DNH

Understanding **"Do No Harm"** concept

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HORIZONT3000

HORIZONT3000 Partners Training

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Bishoftu

Nightingale's risk

- Florence Nightingale worked in British military hospitals in the Crimean war of 1855 – 56.

- She was strongly opposed to the founding of the Red Cross on the grounds that it would simply "ender war more easy".

- Hugo Slim (2001) call this **"Nightingale's risk"** – the risk that humanitarian action is co-opted and actually assists a warring party or promotes war.

Nightingale's risk

- Nightingale's risk hinted at the danger that aid can do more harm than good and might actually promote or prolong war.

- This in turn, led to the concept of **do no harm** and the realisation that the first consideration must be that aid does not make matters wores!

Introduction to - DNH

Definition-DNH:

- **"Do no harm"** is to avoid exposing people to additional risks through our action.

OR

- **"Do no harm"** means taking a step back from an intervention to look at the broader context and mitigate potential negative effects on the social fabrik, the economy and environment.

Introduction to - DNH

- **Do No Harm** is a leading tool for the application of conflict sensitivity.

- Conflict sensitivty recongnizes that aid, whether development, peacebuilding or humanitarian assistance has the potential to support either conflict or peace.

- Practicing conflict sensitivty enables an organization to:

    Understand the context in which it is operating,

    Understand the interaction between the intervention   and the context, and

    Act upon that understanding in order to avoid   negative impacts and maximize postive impacts on the   conflict.

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Introduction to - DNH

- Applying Do No Harm helps organizations to become more effective, accountable and efficient.

- DNH supports **effectivness** by encouraging organizations to tailor their interventions to specifc contexts in which they are implemented.

- DNH supports **accountability** by requireing that an organization respond to any unintended negative impacts created by the intervention, and by encouraging local voices and priorities in programming.
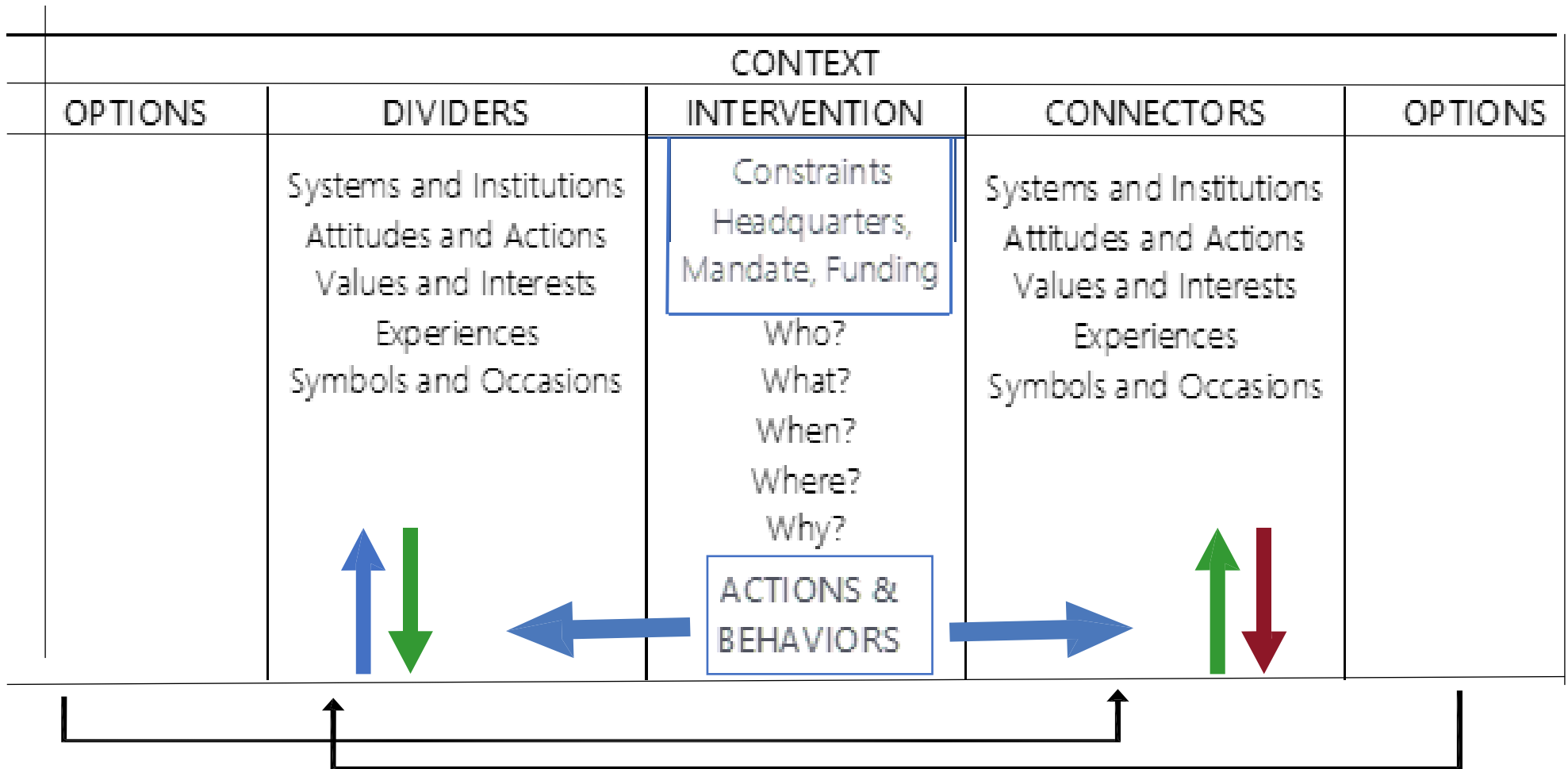
Introduction to - DNH

- DNH supports **efficiency** by helping implementers to foresee and prevent unintended negative impacts, so that plans can be implemented more smoothly, and with more support from local communities.

- DNH recognizes that there are always **options** for adapting a program to improve its impact on conflict.

Humanitarian Principles

- **Impartiality:** To revlieve suffering, priority is given to the most urgent cases. There can be no discrimination on the basis of nationality, race, religion, class or politics.

- **Neutrality:** Agencies may not take sides in hostilities or engage at any time in controversies of a political, racial or ideological nature.

- **Independence:** Agencies must remain independent of governement.

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Do No Harm Framework for Analyzing the Impact of Aid

		CONTEXT		
OPTIONS	DIVIDERS	INTERVENTION	CONNECTORS	OPTIONS
	Systems and Institutions Attitudes and Actions Values and Interests Experiences Symbols and Occasions	Constraints Headquarters, Mandate, Funding Who? What? When? Where? Why? ACTIONS & BEHAVIORS	Systems and Institutions Attitudes and Actions Values and Interests Experiences Symbols and Occasions	

Source: CDA-International Alert et al. (2004)

GENDER SENSITIVITY INTO THE PRACTICE OF DO NO HARM (DNH)

What is gender sensitivity Do No Harm?

❑ A gender lens in the process of Do No Harm analysis to avoid exposing gendered disproportionate negative impact of the project or program.

❑ It is consideration of the different context and need of women/men/girls/boys in the Do No Harm principles.

Why Gender in Do No Harm principles and practices?

❑Gender sensitive Do No Harm (DNH) helps program workers:

✓to identify and prevent potential gendered impacts of the program, in particular how decisions and actions can affect the targets disproportionately.

✓ Ensure effectiveness in gender responsive services

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How to mainstream gender in Do No Harm practices?

❑Gender-sensitivity in Do No Harm **requires an in-depth understanding of gender dynamics**.

❑It is recommend integrating the perspectives of women, men, and minorities into the analysis,

❑Seek balance in representation and voice.

❑Find contextual strategies to include hard-to-reach people, who often have unique and important perspectives.

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Gender in the Do No Harm Principle and practices-Action Framework

GENDER SENSITIVE DO NO HARM

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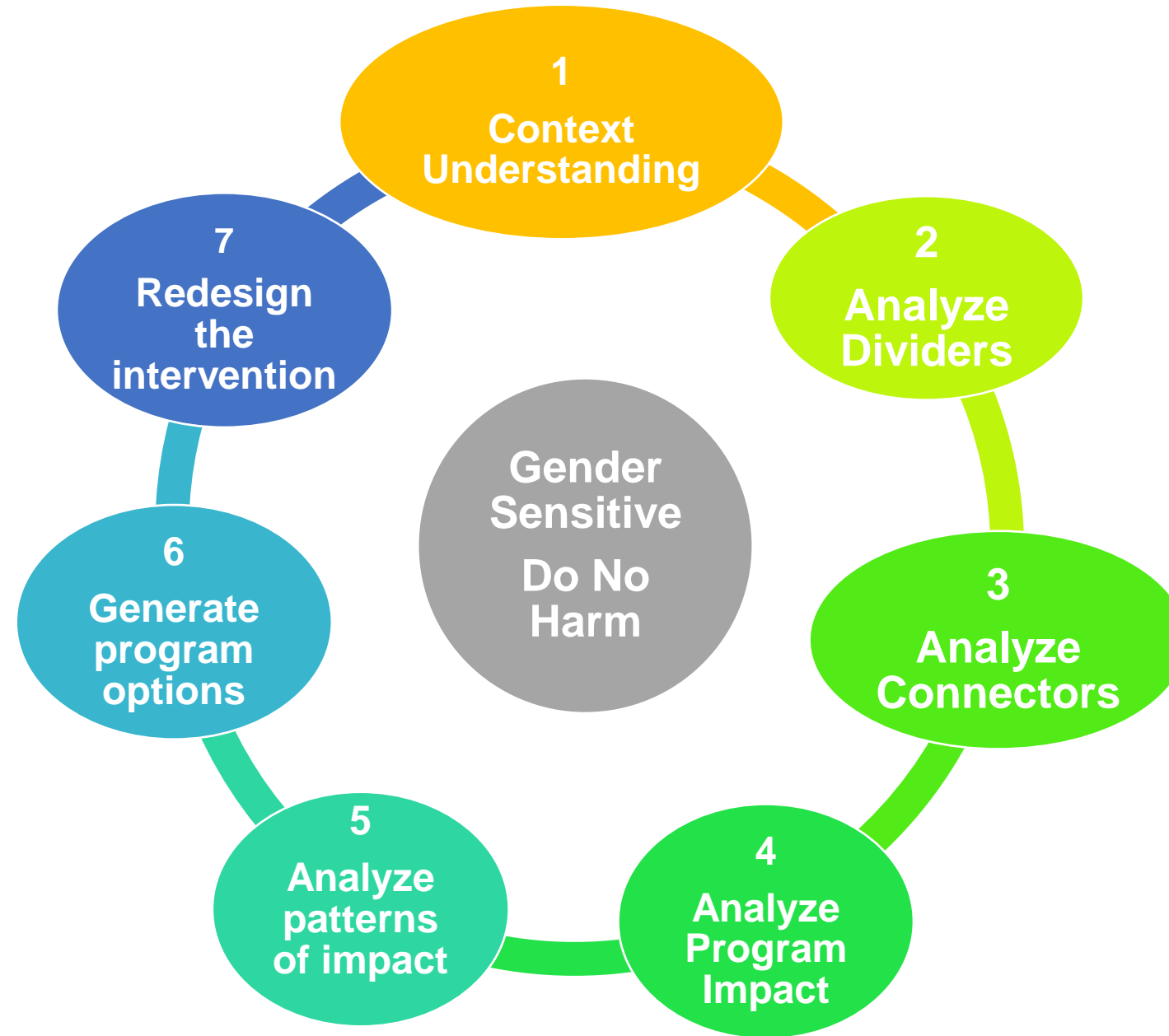
Step-1 Understanding the contexts

❑ Undertake a context analysis and understand the different interests and identities that contend in the groups. *(socio-economic, cultural and political, contexts, conflict situations)*

❑ Integrate gender perspectives in the context analysis. What is the gender equality contexts? What are the key gender gap and barriers?

Step-2 Analyze dividers and sources of tension

❑ Identify and analyze what **divides** the groups that could pose tensions. How this differently affect women/men/boys/girls.

❑ Dividers are those sources of tension, mistrust, or suspicion in a community. They are the factors that pull people apart and prevent reconciliation or peace

❑ Divides may arise from many sources including economic relations, geography, demography, politics , religion, Ethnicity, health, social etc.

❑ Understanding what divides people is critical to understanding, subsequently, how our project and programmes interact and impact.

Step-3 Analyze connectors and local capacities for social cohesion (LCC)

❑ Analysis of how groups of people, although divided, may also remain connected

❑ Usually in every society in conflict, people who are divided by some things also remain connected by others.

❑ Examples include places of prayer, markets, infrastructure, public services,, historical events, holidays, shared attitudes, formal and informal associations, elders, etc

Step-4 Analyze program

Involves a thorough review of all aspects of the project/program delivery includes

❑Where and why is the assistance being offered? *Is gender considered, timing and places?*

❑Are there clear and transparent selection criteria?-*women specific needs considered?*

❑How and by whom have the criteria been applied? –*partication of women and girls?*

❑Who are the field staff?- *is disaggregated by sex?*

❑What diversity groups are being considered NOT being considered and why?

Step-4 Analyze program…

❑Who are the intended recipients of assistance and by what criteria are they included? *Are gender-sensitivity principles included? If not, why not?*

❑Who are NOT the intended recipients and why not?

❑Will one or more groups benefit more than others and if so why?

❑What is being provided? Who decides how much assistance delivered, warehoused, distributed? *How is gender-sensitivity being included?*

❑Is there an information and complaints system responsive to gender?

Step-5 Analyze the program's impact on the context - ACTIONS AND BEHAVIOURS

It is important to investigate whether the actions outlined in Step 4 may contribute to local dividers or connectors

Two questions

1. How do the program's Actions and staff Behaviors' impact on dividers and sources of tension?

   Example : Beneficiaries are selected by a potentially biased person/agency, causing frustration with those beneficiaries within the group not receiving assistance

2. How do the program's Actions and staff Behaviors' impact on connectors and social cohesion capacities?

   Example : There are clear and transparent program criteria, so all groups understand who is receiving aid and why.

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Step-6 Generate program options

❑Finally, if our analysis of step 1-5 shows that our project or program exacerbates intergroup DIVIDERS, then we must think about how to provide the same programme in a way that eliminates its negative, conflict-worsening impacts.

❑We should then conduct a risk analysis and mitigation options

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Take-Away of Day One

❑ What was the most important issues that inspired and gave you lesson to improve Do No Harm in your project?

❑ What are the potential opportunities to roll out Do No Harm?

❑ What potential challenges you anticipate to roll out Do No Harm?

Guidance Checklist for **Do No Harm** analysis

Working session on Do No Harm integration in the project

GENDER EQUALITY MARKER

0. 1. 2

Gender Focus in HORIZONT3000 and ADA Framework

Gender Equality Policy:

Guiding Principles for Programmes and Projects

❑ **Do no harm and safeguarding**: Preventing any negative impact of our work, constantly monitoring and reviewing our practice. Ensuring and supporting partners that projects and programmes do not lead to impacts that are not desired or acceptable

Operational Commitments

Support to Gender and Do no Harm Mainstreaming in Partner Organizations

❑ HORIZONT3000 commits to support partner organizations to become at least gender aware, to strive towards gender responsiveness, and to engage with organizations showcasing transformative approaches towards gender equality to further strengthen their expertise as well as to facilitate their experience sharing and learning with others.

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Gender Focus …

ADA Framework :

Impact:

The expected impact of this programme is to *Contribute to SDG 5 Gender Equality in HORIZONT3000 partner countries*

Outcome:

- The expected outcome of this programme is to **Advance Gender Equality within the sectors RD-NRM and HR-CS in 10 HORIZONT3000 partner countries**

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Gender Focus …

Indicators:

OC-I1 # of women that systematically and activiely participate in decision-making at community, local, regional, national institutions and for a

OC-I2 % of beneficiaries (m/f) with attitudes supportive of gender equality

OC-I3 # of women who have increased their income by at least X% through assistance provided

OC-I4# of Pos who progress along a pre- defined gender continuum scale towards individually set objectives

OC-I5 # of Pos who progress along a pre- defined environmental continuum scale towards individually set objectives

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Gender Equality Marker?

- A tool that helps to assess the gender and Do No Harm mainstreaming in policy, program and strategies.
- It helps to label our gender equality consideration

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Gender Labeling

GENDER BIASED	GENDER BLIND /NEUTRAL	GENDER SENSITIVE	GENDER RESPONSIVE	GENDER TRANSFORMATIVE

Gender Equality Marker?

1. OECD-DAC Gender Equality Policy Marker

SCORE-0	SCORE-1	SCORE-2
	• **"Significant"**	• **"Principal"**
• Gender equality not targeted in the project/program has been screened against the marker but has not been found to target gender equality	• Gender equality is an important and deliberate objective, but not the principal reason for undertaking the project/program	• Gender equality is the main objective of the project/program and is fundamental in its design and expected result. The program/project would not have been undertaken without this gender equality objective

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Gender Equality Marker?

❑ SCOE 2 – "principal" is not by definition better than a SCORE -1.

❑ SCORE-1 **Gender mainstreaming –**Responsive

❑ SCORE- 2 Dedicated /**Stand Alone** gender equality intervention-

Transformative

❑ **Twin-track approach** have both SCORE-1 and SCORE-2

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Criteria Recommended

SCORE-1

❑The gender equality objective must be explicit in the project/program documentation and cannot be implicit or assumed.

❑In addition to other objectives, designed to have a positive impact on advancing gender equality and/or empowerments of women and girls, recuing gender discrimination or inequalities, meeting gender specific needs.

❑Must fully meet the five minimum criteria

The minimum criteria…

No	CRITERIA SCORE-1	YES/No
1	A gender analysis of the project /program has been conducted	
2	Findings from this gender analysis have informed the design of the project/program and the intervention adopted a "do no harm" approach	
3	Presences of at least one explicit gender equality objective backed by at least one gender-specific indicators (or a firm commitment to do this if the results framework has not been elaborated at the time of marking the project)	
4	Data and indicators are disaggregated by sex where applicable	
5	Commitments to monitor and report on the gender equality results achieved by the project in the evaluation phases.	

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Criteria Recommended

SCORE-2

❑ The gender equality is the main objective of the project/program and is fundamental in its design and expected results. The project/program would not have been undertaken with out this gender equality objective

❑ The project/program is designed with the principal intention of advancing gender equality and/or the empowerment of women and girls, reducing discrimination or inequalities , or meeting gender specific need.

❑ Must fully meet the six minimum criteria

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The minimum criteria…

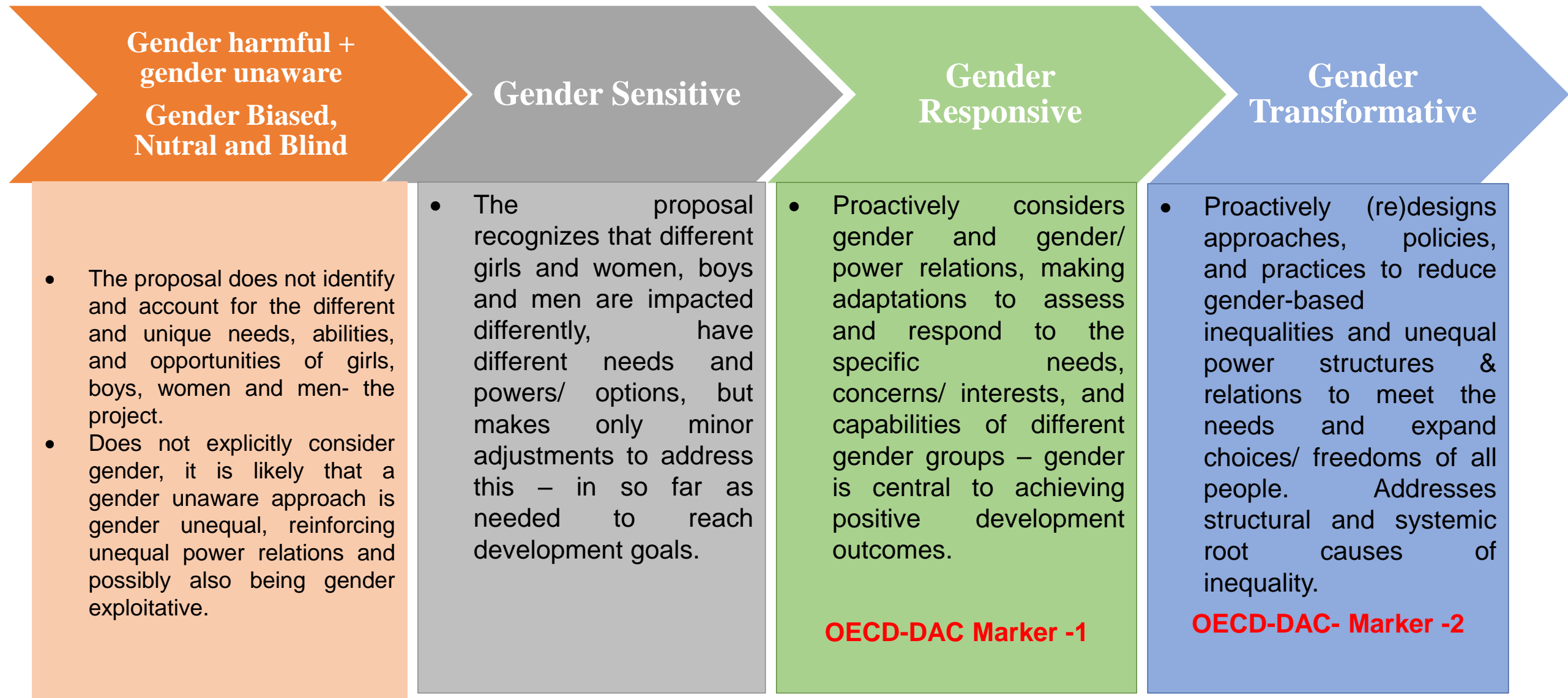| No	CRITERIA –SCORE 2	YES/No
1	A gender analysis of the project/program has been conducted	
2	Findings from this gender analysis have informed the design of the project/program and the intervention adopts a "do no harm" approach	
3	The top-level; ambition of the project/program is to advance gender equality and or women's empowerment	
4	The result framework measures progress towards the project/program's gender equality objectives through gender-specific indicators to track outcomes/impact	
5	Data and indicators are disaggregated by sex where applicable	
6	Commitment to monitor and report on the gender equality results achieved by the project in the evaluation phase	

Project Review of GEM Score
Self-Review
Peer-Review
Expert- Review

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Gender Mainstreaming in the PCM

GENDER Equality Marker

Gender harmful + gender unaware / Gender Biased, Nutral and Blind	Gender Sensitive	Gender Responsive	Gender Transformative
• The proposal does not identify and account for the different and unique needs, abilities, and opportunities of girls, boys, women and men- the project. • Does not explicitly consider gender, it is likely that a gender unaware approach is gender unequal, reinforcing unequal power relations and possibly also being gender exploitative.	• The proposal recognizes that different girls and women, boys and men are impacted differently, have different needs and powers/ options, but makes only minor adjustments to address this – in so far as needed to reach development goals.	• Proactively considers gender and gender/ power relations, making adaptations to assess and respond to the specific needs, concerns/ interests, and capabilities of different gender groups – gender is central to achieving positive development outcomes. **OECD-DAC Marker -1**	• Proactively (re)designs approaches, policies, and practices to reduce gender-based inequalities and unequal power structures & relations to meet the needs and expand choices/ freedoms of all people. Addresses structural and systemic root causes of inequality. **OECD-DAC- Marker -2**

GENDER SENSITIVE DO NO HARM

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1. Gender Equality consideration in the context /need assessment

❏ All the data is disaggregated by sex and age whenever applicable

❏ The section distinguished between girls, boys, women and men, rather than mostly referring to gender neutral words like adult, children, adolescents, families, communities, households

❏ Drawing from evidences/ researches /gender analysis the section provides an overview describing the relevant and unique gender inequalities experienced by girls, boys, women and men in the local context

❏ The section explains how the different gender inequality experienced by girls, women and men will or will not have an impact on the achievement of the project impact.

❏ Analysis of do no harm and its gendered impact on men/women/girls/boys

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Self-review of the context part of the proposal

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2. Gender Equality consideration in the project activities

❏ All the data is disaggregated by sex and age whenever applicable

❏ Make sure that activities planned address the gender contexts

❏ Activities that addressed strategic and practical gender need are adequately

❏ Capacity building on gender equality and Do No Harm for staff and partners, including on gender mainstreaming and gender analysis.

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Self-review of the activity part of the proposal

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Working session
to improve context and activity section of the proposal

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Take-Away of Day Two

❑What key changes made to context section?

❑What key changes made to activities?

❑What are the gender responsive activities planned?

❑What are the gender transformative activities planned?

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Take-Away of Day Two

❑ Examples of Gender responsive activities

➢ Women and girls economic empowerment
➢ Women and girls literacy
➢ Women access to basic services
➢ Women agency building (self confidence, leadership, decision making etc)
➢ Male engagement and empowerment
➢ Mainstream Do No Har

❑ Example of Gender transformative activities

➢ Knowledge , altitude and practice on gender
➢ Dialog and conversation on social norms
➢ Household dialog on gender power differences
➢ Male engagement - promoting male gender change agents
➢ Community outreach activities-local radio
➢ Low enforcement and advocacy
➢ Improving system for gender responsive service delivery
➢ Mainstream Do No Harm

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3. Gender Equality consideration in the project strategies

❑ Community and institutional gender transformation strategies are designed

- ➢ Implementation strategies that explicitly identifies and address discriminatory social norms and institutions which reinforce gender inequality
- ➢ Strategies to raise targets knowledge, attitude and practices on gender equality?
- ➢ Strategies are mainstreamed Do No Harm principles and practices
- ➢ Advocate for legislation and policies that promote gender equality
- ➢ Designed explicitly male and boys engagement strategy for gender equality and empowerment?

Self-review and working session on the strategy part of the proposal

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Proposed strategies

❑ **Community Gender Responsive and Transformation**
- ➢ Community conversation
- ➢ Gender household/family dialogue
- ➢ Gender education through local radio
- ➢ Male gender equality promoters
- ➢ Norm setters dialog
- ➢ Household Transformative Methodology
- ➢ Mainstreaming of gender and Do No Harm
- ➢ Establish women's institutions
- ➢ Gender mainstreaming in service provisions
- ➢ Safe space for women reproductive role

❑ **Institutional Gender Transformation**
- ➢ Employees gender competency
- ➢ Organizational gender conversation
- ➢ Mechanisms and tools for gender mainstreaming

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4. Gender Equality Consideration in Result Framework- LFA

❏ Gender equality and empowerment of boys/girls/men/ women explicit at objective/impact/outcome level

❏ The result framework measures quantitative progress towards the project/program's gender equality objectives through gender – specific indicators to track outcomes/impact

❏ The results framework includes qualitative indicators that track changes in knowledge, attitude, and perception and behavioural related to gender equality at the outcome level.

❏ The M and E methodology integrated Do No Harm- Gender safe spaces?

❏ All quantitative indicators including baseline and targets are disaggregated by sex, as well as by other social factors as appropriate?

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Self-review and working session on the Result Framework/LFA part of the proposal

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Proposed indicators

❑ **Women Empowerment**

➢ # of women improved capacity for informed decision on issues that affect their life- Women's agency

➢ # of women who meaningfully particated in household and community resource decision- Participation Ladder

❑ **Gender Equality**

➢ Norm setters , community male and female improved knowledge attitude and practice on gender equality. KAP survey

➢ Social norms restrictive of gender equality and women empowerment deconstructed. Social Norm Analysis Plot (SNAP)

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Impact statements

HEfDA

❑ Reduce poverty and enhance the livelihood security of rural women and men through gender responsive sustainable natural resource manamgent.

SCORE

❑ Contribute to gender just society for improved livelihood and resilience of women and men in the project targeted area.

HOSSANA

❑ Contribute to gender equality and empowerment of women and girls in…

WE-Action

❑ Contribute to gender equality and empowerment of women and girls in….

5. Gender Equality Consideration in project resources

❑Project staff recruitment are disaggregated by sex

❑Gender budgeting

➢Budget lines dedicated to specific gender equality focused activities

➢Budget lines dedicated to activities that explicitly includes women specific needs

➢Analysis of the budget activities disaggregated by sex fairly benefit both sexes

➢Gender budget for institutional transformation-gender and do no harm

Self-review and Working session on the Budget part of the proposal

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Action points of the Workshop

No	Activities	Timeline	Support Required
1	Collect the missing data on gender and Do No Harm if any	April 7/2022	
2	Review each section of the proposal (integrate Do No Harm and gender, Strengthen the Result framework as to qualifies GEM SCORE-1 or SCORE-2	Until April 10/2022	
3	Conduct self-review of Do NO Harm and GEM	April 11/2022	
4	Share the draft proposal	April12/2022	April 12-13/2022 Comment
5	Address the comments on draft proposal	April 15/2022	
6	Share the final proposal	April 18/2022	

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Feedback and Closing How was the practice helpful?

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