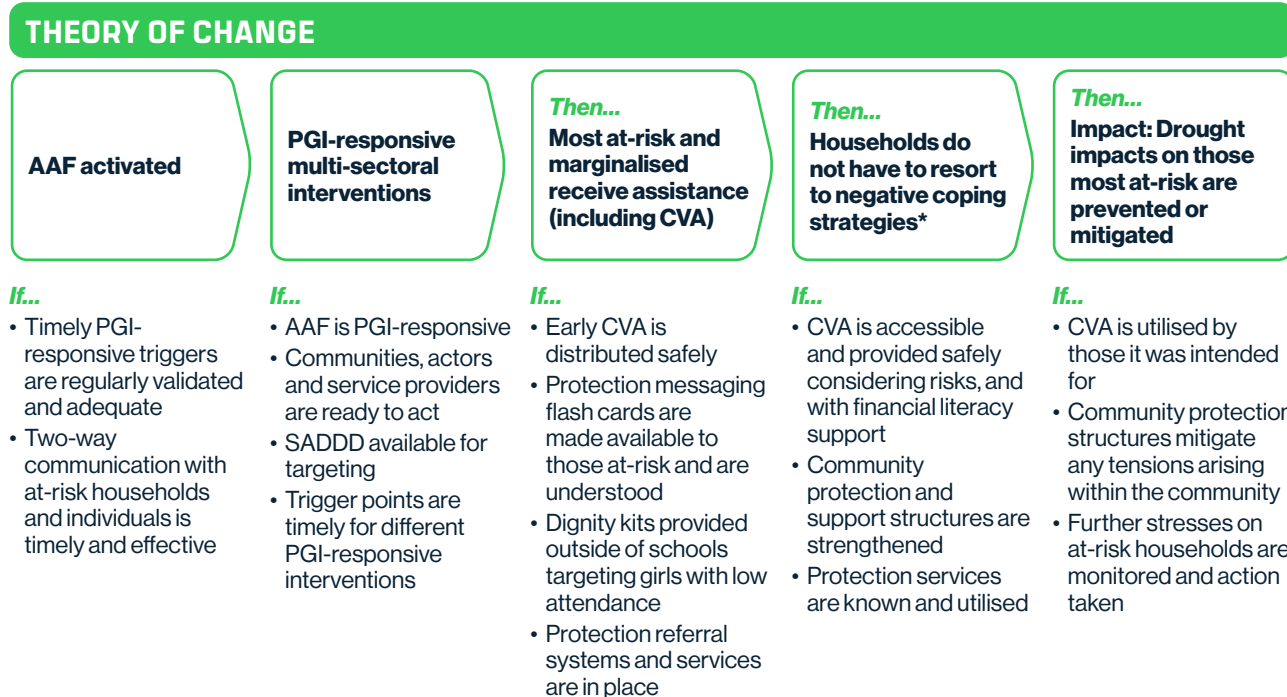
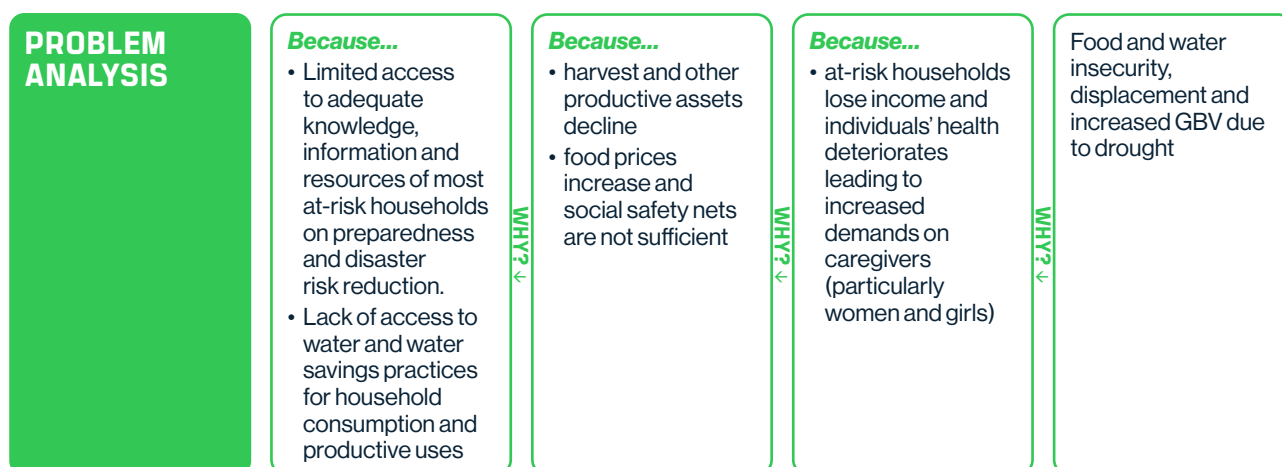
- Identify the specific groups who will benefit from the actions, ensuring that the target groups include women, children, older persons, people with disabilities or other groups who are at-risk or marginalised.

7. What is the implementation capacity of the agency?

- Does your agency have experience in implementing/supporting the implementation of the actions? Does it need additional resources?

2.3A GUIDANCE

EXAMPLE: PGI-responsive theory of change for drought and its cascading impacts⁹⁵



*** Negative coping mechanisms due to drought impacts can include:**

- Decreasing school attendance rates for girls in families where they are caregivers.
- Increased child marriage for girls in specific social groups.
- Insufficient calorie intake for older persons, and from persons from certain ethnic clans.
- Resorting to transactional sex as a means to address basic needs.

⁹⁵ Adapted from: [Early Action Protocol Development Step-by-Step Guidance](#) (Welthungerhilfe, 2022).

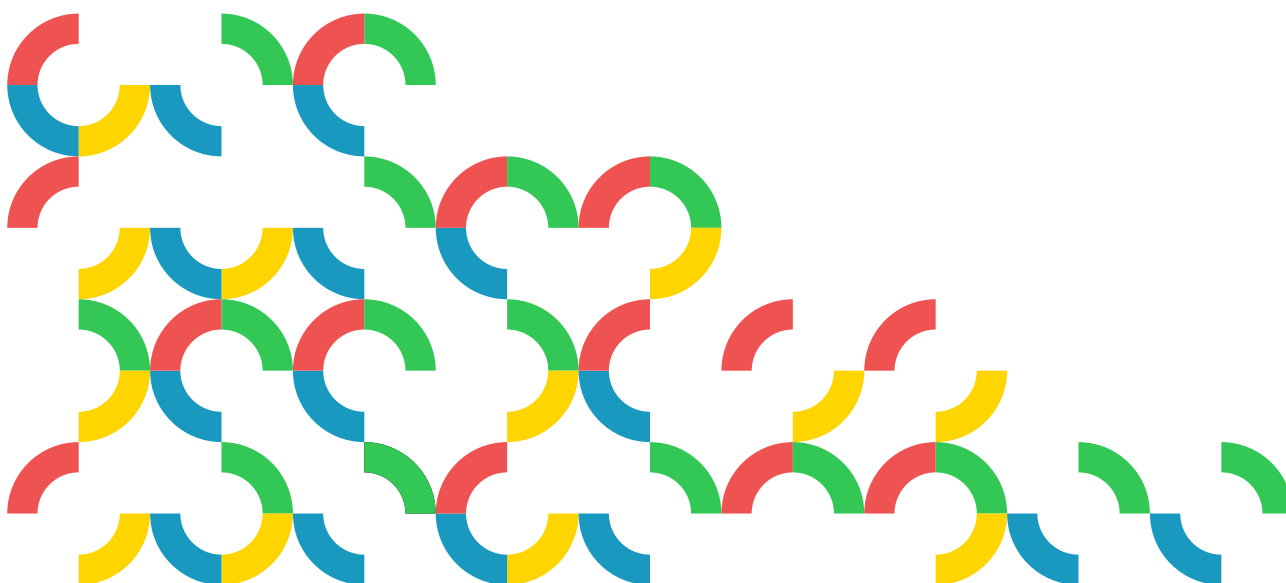
2.3A GUIDANCE

RESOURCES:

➤ [Forecast-based Financing Guide #3: Prioritization of Forecast-based Actions](#) (Red Cross Red Crescent Climate Centre and the German Red Cross, n.d.). Provides guidance on the prioritisation of anticipatory actions with an emphasis on inclusion.

➤ [Locally Led Anticipatory Action Guide & Toolkit](#) (Global Network of Civil Society Organisations for Disaster Reduction, 2024). Provides guidance on conducting a participatory approach to the identification and prioritisation of anticipatory actions, with an emphasis on inclusion.

Sources: ➤ [EAP Development Step-by-Step Guidance](#) (Welthungerhilfe, 2022) – Provides detailed guidance on the entire process of identifying anticipatory actions and developing AAFs. ➤ [Monitoring and evaluation of anticipatory actions for fast and slow-onset hazards: Guidance and tools for Forecast-based Financing](#) (WFP, October 2021) – Provides further simplified and detailed examples of theories of change for AA interventions for both slow- and rapid-onset events.





2.3B GUIDANCE:

PGI IN AA MAINSTREAMING AND INTEGRATION WITHIN SECTORS AND LINKAGES WITH SPECIALIST STAND-ALONE SERVICES [ID]

PURPOSE

To support the identification and design of PGI-responsive sectoral anticipatory actions in coordination and through linkages with specialist services and actors.

HOW TO USE

Mainstreaming PGI into the development of EWS and AA processes provides the basis for the integration of PGI into the AA interventions of different sectors, which also strengthens the provision of stand-alone protection, gender and inclusion services/programming (see, Diagram: PGI continuum triangle).

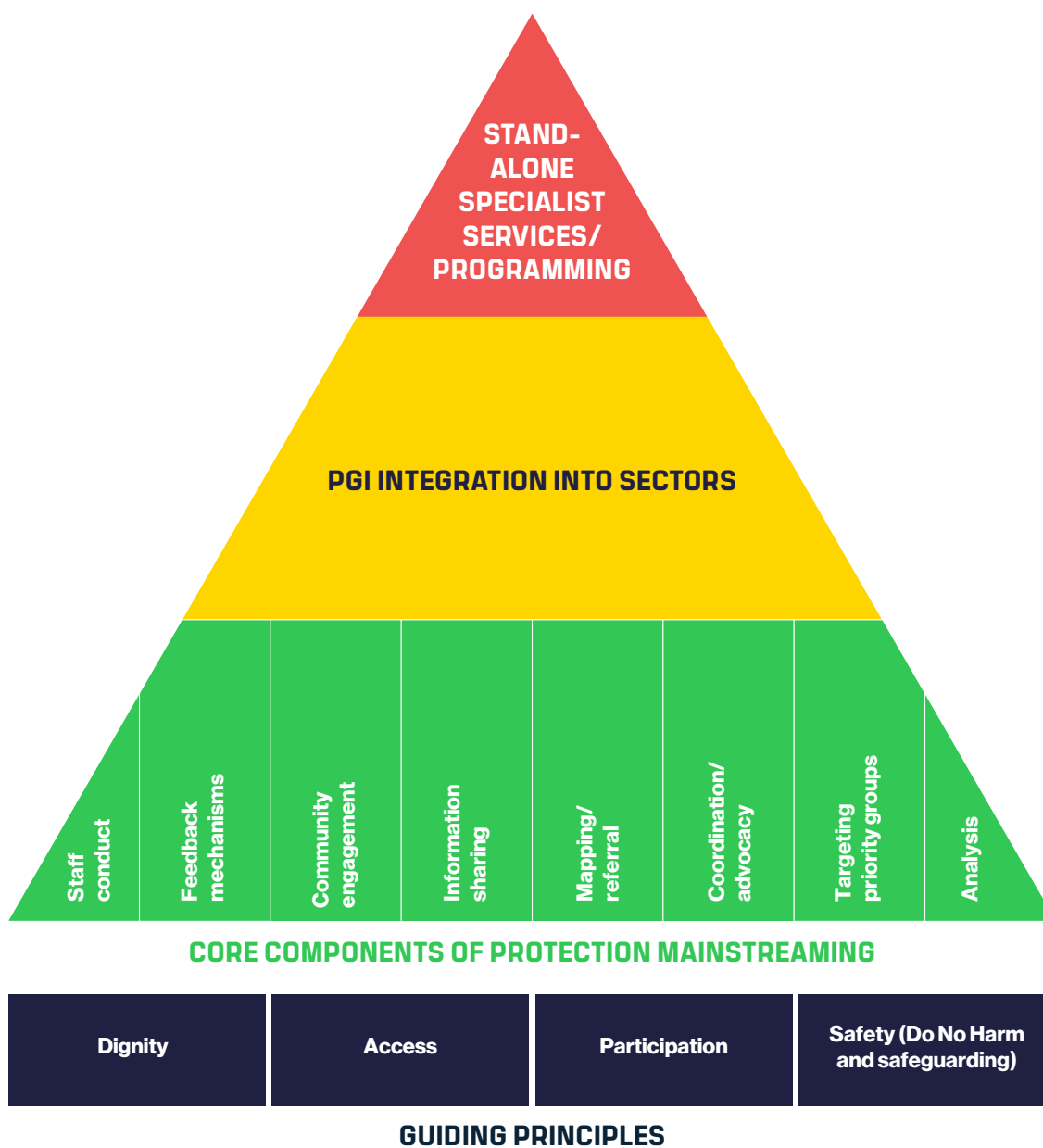
Refer to the sectoral *PGI Minimum Standards* sector scorecard (see resources) for livelihoods, education, and protection considerations for all sectors, as well as disability inclusion in AA. Use this scorecard to inform the design of PGI sector specific or multi-sectoral AA interventions. Use the following resources below, which provide further examples, guidance and tools, to identify how PGI can be mainstreamed and integrated into sectoral AA interventions. This includes utilising the Gender and Age Marker (GAM) Tips Sheets for Sectors, and the Gender Transformative Markers for longer term interventions. Refer to the examples and potential approaches outlined below to develop your understanding on ways in which PGI can be mainstreamed and integrated into anticipatory action considering different sectors and linkages between them.

NOTE!

Examples of PGI mainstreaming and integration considerations are provided only for a limited number of sectors. While some sectors present more opportunities for the integration of protection, all sectoral anticipatory actions need to ensure PGI mainstreaming.

2.3B GUIDANCE

DIAGRAM: PGI continuum triangle.⁹⁶



⁹⁶ Adapted from: [Joint Protection Mainstreaming Framework](#) (Caritas Australia, CAFOD, CRS, Trócaire, November 2016).

2.3B GUIDANCE

RESOURCES:

➤ [Protection, Gender and Inclusion in Emergencies Toolkit: Pilot Version – PGI Minimum Standards sector scorecard \(Novice\)](#) (IFRC, 2020). Includes PGI standards common to all sectors, followed by guidance for each sector.

➤ [Minimum Standards for Protection Gender and Inclusion](#) (IFRC, 2018). Includes guidance on PGI minimum standards considering dignity, access, protection and safety across sectors.

➤ [IASC Gender with Age Marker Tip Sheets for Sectors](#). These Tip Sheets (including among others: Child Protection, Education, Health, Protection, Shelter and Water, Sanitation and Hygiene) offer questions and examples of how key gender equality measures contribute to more relevant and responsive projects and programs.

The Gender Transformative Marker (Plan International, not published). A tool for measuring the potential of a project to contribute to gender transformative change. To access this tool, contact Plan International UK through the ➤ [Working Group on Protection, Gender, and Inclusion in Anticipatory Action](#), or email: ➤ anticipatory.action@plan-uk.org.

➤ [Frequently Asked Questions: Gender Transformative Change in Emergencies](#) (Plan International, July 2022).

➤ [Anticipatory Action: A Child-Centered Guide](#) (Save The Children, April 2024). Includes examples of sector-specific community-centred and child-centred anticipatory actions.

The following examples and considerations for different sectors for ways in which PGI can be mainstreamed and integrated into anticipatory action. These examples have particular emphasis on protection linkages, coordination and stand-alone services.

2.3B GUIDANCE

A. EXAMPLES OF PGI MAINSTREAMING AND INTEGRATION WITHIN EDUCATION AA

Key opportunities for education actors to contribute to PGI in AA including through processes for gathering risk information, forecasting, and early warning: ⁹⁷

Inclusion of education data in risk monitoring and impact analysis:

Ensure that education-related data and indicators are included in the analysis used to design AA approaches. Consider indicators related to monitoring signs of deterioration in a particular context, such as disruptions to the functioning of schools, increased teacher or student absenteeism, girls and boys dropping out of school, increases in child marriage or other negative coping strategies in slow-onset crises. Local and national education authorities will often track this data.

Identification of at-risk girls and boys:

Work with child protection colleagues to identify categories of girls and boys likely to have high protection risks and/or education needs through consultations with children and other key community stakeholders, reviewing existing data and trends, and gathering data from past emergencies to determine the most at-risk groups. Advocate for these children to be prioritised in AA.

Drawing on girls' and boys' expertise and school-level data and knowledge:

Use participatory processes at school level to determine local early warning indicators and triggers for action. Consulting with girls and boys through schools to better understand how particular hazards will affect them and identify their priorities for AA is critical. Education teams can play a role in supporting school-based locally led analysis and early warning to be shared at sub-national and national levels for inclusion in more formal EWS. Girls and boys have a key role to play in early warning. They can (literally) sound the alarm in the case of imminent hazards and ensure whole communities are informed of impending risks.

⁹⁷ Adapted from: [Guidance on Anticipatory Action in Education](#) (Save The Children, 2023).

2.3B GUIDANCE

‘No regrets’ activities with the intent to prevent or mitigate the impact of potential crisis on education⁹⁸ (including special education schools or learning centres):

Distribution of hazard-specific education in emergencies (EiE) kits to schools ahead of anticipated hazard.

Refresher training on psychological first aid (PFA), lifesaving messages, and referral pathways for teachers.

Cash-transfers to households ahead of anticipated hazard (e.g., to support education continuity for at-risk groups).

Cash-transfers to school communities ahead of anticipated hazard (e.g., to assist learning continuity and protective actions for school infrastructure and supplies).

Targeted water, sanitation and hygiene (WASH) provision in schools ahead of drought-induced crisis or cholera alert.

Passive security measures to schools.

Resources:

➤ [EIE-GENKIT](#). The EiE-GenKit builds on existing humanitarian processes for a streamlined approach to gender-responsive education in emergencies (EiE). The EiE-GenKit offers tools for practical and immediate use including checklists, tipsheets, and assessment templates supporting practitioners to ensure that each phase of an EiE intervention is gender-responsive.

➤ [Guidance on Coordinated Anticipatory Action in Education](#) (Global Education Cluster, May 2024).

➤ [Guidance on Anticipatory Action in Education](#) (Save The Children, 2023).

⁹⁸ ➤ [Guidance on Coordinated Anticipatory Action in Education](#) (Global Education Cluster, May 2024).

2.3B GUIDANCE

B. EXAMPLES OF PGI MAINSTREAMING AND INTEGRATION IN FOOD SECURITY AND LIVELIHOODS AA⁹⁹

Opportunities to integrate PGI in food security and livelihoods (FSL) sectoral AA interventions:

Assess how at-risk members in the community are engaged within the agriculture or food security sectors, and their main sources of livelihoods.

Keep in mind that at-risk members are also more likely to already face food insecurity, malnutrition and rural poverty.

Review relevant policies and strategies for food security and livelihoods in AA and assess how the at-risk members are included.

Ahead of a forecast drought, preparedness measures can include the promotion of home gardens and small livestock families can have access to fresh and healthy food when needed, even in the time spent at a shelter and with dry conditions intensifying.

Identify ways to mitigate impact of hazards on livelihoods and food security. To identify actions, consider the daily routines and challenges at-risk members normally face and how they change in the wake of a hazard.

Resources:

➤ [Applying an inclusive and equitable approach to anticipatory action](#) (FAO, 2020).

99 ➤ [Applying an inclusive and equitable approach to anticipatory action](#) (FAO, 2020).

2.3B GUIDANCE

C. EXAMPLES OF CHILD PROTECTION LINKAGES WITH EDUCATION IN AA¹⁰⁰

With resources often limited and considering the cross-cutting nature of child protection, it can be useful to jointly address child protection with other sectors within AA. For example, there are a series of practical actions that can be taken together by child protection actors and actors working in education:

Protect education infrastructure, identify alternative locations for temporary schools to limit the use of schools as temporary shelters, and ensure alternative arrangements are made or the situation is mitigated to allow classes to resume where schools are a core evacuation area for the local community

Advocate for education continuity plans and support education awareness campaigns on school retention, accessibility and safety at community and local levels

Scale up the teaching of protection and coping mechanisms to school children and education personnel

Assess whether transport routes to and from the school facilities are safe, communicate safe routes and times

Provide psychosocial support in temporary safe spaces for children.

D. EXAMPLES OF PROTECTION LINKAGES WITH THE HEALTH SECTOR

Another sector where opportunities can be explored is the health sector. Sample actions can include:

Preposition hygiene, dignity, health, safe birth and rape management kits.

Scale up community-based surveillance systems.

Include child protection within mental health and psychosocial programming.

Source: [Issue Brief, Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies](#) (IFRC, Climate Center and Child Protection AoR, 2021).

¹⁰⁰ [Issue Brief, Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies](#) (IFRC, Climate Center and Child Protection AoR, 2021).

2.3B GUIDANCE

E. POTENTIAL APPROACHES WHICH CAN BE APPLIED FOR INTEGRATING CHILD PROTECTION INTO AA¹⁰¹

Key elements of child protection responsive AA:

Empowerment and participation: Contribute to a greater sense of dignity and empowerment for children by ensuring their participation in decisions that affect them.

Access to services: Facilitate children's access to services to cover one-off or specific and immediate needs, or their access to other interventions that form part of Child Protection.

Child-friendly feedback mechanisms: Implement community feedback mechanisms that are child friendly and accessible to children of diverse ages, genders, abilities and backgrounds.

Improving family dynamics and well-being: Improve family dynamics and well-being by alleviating financial pressure, reducing family tension, and increasing choice and participation for adults. Thereby positively influencing the household environment for children.

Addressing basic needs: Respond to basic needs that, if not addressed, could place children at-risk and increase households' reliance on harmful coping strategies, potentially leading to violence, abuse or exploitation.

Resource:

➤ [Issue Brief, Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies](#) (IFRC, Climate Center and Child Protection AoR, 2021).

¹⁰¹ ➤ [Issue Brief, Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies](#) (IFRC, Climate Center and Child Protection AoR, 2021).

2.3B GUIDANCE

F. POTENTIAL APPROACHES FOR INTEGRATING GBV PREVENTION INTO AA¹⁰²

Integrate attention to GBV in AA plans by:¹⁰³

Integrate economic empowerment into GBV standard operating procedures (SOPs).

Promote the use of CVA in anticipatory action and preparedness.

Set up joint systems with other agencies.

Piggyback on government social transfers and the distribution of cash transfers.

Strengthen GBV coordination structures to facilitate more efficient and effective action. [See ↗ 2.2d Example: Timeline of Anticipatory Action – Led by GBV Coordination [LT]; ↗ 0.3b Example: Good Gender Equality Programming in Coordination [LT]; ↗ 2.4b Checklist: Field Checklist for GBV and Prevention of Sexual Exploitation and Abuse Mainstreaming [ID]]

Monitor the continuity of women- and girl-specific services.

Update SOPs and emergency referral systems.

Mainstream GBV policy into national action plans and legal frameworks.

For further details on CVA and social protection, refer to: ↗ 2.3c Guidance: PGI in cash and voucher assistance and social protection [LT].

¹⁰² Web blog: ↗ [Mitigating gender-based violence risks: how anticipatory action supports safety and access to services for women and girls](#) (UNFPA, September 2021).

¹⁰³ ↗ [Tip Sheet: Ensuring Attention to GBV in Anticipatory Action](#) (GBV AoR, April 2024).

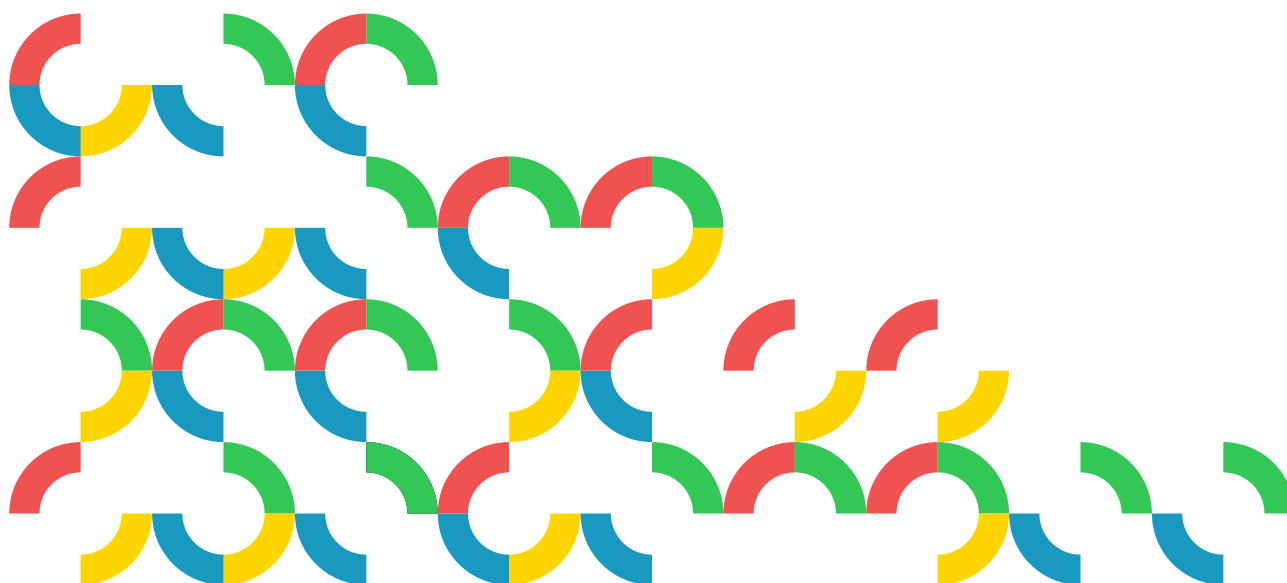
2.3B GUIDANCE

GOOD PRACTICE: GBV IN AA – BUILDING ON GOOD PRACTICE FOR DISASTER PREPAREDNESS

Anticipatory action should build on existing good practices for GBV-related preparedness and contingency planning efforts. Some of these include:

- Conduct service mapping, monitor continuity of GBV services and update referral pathways. Pre-position commodities and information, education and communication (IEC) materials.
- Assess existing staff capacity and availability of staff in the geographic area identified within forecasts. Identify surge capacity needs and establish procedures for deployment to areas of anticipated emergency, including staffing for coordination of GBV response. Provide training and other capacity building activities.
- Establish “preliminary” standard operating procedures (SOPs) or guidance for referral pathways for multi-sectoral response by engaging (at minimum) health, mental health and psychosocial support (MHPSS), security and protection actors. Ensure that SOPs and referral pathways guidance remain relevant to the crisis context and that the systems linking survivors to services remain functional. Integrate economic empowerment and livelihood programmes into GBV SOPs, and referral systems.

Sources: [Tip Sheet: Ensuring Attention to GBV in Anticipatory Action](#) (GBV AoR, April 2024).





2.3C GUIDANCE:

PGI IN CASH AND VOUCHER ASSISTANCE AND SOCIAL PROTECTION [LT]

PURPOSE:

To support the design of PGI-responsive CVA in AA and determine linkages with social protection programmes.

HOW TO USE:

Define PGI-responsive objectives for cash transfers and additional packages. Refer to the reference source for guidance and tools to ensure that CVA AA interventions are guided by protection principles, and include a comprehensive and continuous analysis of risks and the implementation and monitoring of risk mitigation measures. Refer to the further reading on CVA for more in-depth guidance on protection focused, gender-responsive, and disability inclusive CVA. Link successful PGI-responsive CVA interventions to existing social protection programmes.

PGI-RESPONSIVE CVA IN AA

Anticipatory cash assistance: how does it work?

Providing anticipatory cash assistance to at-risk groups helps people protect their homes, livelihoods and health. For example, this may enable people to avoid selling essential assets to cover evacuation costs in a rapid-onset disaster. For CVA to function, it requires coordination structures to be pre-established, transfer values to be predefined, and the registration and distribution of cash to be completed prior to a disaster.¹⁰⁴

Define PGI integrated outcomes alongside cash transfers.¹⁰⁵

What is the intent of the cash assistance? What do agencies/organisations predict those most at-risk will use the cash for (e.g., basic household needs, specific household and individual needs, preparation costs, repaying debts, etc.)? The answers to this question should be broken down per mitigation measure available to at-risk households.

Thinking about what at-risk households will perceive as priorities is essential at this point, as people could decide to use cash transfers to cover other urgent needs (as they perceive them) instead of using it for mitigation of forecast impacts.

How is the cash provided strengthened by complementary programming for enhanced PGI-responsive impact? For example, through the integration of risk information dissemination, and messaging on protection risks and services.

¹⁰⁴ Adapted from: [Cash Hub, cash and anticipatory action](#).

¹⁰⁵ Adapted from: [Anticipatory action and cash transfers for slow-onset hazards: Practitioners' note for field testing](#) (Asia-Pacific Technical Working Group on Anticipatory Action and Asia-Pacific Regional Cash Working Group, 2024).

2.3C GUIDANCE

A comprehensive and continuous analysis of risks and the implementation and monitoring of risk mitigation measures in cash-based interventions needs to be guided by protection principles:¹⁰⁶

1.

Prioritise safety and dignity and avoid causing harm: Prevent and minimise as much as possible any unintended negative effects of cash interventions that can increase people's physical and social risks.

2.

Meaningful access: Arrange for people's access to cash assistance and services in proportion to need and without any barriers (e.g., discrimination). Pay special attention to individuals and groups who may face additional risks and barriers accessing cash assistance and services.

3.

Accountability: Set up appropriate mechanisms through which affected populations can measure the adequacy of cash-based interventions, and address concerns and complaints.

4.

Participation and empowerment: Support processes that allow affected populations to influence how cash programming can be safer and inclusive, strengthen their protection capacities and assist people to claim their rights, including – not exclusively – the rights to access cash assistance.

To make cash for work programs more inclusive:¹⁰⁷

Do not create different cash for work programmes for persons from at-risk groups. Integrate them in the regular programme according to their abilities.

Identify together with women and men with disabilities and older people which types of work should be included in the cash for work programmes and the adaptations that should be made to ensure accessibility and participation.

Identify supervising and supporting tasks for persons who are unable to participate in the main work tasks of the programme. For example, monitoring and supervisory work, providing childcare support or distributing meals. Do not assign persons with disabilities and older persons to supporting tasks by default. Ask them first if they are able to contribute to the main work tasks and how tasks may need to be adapted.

¹⁰⁶ ↗ [Safe Cash Toolkit: Collecting and Using Data to Make Cash Programs Safe](#) (International Rescue Committee, November 2020)

¹⁰⁷ ↗ <https://hhot.cbm.org/en/card/cash-for-work>.

2.3C GUIDANCE

Ensure that women and men, including those who have disabilities, are being paid the same wage as other participants, even if carrying out activities that are less physically demanding.

Analyse and ensure that the cash for work program does not undermine the current livelihood activities of at-risk groups in the community.

Source: [Safe Cash Toolkit: Collecting and Using Data to Make Cash Programs Safe](#) (International Rescue Committee, November 2020). This toolkit provides a set of three tools and guidance to ensure CVA interventions proactively consider the safety, dignity, and rights of affected populations, and are designed to prevent and minimise harm. The toolkit facilitates the analysis of risks and the implementation and monitoring of risk mitigation measures.

SOCIAL PROTECTION AND AA¹⁰⁸

Social protection provides long-term, institutionalised support to help at-risk groups meet basic needs and handle emergencies. It includes livelihood support, funding for health and education, and aid for older persons. Due to its focus on the poorest and most vulnerable, social protection naturally aligns with AA in proactively addressing and mitigating the impacts of crises on these groups.

GOOD PRACTICE: PROMOTE THE USE OF SOCIAL PROTECTION MECHANISMS FOR WOMEN AND GIRLS AS PART OF AA.

Shock-responsive social protection programmes can provide strategic entry points for the integration and sustainability of anticipatory action. In response to a trigger, social protection systems can use their registry and distribution channels to scale up timely assistance for both current beneficiaries as well as new ones. An expansion of social protection programmes provides an opportunity to extend support to individuals and groups not sufficiently covered by social safety nets.

Existing national social protection programmes may require beneficiaries to meet conditions in order to continue to receive payment. For example, attendance at a health clinic or school. Undertake advocacy to remove or relax conditionalities from social protection payments linked to AA, in order to alleviate time pressures on women and reduce demands on staff to monitor compliance. Engage ministries of social welfare or those involved in social protection programming to advocate for women and girls who are currently not or insufficiently covered by social safety nets.

Sources: [Tip Sheet: Ensuring Attention to GBV in Anticipatory Action](#) (GBV AoR, April 2024).

Sources: [Research Query: GBV and Anticipatory Action Approaches](#) (GBV AoR, 2021). [Tip Sheet: Ensuring Attention to GBV in Anticipatory Action](#) (GBV AoR, April 2024).

¹⁰⁸ Evan Easton-Calabria, Leah B Poole, Selma M Lendelvo, Gert Van Rooy, Mechtilde Pinto, Tandi K. Litwayi, Luis Artur, Rogerio Sitole, Shampa, Mashfiqu Salehin (2022). ["How Can Social Protection Systems Be Leveraged for Anticipatory Action?"](#) Boston, MA: Feinstein International Center, Tufts University.



2.3D GUIDANCE:

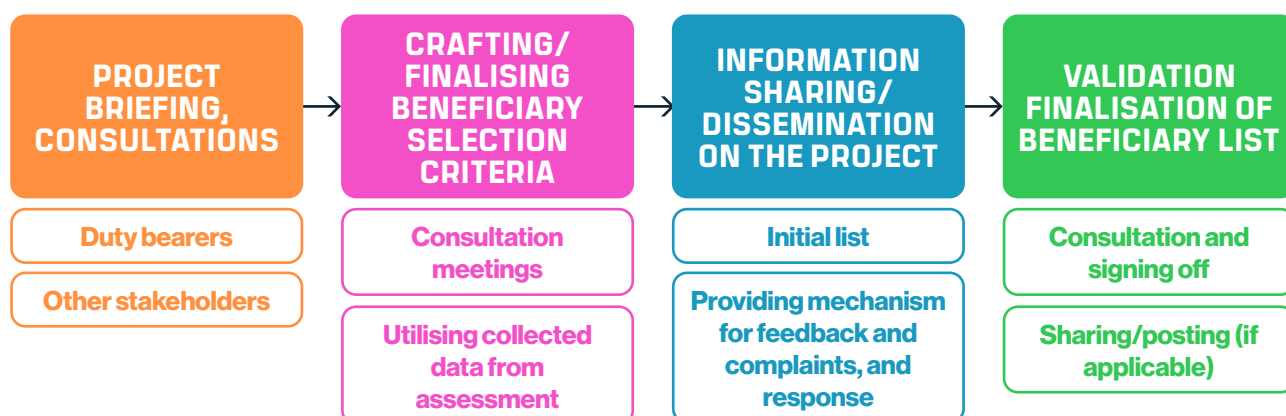
BENEFICIARY IDENTIFICATION AND INCLUSIVE TARGETING [ID]

PURPOSE

To make anticipatory action beneficiary identification and selection PGI-responsive.

HOW TO USE

Recommended actions are below.



1. Conduct a systematic, objective, and ongoing analysis of context and stakeholders

2. Use impartial needs and risk assessment tools [[↗ 1.2a Analysis: Impact scenarios and coping strategies – Gender and protection analysis \[ID\]](#)]

3. Conduct, utilise, and consult existing participatory vulnerability and capacity assessment of different at-risk groups, as well as existing community hazard, risk assessment, and preparedness plan [[↗ 1.3 Assessment of existing early warning systems and inclusive risk assessments](#)]

4. Disaggregate all assessment data and analysis by sex, age, and disability [[↗ 1.2d Tips: Good practice in managing and using sex, age and disability disaggregated data \[ID\]](#)]

5. Gather data on barriers to access and participation [[↗ 1.1 Analysing power dynamics and identifying at-risk groups](#)]

6. Hold proper consultations of at-risk groups and individuals

7. Establish data sharing protocol and mechanism with other organisations and relevant government offices [[↗ 0.3c Guidance: Feedback and accountability mechanisms \[LT\]](#)]

8. Involve organisations with country-wide networks, including women's associations, older persons' organisations, organisations of persons with disabilities, Red Cross and Red Crescent National Societies, etc. [[↗ 0.2 Establishing inclusive engagement, partnerships and leadership capacity](#)]

Source: Adapted from: [↗ Training Module on Gender Equality and Social Inclusion Responsive AA](#) (The Association of Southeast Asian Nations (ASEAN), April 2023).



2.3E ANALYSIS:

DO NO HARM – CONFLICT SENSITIVITY ANALYSIS [LT/ID]

PURPOSE

To analyse conflicts and to inform the design and potential redesign of engagement strategies or interventions.

HOW TO USE

Analyse the context comprehensively, shedding light on connections, motivations, sources of threat, and understanding how various factors interact and intertwine, including the potential interconnection of multiple conflicts. Insights from community engagement regarding perceptions and behaviours of those fostering cohesion and division should inform the design, and the potential redesign of engagement strategies or interventions.

Analyse how people perceive and respond to tensions and conflict:

Gender – conflict and violence affect women and men differently; directly affecting their perspectives, perceptions and responses to conflict and violence.

Values – what is important to me, to us, and to others.

Power – how much access and influence an individual or group has relative to others.

Wealth – ownership of money and property, including land, often entrenching unequal levels of privilege and access to opportunity.

Identity – how people define who they are and how they define others.

Systems and structures that create and maintain social, economic, and political differences between people, and that enable or undermine social cohesion, development, and transformation.

2.3E ANALYSIS

As a minimum, always keep the following questions in mind:

Are we being inclusive in our approach, and communicating with a representative selection of community members?

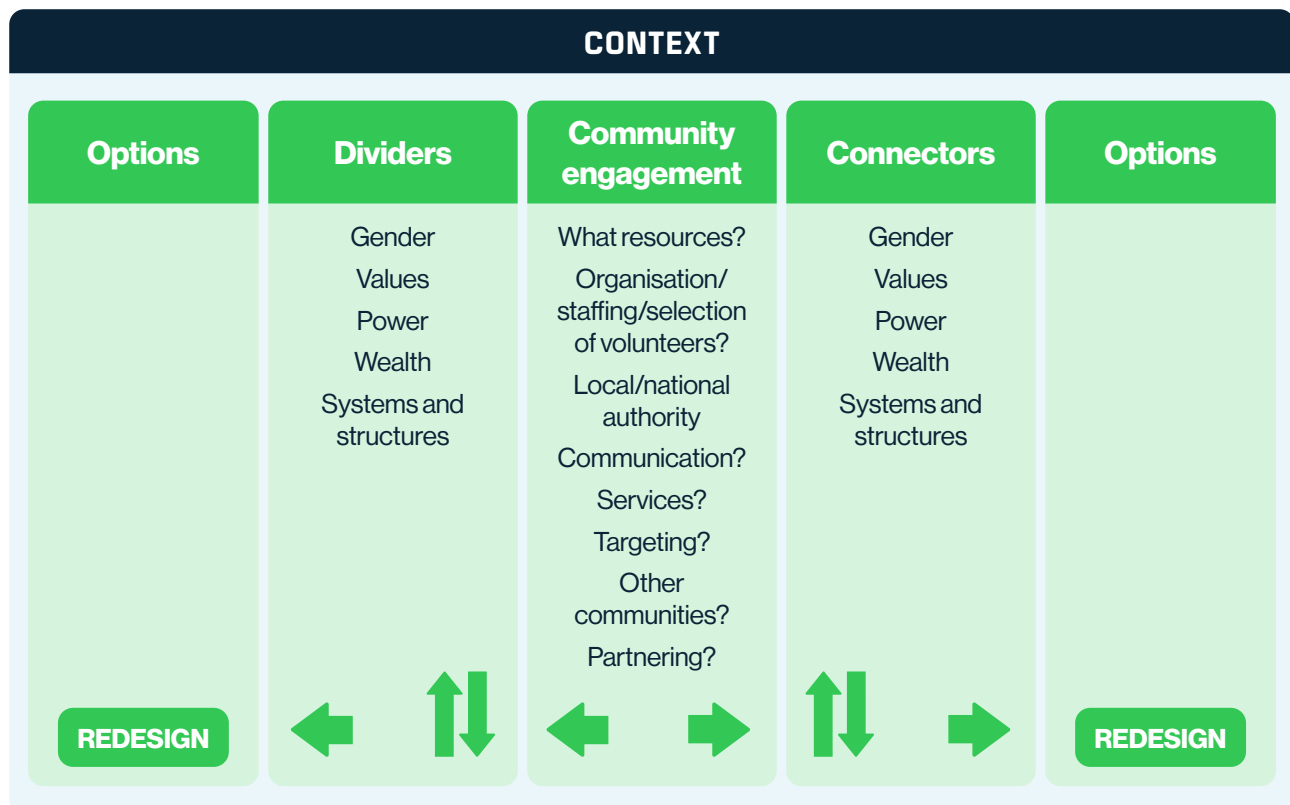
How is our presence and actions being perceived – by whom and why?

What are the longer-term, and also indirect consequences of our actions?

Are we non-intentionally putting someone at-risk? Considering safety, lack of dignity, discrimination, lack of access to services and information.

NOTE!

Inaction can also cause harm by exposing people to increased danger or ignoring abuse of their rights.



Source: [Better Programming Initiative Do No Harm: How to do conflict-sensitive context analysis](#) (IFRC, 2016).

2.4

OPERATIONAL MECHANISMS AND PREPAREDNESS

This section includes guidance and tools for safeguarding mechanisms considering intersectionality, a GBV checklist and mainstreaming PSEA. A tool is also provided for assessing potential limitations for planned AA interventions against related disaster preparedness and response laws.



2.4A GUIDANCE:

INTERSECTIONAL SAFEGUARDING MECHANISMS [ID]

PURPOSE

To establish an intersectional approach in safeguarding for AAF initiatives, to better understand:

- Inequalities and the range of safeguarding risks faced by staff and representatives in their full diversity.
- Inequalities and safeguarding risks faced by people in their full diversity who interact with civil society organisations during service/programme delivery (e.g., women and girls, community members, children).
- How the organisational culture is reinforcing or dismantling negative uses of power and privilege.

HOW TO USE

Integrate intersectionality into organisational and collaborative safeguarding measures for AA initiatives by referring to the notes below on reporting systems and case handling, and the referenced resources and tools.

NOTES – REPORTING SYSTEMS – COMMUNITIES AND STAFF:

Create safe mechanisms for complaints and whistleblowing that respond to different risks and are accessible to all staff and community members (e.g., making information accessible for persons with disabilities, accounting for different languages and literacy, etc.). [[↗ 0.3c Guidance: Feedback and accountability mechanisms \[LT\]](#)]

Give people who are reporting the option to share their sex, age, race, disability, sexual orientation and gender identity, if they wish to and where it is safe to do so. Anonymous reporting can also be an option. Confidentiality and comfort are important. Give people the option to indicate identity factors so that this can inform the update of your risk analysis.

2.4A GUIDANCE

Map necessary services and their accessibility for all members of a community and staff. Identify services for different population groups, e.g., services for persons with disabilities, initiatives for women only, services for women of a specific ethnic group, etc.

Disseminate information on reporting mechanisms to staff and communities in a way that considers diverse backgrounds and needs (e.g., language, accessibility etc.).

Where possible, gather disaggregated data on the use of the reporting mechanisms (e.g., through an anonymous (staff) survey that breaks down staff age, sex, race, disability [[↗ 1.2e Assessment: Washington Group Short Set on functioning \[LT\]](#)] and other identity factors).

Measure the extent to which the different reporting channels are used; the safeguarding risks and if they have changed and/or been well managed; the extent to which all community members or staff understand what to report, why and how; and the extent to which all community members or staff understand how they and other staff should behave.

Analyse aggregated incident figures (not information on specific cases) and identify any trends that align reports and risks with different identity groups.

! NOTE!

Don't increase risks further! You may increase risks for staff or community members by requiring identity details. Make it optional. Do not require information from people just so you can have a more detailed intersectional analysis.

2.4A GUIDANCE

NOTES – CASE HANDLING:

Ensure the case handling risk assessments consider the specific identity characteristics and relating risks of the individual(s) involved in the incident. See our [↗ case handling training package](#) for more.

Ensure your organisation has established standard operating procedures (SOP) and referral pathways where additional support for survivors of sexual exploitation, abuse and harassment is needed.

Ensure all staff who are engaged in case handling understand and can apply intersectional analysis. [[↗ 1.2a Analysis: Impact scenarios and coping strategies – Gender and protection analysis \[ID\]](#)]

RESOURCES:

[↗ https://safeguardingsupporthub.org/journey/safeguardingseah-risks-and-issues](https://safeguardingsupporthub.org/journey/safeguardingseah-risks-and-issues). This website resource hub provides further guidance on safeguarding, including among others a Pocket Guide: Safeguarding persons with disabilities and/or mental health conditions in CSO programmes.

[↗ PGI in Emergencies Toolkit](#) (IFRC, 2020). This toolkit provides guidance on implementing PGI standards, including specialist safeguarding resources.

Source: ↗ [How-to note: Intersectionality and safeguarding for civil society organisations working in humanitarian or development settings](#) (Safeguarding Support Hub, December 2021). This note outlines: (1) what intersectionality is; (2) why taking an intersectional approach is important and; (3) how to integrate an intersectional approach into safeguarding measures.



2.4B CHECKLIST:

FIELD CHECKLIST FOR GENDER-BASED VIOLENCE AND PREVENTION OF SEXUAL EXPLOITATION AND ABUSE MAINSTREAMING [ID]

PURPOSE

To support organisations to strengthen PGI mainstreaming and the quality of AA interventions by establishing and sustaining standards related to gender-based violence (GBV) and prevention of sexual exploitation and abuse (PSEA).

HOW TO USE

The checklist should be utilised in multiple stages of the programme cycle in all sectors: by coordinators and managers during programme design, during implementation of field activities and monitoring of completed field activities. These processes are interlinked, therefore, using the tool during the implementation and monitoring stage to identify gaps and risks related to GBV and PSEA, can then, for example, be used to inform programme design. As gender and PSEA are highly sensitive topics, this tool has been designed as an observational checklist and should be used only in this way. The tool has individual sections for different types of sector activities: food distribution, non-food items (NFI) distribution, shelter, water, sanitation and hygiene (WASH), health, camp management, protection, cash-based interventions, general observations and additional comments. Organisations can review these sections (refer to the source below), and select and use the ones that are relevant for their AA intervention.

STAFF SHOULD BE PREPARED AND INFORMED ON THE FOLLOWING ESSENTIAL POINTS:

A.

Not to interact with or ask questions to beneficiaries for the implementation of this tool.

B.

Be informed about existing safe and accessible complaint mechanisms for reporting, in case they need to report a complaint about sexual or other type of misconduct.

2.4B CHECKLIST

HOW SHOULD THE DATA BE ANALYSED?

The relevant programme managers and PSEA focal point(s) should review the results of the observation(s) together to:

A.

Identify gaps and risks (through applying the tool).

B.

Brainstorm actions/solutions to fill the identified gaps and/or mitigate the risks.

C.

Implement the action plan and initiate relevant changes.

D.

Track the actions taken to resolve and mitigate identified risks/issues.

SAFETY AND ETHICAL CONSIDERATIONS.

Field observers who will administer should be prepared and understand how to use the tool. It should clearly be communicated that the tool is observational. There are also safety and ethical considerations depending on the type of staff administering the tool. Staff who have never been exposed to protection, GBV and PSEA related topics must be sensitised and/or trained on gender, GBV and PSEA prior to observation. This training/sensitization should be provided by the agencies' PSEA focal point(s) or those who have been directly trained by the PSEA focal point (point of contact).

REMINDER:

Observers should be equipped with a PSEA Interagency reporting hotline (if available), organisational reporting hotline or other safe and accessible complaint mechanism, in case they encounter a violation/misconduct that must be reported.

Source: [Field Checklist for GBV and PSEA Mainstreaming](#) (PSEA WoS Network and WoS GBV AoR, 2021).

**2.4C CHECKLIST:****DISASTER PREPAREDNESS AND RESPONSE LAW AND POLICY [LT/ID]****PURPOSE**

To evaluate the practical implementation of pertinent provisions, whether in law or policy, and to identify any restrictions or limitations that could hinder the execution of planned anticipatory actions.

HOW TO USE

This assessment can be applied in preparedness planning, simulation exercises or operational activities to anticipate and address potential legal or institutional barriers.

CHECKLISTS:

Do your country's policies and laws facilitate effective early warning and anticipatory action to reduce the impacts of disasters?

For example:

Disaster risk knowledge

- ☒ Does the law and/or policies require risk assessments to address the exposure, vulnerability, and capacity of at-risk people, infrastructure, and economic sectors?
- ☒ Does the law and/or policies require that hazard maps and risk information are accessible to all?

Monitoring and forecasting

- ☒ Does the law/policies mandate monitoring and forecasting for all hazards in all geographic areas?

EWS

- ☒ Are people with mobility or sensory impairments, women and older persons featured in the data collection, and are they actively participating in the planning and design of EWS?
- ☒ Does the law and/or policy establish standard processes for generating and issuing warnings which are accessible to all, especially the most at-risk?
- ☒ Does the law and/or policy require the agencies that are responsible for issuing warnings to:
 - ☒ Use a wide variety of communication channels to disseminate warnings?
 - ☒ Implement feedback mechanisms to verify receipt?
 - ☒ Implement plans to reach the most at-risk and remote populations?
- ☒ Does law and/or policy establish community early warning programs?

2.4C CHECKLIST

Anticipatory action

- ☒ Does law and/or policy establish 'early warning – early action' as a guiding principle for disaster risk management (DRM)?
- ☒ To the extent that the law and/or policy mandates or facilitates forecast-based action, is forecast-based action integrated into existing planning processes?

Evacuation

- ☒ Does law and/or policy require evacuation plans to contain measures to ensure that persons with disabilities and other at-risk groups, including pregnant women, are assisted to evacuate?
- ☒ Does law and/or policy include the establishment of appropriate evacuation centres which include the protection of disaster displaced persons, the prevention of GBV in evacuation centres, and the support of durable solutions?

Do your country's laws contain measures to ensure that at-risk groups are included in, and protected by, disaster preparedness and response activities?

Non-discrimination

- ☒ Does the law and/or policy protect against all forms of discrimination in all aspects of disaster preparedness and response?
- ☒ Does the law and/or policy contain a recognition of the rights and specific needs of at-risk groups during disasters?
- ☒ Does the law and/or policy create a general obligation for disaster responders to protect and include at-risk groups in disaster preparedness and response activities?

Needs of at-risk groups

- ☒ Does the law and/or policy mandate that risk, needs and vulnerability assessments, as well as contingency plans, identify at-risk groups and their specific needs?
- ☒ Does the law and/or policy mandate that planning processes outline key actions, resources, and responsibilities for meeting the needs of at-risk groups?
- ☒ Does the law and/or policy mandate that assessment and planning processes include the participation of at-risk groups?
- ☒ Does the law and/or policy ensure restoring family links?

Collection and protection of disaggregated data

- ☒ Does the law and/or policy mandate collection and protection of sex-, age- and disability-disaggregated data in risk, vulnerability, and needs assessments?

2.4C CHECKLIST

-  Does the law and/or policy mandate collection and protection of sex-, age- and disability-disaggregated data in relation to participation in disaster preparedness and response, disaster displacement, disaster impacts, and the incidence of GBV?
-  Does the law and/or policy mandate the collection and protection of risk, vulnerability, and needs assessment data disaggregated by context (rural, urban, peri-urban)?

Training and awareness-raising

-  Does the law and/or policy require all government emergency responders (including sectoral agencies, the police and the military) to participate in training about the specific needs of at-risk groups?

Participation of at-risk groups:

-  Does the law mandate multi-stakeholder institutions to include representatives of at-risk groups?
-  Does the law mandate disaster preparedness and response actors to directly consult with at-risk groups and promote their meaningful participation in relation to the design, planning, implementation, monitoring and evaluation of all elements of disaster preparedness and response?
-  Does the law and/or policy create quotas or targets for the recruitment of members of at-risk groups as civil servants in disaster preparedness and response institutions?
-  Does the law and/or policy mandate monitoring, evaluation and public reporting on the participation and inclusion of at-risk groups in disaster preparedness and response?

GBV protection:

-  Does the law and/or policy mandate contingency planning for GBV during disasters?
-  Does the law and/or policy require post-disaster shelter to be designed and managed in a manner that prevents and mitigates GBV?
-  Does the law and/or policy require all government emergency responders to participate in training about GBV?

Specific measures to include and protect at-risk groups, women, girls, adolescents and young adults:

-  Do disaster contingency plans identify key actions, resources, and responsibilities in relation to sexual and reproductive health, and menstrual hygiene management?
-  Does the law and/or policy promote gender equality and encourage women and girls in leadership and decision-making roles?

Source: Adapted from: [Disaster Preparedness and Response Law Checklist \(IFRC, 2019\)](#).

2.5

EWS: INCLUSIVE DISSEMINATION AND COMMUNICATION OF RISK INFORMATION

This section provides guidance on the dissemination and communication of early warnings, forecasts and protection risks. It includes a tool for analysing early warning dissemination and communication, along with an overview of communication channels. References are provided to the [Common Alerting Protocol](#), as well as guidance supporting dissemination while considering language and other accessibility issues.



2.5A GUIDANCE:

DISSEMINATION AND COMMUNICATION OF RISK INFORMATION [LT]

PURPOSE

To design inclusive early warning communication and dissemination mechanisms.

HOW TO USE

Use the questions below to conduct a desk review and guide further data collection through methods such as key informant interviews, focus group discussions, and interviews using the following resource: [1.2c Assessment: Missing Voices Approach – Missing Voices interviews \[LT/ID\]](#)). Use the guidance on communication channels and early warning key information to design inclusive, accessible and practical early warnings. Use available resources to mechanisms that can effectively communicate early warnings at scale.

KEY INFORMATION TO BE INCLUDED WHEN DISSEMINATING EARLY WARNINGS:¹⁰⁹

What is the event?

Where is the alerting area?

How bad will it be?

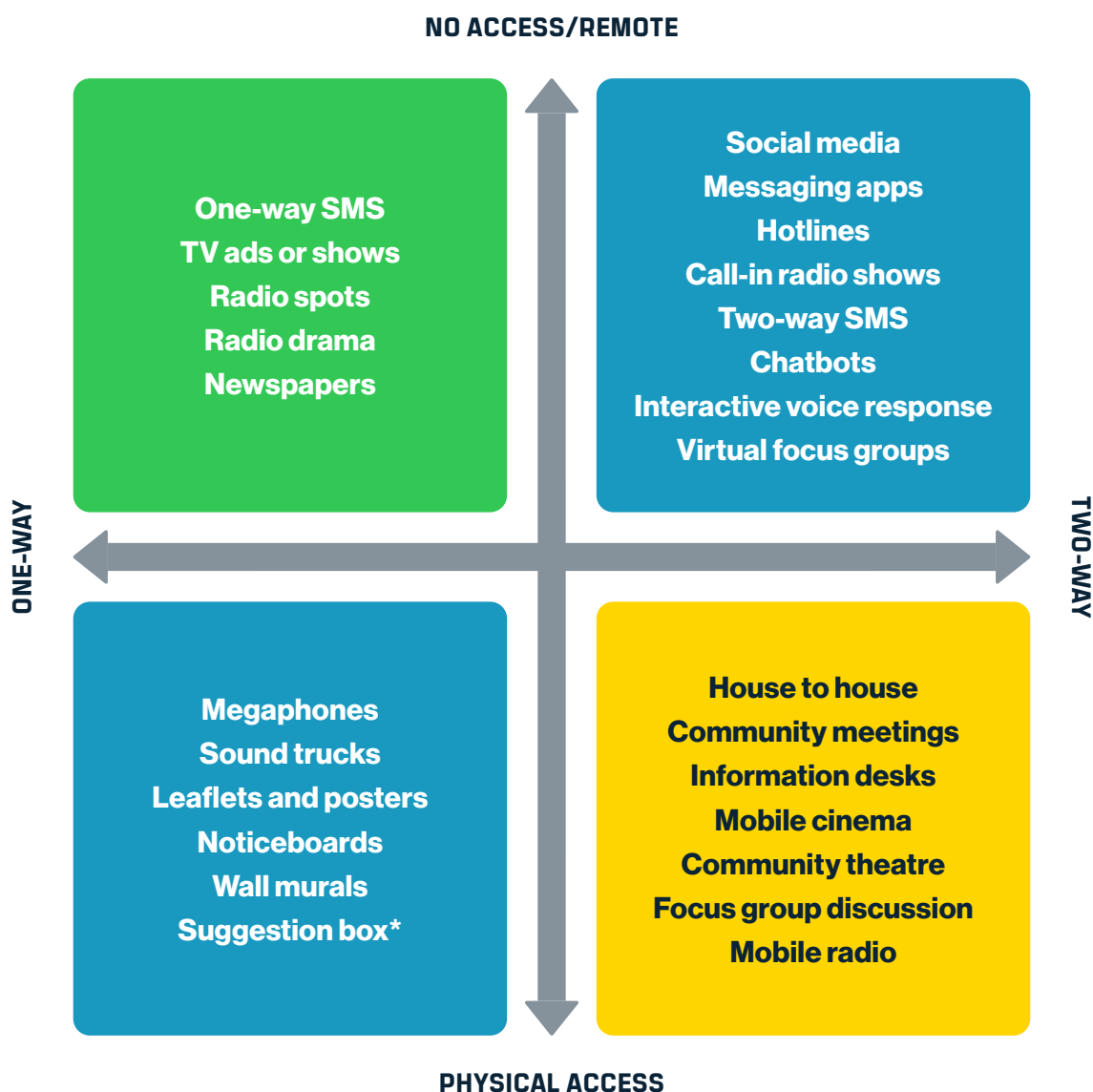
What should people do?

How soon is it coming?

How sure are the experts?

¹⁰⁹ <https://preparecenter.org/initiative/common-alerting-protocol-implementation/>.

2.5A GUIDANCE

OVERVIEW OF COMMUNICATION CHANNELS:¹¹⁰**General considerations when choosing a communication channel:**

- ✓ Use the channels and sources preferred by the community
- ✓ In general, people prefer face to face communication
- ✓ Levels of literacy in the community
- ✓ Access to communication equipment in e.g., radios, TV, internet, phones, etc.
- ✓ National society capacity – time, funding, experience
- ✓ Urgency of the situation
- ✓ Consider who might be excluded because of the channel chosen e.g., elderly, women, young people, etc.
- ✓ Always use a mix of different channels as one approach will never reach everyone
- ✓ Consider the impact the choice of channel might have on people's trust in the information being shared

¹¹⁰ > Community engagement and accountability toolkit Tool 19: Communication methods matrix (IFRC).

2.5A GUIDANCE

QUESTIONS TO ASSESS THE GENDER EQUALITY AND SOCIAL INCLUSION (GESI) RESPONSIVENESS OF EARLY WARNING DISSEMINATION AND COMMUNICATION.¹¹¹

Dissemination and communication:

Do we know specifically how the timeliness, accessibility and usefulness of communication and dissemination is affected by social inequalities in the context?

Are different user group's needs taken into consideration in the design and implementation of the dissemination channels and content of warning information? Who is consulted? How are they consulted?

Do we know who communities (and specific user groups including disaggregated by SADDD) trust to provide information? Do we know whether people trust the information content and accuracy? Do any particular groups and individuals trust the current source or content more or less than others?

Is the reach and understanding of the warning messages tracked, recorded, and evaluated?

Dissemination:

What channels are used to disseminate warnings and alerts? Are there a variety of high-tech, low-tech, and no-tech methods used? Formal and informal?

Do we have SADDD data on access to digital technologies? Including mobile phone ownership and access?

Do we have data on internet coverage in the context? Do we have disaggregated data on internet access and use?

Do we know if there are any gendered (or other) behaviour patterns and information preferences for receiving and assessing risk information and general information?

Do we know how many people receive the warnings? Is this disaggregated?

Communication:

How is the content of the warning messages developed? What information do they contain? Is it provided in a variety of ways (e.g., text, audio, picture/image)?

What are the statistics on literacy rates and education (access/time spent etc.)? Is this disaggregated by SADDD and are there any differences based on e.g., gender?

What is the diversity of languages in the context?

Do we know whether warnings are understood by those receiving them?

¹¹¹ ↗ The Missing Voices Approach Manual (Practical Action, October 2023). Missing Voices Step 1: GESI-EWS Scoping Framework – GESI analysis Qs for relevant EWS pillar: Dissemination and communication is available on request (contact: ↗ enquiries@practicalaction.org.uk).

2.5A GUIDANCE

RESOURCES:

➤ [Warning Briefing Note: Mobile-based Early Warning Systems For effective and inclusive alerting \(UCL WRC\).](#)

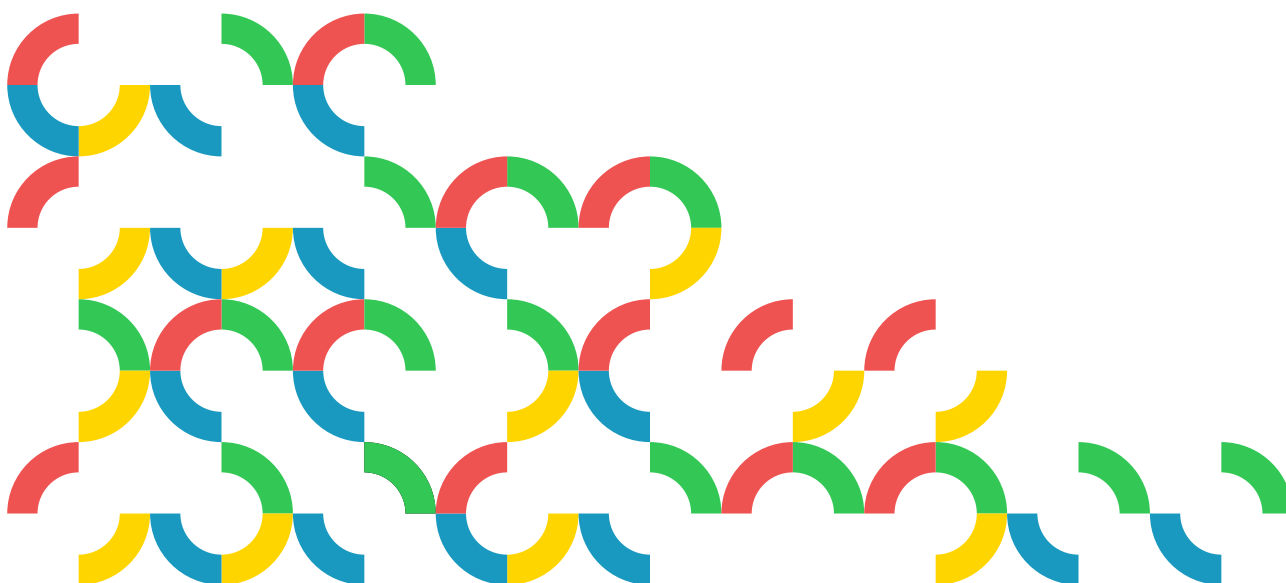
➤ [Warning Briefing Note: Multi-Hazard Early Warning Systems \(MHEWS\): Building warnings for multiple hazards \(UCL WRC\).](#)

➤ [Clear Global.](#) An initiative and platform for early warning dissemination and communication to facilitate communicating early warning messages in relevant local languages and through communication channels designed based on disaggregated data.

➤ [Common Alerting Protocol \(CAP\): Standards-based, all-hazards, all-media public alerting \(UCL Warning Research Centre, n.d.\).](#) Standards-based, all-hazards, all-media public alerting systems. CAP can be used to target specific groups, i.e., sounds or visuals according to their needs and based on PGI-responsive triggers.

➤ [Inclusive Early Warning Early Action Checklist and Implementation Guide \(UNDRR, 2023\).](#) Checklist for gender-responsive and disability-inclusive dissemination and communication.

Sources: ➤ [Community engagement and accountability toolkit Tool 19: Communication methods matrix \(IFRC\).](#) ➤ [The Missing Voices Approach Manual \(Practical Action, October 2023\).](#) [The Missing Voices GESI-EWS scoping framework – GESI analysis questions for relevant EWS pillar: Dissemination and communication.](#)





2.5B GUIDANCE:

EWS MONITORING AND COMMUNICATION IN CONFLICT AND VIOLENCE SETTINGS [LT]

PURPOSE

To co-produce warnings extending to places with armed conflict and widespread violence.

HOW TO USE

Key strategies to develop early warning and response systems amidst violence and conflict¹¹²:

- Engage key local actors, such as women and youth, who often have first-hand experience as survivors of violence, alongside municipal, regional, and national actors.
- Ensure safety is prioritised when engaging local actors as community monitors.
- Secure trust and goodwill with all key stakeholders through long-term partnerships and transparency.
- Cultivate positive public spaces for community dialogue, social cohesion programming, and related activities.
- Promote partnerships in governance through establishing well-defined roles, distribution of authority, and processes for decision making and dispute resolution.
- Build local capacities in effective communication, conflict resolution, and collaborative planning.

NOTE!

Co-producing warnings in conflict contexts necessitates engaging people and institutions that may be in direct conflict with each other, perpetrate and be affected by violence, and/or benefit from the status quo.

Source: [Warning Briefing Note: Warnings in Violence and Conflict: Coproducing warnings with and for those most at risk](#) (UCL WRC).

¹¹² [Warning Briefing Note: Warnings in Violence and Conflict: Coproducing warnings with and for those most at risk](#) (UCL WRC).



SPOTLIGHT CASE:

WOMEN'S WEATHER WATCH INTEGRATING GENDER-BASED VIOLENCE PREVENTION – FIJI

The Women's Weather Watch system, centred on community radio, connects women leaders and correspondents to real-time information via SMS alerts, Viber, and Facebook. It's two-way, allowing members to share updates used for media production. Coordinated from femLINK's Suva hub, it's activated in disaster preparedness, doubling as a desktop or mobile disaster impact assessment tool. Reports fill local data gaps, ensuring inclusivity in disaster management, especially for at-risk groups like older persons, rural women, children, persons with disabilities and ethnic minorities, promoting a proactive approach to gender-based violence prevention.

Source: <https://actionaid.org.au/articles/innovation-station-womens-weather-watch-fiji/>.

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COMPONENT 3**FINANCING AND RESOURCE MANAGEMENT**

1

This Component will support you to identify funding for protection, gender and inclusion (PGI) -responsive and -transformative anticipatory action (AA) based on equitable risk financing for the most at-risk, marginalised and discriminated individuals.

2

To achieve this, you will need to identify any potential sources of financing for building PGI-responsive and -transformative AA systems and initiatives, and deliver PGI-responsive and -transformative anticipatory action. You will also need to evaluate the PGI responsiveness of existing risk financing to expose any inequalities and advocate for gender-responsive allocation of risk financing.

3

4

ELEMENT**OBJECTIVES FOR EACH ELEMENT****3.1**

Mobilising financing for protection, gender and inclusion (PGI)-responsive anticipatory action

Determine potential financing sources for PGI-responsive and -transformative AA interventions.

3.2

Inclusive AA financing and resource management

Evaluate the gender responsiveness of current risk financing and advocate for necessary reallocations. Expose the way in which gender inequalities may have inadvertently become embedded in public policies and AA resource allocation, and promote budget measures to address this.

➤ KEY GUIDANCE AND TOOLS**Guidance 3.1a**

Inclusive AA financing sources and resource management [LT]

Checklist 3.2a

Gender- and diversity-responsive disaster risk financing – for implementers, donors and policymakers [LT]

➤ FURTHER GUIDANCE AND TOOLS**Guidance 3.2b**

Gender-responsive budgeting [ID]

GUIDANCE AND TOOLS WITHIN OTHER COMPONENTS ALSO RELEVANT TO FINANCING AND RESOURCE MANAGEMENT**Analysis 0.2a****Analysis 2.2f****Checklist 2.4c****Guidance 4.3b**

3.1

MOBILISING FINANCING FOR PGI-RESPONSIVE ANTICIPATORY ACTION

This section provides guidance on mobilising financing for PGI-responsive AA. It covers ‘fuel’ financing – pre-agreed funding for the activation of pre-agreed anticipatory actions, including through inclusive local structures and social safety nets – as well as ‘build’ financing for PGI-responsive AA systems.



3.1A GUIDANCE:

INCLUSIVE AA FINANCING SOURCES AND RESOURCE MANAGEMENT [LT]

PURPOSE

To determine potential financing sources for PGI-responsive and -transformative AA interventions.

HOW TO USE

Review the guidance and refer to the resources below to identify potential financing sources for PGI-responsive AA or to influence the allocation of these resources.

ORGANISATIONS INVOLVED IN AA...

... can advocate to humanitarian donors already funding AA and encourage partners, including those within cluster mechanisms, to incorporate PGI-responsive AA into their organisational fundraising initiatives. Partners should also be encouraged to share their experiences and contribute to the cluster’s efforts.

Additionally, organisations engaged in AA can advocate for increased acceptance of crisis modifiers.

Many donors are increasingly receptive to the inclusion of crisis modifiers in programming. These modifiers can be designed as a percentage set aside as contingency or flexibility on overall budget lines. Examples of donors accepting crisis modifiers include – but are not limited to – the European Civil Protection and Humanitarian Aid Operations (ECHO), the Global Partnership for Education (GPE), the European Union (EU), and the United States Agency for International Development (USAID). Such modifiers can be designed in a lighter touch manner so they are released when PGI-responsive triggers are met and can be considered for both humanitarian and development financing in risk-prone contexts. ¹¹³

¹¹³ ↗ [Guidance on Coordinated Anticipatory Action in Education](#) (Global Education Cluster, May 2024).

3.1A GUIDANCE

Clusters' role in mobilising financing for AA: While AA is still emerging within many clusters, organisations engaged in AA can advocate for PGI-responsive and -transformative AA integration within broader preparedness and readiness efforts.



POTENTIAL SOURCES OF GOVERNMENT FINANCING FOR AA:

Gender, age and disability funds

Special trust funds

Development funds

Disaster risk reduction and management funds

Official Development Aid (ODA)



HUMANITARIAN/DEVELOPMENT/PRIVATE-SECTOR SOURCES OF FINANCING FOR AA:

Climate finance

Development of agency financing mechanisms

Community financing mechanisms

Insurance / reinsurance

Source: [Guidance on Coordinated Anticipatory Action In Education](#) (Global Education Cluster, May 2024). Provides further details on sources of AA financing.



SPOTLIGHT CASE: **DISABILITY-INCLUSIVE CRISIS MODIFIER IN BANGLADESH**

A EUR 15,000 ad-hoc crisis modifier was activated based on predictive flood risk analysis for communities facing rising water levels. Beneficiaries were identified through a primary list collected through engagement with Organisations of Persons with Disabilities (OPDs) and local government. Volunteers – including persons with disabilities – were trained on inclusive targeting criteria and the Washington Group Short Set of questions [1.2e Assessment: Washington Group Short Set on functioning [LT]]. A joint team of OPDs and implementing NGOs monitored data collection, published results on the union parishad (Bangladeshi rural council's) notice board and facilitated electronic money transfers to targeted beneficiaries. OPDs leaders also met with local decision-makers to oversee the procurement and distribution of dignity kits.

Source: Adapted from [Lessons Learned: The CBM Crisis Modifier Activation in Bangladesh Floods](#) (CBM, 2022).



SPOTLIGHT CASE: **LOBBYING FOR PGI-RESPONSIVE SOCIAL PROTECTION AND LOCAL ANTICIPATORY ACTION FUNDS IN THE PHILIPPINES**

Plan International Philippines is lobbying local government units to consider how the government's conditional cash transfer scheme can support anticipatory action. If successful, this will potentially demonstrate that social protection systems can be used to provide cash assistance at scale to support anticipatory action, including the integration of gender-based violence (GBV) and child protection risk prevention during implementation. This will open up opportunities to capitalise on pre-existing government social protection mechanisms. Philippines government ministry partners are now also working towards policies that will facilitate the release of calamity funds ahead of disasters.

Source: [Protection, Gender and Inclusion in Anticipatory Action: Learning & Best Practices Report from Bangladesh, El Salvador, Indonesia, Nepal, Philippines, Vietnam, and Zimbabwe](#) (Plan International UK, July 2024).

3.2

INCLUSIVE AA FINANCING AND RESOURCE MANAGEMENT

This section includes a checklist on gender-responsive disaster risk financing for implementing organisations and donors, as well as guidance on influencing gender-responsive budgeting for AA.



3.2A CHECKLIST:

GENDER- AND DIVERSITY-RESPONSIVE DISASTER RISK FINANCING – FOR IMPLEMENTERS, DONORS AND POLICYMAKERS [LT]

PURPOSE

To evaluate the gender and diversity responsiveness of current risk financing and advocate for necessary reallocations.

HOW TO USE

Use the checklist to assess how funding can effectively support scalable anticipatory Action (AA) then refer to the relevant guidance and tools within this guide and toolkit to address the gaps identified.

NOTE!

Financing must be prioritised to ensure the readiness of PGI-responsive AA mechanisms. This is particularly important in the case of rapid-onset events to ensure that the mechanisms for monitoring and coordinating protection risks and interventions for the most at-risk and marginalised are in place and can be activated in a timely manner.

3.2A CHECKLIST

RECOMMENDATIONS FOR IMPLEMENTING ORGANISATIONS:

1.



Collaborate with representative intermediary organisations to establish inclusive processes and feedback mechanisms, ensuring marginalised voices are heard through accessible channels.

2.



Ensure trigger financing prioritises gender equality and inclusion, incorporating gender-inclusive parameters and thresholds for payouts and contingency planning. Recognise gender and diversity differences in risk thresholds and action timeframes, integrating evaluation and feedback mechanisms for gender equality and inclusion.

3.



Ensure financing not only targets the most at-risk and marginalised groups, but also actively involves them and their representative organisations in planning, implementation, evaluation and learning processes.

4.



Support community-based organisations – such as those for women, young people, and LGBTQIA+ groups – and Organisations of Persons with Disabilities (OPDs) to sustain effective gender equality and inclusion. For example, financing can facilitate sustainable and scalable interventions like child-friendly spaces for trauma counselling and support, as well as continuing education for affected children.

5.



Consider costs for gendered needs and inclusion as a fundamental requirement, including provisions for safe temporary shelter, evacuation facilities, sanitary products, maternal and neonatal health care, and livelihood support for marginalised groups.

3.2A CHECKLIST**RECOMMENDATIONS FOR DONORS AND POLICYMAKERS:****1.**

Identify and support disaster risk financing (DRF) systems that are gender and diversity responsive/transformative, or clearly informed by marginalised and at-risk groups.

2.

Provide targeted resources to empower disaster risk financing implementers to identify and engage with marginalised and at-risk groups in an effective manner.

3.

Facilitate continuous dialogue with marginalised and at-risk communities to establish meaningful feedback mechanisms and ensure the ongoing development and improvement of gender- and diversity-responsive/transformative disaster risk financing programmes.

4.

Integrate essential gender and diversity considerations into disaster risk financing funding proposals.

5.

Invest in organisations to develop more inclusive disaster risk financing (DRF) systems to build capacity, collect disaggregated data and consult and involve communities.

3.2A CHECKLIST

RECOMMENDATIONS

1.



Scale up and diversify donor funding going to anticipatory action and pre-arranged crisis finance to maximise the potential for such approaches and accelerate efforts to track these financing flows.

2.



Support and encourage open risk modelling and sharing of evidence and learning on the strengths and limitations of risk information systems, not least from the perspective of implementers and communities.

3.



Maximise opportunities for anticipatory action and disaster risk financing to be deployed in tandem and by diverse actors working together, ensuring that the value for money and effectiveness of joint approaches are not lost due to organisational mandates.

4.



Set realistic and achievable targets that consider current capabilities and limits of risk-informed humanitarian action, and that consider contextual variations and locally-led priorities.

5.



Consider the role of development and climate portfolios alongside humanitarian funding when setting targets, to better reflect the nexus that this work falls within.

6.



Support humanitarian agencies, particularly at the local level, to ensure operational readiness so that timely financing translates into faster and more effective support to at-risk communities.

The [Getting ahead of disasters: A Charter on Finance for Managing Risks](#) also outlines the responsibilities that development agencies, donor governments, international financial institutes and development banks, and private donor entities have towards marginalised groups. These include: scaling up investments in social protection systems to allow quick and efficient delivery of support before or after a disaster; reaching the most at-risk communities and marginalised people; designing financing instruments to target marginalised people; making better targeted, transparent and accountable funding available; and ensuring that instruments pay out as quickly as possible and are linked to delivery mechanisms that target the most at-risk communities and the most marginalised people.¹¹⁴

Sources: Adapted from: [Report: Gender inclusive disaster risk financing](#) (Start Network, 2021). Adapted from: [The Potential for Anticipatory Action and Disaster Risk Financing Report](#) (Start Network and ODI, October 2022). [What does Successful Implementation of the 'Getting Ahead of Disasters' Charter Look Like?](#)

¹¹⁴ [What does Successful Implementation of the 'Getting Ahead of Disasters' Charter Look Like?](#)

**3.2B GUIDANCE:****GENDER-RESPONSIVE BUDGETING [ID]****PURPOSE**

To highlight how gender inequalities may have inadvertently become embedded in public policies and the allocation of resources for AA, and to promote budget measures that will be effective at closing gender gaps.

HOW TO USE

Review the steps, functions, and best practices and refer to the source below for further guidance. Consider your available resources and capacity to engage in longer-term processes. Determine how evidence and learning from PGI in AA interventions can be utilised to contribute towards influencing the allocation of resources for PGI-responsive and -transformative AA.

For gender-responsive budgets to be effective, the priorities and needs of all people must be understood and included at every stage of the budget design and planning process. Steps to support their application include:¹¹⁵

1.

Introducing laws mandating gender-responsive budgeting and clear guidelines and tools for implementation.

2.

Analysing gender gaps and using findings to shape and monitor existing and future budgets.

3.

Increasing transparency on the way in which budgets are allocated and spent to address gender gaps, follow the money and ensure people can hold their governments to account.

4.

Recognise the diverse needs of women, considering factors like socioeconomic status, location, race, and ethnicity, and encouraging lawmakers to engage with women from various backgrounds to ensure policies and public financing adequately support women and girls in all their diversity.

¹¹⁵ <https://www.unwomen.org/en/news-stories/explainer/2023/11/what-is-gender-responsive-budgeting>.

3.2B GUIDANCE

The functions performed by civil society are many and include:¹¹⁶

Articulating the rationale for gender budgeting

Demonstrating (piloting) analytical tools

Public education initiatives

Lobbying

Conducting costing exercises

Providing public administrators with training and consultative services

Producing tools and handbooks

Drafting shadow reports and carrying out other monitoring activities.

BEST PRACTICE FOR GENDER BUDGETING¹¹⁷

1.

Strengthening the link between budgeting and key gender equality objectives

2.

Ensuring gender budgeting is sustainable beyond political cycles

3.

Incorporating gender budgeting into the overarching budget framework, with leadership from the central budget authority

4.

Embedding gender budgeting tools at all stages of the budget cycle

5.

Underpinning gender budgeting with strong data and analysis

6.

Supporter gender budgeting implementation through capacity building

7.

Using gender budgeting to reinforce government transparency and accountability

**AIMING TO BUILD
AN IMPACTFUL
AND ENDURING
APPROACH**

These best practices identify elements that contribute to the sustainability of gender budgeting and help governments ensure that budgets contribute to broader government objectives relating to gender equality.

Source: [Gender budgeting: Practical implementation Handbook](#) (Directorate General of Human Rights and Legal Affairs Council of Europe, April 2009).

¹¹⁶ [Gender budgeting: Practical implementation Handbook](#) (Directorate General of Human Rights and Legal Affairs Council of Europe, April 2009).

¹¹⁷ <https://www.oecd.org/gov/budgeting/gender-budgeting/>.

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COMPONENT 4**MONITORING, EVALUATION AND LEARNING**

1

2

3

4

This Component will enable you to monitor, evaluate and capture evidence and learning on anticipatory action (AA) interventions and use this to strengthen Protection, Gender and Inclusion (PGI) -responsive and -transformative early warning systems (EWS) and anticipatory action frameworks (AAFs). It will also help you to communicate your learning and conduct advocacy for PGI in AA.

FIGURE 16: Gender equality and social inclusion domains¹¹⁸



To achieve this, you will need to design and establish inclusive and ethical monitoring and evaluation systems for AA interventions. These should focus on the PGI responsiveness of key elements of AA and EWS. This requires you to define PGI-responsive and -transformative indicators for AA interventions, considering PGI-transformative aspects when feasible (as partially illustrated in [Figure 16](#)). You will also need to reflect on the extent to which at-risk groups have been included within the design, planning and implementation of AA interventions. It is also vital to establish systems that can assess the extent to which AA interventions ensure the safety and protection of at-risk groups and the extent to which AA programming, analysis and assessment, and participation and leadership consider diverse identities. Finally, PGI in AA findings and recommendations should be communicated to foster more informed programming and challenge discriminatory social norms. At-risk groups should also be supported to share knowledge and evidence as a basis for creating advocacy messages for groups to use for PGI-responsive and -transformative AA.

¹¹⁸ Adapted from: [Training Module on Gender Equality and Social Inclusion Responsive Anticipatory Action](#) (ASEAN, April 2023).

ELEMENT	OBJECTIVES FOR EACH ELEMENT
4.1 PGI-responsive monitoring and evaluation and data collection	Design and establish inclusive and ethical monitoring and evaluation systems for AA intervention. These should focus on the PGI responsiveness of key AA and EWS elements.
4.2 Monitoring and evaluation of PGI in AA interventions	Define PGI-responsive and -transformative indicators for AA interventions. Reflect on the inclusion of at-risk groups in the design, planning and implementation of AA interventions. Assess the impact of AA interventions and the extent to which AA programming, analysis and assessment, participation and leadership, and safety and protection consider diverse identities.
4.3 Learning: sharing, use and dissemination	Communicate PGI in AA findings and recommendations to foster informed programming and challenge discriminatory social norms. Support at-risk groups to take on PGI -responsive and -transformative AA advocacy roles.

➤ KEY GUIDANCE AND TOOLS

Guidance 4.1a

Inclusive monitoring and evaluation of anticipatory action interventions [LT]

Guidance 4.2a

Applying PGI indicators to AA interventions [LT]

Guidance 4.3b

Leveraging capacities of at-risk groups in anticipatory action advocacy [ID]

➤ FURTHER GUIDANCE AND TOOLS

Guidance 4.1b

PGI-responsive monitoring, evaluation and after action reviews [LT]

Analysis 4.2b

Identifying gaps in the Inclusion of at-risk groups in AA interventions – Reflection exercise [LT]

Assessment 4.2c

Impact evaluation assessment questions [LT]

Assessment 4.2d

Assessment of the inclusion of diverse identities in initiatives [LT]

Checklist 4.3a

Communication of protection, gender and inclusion in anticipatory action findings [LT]

TOOLS PRESENTED IN OTHER COMPONENTS ALSO APPLIED IN MONITORING, EVALUATION AND LEARNING

Checklist 0.2c

Assessment 1.2c

Assessment 2.1b

Analysis 2.3e

Guidance 0.3c

Tips 1.2d

Guidance 2.3a

4.1

PGI-RESPONSIVE MONITORING AND EVALUATION AND DATA COLLECTION

This section outlines the roles of at-risk groups in the monitoring, evaluation steps, including after action reviews, along with guidance on developing ethical PGI-responsive monitoring, evaluation and learning systems.



4.1A GUIDANCE:

INCLUSIVE MONITORING AND EVALUATION OF ANTICIPATORY ACTION INTERVENTIONS [LT]

PURPOSE

To design and establish inclusive and ethical monitoring, and evaluation systems for AA interventions.

HOW TO USE

Design inclusive monitoring, and evaluation of AA interventions by delineating the roles of different at-risk groups in the outlined steps, integrate this into inclusive communication, and monitoring, evaluation and learning (MEL) practices.

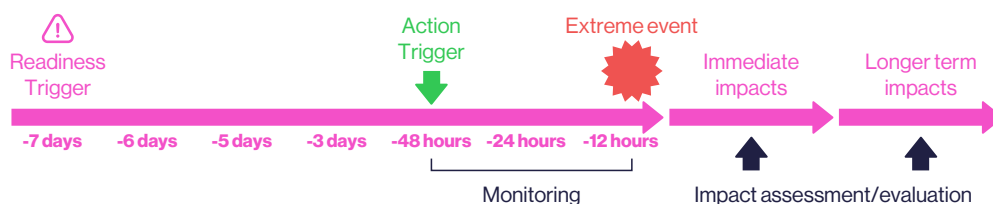
The timeline on the next page provides an illustration of the periods for inclusive monitoring and evaluation activities for slow- and rapid-onset events.

4.1A GUIDANCE

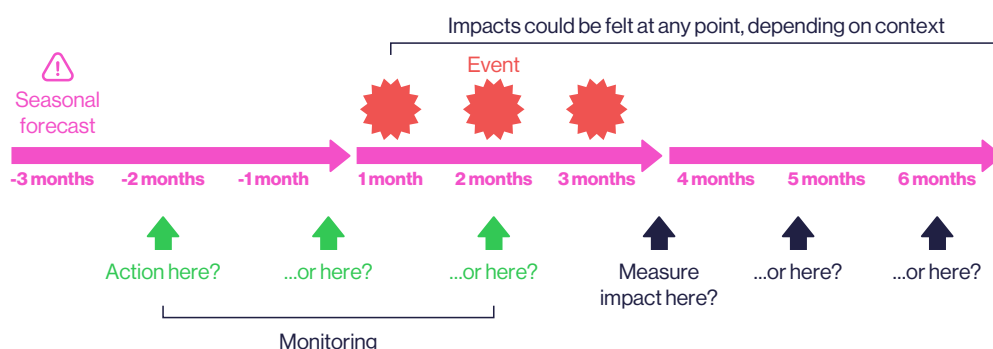
Timeline comparison of anticipatory action monitoring and evaluation in slow-onset versus rapid-onset events¹¹⁹

FAST-ONSET HAZARDS (flood/cyclone)

Note: This diagram does not reflect protracted conflict settings



SLOW-ONSET HAZARDS AND SHOCKS (drought/certain violence and conflict events, e.g., electoral violence)



STEPS INVOLVED IN MONITORING AND EVALUATING AA INTERVENTIONS:¹²⁰

1.

Collect and analyse data to assess the impact of anticipatory actions. [See [4.2c Assessment: Impact evaluation assessment questions \[LT\]](#)]

2.

Evaluate the trigger system. [See [1.4b Guidance: Setting PGI-responsive triggers and thresholds \[LT/ID\]](#)]

3.

Organise a workshop to systematise learning. [See [0.2c Checklist: Key considerations when creating safe consultation spaces \[LT/ID\]](#)]

4.

Write a report to share learnings internally. [See [4.3a Checklist: Communication of protection, gender and inclusion in anticipatory action findings \[LT\]](#)]

5.

Report and share results externally. [See [4.3 Learning: sharing, use, dissemination and advocacy](#)]

6.

Update the AAF. [See [2.2b Guidance: PGI-responsive anticipatory action frameworks \[ID\]](#)]

¹¹⁹ Adapted from: [Monitoring and evaluation of anticipatory actions for fast and slow-onset hazards: Guidance and tools for Forecast-based Financing \(WFP, October 2021\)](#).

¹²⁰ Adapted from: [Forecast-based Financing Practitioners Manual \(IFRC\)](#).

4.1A GUIDANCE

At this step, community engagement should be undertaken to:¹²¹

Identify additional factors that may positively or negatively impact the implementation of anticipatory actions, considering gender and other diversity dimensions.

Facilitate monitoring, evaluation and learning by systematically receiving and acting on community feedback on progress and outcome.

Establish diverse dissemination mechanisms for the sharing of results and learning from the implementation considering at-risk and marginalised groups.

EXAMPLE: EVALUATING PGI IN AA AND THE ROLE OF AT-RISK GROUPS IN MEL.

Evaluate the impact of anticipatory actions on child protection by developing specific indicators to measure impact and collating data on key metrics. Promote children's participation and leadership in evaluations.¹²² Allow them to serve on monitoring committees, provide feedback, document their views, and participate as respondents using participatory methods and tools.¹²³ These considerations also apply to other at-risk groups.

NOTE!

Important principles for ethical evaluative research include informed consent, 'Do No Harm', respecting people, their culture and customs, and responsibilities for general and public welfare.¹²⁴

NOTE ON ETHICAL AA EVALUATION METHODS:

Collecting data from a comparison group means asking crisis-affected people to respond to interview questions even though they did not benefit from a particular AA intervention. In light of this concern, it needs to be the prerogative of the local decision makers of AA initiatives whether a quasi-experimental study approach is practical or not. The well-being and safety of everyone involved – the crisis-affected population, agency staff and data collectors – are always the highest priorities.

¹²¹ [↗ Guidance note: Community engagement in Anticipatory Action](#) (Food and Agriculture Organisation, 2023)

¹²² [↗ Issue Brief, Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies](#) (IFRC, Climate Center and Child Protection AoR, 2021).

¹²³ [↗ Anticipatory Action: A Child-Centered Guide](#) (Save The Children, April 2024).

¹²⁴ [↗ Ethical Guidelines for Evaluation](#) (United Nations Evaluation Group, 2020).

4.1A GUIDANCE

RESOURCES:

➤ [Humanitarian Inclusion Standards for older people and persons with disabilities](#). Key inclusion standard 7: Learning – Organisations collect and apply learning to deliver more inclusive assistance.

➤ [Ethical Guidelines for Evaluation](#) (United Nations Evaluation Group, 2020). The United Nations Evaluation Group (UNEG) has issued general UNEG Ethical Guidelines to steer evaluative research conducted by the UN system. Several other agencies have developed ethical guidelines specifically for research in humanitarian settings that also apply to MEL efforts conducted based on this guidance.

➤ [A Toolkit for Integrating GESI in Design, Monitoring, and Evaluation](#) (World Vision, June 2023). This toolkit is designed to provide guidance and tools to support staff in integrating Gender Equality and Social Inclusion (GESI) perspectives in all stages of project design, monitoring and evaluation.

Sources: ➤ [Forecast-based Financing Practitioners Manual](#) (IFRC). ➤ [Guidance note: Community engagement in Anticipatory Action](#) (Food and Agriculture Organisation, 2023).



4.1B GUIDANCE:

PGI-RESPONSIVE MONITORING, EVALUATION AND AFTER ACTION REVIEWS [LT]

PURPOSE

To establish PGI-responsive monitoring, evaluation and learning (MEL) processes for Anticipatory Action (AA) which ensure that key Elements of AA and EWS are gender-responsive and disability-inclusive.

HOW TO USE

Use the checklist and implementation guide in the source below to address identified gaps to ensure that the key elements of AA and EWS are gender-responsive and disability-inclusive.

Given the probabilistic nature of forecasting and the proactive nature of AA, MEL for AA presents specific challenges:¹²⁵

Assessing impacts, irrespective of activation, to highlight benefits in enhancing preparedness and AA.

Analysing discrepancies between predicted and actual impacts in terms of intensity, timing, and location.

Evaluating skill, timing, relevance and communication of the forecasts.

Clarifying the role of AA in mitigating identified impacts.

PGI in AA MEL requires:¹²⁶

Consistently tracking the impacts of investments in PGI.

Building an evidence base for developing PGI-responsive AA.

Collecting data on key indicators to measure the effectiveness of PGI-responsive AA interventions in minimising impacts on at-risk groups.

An After Action Review (AAR) can facilitate reflection on results, guided by typical AA questions:¹²⁷

What was expected to happen?

What went well and why?

What actually occurred?

What can be improved and how?

¹²⁵ Adapted from: [Anticipatory Action: A Child-Centered Guide](#) (Save The Children, April 2024).

¹²⁶ Adapted from: [Anticipatory Action: A Child-Centered Guide](#) (Save The Children, April 2024).

¹²⁷ [Monitoring and evaluation of anticipatory actions for fast and slow-onset hazards: Guidance and tools for Forecast-based Financing](#) (WFP, October 2021).

4.1B GUIDANCE

Do After Action Reviews engage marginalised groups and intermediary organisations?

Question	Yes	No	Partial	Unknown
Do after-action reviews and lessons reveal successes and areas of improvement for gender-inclusive warnings?	☐	☐	☐	☐
Do after-action reviews and lessons reveal successes and areas of improvement for disability-inclusive warnings?	☐	☐	☐	☐
Do different genders participate in after-action reviews and exercises?	☐	☐	☐	☐
Do persons with a range of disabilities participate in after-action reviews and exercises?	☐	☐	☐	☐

TIPS:¹²⁸

- Ensure data collection teams are gender, age, and diversity balanced and proficient in the local language or ensure sound preparation of interpreters.
- Conduct background checks on enumerators.
- Provide training on responding to observed protection issues.
- Pilot and review surveys before implementation.

Source: ↗ *Inclusive Early Warning Early Action Checklist And Implementation Guide* (UNDRR, 2023).

RESOURCES:

↗ [Better Evaluation, After Action Review](#). Provides guidance, advice on methods, including further questions which can be referred to when designing an After Action Review.

↗ [CARE Emergency Toolkit, 8.1 Organising an After Action Review](#). Includes guidance on how to plan an After Action Review, and an example report including an action plan including management responses considering policies, strategies, and institutional capacities.

128 ↗ [PGI in Emergencies Toolkit](#) (IFRC, 2020).

4.2

MONITORING AND EVALUATION OF PGI IN ANTICIPATORY ACTION INTERVENTIONS

This section provides guidance and tools for monitoring and evaluating PGI-responsive AA initiatives. This includes illustrative PGI-responsive indicators, a reflection exercise to identify gaps in the inclusion and targeting of diverse at-risk groups in AA interventions, and questions for evaluating the impact of AA interventions. There is also a tool to assess the inclusion of diverse identities in AA interventions.



4.2A GUIDANCE:

APPLYING PGI INDICATORS TO AA INTERVENTIONS [LT]

PURPOSE

To determine PGI-responsive and -transformative indicators for AA interventions.

HOW TO USE

Apply a participatory approach to the identification, review and refinement of PGI-responsive outcomes and associated indicators for AA interventions, following the steps outlined below.

STEPS:¹²⁹

1.

Use the findings from a gendered risk analysis [[↗ 1.2a Analysis: Impact scenarios and coping strategies – Gender and protection analysis \[ID\]](#)], to inform the **identification of relevant indicators** for planning, targeting, tracking and evaluating the impact of AA interventions, particularly for at-risk groups. Engage marginalised groups and intermediary organisations in defining outcomes and indicator development.

2.

Monitor and evaluate indicators for AA interventions to assess gender equality and inclusion, Do No Harm, community engagement and accountability and sector specific indicators, including those for protection.

3.

Verify indicators with appropriately disaggregated data and with qualitative information.

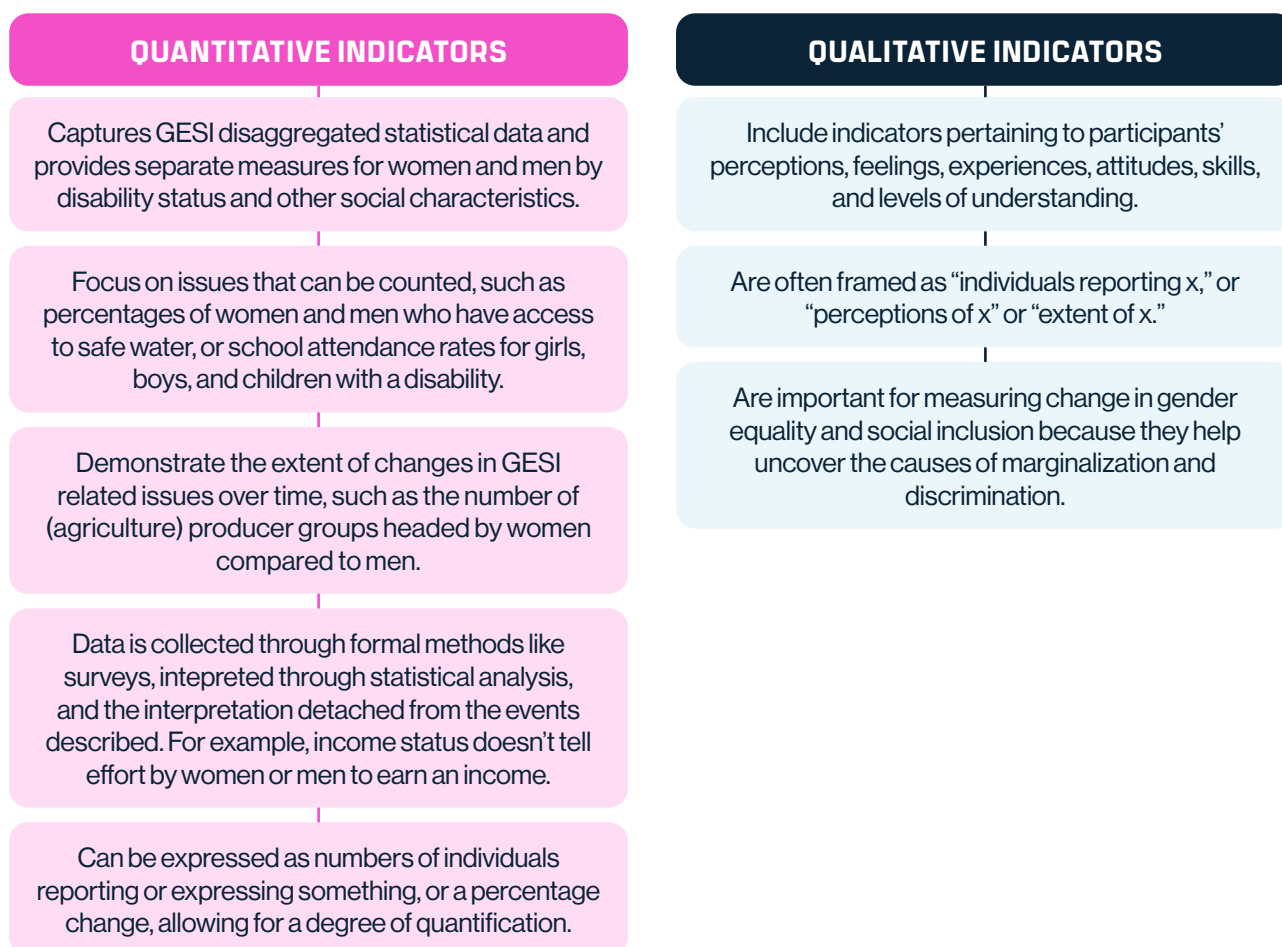
4.

Engage marginalised groups and intermediary organisations in **reviewing and refining outcomes and indicators**.

¹²⁹ Adapted from: [↗ Report: Gender inclusive disaster risk financing](#) (Start Network, 2021).

4.2A GUIDANCE

DIAGRAM: Toward a shared 'gender equality and social inclusion' theory of change for anticipatory action.¹³⁰

IMPORTANT CONSIDERATIONS IN CHOOSING INDICATORS¹³¹

[See 1.2 Collecting and analysing risk data and identifying and prioritising differentiated hazards / threat impacts alongside coping strategies.]

¹³⁰ Adapted from: [↗ Training Module on Gender Equality and Social Inclusion Responsive Anticipatory Action](#) (ASEAN, April 2023).

¹³¹ Adapted from: [↗ A Toolkit for Integrating GESI in Design, Monitoring, and Evaluation](#) (World Vision, June 2023).

4.2A GUIDANCE

EXAMPLE: EXAMPLE INDICATORS FOR AA PLANS AND INTERVENTIONS RELATING TO THE MONITORING OF GENDER EQUALITY AND SOCIAL INCLUSION DOMAINS (↗ [FIGURE 16](#)).

⚠ NOTE!

Indicators (including those below) need to be designed based on sex, age, and disability disaggregated data.

Illustrative gender equality indicators:¹³²

% of sectors in AA plans that include Sex, Age and Disability Disaggregated Data (SADDD) and a strategic gender indicator.

of targeted women, girls, and boys in humanitarian situations who are provided with AA interventions to address gender-based violence (GBV).

% of targeted community members who demonstrate knowledge of available GBV services and know how to access them.

% of girls and women who report feeling safe in the health facilities and other care centres.

GESI indicators for different sectors¹³³

Percentage of participants in programs designed to increase access to productive economic resources (assets, credit, income or employment) who are female

Proportion of women with access to maternal health services within one hour's walk

Number of girls and boys who access child friendly spaces, disaggregated by sex and disability status

Evidence that food distribution is organised to reduce safety risks, waiting time, and travel time for women, children, older persons, and persons with disabilities

Evidence that males, females and persons with disabilities have access to water and sanitation sites that are culturally appropriate, well lit, and in safe locations

Number and percentage of males, females and people with a disability accessing cash grants or credits for establishing livelihoods

¹³² Adapted from: Guidance on Gender Equality in Emergency Preparedness (UNICEF, Unpublished).

¹³³ Adapted from: ↗ [A Toolkit for Integrating GESI in Design, Monitoring, and Evaluation](#) (World Vision, June 2023).

4.2A GUIDANCE

Illustrative Do No Harm indicators:¹³⁴

Average number of actions or mechanisms put in place [specify which] to reduce or mitigate the risks of harm to targeted individuals.

% of identified risks for which at least one action has been implemented to mitigate potential harm.

Community engagement and accountability indicators:¹³⁵

of at-risk groups (including intermediary organisations) which have increased their knowledge, aptitude and practice of PGI-responsive AA.

% of affected population with awareness of AA interventions within their community.

% of targeted population satisfied that they have access to information, feedback mechanisms and can influence the AA interventions.

(% , geographic location and disaggregated data if possible) of people reached through the communication channels.

% of target population correctly recalling key early warning messages.

% of targeted at-risk population who perceive an increase in their ability to make informed decision as a result of information received.

or % of target at-risk populations aware of how to access a recommended service.

of AA intervention decisions made based on feedback from at-risk and marginalised groups.

% of complaints and feedback received on the AA intervention responded to within two weeks.

¹³⁴ Accountability and Do No Harm Indicators (Humanity & Inclusion, not published).

¹³⁵ Adapted from: [PGI Indicators database](#) (IFRC, March 2020).

4.2A GUIDANCE

EXAMPLE: SECTOR SPECIFIC INDICATORS, ILLUSTRATIVE EDUCATION INDICATORS. ¹³⁶

Number of schools/child service centres implementing EWS/ practices.



Number of/duration of disruptions to education services.



Number of learners and teachers killed or injured.



Number of learners and teachers experiencing severe distress (only to be collected in coordination with Mental Health and Psychosocial Support actors).



Number of education facilities damaged or destroyed.



Number of students/teachers who dropped out of school.

RESOURCE:

➤ [PGI in Emergencies Toolkit](#) (IFRC, 2020):
➤ [PGI Indicators database](#) (IFRC, March 2020). Provides goal, outcome, and output indicators for Indicators across sectors; sector specific PGI; child protection in emergencies; GBV prevention and response; disability inclusion; and community engagement and accountability.

Sources: A ➤ [Toolkit for Integrating GESI in Design, Monitoring, and Evaluation](#) (World Vision, June 2023). Includes illustrative GESI indicators by program sector (not specific to AA). ➤ [Training Module on Gender Equality and Social Inclusion Responsive Anticipatory Action](#) (ASEAN, April 2023).

¹³⁶ ➤ [Guidance on Coordinated Anticipatory Action in Education](#) (Global Education Cluster, May 2024).

**4.2B ANALYSIS:****IDENTIFYING GAPS IN THE INCLUSION OF AT-RISK GROUPS IN AA INTERVENTIONS – REFLECTION ○ EXERCISE [LT]****PURPOSE**

To raise awareness and promote reflection on the inclusion of at-risk groups in the design, planning, and implementation of AA interventions.

HOW TO USE

Conduct a group exercise with stakeholders and intermediaries using findings from the evaluation of an implemented AA intervention and feedback from diverse at-risk groups. Use the reflection questions to guide discussion on the engagement of different at-risk groups. Brainstorm recommendations for inclusive AA planning and implementation.

REFLECTION QUESTIONS:**1.**

Why is it crucial to include at-risk groups in AA planning and implementation?

2.

What factors may have led to overlooking certain at-risk groups during AA planning and implementation?

3.

Why is it necessary to consider all at-risk groups during AA planning and implementation?

4.

When should at-risk groups be included in AA planning and implementation?

5.

Brainstorm stages of the AA process where inclusion of at-risk groups should occur.

6.

How should at-risk groups be included in AA planning and implementation?

7.

Generate recommendations for adapting the AA planning process to cater to all at-risk groups.

8.

Discuss organisational examples of successful inclusive AAF development and strategies for protecting at-risk groups in everyday work.

9.

Identify synergies in considering different at-risk groups for inclusive AA planning.

Source: Adapted from: Welthungerhilfe resource applied within the [exchange workshop on inclusive AA](#).



4.2C ASSESSMENT:

IMPACT EVALUATION ASSESSMENT QUESTIONS [LT]

PURPOSE

To assess the impact of AA interventions.

HOW TO USE

Customise the following questions to fit the specific AA intervention to utilise a counterfactual approach to assess the overall impact of sectoral/multi-sectoral interventions on crisis-affected communities. Compare observed results with expected outcomes if the intervention has not been implemented.¹³⁷

Employ a mixed methods approach. Combine quantitative and qualitative data collection at both community and individual levels in areas where anticipatory actions were implemented, as well as in selected control communities.

EXAMPLE QUESTIONS:

1.

How effective were the actions undertaken in mitigating the impact and consequences of the hazardous event?

2.

Specifically, how effective were the actions undertaken and modalities in empowering local communities to lead mitigation and preparedness actions?

3.

Which actions were most and least valuable to local communities in safeguarding individuals, property, livelihoods, and mitigating protection risks?

4.

Which additional or alternative actions should be considered for future intervention?

5.

What was the level of engagement of community members, including differences between men, and women, and diverse groups?

6.

What was the level of child participation, and how can child participation be optimised in future anticipatory actions?

¹³⁷ <https://www.betterevaluation.org/frameworks-guides/rainbow-framework/understand-causes/compare-results-counterfactual>.

4.2C ASSESSMENT

7.

Was there equitable empowerment and reach across the community, and what impact did this have? How can inclusivity be improved?

8.

Were different demographic groups (e.g., women, children, persons with disabilities, minorities) impacted differently?

9.

Was the timing of the intervention appropriate? What benefits do short-term anticipatory actions offer compared to longer-term disaster risk reduction measures?

10.

Did the intervention enable community members to adopt different measures to prepare for or manage the emergency?

11.

Was any harm or loss avoided as a result of the intervention?

Source: Adapted from: [Guidance on Anticipatory Action in Education](#) (Save The Children, 2023).



4.2D ASSESSMENT:

ASSESSMENT OF THE INCLUSION OF DIVERSE IDENTITIES IN INITIATIVES [LT]

PURPOSE

To assess AA intervention programming, analysis and assessment, participation and leadership, and safety and protection considering diverse identities.

HOW TO USE

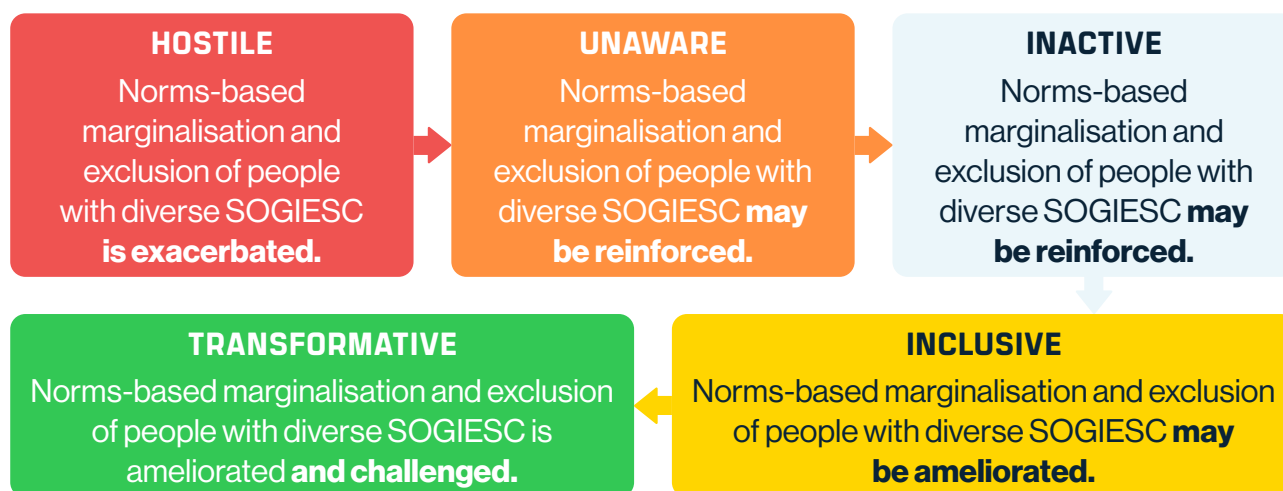
Use this tool, with reference to the source below to assess the inclusion of one group of identities, diverse sexual orientation, gender identity, gender expression and sex characteristics (SOGIESC), against a transformative continuum across four areas.¹³⁸

1. Organisation and program background.
2. Gender analysis and needs assessments.
3. Inclusion, participation and leadership.
4. Safety and protection for marginalised groups.

Additionally, it offers two optional thematic areas:

- Shelter/housing.
- Livelihoods support.

DIVERSE SOGIESC CONTINUUM – PROGRAM FOCUS



NOTE!

Although this tool refers to one group of identities, for diverse SOGIESC inclusion, the tool can be adapted for use to assess the inclusion of other diverse identities considering intersectionality.

Source: [A Toolkit for Integrating GESI in Design, Monitoring, and Evaluation](#) (World Vision, June 2023). Includes illustrative GESI indicators by program sector, however these are not specific to AA.

¹³⁸ [The Only Way Is Up: a tool for evaluating diverse SOGIESC \(aka LGBTQIA+\) inclusion](#) (Edge Effect, 2022).

4.3

LEARNING: SHARING, USE, DISSEMINATION AND ADVOCACY

This section provides guidance and tools for PGI in AA knowledge sharing, dissemination, and advocacy. This includes a checklist for communicating gender equality and social inclusion (GESI) findings, and guidance on facilitating at-risk groups to take on advocacy roles towards PGI-responsive and -transformative AA.



4.3A CHECKLIST:

COMMUNICATION OF PROTECTION, GENDER AND INCLUSION IN ANTICIPATORY ACTION FINDINGS [LT]

PURPOSE

To facilitate the communication of PGI in AA findings and recommendations from fostering informed programming and challenging discriminatory social norms.

HOW TO USE

Utilise the checklist provided, which includes scoring criteria. **Achieving a total score of 13 or more indicates effective reporting of GESI findings**, along with the ability to challenge biases and stereotypes surrounding GESI. Assess the report/knowledge product against the following questions (Yes=1 / No=0).



Use positive images or photos of women and men, persons with disabilities and persons without disabilities and other marginalised groups?



Uses images that encourage stereotypes? For example, are there photos of men looking after children, or only women; are there pictures showing children with a disability in a local school rather than a special school?



Disaggregate achievements by sex, age, disabilities, etc.?



Include a section on GESI that specifically discusses GESI lessons learned?



Integrated GESI throughout the other sections?

4.3A CHECKLIST

- Yes ☐ No ☐ Use neutral language? For example, “human power” instead of “manpower” “humankind” instead of “mankind” or “people with a disability”, instead of “disabled”.
- Yes ☐ No ☐ Describe women and people with a disability as at-risk only, or are their strengths and achievements also reported?
- Yes ☐ No ☐ Report on GESI indicators and outcomes along with other indicators and outcomes?
- Yes ☐ No ☐ Discuss the differences between social categories and the reasons for those differences? Or does it use generic terms such as “farmer”?
- Yes ☐ No ☐ Identify limitations related to the data sampling? For example, if particular groups (women, people with a disability, etc.) were not included in the process and the implications on the results.
- Yes ☐ No ☐ If women and marginalised groups are not equitably represented in the sample of respondents, is this explained in the limitations section of the methodology?
- Yes ☐ No ☐ Quote and consult groups that represent marginalised social groups?
- Yes ☐ No ☐ Quote GESI-responsive literature (e.g., does it quote authors from the Global South?)
- Yes ☐ No ☐ Discuss how the positive impacts of GESI are promoted and how the negative impacts are mitigated or eliminated?
- Yes ☐ No ☐ Comment on the impact of activities on women’s and at-risk groups’ empowerment (self-esteem, capacity for leadership and self-organisation)?
- Yes ☐ No ☐ Report on the proportion of women and men who participate in project activities (as participants, decision-makers or change agents) during the reporting period?

Source: [A Toolkit for Integrating GESI in Design, Monitoring, and Evaluation](#) (World Vision, June 2023).



4.3B GUIDANCE:

LEVERAGING CAPACITIES OF AT-RISK GROUPS IN ANTICIPATORY ACTION ADVOCACY [ID]

PURPOSE

To facilitate at-risk groups to take on advocacy roles towards PGI-responsive and -transformative AA.

HOW TO USE

Apply the good practices and determine appropriate advocacy actions considering available resources and capacities, and opportunities for AA advocacy within your context. Refer to the sources (below) and links to related tools. The good practices should be adapted and applied to inform the process for supporting representatives of other at-risk and marginalised groups to take up leadership roles.

GOOD PRACTICES: EXTENT THE LEVERAGE OF AT-RISK GROUPS THROUGH JOINT ADVOCACY EFFORTS TOWARDS PGI-RESPONSIVE AA.

1.

Build on existing networks and form coalitions between like-minded organisations.

When advocating for policy changes towards disability-inclusive AA, involve existing partners (such as like-minded civil society organisations, organisations of persons with disabilities (OPDs), and international non-governmental organisations) and assess whether other stakeholders may be interested in establishing a coalition. Agree on a common objective prior to launching advocacy efforts.

2.

Persons with disabilities (and other at-risk groups) should directly represent themselves.

Follow the steps described above under 'inclusion' and facilitate persons with disabilities to speak for themselves in advocacy efforts, laying out the greater effectiveness and likely change of perception amongst counterparts.

3.

Plan for the long haul. Plan strategically and beyond the lifespan of most projects. While advocacy can be effective over short time spans on the community level, consider successive projects with an overlapping focus in advocacy, and/or plan projects with a duration of at least three years.

4.

Anticipate and reduce the risk of set-backs.

Always engage a range of counterparts amongst stakeholders rather than just the head of organisations. This will reduce the risk of advocacy outcomes being lost due to staff turnover.

5.

Pursue soft diplomacy and trust-building.

Build trust with counterparts, for instance through informal relations. Learn and understand their viewpoints, backgrounds and interests. Rather than focussing on past mistakes or omissions, focus on shared objectives.

EXAMPLE: ADVOCACY ACTIONS.¹³⁹

Developing an advocacy action plan.
[↗ [GNDR National advocacy toolkit](#)]

Developing alliances to embed successful approaches into practice, and influencing other actors to adopt successful PGI in AA approaches into mechanisms and systems.

Conducting analysis of relevant policies.
[↗ [2.4c Checklist: Disaster preparedness and response law and policy \[LT/ID\]](#)]

Documenting critical gaps disabling PGI-responsive AA, in the form of a 'call to action' paper.

Roundtable events to identify policy recommendations.

Publication of policy briefs to present prioritised gaps and key recommendations.

Tracking policy influence.

Sources: ↗ [Empowerment and participation good practices from South and South-East Asia in disability inclusive disaster risk management](#) (Disability Inclusive Disaster Risk Reduction Network for Asia and Pacific, 2014).

↗ [Locally Led Anticipatory Action Guide & Toolkit](#) (Global Network of Civil Society Organisations for Disaster Reduction, 2024). Includes advocacy tools and guidance, including the development of national advocacy plans and calls to action, and for conducting roundtable events.

¹³⁹ ↗ [Locally Led Anticipatory Action Guide & Toolkit](#) (Global Network of Civil Society Organisations for Disaster Reduction, 2024).

ANNEX 1: GLOSSARY OF FURTHER PROTECTION, GENDER, AND INCLUSION TERMS

ACCESS AND CONTROL OF RESOURCES

A concept emerging from gender analysis methods that considers who has which resources within the household, community, workplace, or society, and who makes decisions over these resources. Access to a resource means that someone can use that resource. Control is the power to decide how a resource is used and who can use it. ([UNPRPD and UN Women, 2021](#)).

Access looks at non-discrimination, physical, economic and informative accessibility.

ACCESSIBILITY

Accessibility refers to an environment, product, or service which is made available to meet the needs of all people, including persons with disabilities – physical, intellectual, visual, auditory or psychological disabilities. Accessibility enables everyone to reach, enter, circulate and make full use of a public and private space of whatever nature or purpose, and to receive, understand, develop, modify, share and disseminate information. Accessibility is a prerequisite for the inclusion of people with disabilities in all aspects of social, economic, cultural, religious and community life, without discrimination of any kind. It is an investment for all the other segments of the population. (Adapted from: [Article 9 of the Convention on the Rights of Persons with Disabilities \(CRPD\)](#)).

AGE

Stage in a life cycle seen as a continuum of biological, behavioural and psychosocial processes. Age is also a social construction, as the perception of age and the representations associated with it vary considerably between societies, within societies, and over time. ([Humanity & Inclusion's Policy on Disability, Gender and Age, 2018](#)).

CHILD PROTECTION

The prevention and response to abuse, neglect, exploitation, and violence against children in times of emergency caused by natural or manmade disasters, conflicts, or other crises. Effective Child Protection builds on existing capacities and strengthens preparedness before a crisis occurs. ([The Alliance for Child Protection in Humanitarian Action, 2019](#)).

DISABILITY

Disability is an evolving concept. Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others. ([↗ Convention on the Rights of Persons with Disabilities](#)). The full inclusion of people with impairments in society can be inhibited by attitudinal and/or societal barriers (such as prejudice or discrimination), physical and/or environmental barriers (such as stairs), and policy and/or systemic barriers, which can create a disabling effect. ([↗ UNPRPD and UN Women](#), 2021).

GENDER

A social and cultural construct, which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women. Gender-based roles and other attributes, therefore, change over time and vary with different cultural contexts. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). This concept is useful in analysing how commonly shared practices legitimise discrepancies between sexes. ([↗ Gender Equality: Glossary of Terms and Concepts](#), UNICEF Regional Office for South Asia, November 2017).

GENDER-BASED VIOLENCE (GBV)

Is violence that is directed against a person on the basis of their sex, gender identity or sexual orientation. Violence against women is any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women and girls in public or private life. This includes all forms of violence including physical, sexual, emotional, cultural/spiritual, financial and others that are experienced on the basis of gender. ([↗ UNPRPD and UN Women](#), 2021).

LGBTQIA+ ¹⁴⁰

A commonly used acronym within the Global North meaning Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, with the + covering other non-heterosexual or non-cisgender people. ([↗ GRRIPP Programme](#), 2023).

OLDER PEOPLE

Participation refers to the full, equal and meaningful involvement of all members of the community in decision-making processes and activities that affect their lives. The level of participation that different people will engage in will depend upon their access, how rewarding they find the experience and whether they gain something from the process. In many societies, traditions continue to exclude women, girls, boys, persons with disabilities and marginalised groups from decisions and activities in disaster response and recovery. ([↗ Minimum Standards for Protection Gender and Inclusion IFRC](#), 2018).

¹⁴⁰ The phrase "diverse SOGIESC" may be preferred in some contexts over LGBTQIA+ because it does not contain narrow identity terms that are perceived as Western, and it is inclusive of individuals who do not identify with specific terms. ([↗ International Migration Law Information Note](#), May 2021)

SAFEGUARDING

Safeguarding refers to the measures organisations take to keep people safe from sexual exploitation and abuse and sexual harassment (SEAH), and other forms of harm. It addresses harm that may be caused by a staff member or associate, or the organisation's operations or programmes.

Note: Safeguarding is different to the protection that organisations offer to communities through protection programming, although they complement one another.

([➔ https://safeguardingsupporthub.org/journey/safeguardingseah-definitions](https://safeguardingsupporthub.org/journey/safeguardingseah-definitions)).

SEX

Refers to the biological and physiological reality of being males or females. ([➔ Gender Equality: Glossary of Terms and Concepts](#), UNICEF Regional Office for South Asia November 2017).

SEXUAL EXPLOITATION AND ABUSE

Sexual exploitation means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Sexual abuse means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. ([➔ https://pseataforce.org/en/overview.html](https://pseataforce.org/en/overview.html)).

ANNEX 2: KEY RESOURCES

Protection, gender and inclusion resources:

- [A Toolkit for Integrating GESI in Design, Monitoring, and Evaluation](#) (World Vision, June 2023). This toolkit is designed to provide guidance and tools to support staff in integrating Gender Equality and Social Inclusion (GESI) perspectives in all stages of project design, monitoring and evaluation.
- [Anticipatory Action: A Child-Centered Guide](#) (Save The Children, April 2024). This AA Guide is designed to provide practical guidance on how to plan, design, and implement AA activities while promoting local leadership and supporting children's right to participation in decisions that affect their lives.
- [Child-Centred Multi-Risk Assessments: A field guide and toolkit](#) (Plan International, July 2018). This field guide provides tools which can be used for either: a comprehensive multi-risk assessment or baseline measurement; specific tools for thematic or multi-sectoral interventions; or for community-led assessment of risk, vulnerabilities, impacts and capacities which can form the basis of child- or community-led action planning.
- [Empowerment and participation good practices from South and South-East Asia in disability inclusive disaster risk management](#) (Disability Inclusive Disaster Risk Reduction Network for Asia and Pacific, 2014). This paper illustrates recommendations towards greater participation of persons with disabilities. It also gives guidelines as to how the participation of people with disabilities in disaster risk management can be facilitated. It provides good practices, highlighting the involvement of individual persons as well as groups, and the lessons learned from the practice and key recommendations.
- [Guidance on Coordinated Anticipatory Action in Education](#) (Global Education Cluster, May 2024). This guidance defines the Global Education Cluster's (GEC) approach to Anticipatory Action. Understanding how education clusters can coordinate inter-agency efforts on Anticipatory Action in education will enhance sector preparedness, support the provision of rapid and quality education in emergencies, strengthen education advocacy work and contribute to nexus programming.
- [Inclusive Early Warning Early Action Checklist and Implementation Guide](#) (UNDRR, 2023). This checklist and implementation guide aims to ensure that the key elements of EWS (governance; disaster risk knowledge; detection, monitoring, analysis, and forecasting; dissemination and communication; and preparedness to respond) are gender-responsive and disability-inclusive. It provides support and direction for systematically integrating and monitoring gender and disability inclusivity across all actions related to warnings. The checklist can be adapted or contextualised as needed.
- [Intersectionality Resource Guide and Toolkit – An Intersectional Approach to Leave No One Behind](#) (UNPRPD and UN Women, 2021). This guide provides conceptual clarity and a practical framework and tools for reducing compounded and intersecting inequalities faced by people experiencing diverse and compounded forms of discrimination. It contributes to an understanding of intersectionality that bridges the gap between theory and practice.

- [Issue Brief, Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies](#) (IFRC, Climate Center and Child Protection AoR, 2021). This issue brief addresses the opportunities to support the mainstreaming of child protection into anticipatory humanitarian action. It includes recommendations to stakeholders on how anticipatory humanitarian action can reduce risks to violence, abuse, neglect and exploitation against children.
- [Minimum Standards for Protection Gender and Inclusion](#) (IFRC, 2018). These standards are used by all Red Cross and Red Crescent staff and volunteers and are a key reference for partners and other stakeholders interested in the IFRC's approach to Protection, Gender and Inclusion (PGI) issues.
- [PGI in Emergencies Toolkit](#) (IFRC, 2020). This toolkit provides guidance to plan, implement, and monitor PGI standards. It is a compendium of tools, which can be drawn on and adapted when required. The toolkit is organised in four chapters: Overview; Planning and assessment; Implementation; and Monitoring, evaluation and reporting.
- [Research Query: GBV and Anticipatory Action Approaches](#) (GBV AoR, 2021). This paper provides a brief overview of what an anticipatory action approach is. It describes the systems, processes and timelines that align with the approach, including the different lead times for undertaking anticipatory actions depending on the specific type of emergency event, or hazard, and how these link to operational planning processes, including the design of gender-based violence (GBV) activities to be implemented as part of AA.
- [The Missing Voices Approach Manual](#) (Practical Action, October 2023). This manual provides guidance on how to capture first-person perspectives of marginalised people to inform impact-based forecasting. The Missing Voices GESI-EWS scoping framework is available on request (contact: enquiries@practicalaction.org.uk).
- [Tip Sheet: Ensuring Attention to GBV in Anticipatory Action](#) (GBV AoR, April 2024). This tip sheet serves as a primer on anticipatory action for GBV actors and those supporting GBV risk mitigation interventions.
- [Training Module on Gender Equality and Social Inclusion Responsive Anticipatory Action](#) (ASEAN, April 2023). The training module on gender equality and social inclusion (GESI) -responsive anticipatory action aims to strengthen the capacity of Association of Southeast Asian Nations (ASEAN) member states in ensuring equal and inclusive participation. It aims to benefit the most at-risk groups within the three building blocks of the anticipatory action system in the ASEAN framework on anticipatory action in disaster management.

Other key resources:

- [Locally Led Anticipatory Action Guide & Toolkit](#) (Global Network of Civil Society Organisations for Disaster Reduction, 2024). This resource outlines an overall process and three main approaches applied in locally led anticipatory action: (i) Community-led early action; (ii) locally led early action by local actors; and (iii) enhanced participatory contingency planning and forecast-based action planning. It also includes advocacy resources to support driving the process of scaling up locally led anticipatory action.
- [Red Cross Red Crescent Forecast-based Financing \(FbF\) Practitioners Manual](#). A step-by-step approach for forecast-based financing implementation.
- [Welthungerhilfe Forecast-based Action Manual: Early action identification and Early Action Protocol development – step-by-step guidance](#) (Welthungerhilfe, August 2022). This document evaluates the different steps to take to identify early actions [anticipatory actions] and develop an anticipatory action framework.¹⁴¹ It answers the questions on who is involved, the level of implementation and methods to use.

¹⁴¹ Referred to as an AAF in this resource.

ANNEX 3: FURTHER READING

These resources provide further insight, guidance and tools on PGI in AA for each of the Components presented in this guide and toolkit.

COMPONENT 0: PARTNERSHIPS AND COORDINATION

- [Including Adolescent Girls with Disabilities in Humanitarian Programs: Principles and Guidelines](#) (Women's Refugee Commission, September 2015). Includes principles for inclusive adolescent girls' programming in humanitarian settings, and guidelines for humanitarian actors for inclusive adolescent girls' programming.
- [Including Everyone in Anticipatory Action: The Critical Role of Collecting and using Disaggregated Data, The Issue Anticipatory Action: Shaping the Future of Humanitarian Response](#) (Voice, June 2024).
- [Inclusive Early Warning Early Action Checklist and Implementation Guide](#) (UNDRR, 2023). Checklist for gender-responsive and disability-inclusive governance.
- [Out of the Margins: An intersectional analysis of disability and diverse sexual orientation, gender identity, expression & sex characteristics in humanitarian and development contexts](#) (CBM Australia / Edge Effect / Nossal Institute 2020, May 2020). Highlights potential enablers that can be built upon to progress the inclusion of people with disabilities and diverse sexual orientation, gender identity, gender expression and sex characteristics (SOGIESC) within humanitarian and development contexts.

COMPONENT 1: RISK INFORMATION AND FORECASTING SYSTEMS

- [Citizens as hazard forecasters: how citizen science can strengthen anticipatory action.](#)
- [Designing Inclusive, Accessible Early Warning Systems: Good Practices and Entry Points](#) (World Bank, May 2023). This report highlights critical lessons and exemplary practices drawn from specific instances, alongside recommendations and avenues for rectifying deficiencies in inclusive and accessible EWS.
- [How to ask the Washington Group Questions – Do and Don'ts.](#)
- [Planning checklist – Using the Washington Group Questions in Humanitarian Action.](#)

COMPONENT 2: PLANNING, OPERATIONS AND DELIVERY

- [Cash And Voucher Assistance for Protection: Taking Stock of Cash and Voucher Assistance to Achieve Protection Outcomes in the Protection Sector in Humanitarian Settings](#) (A Global Protection Cluster Task Team on Cash for Protection Paper, March 2024).
- [Community Early Warning Systems \(CEWS\) Training Toolkit – Field Guide](#) (IFRC, 2020).
- [Community Early Warning Systems: Guiding Principles](#) (IFRC, 2012).
- [Conflict Sensitivity Toolkit: A Resource for Trócaire Staff](#) (2011). Provides guidance on conflict-sensitive context analysis; pointers and questions to ensure baselines capture conflict dynamics; and a tool for elaborating conflict indicators: The Peace and Conflict Impact Assessment (PCIA) Tool.
- [Disability Inclusive Cash Assistance: Learnings from practice in Humanitarian Response](#) (CBM, 2021). Presents insights and learning on how CVA can be made more inclusive to ensure equitable outcomes for persons with disabilities and other at-risk groups.
- [Do No Harm: A Brief Introduction From CDA](#). Includes six lessons of Do No Harm.
- [Forecast-based Financing Practitioners Manual: Step 5: Develop Theories of Change](#) (IFRC).
- [Frequently Asked Questions: Gender Transformative Change in Emergencies](#) (Plan International, July 2022).
- [Gender Sensitive Cash and Voucher Assistance](#) (CARE International, November 2020). Supports the application of gender-responsive CVA throughout the project cycle and at the response level.
- [Guidance Note Menstrual Hygiene Management Kit and Cash and Voucher Assistance Programming](#) (Plan International, May 2020).
- [Key Principles and Recommendations for Inclusive Cash and Voucher Assistance](#) (UNHCR, n.d.).
- [Moving Towards Children as Partners in Child Protection in COVID-19 Guide: From Participation to Partnerships](#) (CPC Learning Network, September 2020). Provides guidance and tools to foster more meaningful child participation, including quick tips and tools on ethics and safeguarding.
- [Practitioners' handbook for establishing community based early warning systems: Technical Guidelines](#) (Practical Action and WFP, 2020). This Practitioner's Handbook on Community Based Early Warning System puts together the early warning learning experiences from the field and communities in Nepal for wider uses for establishment of community based EWS in flood prone areas of Nepal.
- [Red Cross Red Crescent Forecast-based Financing \(FbF\) Practitioners Manual](#). A step-by-step approach for forecast-based financing implementation.
- [Warnings Briefing Note: Community-based early warning systems \(CBEWS\)](#) (UCL Warning Research Centre, 2023).

COMPONENT 3: FINANCING AND RESOURCE MANAGEMENT

- [Report: Gender inclusive disaster risk financing](#) (Start Network, 2021).
- [The Potential for Anticipatory Action and Disaster Risk Financing Report](#) (Start Network and ODI, October 2022).

COMPONENT 4: MONITORING, EVALUATION AND LEARNING

- [A Toolkit for Integrating GESI in Design, Monitoring, and Evaluation](#) (World Vision, June 2023). Designed to support staff in integrating GESI perspectives throughout project cycles, this toolkit includes resources such as a GESI Monitoring Plan checklist, GESI evaluation questions, and guidance on data collection, analysis, and descriptive analysis from a GESI perspective.
- [Designing Inclusive, Accessible Early Warning Systems: Good Practices and Entry Points](#) (World Bank, May 2023). This report provides indicators for monitoring progress on inclusion for each of the four EWS pillars.
- [Monitoring and evaluation of anticipatory actions for fast and slow-onset hazards: Guidance and tools for Forecast-based Financing](#) (WFP, October 2021). For practical guidance and examples for monitoring and evaluating AA for slow- and rapid-onset hazards. It addresses the overarching question of whether AA effectively reduces or mitigates impacts on affected populations, reaching them effectively and promptly.
- [PGI in Emergencies Toolkit](#) (IFRC, 2020). This toolkit provides guidance on planning, implementing, and monitoring PGI standards. It offers a range of adaptable tools to aid in these processes, including a dedicated chapter on monitoring, evaluation, and reporting.

ANNEX 4: GUIDE AND TOOLKIT PILOTING FEEDBACK FORM

PURPOSE

To capture feedback from piloting the protection, gender and inclusion (PGI) in anticipatory action guide and toolkit.

HOW TO USE

This form should be completed by staff and stakeholders involved during the pilot initiative. Reflect on your experience using the following questions and use this form to capture your feedback. Identify recommendations that could be valuable to strengthen the guide and toolkit and inform its next iteration.

- What is working/has gone well or better than expected? Why?
- What is not working/has not gone so well or not as expected? Why?
- What could be improved, added, changed in the next PGI in AA Guide and Toolkit version?

Please send the completed form to email: anticipatory.action@plan-uk.org.

FORM

Piloting organisation/agency

Timeframe of the pilot initiative

Type of AA initiative (including brief details on the context)

Which stakeholders, including representatives of at-risk groups, were engaged in the pilot?

GUIDE AND TOOLKIT STRUCTURE

Is the guide and toolkit accessible and easy to navigate?

Yes No

☐ ☐

Is the structure of the guide and toolkit – including the Chapters, Components and Elements – appropriate?

Yes No

☐ ☐

Is the guide and toolkit able to balance user-friendliness with the right depth of content?

Yes No

☐ ☐

Do the Overview and concise Summary versions of the guide and toolkit include the right content?

Yes No

☐ ☐

Any other feedback**PRE-PILOT PHASE**

Did you allow for any preparation/training/ allocation of resources ahead of the pilot?

Yes ☐ No ☐

Was that enough?

Yes ☐ No ☐

If not, why?

Any other feedback

PILOT PHASE

How did you use the guide and toolkit? (e.g., applying selected tools, reviewing entire components)

Do you have any feedback related to applying specific Components or Elements?

Do you have any feedback related to the tools?

What is the likelihood that you will use the guide and toolkit again?

- ☐ Extremely likely
- ☐ Moderately likely
- ☐ Slightly likely
- ☐ Unlikely
- ☐ Not sure

NEXT ITERATION

Would any complementary resource(s) be useful in further piloting and application of the guide and toolkit?

List any useful resource(s) that you think should be included in the next iteration

Any further comments?

Plan International is an independent development and humanitarian INGO with over 80 years of experience in working to advance children's rights around the world focusing specifically on promoting girls' rights and gender equality. Plan International UK is one of 20 national organisations which support programmes in over 50 low- and middle-income countries in Africa, Asia and the Americas.

The **International Federation of Red Cross and Red Crescent Societies (IFRC)** is the world's largest volunteer-based humanitarian network. With 191-member National Red Cross and Red Crescent Societies worldwide, it is in every community reaching 160.7 million people annually through long-term services and development programmes, as well as 110 million people through disaster response and early recovery programmes. IFRC acts before, during and after disasters and health emergencies to meet the needs and improve the lives of vulnerable people. This is done with impartiality as to nationality, ethnicity, gender, religious beliefs, class and political opinions.

Handicap International – Humanity Inclusion (HI) is an independent and impartial aid organization working in around sixty countries in situations of poverty and exclusion, conflict and disaster. Since 1982, the organization has been working alongside persons with disabilities and vulnerable populations, acting and bearing witness to respond to their essential needs, improve their living conditions and promote respect for their dignity and fundamental rights.

Practical Action is an international development group, building sustainable lives and livelihoods with people on the frontlines of poverty and climate change. Its vision is for a world that works better for everyone. Practical Action believes where there's action, there's hope. Together with communities and global partners, Practical Action is developing unexpected, real-world solutions to create sustainable lives and livelihoods on the frontlines of poverty and climate change. Turning surviving into thriving. Overcoming injustice, especially for women and vulnerable groups. Practical Action believes societies and economies can work for the benefit of all. That all can live within the planet's means. That innovation and cooperation can conquer any challenge.

UNICEF works to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. UNICEF works in over 190 countries and territories to save children's lives, to defend their rights, and to help them fulfil their potential, from early childhood through adolescence.

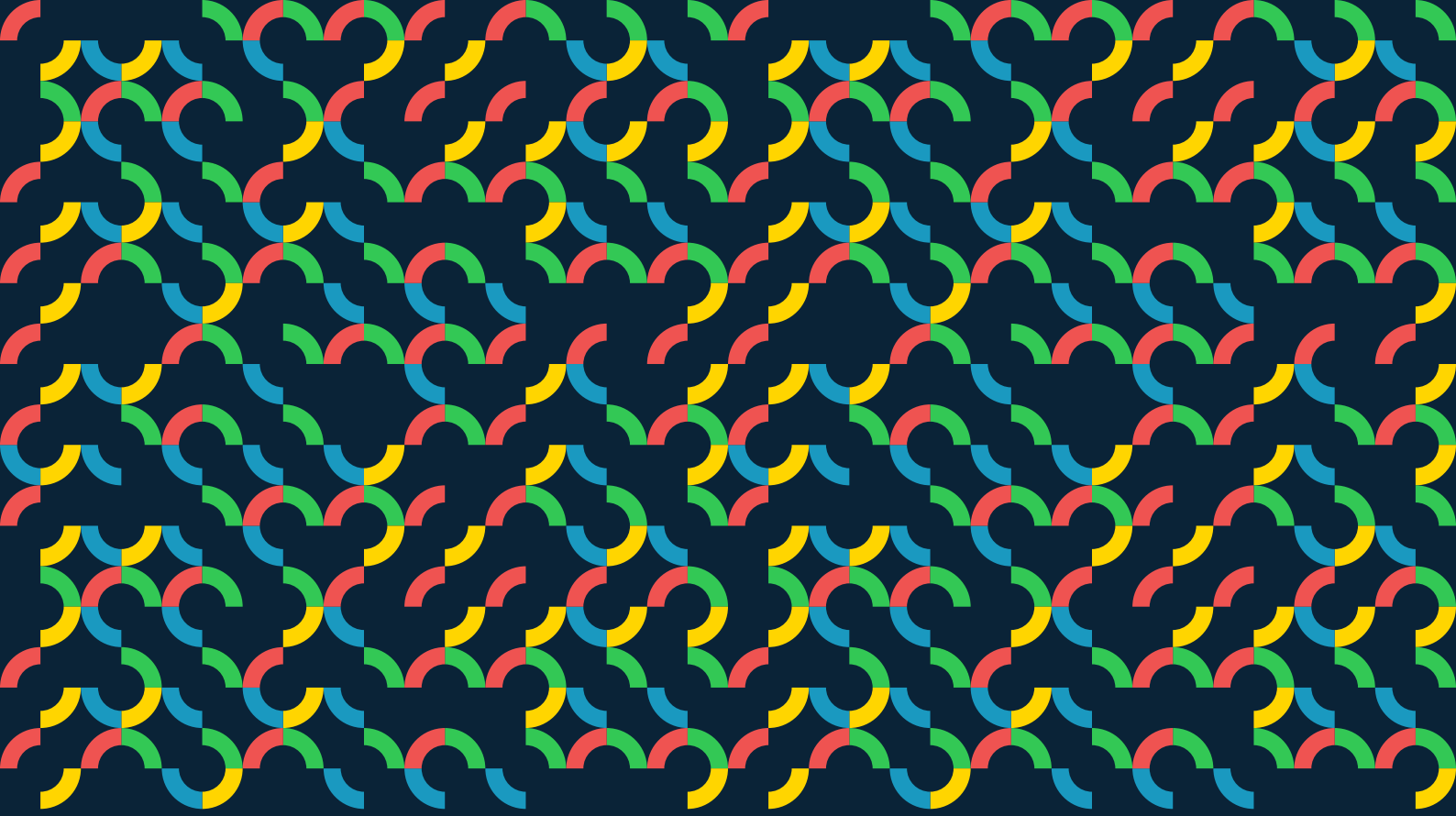
UNFPA is the United Nations sexual and reproductive health agency. UNFPA's mission is to deliver a world where every pregnancy is wanted, every childbirth is safe and every young person's potential is fulfilled. The agency promotes gender equality and empower women, girls and young people to take control of their bodies and their futures. UNFPA works with partners in more than 150 countries to provide access to a wide range of sexual and reproductive health services. The agency's goal is ending unmet need for family planning, preventable maternal death, and gender-based violence and harmful practices including child marriage and female genital mutilation by 2030.

The Warning Research Centre (WRC) at UCL is a unique academic centre bringing together global expertise to explore the role of warnings in managing vulnerabilities, hazards, risks, and disasters for all natural and human-made hazards and threats. Established in 2020, the WRC integrates warning expertise at UCL with international universities and institutions to work with businesses, government, and intergovernmental organisations to address the growing need for effective warning and alert systems via cutting-edge research, policy guidance, applications, and collaborative expertise.

Start Network is a UK Charity & Company limited by guarantee, operating as a global networked organisation with more than 100 member organisations across five continents, ranging from large international humanitarian agencies to national NGOs. Our mission is to create a new era of humanitarian action through locally led action, early and rapid financing, and by driving a culture of innovation and learning. We work with and empower people on the frontlines to provide effective and locally led responses when and before crises strike.

Education Cannot Wait was set up in 2016 and is the Global Fund for Education in Emergencies and Protracted Crises. ECW works to generate greater shared political, operational and financial commitment to meet the educational needs of millions of children and adolescents affected by crises, with a focus on more agile, connected and faster response that spans the humanitarian-development continuum to lay the ground for sustainable education systems.

The **Anticipation Hub** is a platform to facilitate knowledge exchange, learning, guidance, and advocacy around anticipatory action both virtually and in-person. The Anticipation Hub is a joint initiative between the German Red Cross (GRC), the International Federation of Red Cross and Red Crescent Societies (IFRC) and the Red Cross Red Crescent Climate Centre (Climate Centre). The Anticipation Hub brings together partners across the Red Cross Red Crescent Movement, universities, research institutes, (i)NGOs, UN agencies, governments, donors, and network initiatives. The German Federal Foreign Office (GFFO) is the primary and founding funder of the Anticipation Hub.



Plan International UK

Finsgate, 5-7 Cranwood Street London, EC1V 9LHUK
United Kingdom

Tel: +44 (0) 300 777 9777

To learn more about our actions for children, visit:
www.plan-uk.org/