



# **Vulnerability Assessment Framework:**

## **Mapping and Measuring Vulnerability of Syrian Refugee Households in Jordan**




# What are the objectives?

- 1) To put in place a system that, using a mixture of static and dynamic indicators, establishes a profile of current vulnerability among **refugee households** and enables monitoring of changes in vulnerability over time;
- 2) To establish standard measurements of vulnerability to support **planning and decision-making**
- 3) To establish a more accurate and nuanced picture of vulnerability among refugee households that incorporates capacities/resilience in order **to better target assistance** and ultimately evaluate its effectiveness in addressing vulnerability.



# What would this involve?

- Defining common indicators of vulnerability at the household level
- Developing standardized tools that enable vulnerability data to be easily collected, stored, analysed and ultimately used for planning and decision-making
- Establishing a central database to capture and share vulnerability data with partners



# What are the Expected Outcomes?

1. A breakdown of non-camp refugee households according to degrees of vulnerability
2. A profile of refugee households that identifies an overall level of vulnerability according to degrees of vulnerability and specific/sector-related vulnerabilities
3. (1) and (2) above disaggregated geographically
4. Database of vulnerability information on all refugee households accessible to agencies



# How will this support planners and decision-makers?

## ***For planning and prioritising:***

X% of non-camp households are considered to be **extremely vulnerable**

Y% of non-camp households in **Irbid** are considered to be **extremely vulnerable** with regard to **shelter**

Z% of all **extremely vulnerable** non-camp households are in **Ramtha district**

## **For targeting:**

\* Identification of potential beneficiaries by degree of vulnerability, geographic location and/or specific areas of vulnerability

## **For decision-making:**

\* Standard assessment tools and standardized information that can be used in making decisions on assistance

# Establishing a Household Vulnerability Assessment

## Household Vulnerability Profile

- Multi-Sectoral Assessment Format
- Primarily hazard/risk measurement but should include capacities as well
- Identifies overall vulnerability and selected specific vulnerabilities
- Camp/Non-camp specific



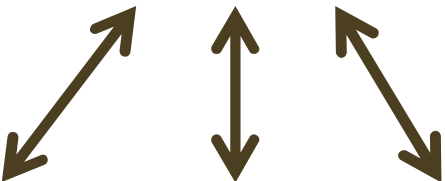
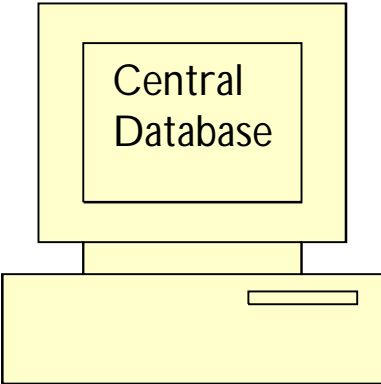
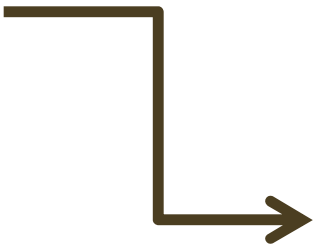
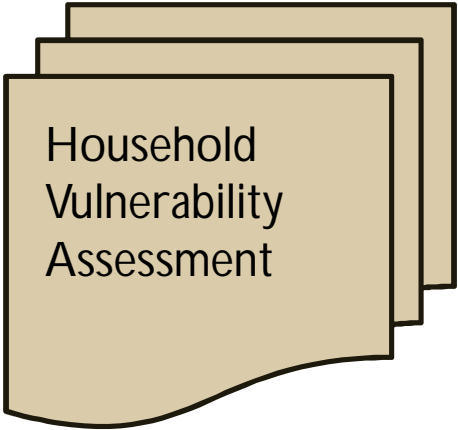
## Data Repository

- Maintained centrally
- Accessible to participating agencies



## Vulnerability Analysis

- Common operating picture of household vulnerability across the population
- Disaggregation by degree of vulnerability, sector, location
- Standardized vulnerability data available to agencies





# Vulnerability in Context

A working definition of vulnerability:

“ susceptible to harm”

Vulnerable to what?

Physical harm

Psycho-social harm

Inability to meet basic needs

Compromised Health

Exploitation

Erosion of household resources, assets

Loss of independence, dignity

.....

# Elements of Vulnerability

- Hazards
- Risks
- Capabilities/Resilience:
  - Household capacities/resources
  - External resources that facilitate coping

$$\text{Vulnerability} = \frac{\text{Hazards} \times \text{Risks}}{\text{Capabilities}}$$



# Gender and Age Dimensions of Vulnerability

Does a person's sex and/or age affect whether the individual or household are able to access aid?



# Evidence to date

- Shelter, NFIs, Food
  - Households headed by women, girls and boys struggle more to get access to resources
  - Distribution sites that do not effectively segregate cause concern for women, girls and boys
- Shelter
  - Some households headed by women and girls share space with other families because of limited access to shelter leading to overcrowding
- WASH
  - Women and girls express discomfort about accessing latrines that are not lit or without internal locks



# Evidence to date contd

## Education

- Adolescent boys are more likely to get paid work than attend school
- Adolescent girls are likely to not attend school because they are expected to stay at home to do domestic chores, marry or get paid work
- Some girls are not allowed to attend school without escort



# Evidence to date contd

## Access to services and Isolation

- Some women and girls are not able to access services without being accompanied by an eligible male: this impedes access to some services
- Some men express fears about being 'picked up' by authorities and deported or sent to Za'atri camp



# Household Vulnerability Indicators

- Mixture of static and dynamic indicators
- Primarily qualitative
- Reflects a hazard, a risk or a capability
  - i.e. threat of eviction, ability to afford rent
- Broadly applicable
- **10-15 maximum**



# Developing household vulnerability indicators

- Identify components of vulnerability (done)
- ***Identify measurements that make up those components (indicators)***
- ***Determine assessment questions***
- Determine weighting/scoring



# **An Architecture of Vulnerability**



# Today's Task

- Within the established components, identify:
  - Indicator(s)
  - Question(s) to be asked
  - Any special considerations for enumeration (i.e., definition of terms, translation concerns)
  - Alternative indicators/questions for observation (if appropriate)
  - Other notes or considerations for reviewers (i.e. protection or data-sharing concerns)

**Identify 3-5 indicators per component and prioritize**

# An Example

Indicator/Question	Vulnerability Score	
	Low	High

<b>Indebtedness:</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Does the family have documented debt?	None	100-199 JD	200-299 JD	300-399 JD	>400 JD

Notes: Documented means.... Examples of debt include....



# A Reminder about SMART indicators

- Specific
- Measurable, Meaningful
- Achievable, Appropriate
- Realistic, Relevant
- Time-bound, Tangible



# In the Working Groups

1. Divide into working groups by component (self-select)
2. Determine a Lead
3. Determine a note-taker
4. Review reference materials

When finished:

- 1) Develop flip chart page with indicators/questions
- 2) Fill in spread sheet (to be provided) for integration and plenary review