

UNDERSTANDING DISPLACEMENT DYNAMICS

A Gendered
Displacement Drivers
Assessment Framework

PRACTITIONERS GUIDE

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We also acknowledge the critical data and contextual insights generated through participatory analyses of displacement drivers conducted in Afgoye, Erigavo, Las'anod, Bardheere, and Beledweyne using the GDDA Framework. These contexts serve as important case studies, illustrating the complex and gendered dynamics of displacement that this manual seeks to address.

This manual reflects the resilience of displacement-affected communities and the commitment of practitioners working to understand and address the root causes of displacement. It is intended to serve as a practical resource for those engaged in prevention-oriented, equitable, and resilience-focused responses.

List of Acronyms

CAP	Community Action Plans
CAF	Community Action Forums
CBP	Community Based Planning
FGD	Focus Group Discussions
GBV	Gender Based Violence
GCVCA	Gendered Climate Vulnerability and Capacity Assessment (GCVCA)
GDDA	Gendered Displacement Drivers Assessment
GSCA	Gender Sensitive Conflict Analysis
HDPN	Humanitarian Development Peace Nexus
IDMC	International Displacement Framework
IDPs	Internally Displaced Persons
IOM	International Office for Migration
KII	Key Informant Interviews

Glossary of Key Terms

- » **Stressors:** Factors (e.g., climate, conflict, economic hardship) that place strain on individuals, households, and communities, increasing their vulnerability to displacement.
- » **Drivers of Displacement:** The underlying causes and immediate triggers that force individuals or groups to leave their homes or places of habitual residence.
- » **Tipping Point:** The critical incident or accumulated effect of stressors that directly leads to the decision or necessity to displace, often when coping mechanisms are exhausted.
- » **Constraints on Movement:** Barriers or limitations (e.g., financial, social, physical, security-related) that restrict an individual's or group's ability to move to safety or a new location.
- » **Gendered Approach:** An analytical perspective that considers how gender roles, relations, and power dynamics influence experiences, vulnerabilities, coping capacities, and decision-making related to displacement.
- » **Power Structures:** The established ways in which power is distributed and exercised within a community or society, influencing access to resources, decision-making, and voice. These can be patriarchal, age-based, clan-centered, etc.
- » **Social Exclusion:** The process by which individuals or groups are systematically denied access to resources, opportunities, and rights that are available to others in society.
- » **Participatory Methods:** Research and assessment approaches that actively involve community members in the data collection, analysis, and interpretation processes, valuing their local knowledge and perspectives.
- » **Low Literacy Adaptations:** Techniques and materials designed to facilitate the meaningful participation of individuals with limited or no formal literacy, often relying on visual, tactile, and oral communication.
- » **Community-Based:** Approaches that are rooted in and driven by the needs, capacities, and priorities of the affected community.
- » **Resilience:** The ability of individuals, households, communities, or systems to anticipate, absorb, adapt to, or transform in the face of shocks and stresses.
- » **Internal Displacement:** The situation of people who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border.

INTRODUCTION



From Crisis Response to Displacement Prevention

The global landscape of internal displacement is undergoing an unprecedented and alarming shift. According to the Global Report on Internal Displacement (GRID) 2025, the year 2024 recorded the highest number of internal displacements on record, with an estimated 65.8 million people living in internal displacement by year-end. Of these, 20.1 million were displaced by conflict and violence, while 45.8 million were displaced by disasters. Across many contexts, people already living in displacement were forced to move again, highlighting how displacement is increasingly becoming a repeated and protracted condition rather than a temporary crisis.

These figures point not only to the scale of displacement, but to a deeper, unresolved challenge: the continued failure to address the underlying causes of displacement itself. Poverty, inequality, weak governance, instability, and accelerating climate change continue to drive forced movement, adding newly displaced households to already

vulnerable populations and pushing many into repeated cycles of displacement. As crises become more complex and resources remain constrained, there is a growing recognition that displacement cannot be managed through humanitarian response alone. Greater emphasis is needed on understanding why displacement happens, how pressures accumulate, and where preventive action is still possible.

The Multi-Faceted and Interconnected Nature of Displacement

Displacement rarely results from a single shock. It is typically the outcome of interacting pressures that unfold over time. Climate shocks undermine livelihoods and natural resources; weak markets and financial exclusion erode household income; governance failures and social exclusion restrict access to services and protection; and conflict and insecurity further limit mobility and safety.

These dynamics reinforce one another. Climate stress can intensify competition over land and water, escalating local conflict. Conflict and insecurity can block access to markets, grazing

routes, or services, further weakening livelihoods. Economic fragility can erode social safety nets and informal support systems. Across these processes, gender norms and power relations shape who bears the earliest burdens, who has access to resources and assistance, and whose voices matter in decisions about coping and movement.

Crucially, these drivers and interactions vary widely across contexts, livelihood systems, and social groups. What pushes a pastoralist household toward displacement may differ from what pushes an agro-pastoralist or urban household. Women, men, girls, boys, minority clans, and displaced populations often experience the same stressors very differently, depending on their roles, access to resources, mobility constraints, and social position.

Introducing the Gendered Displacement Drivers Assessment

The Gendered Displacement Drivers Assessment (GDDA) was developed to help fill this gap. The GDDA is a participatory, community-based framework designed to support a deeper understanding of why displacement happens, how it unfolds, and where it can still be prevented.

The GDDA provides step-by-step guidance for analysing how climate risks, livelihood pressures, conflict dynamics, governance failures, and gender norms interact at community and household level to shape displacement risk. Its core logic follows the displacement pathway from underlying and proximate stressors, through erosion of coping and adaptive capacity, to critical tipping points where continued residence becomes unsustainable, and finally to the household and community decision-making processes that determine who moves, who stays, and when.

The GDDA draws explicitly on and integrates complementary expertise and tools, particularly CARE's Gendered Climate Vulnerability and Capacity Assessment (CVCA) and Saferworld's Gender Sensitive Conflict Analysis (GSCA). From CARE, it adopts a participatory and gender-responsive approach to analysing climate impacts, livelihoods, and adaptive capacity. From Saferworld, it incorporates conflict sensitivity and power analysis, including attention to exclusion, governance failures, and how actors and institutions escalate or de-escalate stress and insecurity.

By bringing these strands together, the GDDA places the differentiated experiences, agency, and constraints of women, men, girls, and boys at the centre of understanding why displacement occurs and how it can be prevented. It is intended as a flexible resource for facilitators, community mobilisers, local authorities, and partner organisations engaged in displacement prevention, resilience programming, and inclusive local planning.

Purpose of The GDDA Manual



The purpose of this manual is to serve as a practical field guide for implementing the Gendered Displacement Drivers Assessment (GDDA) framework. It equips practitioners, facilitators, local authorities, and community-based actors with a participatory, community-centered methodology to systematically uncover the underlying drivers, displacement pathways, and tipping points that lead households to move. It also supports analysis of the household and community decision-making processes under stress that shape who moves first, who stays behind, and at what point movement becomes unavoidable.

The GDDA goes beyond conventional vulnerability or needs assessments by systematically uncovering:

- » the underlying and proximate drivers of displacement at community level
- » the pathways through which these drivers interact and intensify over time
- » the tipping points at which households' coping capacity collapses
- » the decision-making dynamics that shape who moves, who stays, and when
- » the institutional and governance factors that reduce or increase displacement pressure.

Addressing a Critical Gap in Existing Tools

Conventional displacement monitoring and assessment tools provide valuable information on the scale, location, and humanitarian needs of displaced populations. However, they offer limited insight into why displacement occurs at household and community level, how different groups experience and respond to accumulating stress, how displacement pathways differ across gender, age, livelihood, and social groups, and how displacement might be averted through early, targeted action.

There remains a scarcity of practical, field-ready instruments that enable participatory, bottom-up analysis of displacement risk; integrate gender, climate, conflict, livelihoods, and governance dynamics; and explicitly orient analysis toward prevention rather than response.

Displacement is rarely a single event. It is a dynamic, often non-linear process involving multiple stages, decisions, and influences. It is typically the culmination of a cascade of stressors that overwhelm a household's capacity to cope. The GDDA responds to this gap by focusing on displacement pathways, tipping points where coping mechanisms fail, and decision-making dynamics that determine when and how movement occurs.

What the GDDA Adds

The GDDA fills this gap by shifting the analytical focus from reactive monitoring to a preventive understanding of displacement.

It provides granular, contextualised evidence on:

- » how climate, conflict, livelihoods, governance, and gender norms interact,
- » how these interactions erode coping capacity over time,
- » which groups reach crisis points first and why,
- » and which institutional or governance failures accelerate displacement pressure.

By explicitly examining tipping points and household decision-making under stress, the GDDA reveals concrete opportunities for earlier, more targeted, and more equitable interventions.

Strengthening Community-Led Prevention and Planning

A key purpose of the GDDA is to generate high-quality, context-specific evidence that directly informs community-led prevention and planning processes.

In particular, the framework supports Community Action Plans that reflect lived realities and prioritise prevention, and Community Action Forums and similar local platforms that are more inclusive, evidence-based, and grounded in the voices of those

most at risk.

By centring differentiated experiences and agency, the GDDA helps surface early and often invisible signals of stress; context-specific tipping points that vary by livelihood system, geography, and social group; mutually reinforcing driver cycles; and actionable levers for intervention such as inclusive resource governance, women's participation in dispute resolution, or livelihood support timed before coping capacity collapses.

Enabling Anticipatory and Preventive Action

Ultimately, the GDDA reframes displacement as a predictable consequence of low resilience, unequal power relations, and systemic governance gaps, rather than an unavoidable outcome of climate or conflict.

Its purpose is to position interventions upstream: to anticipate pressures, strengthen protective factors, and prevent forced movement through targeted, gender-responsive, and conflict-sensitive action.

In doing so, the GDDA supports broader Humanitarian – Development – Peace Nexus objectives by linking immediate risk reduction with longer-term resilience building and inclusive governance. When applied consistently, it helps shift programming from perpetual crisis response toward durable, community-owned solutions that allow vulnerable communities to remain in or return to their homes with greater security and opportunity.

The Imperative of a Gendered Approach

Displacement is a gendered phenomenon. While environmental shocks, economic pressures, and conflict may affect entire communities, their impacts and the resulting displacement experiences are rarely uniform. Women, men, girls, and boys experience, perceive, and respond to displacement drivers differently, often due to their distinct social roles, responsibilities, access to resources, and power within their households and communities.

Recognizing these differentiated experiences is not merely an ethical consideration but a

strategic imperative. For example, in Afgoye, Somalia, adult women often become the primary initiators of family movement when their children face daily hunger, enduring significant risks of gender-based violence during transit. In contrast, adult men may delay movement to protect assets and their perceived dignity, viewing displacement as a last resort. Youth males might move earliest due to economic pressures and the “shame of idleness,” while youth females face severe mobility restrictions and heightened risks of gender-based violence, often making staying, however dire, seem less dangerous than moving.

Ignoring these gendered and age-differentiated dynamics can lead to:

- » Ineffective interventions: Programs that do not address the specific needs and vulnerabilities of different groups may fail to reach those most in need.
- » Reinforced inequalities: Assessments that do not consciously seek out diverse voices can inadvertently perpetuate existing patriarchal, age-based, and biased power structures, which significantly influence access to resources and decision-making.
- » Missed opportunities: The unique

coping strategies and agency of various demographic groups may be overlooked, hindering comprehensive resilience-building efforts.

The GDDA framework places women's, men's, girls', and boys' differentiated experiences, agency, and constraints at the centre of understanding why displacement occurs and how it can be prevented. It moves beyond a monolithic view of "displaced persons" to address the specific needs, vulnerabilities, and agency of diverse groups within affected populations, and to inform more equitable, preventive, and context-sensitive programming.

Integrating Conflict, Power, and Governance as Core Displacement Drivers

Conflict as a Major Driver of Displacement

Conflict is one of the most important and direct drivers of forced displacement. People are compelled to leave their homes when violence, threats, or insecurity make everyday life unsafe or unpredictable. In many contexts, displacement is not only caused by large-scale wars, but also by localized and recurring forms of violence that gradually erode people's ability to stay.

Displacement may result from different types of conflict and insecurity, including:

- » Inter-communal violence over land, water, or grazing
- » Armed groups or militias imposing threats, extortion, or checkpoints
- » Evictions and land grabbing
- » Criminal violence and generalized insecurity

Climate and livelihood stress often intensify these conflict dynamics. As droughts, floods, or resource scarcity increase pressure on land, water, and pasture, competition rises and local conflicts escalate. In this way, climate shocks and conflict frequently reinforce each other and accelerate displacement pressure.

Power Relations: Who Is Protected and Who Is Forced to Move

Power dynamics strongly shape who becomes vulnerable to displacement and who is able to cope. Beyond formal state institutions, informal authorities — such as elders, clan leaders, landlords, militias, and gatekeepers — often control access to land, water, grazing, markets, services, and aid. These actors can either reduce displacement pressure or actively increase it through exclusion, bias, or exploitation.

Patriarchal and age-based power structures often concentrate authority in the hands of adult men or elders. This limits the voice and agency of women, youth, minority groups, and IDPs in decisions about assets, mobility, and timing of movement. As a result:

- » Some groups lose access to resources earlier and reach displacement tipping points faster.
- » Others are unable to move even when conditions become dangerous, due to lack of assets, permissions, or social support.
- » Household decision-making under stress often reproduces and deepens existing inequalities.

These power relations shape not only who moves, but also when, how, and under what conditions.

Governance Failures and Institutional Tipping Points

Weak or exclusionary governance systems further increase displacement risk by undermining protection, services, and stability. When state and non-state institutions fail to provide security, resolve disputes, manage resources, or ensure fair access to services and aid, households become more exposed to shocks and more dependent on fragile informal safety nets.

Institutional failures frequently become displacement tipping points, for example when:

- » Water committees collapse or become biased
- » Aid or services are captured by powerful groups
- » Authorities fail to respond to insecurity or evictions
- » Dispute-resolution mechanisms stop functioning

In such situations, households may shift from coping to forced movement, not only because of the original shock, but because institutions no longer provide protection or support.

What This Means for the GDDA

For the GDDA, conflict, power, and governance are not treated as background issues, but as core displacement drivers. The framework helps facilitators examine how violence, exclusion, and institutional failure interact with climate and livelihood stress, how power relations constrain coping and decision-making, and how these combined pressures push households toward displacement.

This allows the GDDA to identify not only hazards and stressors, but also the social and institutional dynamics that determine who moves first, who is trapped, and where preventive action is most urgently needed.

Rationale for Conflict and Climate Sensitive Approach

The imperative for integrating climate and conflict sensitivity within the GDDA arises from the convergence of hazards – a phenomenon where environmental shocks, localized violence, and systemic fragility coalesce to trigger forced migration. In protracted crises like Sudan, displacement is fundamentally a multi-causal crisis. This integrated methodology is predicated on three critical analytical pillars

Climate Change as a Threat Multiplier

Environmental volatility, manifesting as recurrent droughts and floods, does not merely deplete resources; it destabilizes the social contract. By intensifying competition over dwindling water and arable land, climate shocks act as a catalyst for inter-clan disputes and resource-based violence. An assessment lacking climate sensitivity risks “maladaptive” programming, which may provide short-term relief while inadvertently reinforcing long term vulnerability cycle.

Conflict Conditioned Climate Vulnerability

Pre-existing political instability and clan-based rivalries dictate the limits of climate adaptation. In fragile contexts, “neutral” adaptation infrastructure, such as the installation of a borehole, can become a site of grievance if it is perceived to favour a specific group or if it falls under the control of armed actors. Conflict sensitivity ensures that interventions adhere to “Do No Harm” principles and actively identify opportunities to leverage resource management as a tool for social cohesion.

Systemic Resilience through the HDP Nexus

By embedding these sensitivities, the GDDA moves beyond the provision of temporary relief toward the creation of Community Action Plans (CAPs) and Community Adaptation Funds (CAFs). This holistic approach aligns with global standards for conflict-sensitive climate action, ensuring that displacement prevention

is rooted in locally led solutions that address the structural drivers of fragility rather than just the symptoms of the shock.

Target Audience

This manual is designed for anyone engaged in humanitarian, development, or peacebuilding work in displacement-prone areas, prioritizing those who can facilitate or directly benefit from gender responsive, context-specific analysis to prevent harm, enhance adaptation, and promote sustainable, locally led solutions.

Primary Intended Users

- » **International NGO emergency and development personnel** — Especially staff involved in livelihoods projects, community-based adaptation, resilience building, or humanitarian responses. The GDDA provides clear guidelines for collecting and analyzing data from multiple perspectives (community knowledge, government inputs, scientific/climate data). This helps design locally appropriate, gender sensitive climate adaptation, displacement prevention/mitigation, and resilience activities that address differentiated needs and risks.
- » **Local partners (government and NGOs)** The tools and participatory process are intentionally simple, replicable, and scalable for a broad range of stakeholders.
- » **Local governmental bodies, community-based organisations, and national/international NGOs** can apply the GDDA (including its GCVCA elements) to integrate vulnerability, adaptation, gender, and displacement considerations into their planning and programs, whether for long-term development, emergency response, or policy/strategy formulation.
- » **Donor community** — Donors and funding agencies can use the GDDA framework and outputs to gain deeper, qualitative insights into how climate change, conflict, and displacement intersect to affect communities (especially gendered impacts) in a given country or region. This complements more quantitative analyses (e.g., needs assessments or statistical data) and informs strategic funding decisions, program design, and monitoring for more effective, equitable investments.
- » **Communities themselves** — Affected communities (including displaced populations, host communities, women, men, youth, and other diverse groups) are central users. The GDDA's participatory nature empowers communities to lead their own investigations, discussions, and learning processes. Results support collective action planning (e.g., Community Action Plans or adaptation strategies), advocacy with local authorities/NGOs/government for appropriate interventions and building resilience to climate/displacement risks.



GDDA Contributions to Programming

The GDDA framework shifts programming from a reactive approach to a proactive, anticipatory, and preventive one. It provides granular, contextualized evidence to understand the trajectory and reasons for forced movement, enabling interventions to address root causes of vulnerability.

1. Timing

The GDDA emphasizes intervening “upstream” to anticipate pressures and prevent displacement before it becomes inevitable. This is achieved by:

- » **Anticipatory Action:** Supporting interventions before “tipping points”—critical thresholds where coping mechanisms fail—are reached.
- » **Trigger Thresholds:** Linking trigger thresholds to seasonal calendars and gender-responsive early warning indicators to inform when interventions are most effective.
- » **Strategic Deployment:** Timing resources, such as social protection transfers, before social capital collapses to bolster resilience at critical junctures.

2. Targeting

The GDDA guides more precise and effective targeting by focusing on differentiated experiences and specific vulnerabilities. This includes:

- » **Geographic Pathways:** Identifying unique displacement pathways for different locations.
- » **Context-Specific Tipping Points:** Uncovering “tipping points” that vary by livelihood zone (pastoral, agropastoral, agro, riverine), geography, and social structure.
- » **Vulnerable Groups:** Providing targeting guidance for preparedness, livelihoods, and protection interventions that are equitable and conflict-sensitive. For example, targeted livelihood support for female-headed households.
- » **Community-Identified Drivers:** Grounding recommendations in community-identified drivers and thresholds.

3. Sectoral Priorities

- » The GDDA promotes an integrated approach, recognizing that displacement results from interconnected factors across various sectors. It helps inform programming by:
- » **Multi-sectoral Analysis:** Systematically uncovering a “cumulative cascade of stressors” that include environmental degradation, economic hardship, conflict, and governance failures. This highlights the need for interventions that address these interconnected issues.
- » **Actionable Levers:** Identifying specific intervention levers such as inclusive water point management, women’s participation in dispute resolution, and livelihood support.
- » **Bridging Objectives:** Supporting Humanitarian Development Peace Nexus objectives by linking immediate risk reduction with long-term resilience building and inclusive governance.
- » **Integrated Framework:** Utilizing modules that analyze climate, livelihood, conflict, governance, and gender factors to inform early warning, preparedness, and displacement-sensitive programming.

4. Gender Focus

- » The manual underscores that displacement is a deeply gendered phenomenon and advocates for a gender-transformative approach. This means programming should:
- » **Gender-Responsive Indicators:** Integrate gender-responsive early warning indicators.
- » **Differentiated Experiences:** Recognize and respond to how women, men, girls, boys, PWDs and other minority groups experience, perceive, and respond to displacement drivers differently due to their distinct social roles, responsibilities,

access to resources, and power dynamics.

- » **Challenging Power Dynamics:** Recommend interventions that challenge harmful patriarchal, age-based, and clan-centered power structures to promote inclusive decision-making.
- » **Addressing Specific Vulnerabilities:** Tailor interventions based on gendered “tipping points”—for instance, adult women often reach their tipping point when their children face daily hunger.
- » **Inclusive Participation:** Ensure discussions are conducted in separate, safe spaces for gender and age groups to ensure diverse voices are heard.
- » **Avoiding Ineffective Interventions:** Prevent programs from being ineffective or reinforcing inequalities by consciously seeking out diverse voices and addressing the specific needs of different groups.
- » In essence, the GDDA provides a methodology to generate evidence that directly informs and enriches community action plans and project design, ensuring responses are context-specific, gender-responsive, and grounded in community realities to prevent displacement.



How to Use This Manual

This manual is structured to provide both conceptual understanding and practical guidance. It is organized into the following key sections:

- » **The GDDA Framework:** An overview of its core principles and modules.
- » **Guiding Principles for Fieldwork and Facilitation:** Essential considerations for ethical, culturally sensitive, and effective data collection.
- » **The GDDA Tools: Modules and Application:** Detailed, step-by-step instructions for each participatory tool, including adaptations for low literacy contexts.
- » **Data Analysis and Interpretation:** Guidance

on synthesizing findings and translating them into actionable recommendations.

- » **Annexes:** Supplementary materials, templates, and further resources.

Users are encouraged to adapt the tools and approaches outlined here to their specific cultural and contextual realities, always prioritizing safety, ethics, and the meaningful participation of all community members.

The GDDA Framework: A Holistic Approach

Target Audience

The Gendered Displacement Drivers Assessment framework offers a robust, community-based methodology to understand the multifaceted factors contributing to displacement. Unlike many existing tools that focus on national trends, quantitative movement tracking, or post-displacement needs, the GDDA specifically aims to identify community-level displacement drivers in a participatory way, supporting proactive prevention programming rather than just response.

The GDDA views displacement not as a singular event, but as a dynamic process shaped by the complex interplay of various factors, including climate, livelihood, conflict, governance, and gender. It integrates proven tools from different fields, such as CARE's Gendered Climate Vulnerability and Capacity Assessment and Saferworld's Gender Sensitive Conflict Analysis, ensuring a comprehensive and interdisciplinary lens.

Core Principles of the GDDA

The GDDA is built upon several foundational principles that guide its implementation and ensure its effectiveness:

- » **Community Led Participation:** Central to the GDDA is the belief that affected communities hold the most profound knowledge of their own displacement drivers. The framework employs participatory tools to ensure that assessments are grounded in lived realities and that community voices, particularly those often marginalized, are heard and valued.
- » **Gender Transformative Analysis:** The GDDA moves beyond simply acknowledging gender differences to actively analyzing how gender roles, relations, and power dynamics shape vulnerabilities, coping mechanisms, and decision making throughout the displacement process. It seeks to uncover and challenge discriminatory practices that exacerbate displacement risks for certain groups.
- » **Multi-causal Understanding:** Displacement is rarely caused by one factor. The GDDA systematically uncovers the cumulative cascade of stressors, environmental degradation, economic hardship, conflict, and governance failures, and examines how these factors interact and compound each other to drive movement.
- » **Focus on Prevention:** By identifying underlying drivers and specific "tipping points" before mass displacement occurs, the GDDA aims to inform preventative strategies, build resilience, and enable communities to stay safely and sustainably in their homes.
- » **Evidence-Based Action:** The framework is designed to generate rich, qualitative evidence that can be directly translated into actionable recommendations for humanitarian, development, and peacebuilding interventions.

Core GDDA Modules

The GDDA is structured around four interlinked analytical modules that together trace the full displacement pathway – from initial risk factors to household decisions to move or stay. Each module answers a core question and builds on the previous one, generating a coherent, participatory, and gender-responsive analysis that supports early warning, preparedness, and displacement prevention.

Together, the modules follow a clear pathway:



1. **Module I – Mapping Displacement Drivers and Stress Factors:** Module I identifies the main displacement drivers and stress factors affecting the community. It maps key climate, livelihood, economic, and conflict-related stressors, where they are concentrated, and how they vary across space, seasons, and livelihoods. It also explores how exposure differs by gender and social group, and how local resources and coping mechanisms shape people's ability to withstand stress

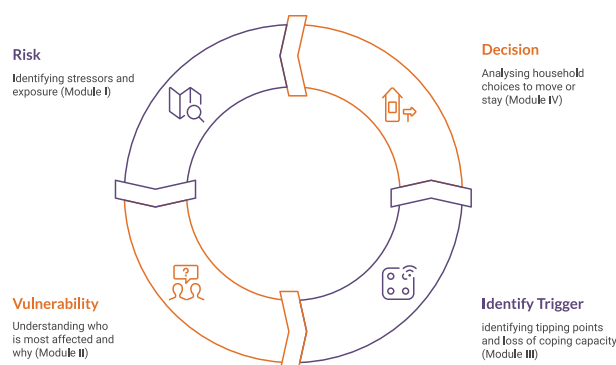
2. **Module II – Gender, Power, and Social Exclusion Dynamics in Displacement:** Module II examines who is most vulnerable to displacement and why. It unpacks how gender norms, social status, and institutional structures shape vulnerability, access to resources, and access to protection.

3. **Module III – Displacement Trigger Ranking ("Tipping-Point Analysis"):** Module III analyses when accumulated stress crosses a critical threshold and leads to displacement. It identifies displacement triggers, cascading effects, and the erosion of coping capacity. This module determines the specific tipping points at which households feel they have no choice but to move, and how these tipping points differ by gender, age, livelihood, and social group.

4. **Module IV – Displacement Decision-Making and Staying Behind:** Module IV – Displacement Decision-Making and Staying Behind

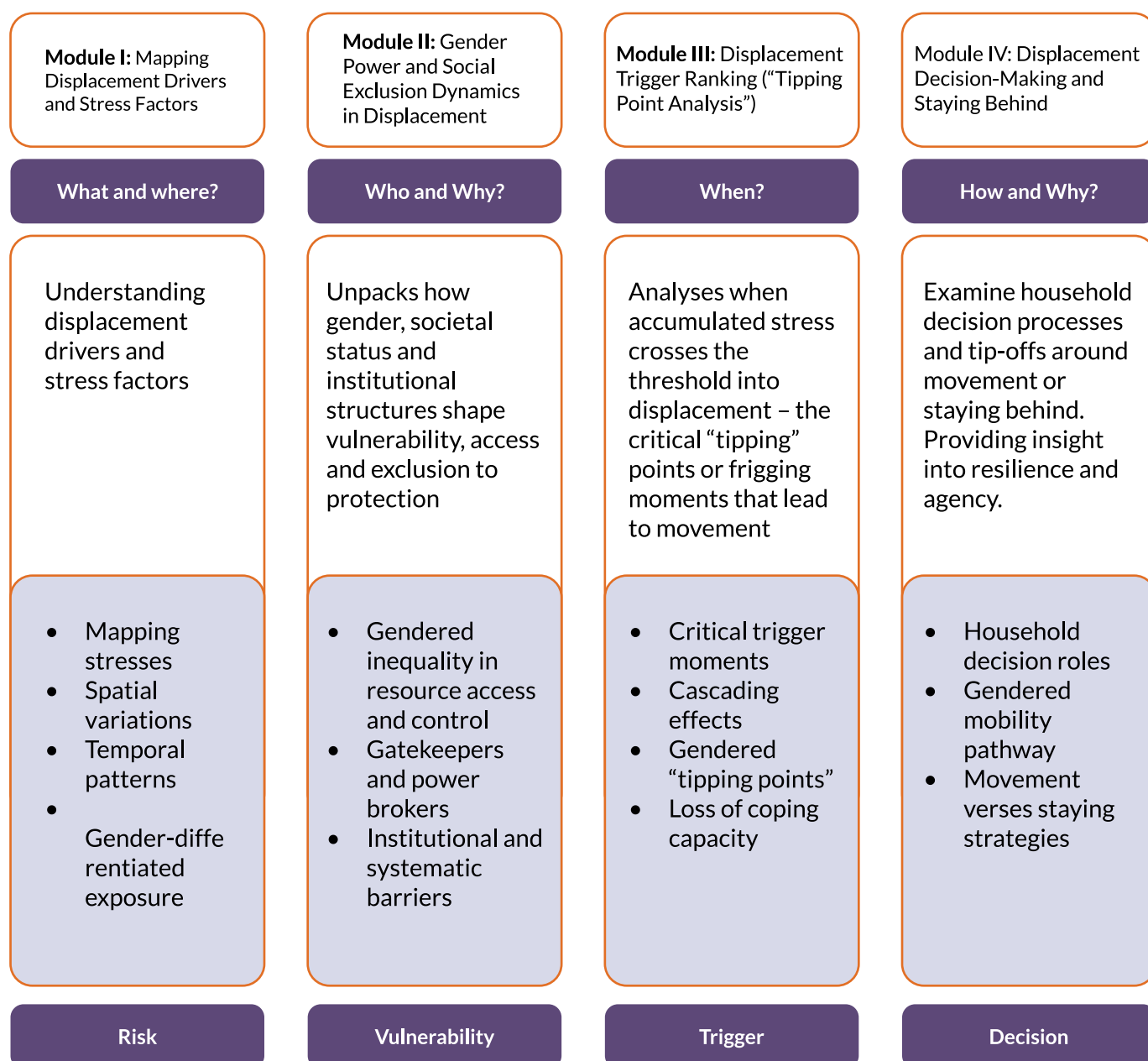
The GDDA Analytical Pathway

Together, the four modules provide a coherent pathway:



This integrated framework links structural drivers, social power relations, and lived decision-making to inform early warning, preparedness, and targeted displacement prevention.

FIGURE 1: GDDA MODULE SEQUENCE



GDDA Guiding Questions

The Gendered Displacement Drivers Assessment (GDDA) is structured around four interlinked analytical modules that progressively examine risk, vulnerability, triggering thresholds, and decision-making related to displacement. Each module combines clearly defined research questions with participatory tools designed

to capture how climate, economic, conflict, governance, and gender dynamics interact to shape differentiated displacement outcomes. Together, the modules allow for a systematic analysis of *what drives displacement, who is most affected, when displacement occurs, and how households decide to move or stay.*

TABLE 1: GDDA GUIDING QUESTIONS, MODULES AND TOOLS

Module & Core Inquiry	Broad Research Questions	Tools
MODULE I: Mapping Displacement Drivers & Stress Factors What are the primary stresses and hazards driving displacement risk, and how do these vary across gender, livelihood, space, and time?	- What are the major climate, livelihood, economic, and conflict-related stressors affecting the community? - How do these stressors vary across locations, seasons, and livelihood groups? - Where are displacement risks geographically concentrated, and what spatial patterns emerge in hazard exposure and mobility? - What local resources, capacities, and coping mechanisms shape how different population groups manage or withstand these stressors?	Tool 1 – Hazard & Resource Mapping
	- How do key stressors interact and accumulate to increase displacement risk? - How do households and groups cope with, absorb, or adapt to compounding stresses?	Tool 2 – Stress-Impact Pathway Mapping
	Which social groups (women, men, youth, minority clans, persons with disabilities) experience the highest exposure to stresses, and why?	Tool 3 – Livelihood Vulnerability & Displacement Matrix
MODULE II: Power and Social Exclusion Dynamics in Displacement How do power relations, gender norms, and governance systems shape vulnerability, access to support, and the ability to avoid or manage displacement?	- How do power relations within households and communities influence who is most vulnerable to displacement? - Who controls key assets, information, mobility decisions, and access to services, and how does this affect displacement outcomes?	Tool 4 – Power Dynamics in Displacement
	How do gender norms, roles, and workloads shape exposure to risks and access to coping resources?	Tool 5 – Gender Dynamics in Displacement
	- Which individuals or groups face exclusion, discrimination, or gatekeeping in accessing humanitarian, livelihood, or protection support? - How do formal institutions (state, legal, humanitarian systems) reinforce or reduce inequality? - How do informal institutions (clan structures, elders, religious leaders, armed actors) shape access to justice, aid, or protection? - In what ways do governance practices reinforce or reduce displacement risk for different gender and social groups?	Tool 6 – Community Governance & Institutional Dynamics

MODULE III: Displacement Trigger Ranking (“Tipping Point Analysis”) When and under what conditions does stress cross a threshold that leads households to move?	- What shocks or crises have historically driven displacement, and what lessons can be drawn? - What sequences of events or cumulative stresses most commonly lead families to move?	Tool 7 – Displacement History Timeline
	How do seasonal stress patterns and livelihood cycles contribute to peaks in displacement risk?	Tool 8 – Seasonal Livelihoods & Stress Calendar
	- What are the key economic, social, security, and environmental tipping points that trigger displacement? - How do tipping points differ across gender, livelihood, and social groups? - Which combinations of factors accelerate or precipitate displacement?	Tool 9 – Displacement Trigger Ranking
MODULE IV: Displacement Decision Making & Staying Behind How do households decide whether to move, stay behind, or return, and how do gender and social roles shape these decisions?	- How do households make decisions related to movement, staying, or return during periods of stress? - Who participates in and influences mobility decisions within households? - What economic, safety, social, and cultural factors drive decisions to move or stay? - How do gender norms and roles shape responsibilities, preferences, or constraints around movement? - What strategies enable households to remain safely in place, and when does movement become unavoidable? How do different household members perceive risk, safety, and opportunity differently?	Tool 10 – Household Decision Making on Movement & Staying

The GDDA Process

The GDDA process follows a structured, step by step pathway that moves from defining the purpose of the analysis to translating findings into action.

It begins with defining the objectives and scope of the analysis, where the purpose, key questions, and focus populations of the GDDA are agreed. This step establishes the overarching analytical framework, ensuring the assessment explicitly examines how displacement drivers, risks, and impacts are shaped by gender, age, and social exclusion.

The second step, getting organized, translates this framework into a practical plan. It sets out the methodology, tools, team roles,

timelines, and ethical considerations required to undertake the analysis coherently and systematically.

This is followed by gathering background information, which synthesizes existing secondary data on displacement trends, climate shocks, conflict dynamics, livelihoods, and gender norms. This step ensures the GDDA is grounded in context and builds on what is already known.

Participatory research then generates primary field data through community-based methods, including gender segregated discussions and key informant interviews. This step centers the lived experiences of women, men, girls, and

boys, capturing differentiated exposure to risks, access to resources, and coping strategies.

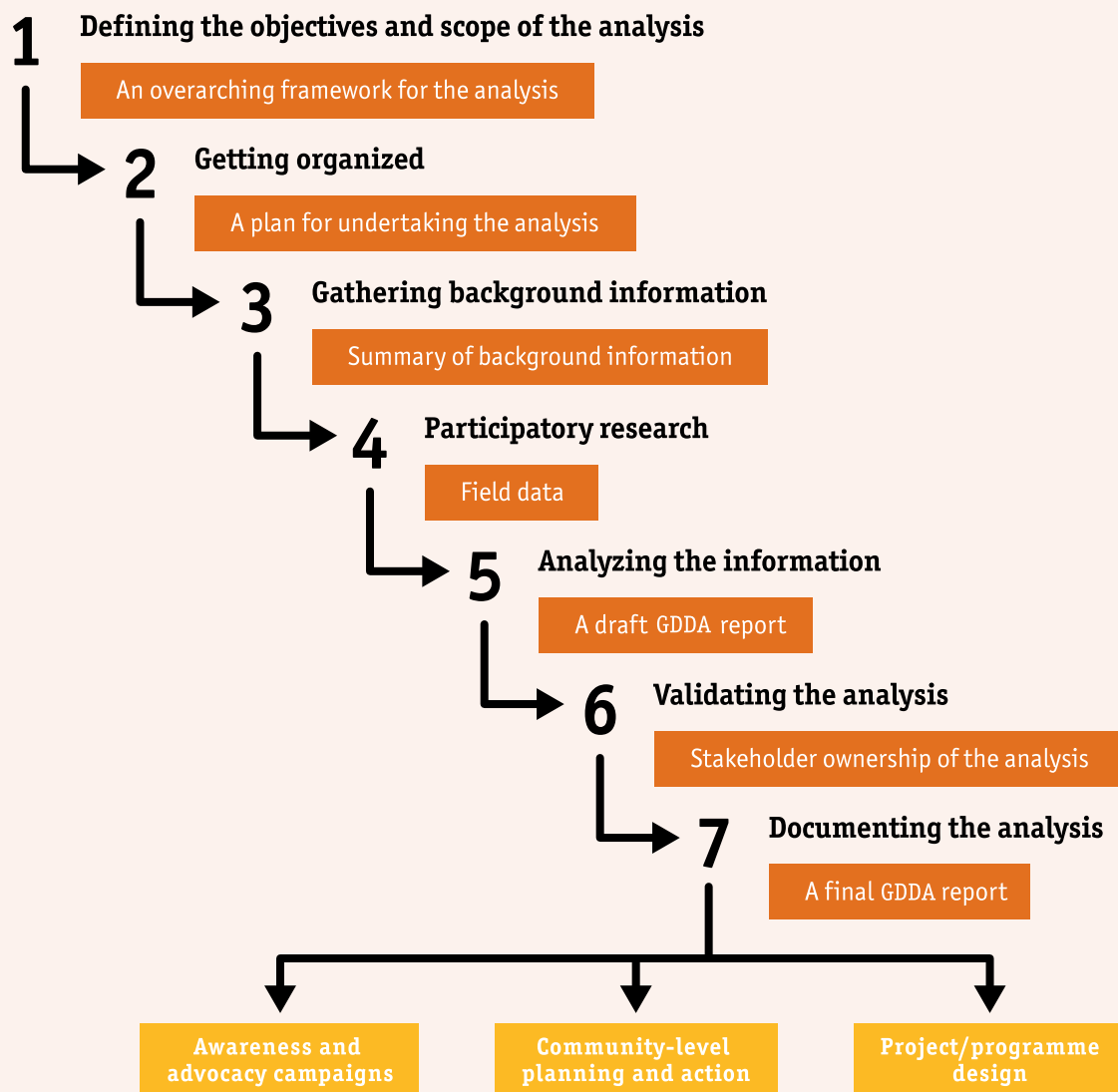
The fifth step, analyzing the information, integrates qualitative and quantitative findings to identify patterns, gendered vulnerabilities, tipping points, and decision-making dynamics related to displacement. These insights are consolidated into a draft GDDA report.

Next, validating the analysis ensures accuracy and ownership. Findings are shared with communities, local actors, and stakeholders to verify interpretations, address gaps, and strengthen legitimacy.

Finally, documenting the analysis produces the final GDDA report, clearly articulating evidence-based conclusions and recommendations.

The GDDA process is designed to inform awareness and advocacy, community-level planning and action, and project or programme design, ensuring that displacement responses are context-specific, gender responsive, and grounded in community realities.

FIGURE 2: GDDA STEP-BY-STEP PROCESS



Planning and Conducting a Gendered Displacement Drivers Assessment



The Gendered Displacement Drivers Assessment (GDDA) is a participatory, mixed methods approach designed to identify, analyze, and anticipate displacement as a predictable, socially differentiated process rather than a sudden event. Effective implementation requires careful planning, sequencing of tools, and attention to power, gender, and ethical considerations throughout the assessment cycle.

Assessment Planning and Scoping

GDDA planning begins with a clear definition of purpose, geographic scope, and analytical focus. The assessment is typically conducted at the district or community level in displacement-affected or displacement-prone areas and is most effective when aligned with early warning, preparedness, or program design objectives.

Key planning steps include:

- » **Context analysis:** Review existing data on climate shocks, conflict trends, food security (e.g., IPC), displacement flows, and governance structures to inform site selection.
- » **Population profiling:** Identify key livelihood groups, gender and age cohorts, minority clans, persons with disabilities, and displacement statuses (host, IDP, returnee).
- » **Seasonal timing:** Schedule data collection to coincide with known stress periods (e.g., late dry season or rainy season) to capture emerging displacement pressures.
- » **Ethical safeguards:** Ensure informed consent, confidentiality, and do no harm principles, particularly when discussing protection risks, GBV, and clan dynamics.

Tool Sequencing and Analytical Logic

The GDDA tools are applied in a sequenced and cumulative manner, with each module building on the previous one to progressively deepen analysis.

- » Module I (Drivers and Stress Mapping) establishes the structural and spatial context of displacement risk, identifying hazards, resources, and stress accumulation pathways.
- » Module II (Power, Gender, and Governance) interrogates how social norms, authority structures, and exclusion shape differential vulnerability and access to coping options.
- » Module III (Trigger and Threshold Analysis) identifies historical patterns, seasonal peaks, and tipping points at which stress becomes displacement.
- » Module IV (Decision Making and Mobility Choices) examines how households negotiate movement, fragmentation, or immobility under constraint.
- » This sequencing allows displacement to be analyzed as a process of attrition, moving from exposure to stress, through erosion of assets and social capital, to forced movement.

Participatory Data Collection

GDDA relies on facilitated group discussions, mapping exercises, and timeline analysis, complemented by key informant interviews where appropriate. To ensure gender and social differentiation:

- » Separate discussions are conducted with women, men, youth, and minority groups where feasible.
- » Facilitators are trained to manage power imbalances and avoid elite capture.
- » Visual tools (maps, calendars, matrices) are used to support collective analysis and reduce reliance on abstract questioning.

Attention is given to capturing women's knowledge of early stress signals—such as water access, food preparation, caregiving burdens, and credit exhaustion, which often precede visible displacement.

Integration of Gender and Power Analysis

Gender analysis is not treated as a standalone component but is embedded across all tools. Facilitators probe:

- » Who controls assets, income, and mobility decisions.
- » How labour burdens and risk exposure differ by gender and age.
- » How norms such as endurance or protection expectations shape delayed or fragmented displacement.
- » How exclusion from clan or governance structures accelerates displacement for certain groups.
- » This approach ensures that gendered pathways to displacement are analytically visible rather than inferred.

Data Synthesis and Validation

Findings from each tool are triangulated to identify:

- » Converging displacement drivers across methods;
- » Groups that consistently reach displacement thresholds first;
- » Early warning indicators that precede physical movement.

Preliminary results are validated through community feedback sessions and cross checked against secondary data (e.g., displacement tracking, IPC analysis, conflict incident data) to strengthen credibility.

Linking GDDA Findings to Programming and Early Warning

The final stage translates analytical findings into operationally relevant outputs, including:

- » District-specific displacement pathways; (See Annexe 2 District Profiles for Afgoye, Las'anod, Bardhere, Beledweyne and Erigavo produced using the GDDA tools)
- » Trigger thresholds linked to seasonal calendars.
- » Gender responsive early warning indicators.
- » Targeting guidance for preparedness, livelihoods, and protection interventions.

By grounding recommendations directly in community-identified drivers and thresholds, the GDDA supports anticipatory action, allowing actors to intervene before displacement becomes inevitable.

Guiding Principles for Fieldwork and Facilitation

Do No Harm & Prioritize Safety: Ensure the physical and psychological safety of participants and facilitators. This includes choosing safe locations, maintaining confidentiality, and being prepared to handle sensitive disclosures.

Inclusivity & Separate Spaces: Actively seek to include all relevant demographic groups (women, men, girls, boys, minority groups, persons with disabilities). Conduct discussions in separate, safe spaces for gender and age groups to ensure that diverse voices can be heard without fear of retribution or judgment.

Cultural Sensitivity & Local Context: Adapt language, examples, and facilitation techniques to the local culture and context. Avoid jargon. Build rapport and trust with communities.

Informed Consent: Obtain free, prior, and informed consent from all participants. Clearly explain the purpose of the

assessment, how the data will be used, and their right to withdraw at any time. For minors, ensure parental/guardian consent is obtained in addition to the child's assent.

Confidentiality & Anonymity: Assure participants that their contributions will be kept confidential and anonymized in reports.

Facilitator Training & Gender Matching: Ensure facilitators are well-trained in participatory methods, conflict sensitivity, and gender analysis. Wherever possible, match facilitators to the gender and age group of participants to enhance comfort and disclosure.

Low-Literacy & Visual Approaches: Utilize visual, tactile, and interactive methods to ensure full participation from individuals with varying literacy levels. Incorporate drawing, mapping, and ranking with physical objects (stones, beans), and role-play.

Time Management & Flexibility: Be realistic about time estimates. Participatory processes often take longer than anticipated, especially when deep discussions and storytelling are involved. Be flexible and allow sufficient time for meaningful engagement.

Trauma-Informed Approach: Be aware that discussions around displacement can be emotionally triggering. Facilitators should be prepared to observe signs of distress, offer breaks, and have clear referral pathways for psychosocial support if needed.

Feedback & Validation: Share preliminary findings with the community to validate interpretations and ensure accuracy. This fosters transparency and builds trust.



Guidelines for Data Analysis and Interpretation

Once all the participatory tools have been implemented, the next critical step is to analyze and interpret the rich qualitative data generated. This phase requires careful attention to ensure that the findings accurately reflect the community's perspectives, particularly the gendered and age differentiated experiences highlighted throughout the GDDA framework.

Triangulation and Cross Referencing

- » **Compare Findings Across Tools:** Systematically compare the results from different tools (e.g., how the hazards mapped in Tool 1 relate to the stress impact pathways in Tool 2, and the decision factors in Tool 10). This helps build a comprehensive understanding and validate information.
- » **Compare Findings Across Groups:** Crucially, compare the results from the separate gender and age groups (adult women, adolescent girls, adult men, adolescent boys). Look for both commonalities and differences.
- » **Identify Overlapping Themes:** Look for recurring themes, challenges, and insights that emerge across multiple tools and groups.

Disaggregating Data by Gender and Age

- » **Beyond Aggregates:** Avoid presenting generalized findings. Always disaggregate data to show how impacts, vulnerabilities, coping mechanisms, and decision making processes differ for women, men, girls, and boys.
- » **Highlighting Exclusion:** Explicitly identify groups facing social exclusion and marginalization (e.g., minority clans, female headed households) and analyze how their experiences differ in terms of access to resources, protection, and influence.

Contextualizing Findings

- » **Local Language and Nuances:** Use local terminology and expressions captured during the participatory sessions to maintain the authenticity of the findings.
- » **Historical Context:** Consider the historical context of the community. Have these stressors or power dynamics existed for a long time? How have they evolved?
- » **External Factors:** Link local findings to broader external factors such as climate change, national policies, economic trends, and regional conflicts, as these often amplify local vulnerabilities.

Identifying Root Causes and Tipping Points

- » **Causal Chains:** Analyze the causal links identified in the Stress Impact Pathway to clearly articulate the sequence from root causes to specific triggers.
- » **Gendered Triggers:** Clearly define the specific “tipping points” for different gender and age groups that prompt displacement, as identified in Critical Incident Ranking. For instance, “adult women primarily initiate movement when their children face daily hunger.”

Synthesizing Recommendations

- » **Actionable Insights:** Translate the analytical findings into concrete, actionable recommendations for programs and policies. These recommendations should be gender sensitive, context specific, and address the identified drivers, vulnerabilities, constraints, and decision-making processes.
- » **Preventative Focus:** Emphasize recommendations that focus on preventing displacement, building resilience, and strengthening the agency of vulnerable groups to make safe choices.
- » **Addressing Power Dynamics:** Recommend interventions that challenge harmful patriarchal, age-based, and clan-centred power structures and promote inclusive decision-making.

Conclusion

The Gendered Displacement Drivers Assessment framework provides a crucial methodology for understanding the intricate and often deeply personal reasons behind internal displacement. Displacement is rarely a singular event but rather a cumulative cascade of stressors, climate-induced resource scarcity, economic pressures, and conflict, amplified by persistent insecurity and a deeply entrenched power structure.

This manual has sought to operationalize the GDDA framework, offering practitioners a step-by-step guide to conducting participatory, gender sensitive assessments. By utilizing tools that foster inclusive dialogue and adapt to low literacy contexts, practitioners can uncover the distinct “tipping points” and “constraints on movement” that shape the experiences of adult women, men, adolescent girls, and boys. The insights gained, for instance, regarding adult women prioritizing child hunger as a trigger for movement or the severe mobility restrictions faced by female youths, are vital for designing interventions that truly resonate with community needs.

By systematically mapping drivers, analyzing power dynamics, identifying triggers, and unpacking decision-making processes, this manual empowers field teams to:

- » Develop a nuanced understanding of vulnerability and resilience.
- » Design targeted, gender transformative, and age-responsive programming.
- » Advocate for policies that address root causes and promote equitable protection.
- » Ultimately, it contributes to preventing displacement and fostering dignified solutions for those affected.

The GDDA is more than just a data collection exercise; it is a commitment to amplifying marginalized voices, challenging exclusionary practices, and building a more just and sustainable future for communities at risk of displacement.

The GDDA Tools and Application



This section provides detailed guidance on implementing each of the GDDA's participatory tools. Each tool description includes its objective, target groups, estimated time, required materials, and step-by-step

facilitation instructions, incorporating key lessons and adaptations from the pilot phase. Remember to apply the "Guiding Principles for Fieldwork and Facilitation" outlined in the previous section throughout your assessment.

Module I:

Mapping Displacement Drivers & Stress Factors

Module Objective: To identify and locate the main climate, livelihood, economic, and conflict related stressors contributing to displacement risk, and to understand how these stressors interact with local resources and coping capacities. This module aims to provide a clear picture of what pressures exist, where they are concentrated, how they interact, and who is disproportionately exposed.

Module Description: Module I establishes the analytical foundation of the GDDA by identifying the main stressors that create displacement risk in the community and mapping where and how these pressures are experienced. It brings together climate, livelihood, economic, conflict, and access-related stressors and examines how they interact with local resources, services, and coping mechanisms. The module focuses on what pressures exist, where they are concentrated, how they vary over space and time, and who is most exposed across gender, age, livelihood, and social group.

By framing displacement as a process that begins with rising stress and shrinking coping capacity, Module I helps surface early warning signs of displacement risk and clarifies the risk and exposure landscape within which later vulnerability, tipping point, and decision-making dynamics unfold.

Tool 1: Hazard & Resource Mapping for Displacement



Objective:

To map key hazards, resources, and mobility routes in and around the community, identifying where displacement pressures are emerging or intensifying. This helps to visualize the spatial distribution of risks and available support.



Target Groups:

Always work in four completely separate, safe spaces to ensure diverse perspectives:

1. Adult women (35+)
2. Adolescent girls (18 35)
3. Adult men (35+)
4. Adolescent boys (18 35)

Each group must have its own facilitator, preferably of the same gender or identity.



Estimated Time:

Approximately 90 - 120 Minutes



Materials:

- » Large sheet of paper or a clear ground surface
- » Markers, colored sticky notes, cards, or locally available icons (e.g., stones, leaves, twigs)
- » Stones/beans for scoring or ranking (optional, highly effective for low literacy contexts)
- » Notebook + camera (with consent) for documentation

How to Facilitate:

1. Explain Purpose and Set Frame (5 10 minutes):

- » Clearly explain that the goal is to map problems and resources in their area. Use simple, localized language.
- » Emphasize that this helps understand what makes people leave and what helps them stay.

2. Draw the Community Area (15 20 minutes):

- » Ask participants to draw a map of their community and surrounding areas. This should include key landmarks, water sources, farmlands, markets, roads, and other relevant features. Encourage them to draw features important to their daily lives.

3. Identify Hazards and Stressors (25 30 minutes):

- » Using different colored markers or symbols, ask participants to mark where various hazards and stressors occur or are most intense.
- » Examples of hazards/stressors: Drought, floods, crop failure, livestock disease, conflict hotspots, checkpoints, areas of insecurity, lack of social services, market closures, resource scarcity.
- » Encourage discussion on what these hazards are, where they happen, and who is most affected by them (e.g., women spending more time fetching water due to dried wells).

4. Map Resources and Coping Mechanisms (25 30 minutes):

- » Using another color or symbol, ask participants to mark available resources and places that offer support or coping mechanisms.
- » Examples of resources: Water points, fertile land, functioning markets, health clinics, schools, community centers, safe routes, traditional support systems, aid distribution points, family networks.
- » Discuss how these resources help them cope and who has access to them, and conversely, who faces barriers (e.g., women's access to markets, youth access to livelihood opportunities).

5. Discuss Mobility Routes and Obstacles (10 15 minutes):

- » Ask participants to mark current or historical mobility routes, including escape routes during emergencies.
- » Identify any obstacles or dangers along these routes (e.g., banditry, checkpoints, gender based violence risks).

6. Reflect and Document (5 10 minutes):

- » Summarize key findings from the map.
- » Ask: "What does this map tell us about where the biggest problems are? Where are the strongest supports?"
- » Document the map, observations, and key discussion points.



Tool 2: Stress Impact Pathway Mapping



Objective:

To understand how different stressors interact and accumulate over time to create an impact pathway leading to displacement. This tool helps visualize the causal chain from root causes to specific triggers for different gender and age groups.



Target Groups:

Same as Tool 1 (separate, safe spaces for Adult Women, Adolescent Girls, Adult Men, Adolescent Boys).

1. Adult women (35+)
2. Adolescent girls (18 - 35)
3. Adult men (35+)
4. Adolescent boys (18 - 35)

Each group must have its own facilitator, preferably of the same gender or identity.



Estimated Time:

Approximately 80 - 95 Minutes



Materials:

- » Large sheet of paper or a clear ground surface
- » Markers or colored chalk
- » Sticky notes or cards with names of stressors, impacts, and coping strategies
- » Stones/beans for ranking or voting
- » Notebook + camera (with consent) for documentation

How to Facilitate:

1. Explain Purpose and Set Frame (5 10 minutes):

- » Explain that the goal is to understand how different problems connect and lead to bigger problems, eventually forcing people to move.
- » Use a simple analogy, like a series of dominoes falling, to illustrate the pathway.
- » Clarify “tipping point” using localized phrasing like “the last thing that forced people to move”

2. Identify Major Stressors (15 20 minutes):

- » Start by asking participants to name the main problems or stressors they face (e.g., drought, conflict, disease, hunger, lack of jobs). Write each on a separate card/sticky note.

3. Map the Pathway (30 40 minutes):

- » Arrange the cards/notes visually to show how one stressor leads to another. Draw arrows to indicate causal links.
- » Example Pathway: Drought Crop Failure Food Shortage Child Hunger Selling Assets Debt Forced Movement.
- » Crucially, facilitate discussion on how this pathway might differ for women, men, youth, and other groups.

4. Identify Coping Mechanisms and Breaking Points (15 20 minutes):

- » At each stage of the pathway, ask participants what actions they take to cope. Mark these on the map.

5. Discuss at what point these coping mechanisms break down—the “tipping point.” This is where the accumulation of stressors becomes unbearable, forcing a decision to move.

6. Reflect and Document (5 10 minutes):

- » Review the completed pathway, highlighting the interconnectedness of stressors and the different breaking points for various groups.
- » Ask: “Are there any points where intervention could stop this pathway to displacement?”
- » Document the pathway, key insights, and identified intervention points.



Tool 3 – Livelihood Vulnerability & Displacement Matrix



Objective:

To identify which livelihood assets are most affected by major hazards and which groups (women, men, youth, minority clans, pastoralists, etc.) are most vulnerable to losing these assets consequently increasing displacement pressure.



Target Groups:

Target groups – always work in four completely separate, safe spaces:

1. Adult women (35+)
2. Adolescent girls (18 - 35)
3. Adult men (35+)
4. Adolescent boys (18 - 35)

Each group must have its own facilitator (same gender or identity whenever possible).



Estimated Time:

Approximately 75 Minutes



Materials:

- » large grid on the ground or flipchart
- » Icons or sketches for 6–10 key assets
- » Stones or beans for scoring (0–3)
- » Notebook for key points

How to Facilitate:

Introduce the livelihood vulnerability and displacement matrix (5 minutes): This activity will help us to understand livelihood assets that are most affected by major hazards and conflict-related pressures (e.g., blocked migration routes, armed group presence, political interference, land disputes) and which groups are most vulnerable to loss of assets. In addition, we will be able to establish how the loss of assets increases displacement pressure.

Prepare a matrix in advance (7 minutes): This can be done on the ground, using idea cards or on flip chart paper.

Rows: assets important to the community (livestock, crops, water, tools, savings, etc.)

Columns: groups selected for analysis (e.g., women, men, youth, pastoralists, minority clans, IDPs)

Explain briefly: “We want to see which groups are most affected when assets are lost.” Ask if any key assets are missing in the matrix.

Score the impact (0–3) (30 minutes): For each asset–group combination, ask:

“If this asset is affected by drought/conflict/price shocks, how much pressure does it create for this group?”

Prompts:

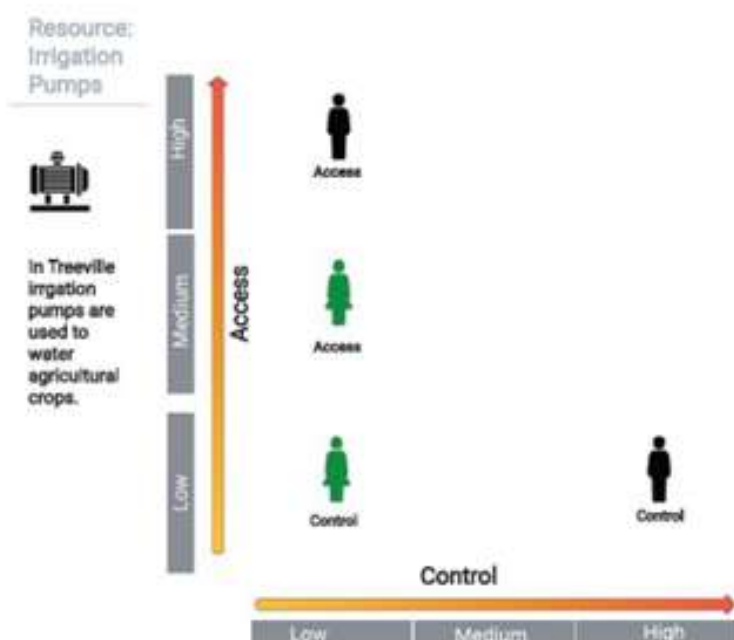
- » Does conflict make this asset harder to protect or access? Also, which gatekeepers (local authorities, clan elders, militias) block access? And which group is “allowed” to keep assets?
- » Which groups lose this asset first due to power dynamics or discrimination?
- » Does this represent a root, proximate, or trigger-level conflict cause?

Use simple scoring:

- » 3 = very strong impact/increases pressure to move
- » 2 = moderate impact
- » 1 = small impact
- » 0 = no real impact

Let groups discuss briefly before agreeing.

Discuss vulnerability differences (15 minutes)



After the matrix is filled, ask:

- » “Which groups are affected the most?”
- » “Which assets, if lost, increase displacement pressure?”
- » “Who reaches a crisis point fastest?”
- » “Which losses are driven by conflict, not climate?”
- » “Which groups face gatekeeping, taxation, or power barriers that increase pressure to move?”
- » “Which assets become insecure because of armed actors, political interference, or clan disputes?”
- » “Which assets help communities stay? Which assets reduce displacement pressure?”
- » “Circle or mark the highest scores as displacement sensitive”.

Closing (5 minutes): Ask if they have anything to add. Thank the participants.

The note taker should carefully copy the matrix and transcribe the key points of the discussion. A photo of the matrix may also be helpful to document the results

Capture:

Most vulnerable groups

Most displacement-sensitive assets

Short notes on why (e.g., “Minority clans lose access first because...”)

Example of matrix scoring

Livelihood Asset	Female Headed HHs	Pastoralists	Agro Pastoralists	Minority Clans	IDPs/Returnees
Water access	3	3	2	3	3
Livestock	1	3	2	1	1
Crops/farmland	2	0	3	1	1
Income sources	3	2	3	3	3
Food stocks	3	2	3	2	3
Health access	3	2	2	3	2
Mobility access (routes, permissions, safety)	2	3	2	3	3
Documentation / ID papers (includes marriage certificates)					
Education access (especially for girls). For adolescent girls – e.g school continuity, safety on routes, exam fees – we know that when this collapses, early marriage and protection risks escalate.					
Savings/cash	3	2	2	1	3
Social support networks & caregiving support					

MODULE II

Power & Social Exclusion Dynamics in Displacement

Module Objective: Examine how power relations, gender roles, and governance systems influence exposure to risk, access to support, and the ability to prevent displacement.

Module Description: Module II deepens the analysis by examining how gender norms, power relations, and systems of social exclusion shape vulnerability to displacement. It focuses on who is most affected by rising stressors and why, exploring how access to resources, services, protection, and decision-making is structured by gender, age, clan status, displacement status, and social position.

The module surfaces how gatekeepers, institutions, and informal power brokers influence people's ability to cope, adapt, or remain safely in place. By unpacking unequal power relations and institutional barriers, Module II clarifies how vulnerability is produced and distributed, and why some groups reach crisis points earlier than others, even when exposed to the same external shocks.



Tool 4 – Power Dynamics in Displacement



Objective:

1. To explore how differences in power, social status, gender, and identity shape people's ability to cope with stress, access support, and avoid displacement and how power influences displacement, for instance, who has control over information, resources, movement and decision making.
2. To capture how institutional decision-making could impact productivity



Target Groups:

Same as Tool 1 (separate, safe spaces for Adult Women, Adolescent Girls, Adult Men, Adolescent Boys).

1. Adult women (35+)
2. Adolescent girls (18 - 35)
3. Adult men (35+)
4. Adolescent boys (18 - 35)

Each group must have its own facilitator, preferably of the same gender or identity.



Estimated Time:

Approximately 60 minutes



Materials:

- » 6–8 identity cards (one per participant or per small group)
- » Open space (indoors or outdoors) for participants to move forward/backwards
- » Notebook for documenting key insights
- » Optional: masking tape to mark the starting line
- » Institutional landscape analysis table or chart
- » Access & control chart printed on a large paper
- » Persona cards

Suggested Identity Cards (simple + displacement relevant)

Use 6–8 identities such as:

- » Young unmarried woman from a minority clan
- » Male youth with no livestock and limited education
- » Elder woman caring for grandchildren
- » IDP man recently displaced from another region
- » Agro pastoralist household head (male)
- » Widowed woman with small livestock only
- » Local trader (female) with cross-clan customers
- » Village committee member (male, dominant clan)
- » IDP camp leader
- » Document the pathway, key insights, and identified intervention points.

How to Facilitate

1. Introduce the exercise (5 minutes):

Explain: “This exercise helps us see how different identities influence who has power, who is protected, and who is more at risk of displacement.”

Explain that participants will take on different community identities and respond to statements about access to resources, safety, influence, mobility, and protection.

The exercise helps reveal which groups have more or less power to avoid displacement.

Emphasize:

- » It is about roles, not personal experiences.
- » Participants should not reveal their assigned identity until the end.

2. Distribute identity cards (3 minutes)

Give each participant (or pair) one identity.

Ask them to read it quietly and imagine what daily life looks like for this person. For those who don't know how to read, the facilitator will go around and read their role as per the card picked.

3. Line up participants (2 minutes): Ask everyone to stand on one line, side by side.

Explain: “After each statement I read, take one step forward if your identity can do this easily, or one step



backwards if it would be difficult or unsafe.”

4. Read 8–10 adapted statements (16 minutes): Use displacement-relevant prompts such as:

- » If you can safely access water, graze animals, or collect firewood — step forward.
- » If you fear movement outside the settlement due to insecurity or clan tensions, step backwards.
- » If you can influence community decisions (relief, conflict resolution, early warning), step forward.
- » If you are most likely to be stopped, taxed or harassed at a checkpoint – Step backwards
- » If you would be excluded from local committees or meetings, step backwards.
- » If you can move freely to markets or services without needing an escort, step forward.
- » If your identity could seek help from local authorities or elders, step forward.
- » If you would likely to be blamed or targeted during a crisis, step backwards.
- » If you could decide whether your household stays or leaves during a shock, step forward.

5. Final positions & discussion 20 minutes): When participants stop, ask:

- » “Who is at the front? Why?”
- » “Who is furthest behind? What limited their movement?”
- » “Which identities had the least power to avoid displacement?”
- » “How do power, gender, clan, and livelihoods shape who gets protection or support?”

6. Summarise key insights (10 minutes): Highlight patterns related to displacement risk, e.g.:

- » Groups whose movement is highly restricted
- » Groups lacking influence over decisions that affect security or mobility
- » Groups most exposed to tensions, gatekeepers, or blocked access
- » Groups with the least ability to prevent displacement

Document the discussion clearly.

7. Closing (4 minutes): Ask if they have anything to add. Thank the participants.

Tool 5 – Gender Dynamics in Displacement



Objective:

- » To explore how gender norms, expectations, and roles influence exposure to displacement pressures.
- » To reveal hidden power structures that directly shape displacement pathways.
- » To understand how climate and conflict shocks change gender roles and affect the ability of women, men, girls, and boys to stay, cope, or move safely.



Estimated Time:

Approximately 55–70 minutes



Materials:

- » Flipchart paper, markers, notebook.



Suggested Identity Cards (simple + displacement relevant)

1. Introduce the exercise

Explain that the activity looks at how gender roles shape people's experience of shocks and influence decisions and pressures around displacement.

Hold separate sessions for women, men, and youth where possible.

2. Brainstorm gendered roles and expectations (1015 minutes)

Use two columns: **Women/Girls | Men/Boys**

Ask:

"List the main daily roles, responsibilities, and expectations for women/girls and men/boys in this community."

Prompts:

- » Who is responsible for the income and livelihood of the household?
- » Who makes decisions on how income will be spent?
- » Who registers the household for aid, relief items or receives cash support?
- » Who is responsible for taking care of livestock/crop responsibilities?
- » Who is responsible for fetching water/firewood collection?
- » Who cares for the children, the elderly or the sick?
- » Who is in the community leadership roles?
- » Who decides on mobility and travel?
- » Who has access to land/resources?
- » Who controls livestock sales or big economic decisions in crisis?
- » Who is involved in negotiation with elders/gatekeepers?

Write responses under each column.

3. Discuss how shocks change these roles (15 minutes)

Ask:

- » "What changes for women/men when drought, crop failure, conflict, or price shocks occur?"
- » "Whose workload increases? Whose mobility

becomes more restricted?”

- » “Who becomes more exposed to insecurity when moving or coping?”
- » Do boys face higher risks of forced recruitment, militia pressure, or criminalization?
- » Do men face pressure to migrate, join armed actors, or enter high-risk labour routes?”

Ask each group:

- » “What makes women/girls more likely to be pushed toward displacement?”
- » “What makes men/boys more likely to be pushed toward displacement?”
- » “Whose role forces them to stay behind, and why?”

4. Explore gendered mobility & access (15 minutes)

Ask:

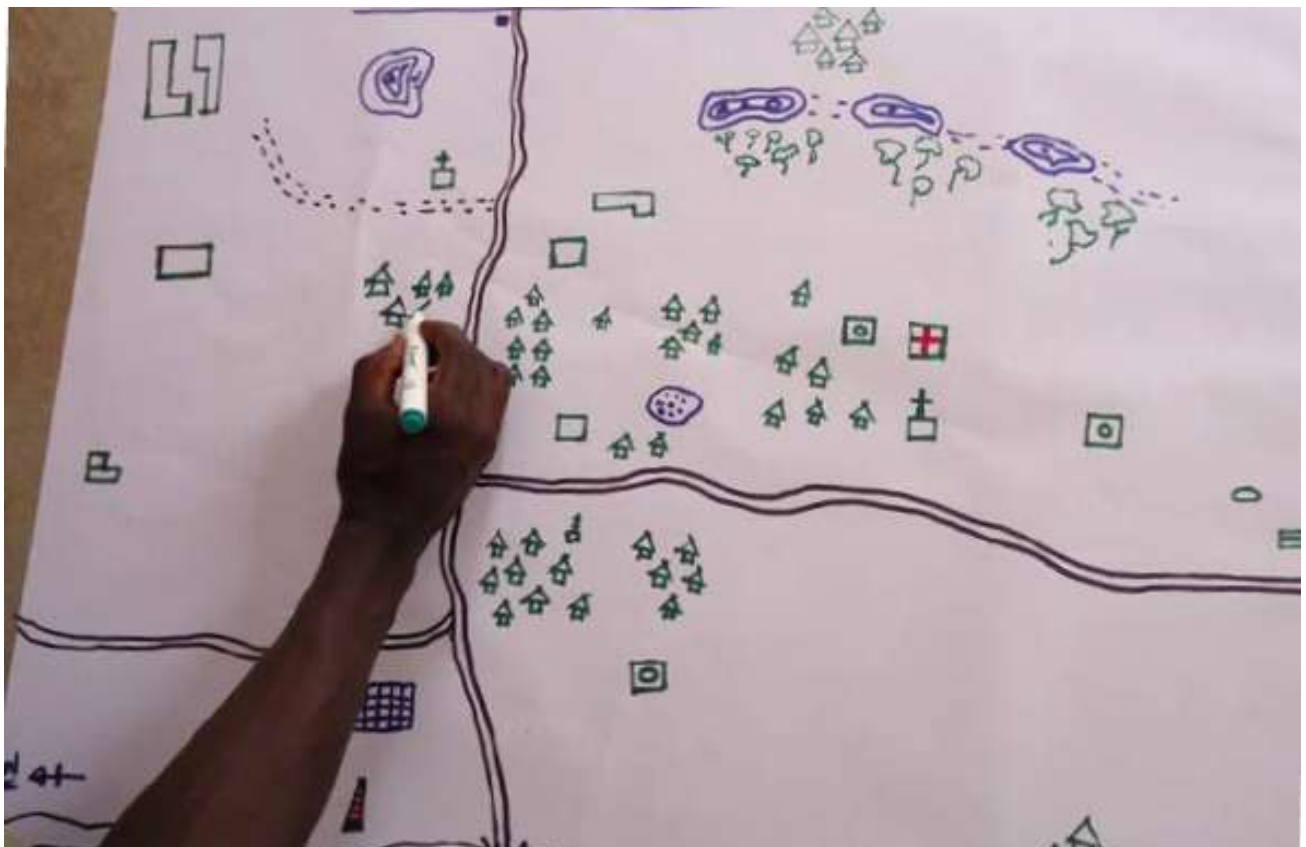
- » “Who can move safely to markets, water points, or grazing areas during stress?”
- » “Who receives early warnings or information?”
- » “Who can access assistance or services more easily?”
- » “Who has alternative livelihood options?”
- » “Who relies on others to move or stay?”

Focus on practical constraints related to displacement.

5. Identify gender specific displacement pressures (10 minutes)

Examples to reflect real gendered pathways

- » • Men may feel pressure to migrate, engage in high-risk work, or align with armed actors when livelihoods collapse.
- » • Women may face rising insecurity (especially when collecting water or fuel), harmful coping strategies, or being left behind with no decision-making power as men migrate.



Tool 6 – Community Governance & Institutional Mapping



Objective:

- » To identify the formal (government, NGOs etc) and informal institutions (community committees, self-help groups) that shape access to resources, protection, service delivery, and social cohesion in the community and explore how these influence people's ability to cope, adapt, and remain safely in place
- » To understand how different groups (women, men, youth, minority clans, IDPs/returnees) interact with these institutions, and how institutional strengths, gaps, or biases contribute to displacement drivers or help reduce pressures that may later become triggers.



Estimated Time:

Approximately 80 100 minutes



Materials:

Flip chart paper

Thick-tipped markers in a variety of colours, coloured paper cut in three different sizes of circles, Camera to document the process (ensure that the participants are comfortable with it before taking photos of them), Field Guide and Notebook.

Suggested Identity Cards (simple + displacement relevant)

Step 1: Welcome and Introduction (5 10 minutes)

- » We'll start by explaining that this exercise is about mapping all the key people and groups that you rely on every day, especially during hard times.
- » We want to hear about who you trust, who you work with, or who you might avoid, and how this affects your ability to cope, stay in your home, or find safety elsewhere.

Step 2: What are 'Institutions' or 'Groups'? (5 minutes)

- » We'll clarify what we mean by these words. They can be:
 - Formal groups: Like chiefs, police, hospitals, local government, NGOs, schools, or water committees.
 - Informal groups: Like elders, clan leaders, religious leaders, women's groups, youth groups, traders, landlords, or savings groups.
- » We'll emphasize that anyone or any group that influences your daily life, conflicts, moving around, or getting services can be included.

Step 3: Let's Brainstorm! (10 15 minutes)

- » We'll ask you to list all the groups and people that:
 - Are active in your community every day.
 - Provide services, protection, information, or help solve disagreements.
 - Influence how people behave, how well you get along, or how conflicts start or end (for example, elders who might be unfair, or groups linked to militia).
 - Affect your ability to earn a living or get resources that are important for staying or moving.
- » We will write down every group mentioned and give each one a simple symbol everyone can understand.

Step 4: How Important Are These Groups?

- » Now, we'll go through the list and discuss how important each group is.
- » We'll write each group's name on a paper circle. The size of the circle will show its importance:
 - Large circle: Very important or influential in daily life.
 - Medium circle: Somewhat important.



- Small circle: Limited importance.
- » We'll ask questions like:
 - Who do people go to for help or information?
 - Who influences decisions about land, water, or markets?
 - Who helps solve arguments or keeps the peace?
 - Who do different groups (like women, men, youth) trust or avoid?

Step 5: Where Do They Stand in Relation to Us? (20 minutes)

- » We'll draw a big circle in the middle of our large paper (or on the ground) to represent "Our Community".
- » Then, we'll place the paper circles of the different groups around our community circle to show how close or far they feel, and how much they interact with us:
 - Inside our community circle: Means they are trusted, easy to reach, and very supportive.
 - Touching the edge: Means they are partly supportive.
 - Outside but near: Means they are hard to reach or not always reliable.
 - Far outside: Means they are inaccessible, harmful, or unfair.
- » We'll use prompts like:
 - Which groups feel very close to our community?
 - Which ones are here but not trusted or supportive (even in normal times or during stress)?
 - Which ones cause exclusion, tension, or make it harder for people to cope?
 - Which ones respond too slowly?
 - Which ones support some groups but leave out others?
 - Which groups do young men fear because of forced recruitment or unfair treatment?
 - Which groups do women never interact with due to social norms or other reasons?
- » You all will decide where each group's circle should be placed.

Step 6: How Do These Groups Increase Pressure to Move? (20 minutes)

- » We'll discuss how the actions, inactions, or decisions of these groups might make people feel pressured to leave:

- o Which groups make it harder for families to cope before they consider moving?
- o Whose decisions make people feel unsafe or unsupported?
- o Which groups contribute to more stress or less access to help? Where do women or children face problems that make them more likely to be displaced?
- o When does a group's delay, unfairness, or collapse become the final straw that pushes families to leave?
- o Which groups (like militia, elders, landlords, government) make problems worse or better in the community?
- o Which groups are critical for people when they decide to stay or move?
- o Which barriers from these groups increase the pressure to leave (e.g., corrupt leaders, unfair resource sharing, slow help)?
- » We will use red markers to highlight groups or behaviours that increase pressure to leave. For example:
 - Broken water committees lead to displacement.
 - Unfair elders deny help, forcing families to move.
 - Police, not responding to insecurity makes families leave for safety.

Step 7: Which Groups Help Prevent Displacement? (10 minutes)

- » We'll ask:
 - Which groups help people get through difficult times and cope?
 - Which people or groups actively reduce stress or stop problems from getting worse (like mediation committees, women's groups, youth leaders, local peace structures)?
 - Who supports people so they can stay instead of moving?
 - Who prevents conflicts from escalating?
 - Who makes sure marginalized groups are included in crisis support or decision-making?
- » We will use blue markers to highlight groups that protect people or help stabilize the community.

Step 8: Let's Check and Summarize! (5 minutes)

- » We will quickly review:
 - The most influential groups.
 - Groups that increase pressure to move.
 - Groups that help reduce pressure to move.
 - Groups of people who are excluded from services.
 - Behaviors of groups that could become “tipping points” for people to leave.
- » • We'll ask: “Is there anything important we missed?”

Step 9: Closing (3 5 minutes)

- » We'll ask if anyone has questions and thank everyone warmly for their participation and valuable insights

Visual examples from CARE's CVCA Venn Diagram exercise:





MODULE III – Displacement Triggers & Tipping Points

Module Objective: Identify and rank the critical thresholds where accumulated stress and vulnerability lead households to move.

Module Description: Module III examines when and how accumulated stress crosses a critical threshold that makes displacement likely. Building on the stressors and vulnerabilities identified in earlier modules, it traces how coping mechanisms erode over time and identifies the specific moments, events, or conditions that function as displacement “tipping points.” The module focuses on the cascading effects

of interacting stressors and highlights how tipping points differ across gender, age, livelihood groups, and social status. By distinguishing between underlying pressures and acute triggers, Module III helps clarify which shocks, institutional failures, or losses of access most decisively push households from coping into forced movement.

Tool 7 – Displacement History Timeline



Objective:

The Displacement History Timeline aims to:

- » Reconstruct how displacement has unfolded over time by documenting major shocks, coping responses, and movement patterns. It establishes the typical sequence through which stresses accumulate and identifies the points at which conditions become untenable, forcing households to move.
- » Captures how displacement drivers and thresholds have evolved across successive crises, highlighting differences in exposure, coping capacity, and timing of displacement among women, men, boys, girls, and other vulnerable groups



Estimated Time:

60 minutes



Materials:

Long paper strip (several flipcharts/manilla paper taped together) marked with years (cover 5 year period), markers of different colors, masking tape and symbols or pictures (for low literacy): sun (good years), cloud (stress), lightning (shock), feet (movement/displacement), house (return), people icons (men, women, boys, girls)

How to Facilitate

1. **Purpose of the exercise (5 minutes):** Explain to the participants that the exercise will help identify important events that caused stress, coping responses, and displacement episodes in the community over the last 5 years, and understand how conditions built up over time. Be sensitive to trauma; allow participants to stop at any moment, and all memories are valid, and groups should not judge.
2. **Draw the timeline (2 minutes):** On the long paper strip, draw a long horizontal line across the manila sheet. Put markers for each year using a short vertical line.
3. **Elicit major events (25 30 minutes):** Use simple probing questions.
 - » What big change happened first? Was there a major drought? Flood? Conflict?
 - » Were there clashes, militia movements, political tensions, or new restrictions?
 - » What year did people first start leaving this area?
 - » What happened before people decided to move?
 - » Who was affected the most, women, men, boys, girls, or vulnerable groups? Was anyone unable to move? Why?
 - » Were there years where coping strategies worked well and prevented movement?

For low literacy groups:

Give participants a set of picture cards (drought, flood, conflict, livestock, houses, movement).

Ask them to place each card on the timeline.

You write the labels for them.

4. **Identify tipping points (10 20 minutes):** These are moments when stress turned into displacement.

Ask:

- » What was the final thing that made people decide 'we must move now'?
- » Who made the decision to move? Women? Men?
- » What signs showed that it was time to leave?
- » What safety risks made staying impossible?
- » What attempts to cope came just before the decision to move?



Circle or mark these events with a lightning symbol.

5. Validate and finalise the timeline (5-7 minutes): Read the timeline **out loud**.

Ask: Did we miss anything important?

Make corrections with the group.

6. Closing (3-5 minutes): Ask if they have any questions and thank them for participating

Facilitator Tips:

- » Thank participants
- » Do not argue or correct memories — timelines are subjective lived experiences.
- » Handle trauma carefully - If someone becomes emotional: Pause, acknowledge the experience, ask if they prefer a short break, and do not push them to continue.
- » Offer referrals to protection/MHPSS services if needed
- » Ensure both drivers (slow-onset pressures) and tipping points (crisis triggers) are noted distinctly on the timeline.
- » Probe for experiences of intersectional groups and avoid questions that could lead to tensions
- » Encourage participants to differentiate between: Root causes (structural), Proximate pressures (increasing stress) and Triggers (immediate catalyst of displacement)

Tool 8 – Seasonal Livelihoods & Stress Calendar



Objective:

- » To analyze when key livelihood activities and stress periods occur throughout the year and how seasonal pressures contribute to displacement.
- » To identify the months when coping capacity is most strained and when pressures typically reach displacement-related tipping points.
- » To understand how gender norms, conflict dynamics, and climate variability interact across the year to shape displacement risk.



Estimated Time:

Approx 90 120 minutes



Materials:

- » Large sheet/paper or clear ground surface with 12 monthly columns or seasonal blocks (e.g., long rains, harvest, dry season)
- » Markers, colored sticky notes, cards, or icons
- » Stones/beans for scoring or ranking (optional)
- » Ruler/tape to mark months/seasons on paper
- » Notebook + camera (with consent) for documentation

How to Facilitate

1. **Explain purpose and set frame (5 minutes):** Say: "We will map when people do key activities, when stress hits, and when pressures build up toward forced movement. This helps us see 'pressure months' and early signs to watch." Agree the time frame: 12 months or locally used seasons (e.g., "long rains", "dry season").
2. **Draw the calendar baseline (3 5 minutes):** Draw a horizontal grid with 12 monthly columns (or 4–6 seasonal blocks) across the top and rows for livelihood activities, hazards/stressors, market/prices, services, mobility/migration, and coping thresholds.

Label months/seasons in local terms (use both month names and local season names if helpful).

3. **Identify key livelihoods and activities (8 12 minutes):** Ask: "What are the main ways people earn a living here?" (e.g., crop farming, casual labour, herding, petty trade, fishing, remittances

For each livelihood, create a row on the calendar and have participants mark months when main activities occur (planting, weeding, harvest, peak labour sale of livestock, market days). Use simple symbols (seed for planting, sickle for harvest).

Probe: "Are there months when these activities are interrupted or reduced due to shocks?"

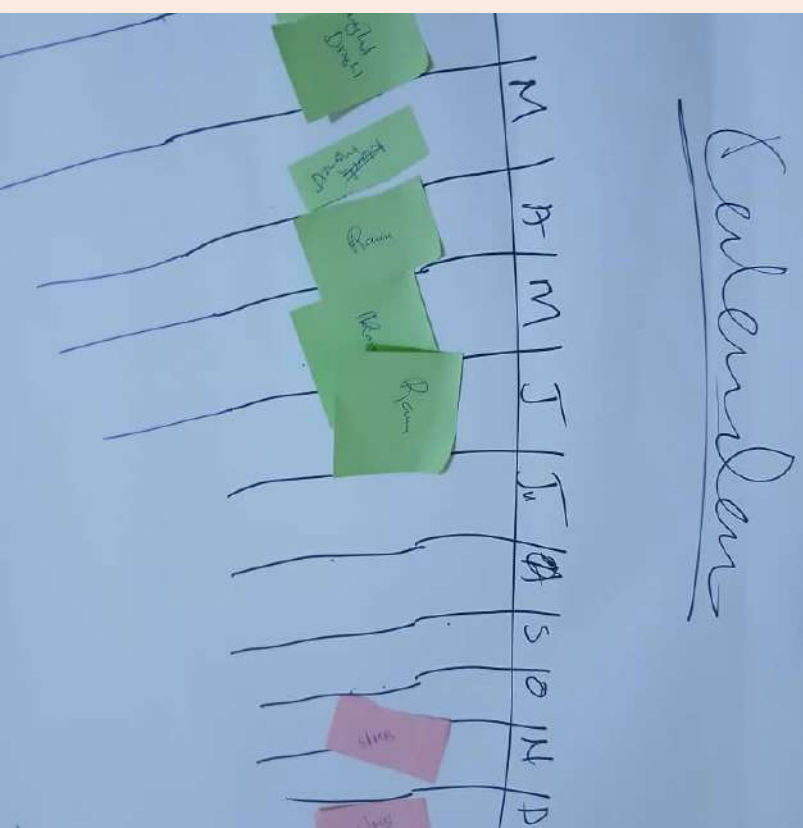
4. **Map seasonal stressors and hazards (10 15 minutes):** In a hazards/stressors row, ask participants to mark months when shocks/stresses are highest: drought, floods, disease outbreaks, conflict flare ups, price spikes, fuelwood scarcity, school closures.

5. **Use colour coding:** e.g., red for high stress months, orange for moderate stress.

6. **Probe:** "In which months do these stresses start to overwhelm normal coping?"

7. **Add markets and service trends (8 10 minutes):** Mark months of highest/lowest market prices for food and livestock.

Mark months when health/school services are limited (e.g., seasonal closures, road inaccessibility). Note months of remittance inflows (if seasonal).



Probe: “Are there months when service gaps or price spikes contribute to families thinking about moving?”

- 8. Map mobility patterns (10 12 minutes): Ask:** “When do people usually move temporarily or permanently?” Mark months with seasonal migration (labour migration), short-term movement for markets, or spikes in displacement linked to shocks. Distinguish routine seasonal migration (planned) from crisis-driven movement (pressure months). Probe: “When does movement stop being ‘normal’ and start being a sign of stress?”

- 9. Identifying coping strategies and limits (10 minutes):** For each pressure month, ask: “What do households do to cope — sell assets, skip meals, take high-interest loans, send members to work elsewhere?”

Use a separate row for coping strategies and a final row for coping limits: mark the month or sequence when most households say they can no longer cope and would consider moving (this is a displacement threshold).

Highlight thresholds using a distinct colour or symbol.

- 10. Rank pressure months and early warning signs (8 10 minutes):** Give participants 3 stones/points to place on the months they consider highest risk for displacement. Tally to identify top pressure months.

Ask: “What are the earliest signs we can see before households reach the coping limit?”

(e.g., livestock body condition declines, water queues lengthen, children drop from school, local labour shortages). Record 3–5 key early warning indicators.

Probe: “Which of these early signs usually

appear before tipping points are reached?”

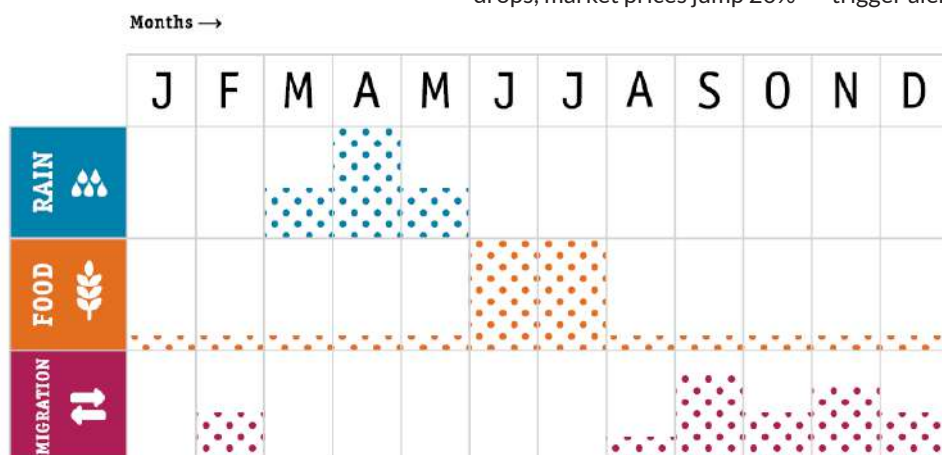
- 11. Gender/group disaggregation (throughout or 10 minutes at the end):** Ask: For each key activity, stressor, migration pattern and coping option: Who (women, men, youth, elderly, pastoralists, minority clans) is most impacted and when? Either create parallel calendars per group or annotate the main calendar with colour codes or symbols per group. Probe: “Are there months when specific groups reach their coping limits earlier than others?”

- 12. Validate, summarize and close (5 minutes):**

- » Read back top risk months, main displacement thresholds, and early warning signs.
- » Ask: “Anything missing?” Make quick corrections.
- » Thank participants and explain how findings will inform preparedness.

Quick examples for each step

- » Livelihood: Maize planting April–May; harvest Oct–Nov.
- » Stress: Dry season June–Sept — water scarcity peaks July.
- » Migration: Labour migration peaks Jan–Feb (seasonal), crisis displacement spikes Aug–Sep during prolonged dry spells.
- » Coping limit: By August most smallholders have sold 30–50% of stock — families begin considering migration.
- » Early warning: Borehole yields fall for two consecutive months; goat body condition index drops; market prices jump 20% — trigger alert.



Tool 9 – Displacement Trigger Ranking



Objective:

- » To identify, compare, and rank the specific conditions, thresholds, or combinations of factors that push households beyond their coping capacity and lead to displacement.
- » To understand how displacement tipping points differ across livelihood groups, gender, and social groups, and how economic, social, and service-related thresholds accelerate movement.



Estimated Time:

Approx 75 90 minutes



Materials:

- » 10–15 cards/icons with major stressors or triggers
- » 10 stones/beans for scoring
- » Rope or line on the ground (optional)
- » Notebook for discussion notes
- » Camera (with consent)

Facilitation Guide

1. **Introduce the exercise (5 minutes):** Explain clearly:

“Today we are not listing all problems. We are identifying the exact conditions that make families feel they must move – when coping breaks.”

Emphasise: “These are tipping points – the moment when staying becomes too risky, too costly, or impossible.”

Clarify that a tipping point can be economic (coping collapse), social (support networks fail), or service related (minimum survival conditions no longer available).

2. **Generate the list of potential triggers (10 minutes):** Ask participants to brainstorm key triggers based on lived experience.

Examples (do not prompt unless needed):

- » Last water point dries
- » Livestock mortality crosses a specific %
- » Insecurity reaches the settlement
- » Market access blocked
- » Debt beyond repayment
- » Violence targeting specific groups
- » No grazing options left
- » Eviction threats
- » Recurrent crop failure
- » No remittances for X months

Important: Focus on thresholds, e.g.

- » When animals start dying two days in a row
- » When the road is fully blocked
- » When girls cannot go to school because of insecurity
- » When savings are exhausted or high interest borrowing becomes the only option
- » When relatives who normally help say they cannot support this season

Write each trigger on a single card.



3. Clarify each trigger (5 minutes): For each item, ask:

- » What exactly happens that makes this a point of no return?
- » What changes after this point that makes staying difficult or unsafe?
- » Who is affected first (women/men/youth/elderly) and why?

4. First level sorting high vs moderate vs low triggers (10 minutes): Create three spaces on the ground:

High pressure triggers

Moderate pressure triggers

Low pressure triggers

Ask the group to place each trigger card where they think it belongs. Keep it visual.

Encourage participants to distinguish between chronic stressors and acute “breaking point” conditions.

5. Ranking top triggers using scoring (10 12 minutes):

Give each participant/group three stones/beans to place on the triggers they feel are the most powerful and immediate triggers of displacement.

Rules:

They may place all stones on one card or split them

Count stones to identify the Top 3–5 triggers

6. Identify the pathway or sequence (10 12 minutes):
Lay the top ranked triggers in a row.

Ask:

- Which one usually comes first?
- Which one pushes families to start thinking about leaving?
- Which one forces the actual decision to move?

This creates the **displacement pathway**:

Early stress → Pressure point → Coping depletion/ breakdown → Displacement trigger

Document sequences clearly.

Highlight if certain pathways differ for pastoralists, farmers, women, youth, or minority clans.

7. Explore differences by group (5 7 minutes): Prompt:

- Do women experience different triggers than men?
- Do minority clans reach the tipping point earlier?
- Which groups have fewer coping options?
- Who is most affected by economic breakdown?
- Who loses access to social support first?

Mark triggers that disproportionately affect **women, youth, elderly, minority clans, IDPs, pastoralists.**

8. Validate, summarize and close (5 minutes):

- » • Read back the top triggers and pathways. Ask: “Does this reflect your reality? Anything missing?”
- » • Thank the participant





MODULE IV – Displacement Decision Making: Moving or Staying Behind

Module Objective: To explore how households and individuals decide whether to move or stay under conditions of rising stress, and how these decisions are shaped by gender roles, safety concerns, livelihood risks, social obligations, and power relations. This module aims to understand who participates in mobility decisions, what factors influence these choices, and how different household members experience and shape displacement pathways.

Module Description: Module IV examines when and how accumulated stress crosses a critical threshold that makes displacement likely. Building on the stressors and vulnerabilities identified in earlier modules, it traces how coping mechanisms erode over time and identifies the specific moments, events, or conditions that function as displacement “tipping points.” The module focuses on the cascading effects of interacting stressors and highlights

how tipping points differ across gender, age, livelihood groups, and social status. By distinguishing between underlying pressures and acute triggers, Module III helps clarify which shocks, institutional failures, or losses of access most decisively push households from coping into forced movement.

Tool 10 – Household Decision Making on Movement and Staying



Objective:

- » To explore who within the household makes, influences, or is excluded from decisions about livelihoods, mobility, and displacement, and what factors drive decisions to stay or move during stress.
- » To understand how household decision making shifts as conditions deteriorate – from early stress – disagreement – coping breakdown – final displacement decision.



Estimated Time:

Approx 60 - 85 minutes



Materials:

- » Cards/icons representing household members
- » Two large circles or areas labelled **STAY** and **MOVE**
- » Stones/beans for scoring
- » Notebook for key points

How to Facilitate

1. Introduce the purpose (5 minutes) Explain:

- » *"We want to understand how households decide whether to stay or move during stress, and who has power or voice in those decisions."*

Emphasize that this is about common practices, not personal stories.

2. Identify typical household actors (5-7 minutes):

Ask the group to list who usually participates in important decisions.

Examples:

- » Adult men
- » Adult women
- » Older men/women
- » Married youth
- » Unmarried youth
- » Pastoralist boy herders
- » Daughters or girls
- » External influencers (elders, clan leaders, neighbours)

Use simple icons or drawings to represent each actor.

- Ask: "Who really influences decisions behind the scenes – who convinces, pressures, or blocks decisions even if they do not speak publicly?"

3. Draw who influences which decisions (10-12 minutes): Draw three small areas on the ground or paper:

- » **Livelihood decisions** (selling animals, planting, taking loans, market work)
- » **Mobility decisions** (seasonal migration, travel restrictions, daily movement)
- » **Crisis decisions** (evacuating, splitting the family, displacement)

Place each actor icon near the area where they have influence.

Prompt:

- » Who decides?
- » Who influences even if they don't decide?
- » Who has no voice?

Mark actors with **different symbols** (e.g., stones) for "primary decision maker."



- Encourage participants to distinguish between formal decision power (who has authority) and informal power (whose opinion is decisive in practice).

4. Explore drivers of staying vs moving (10 15 minutes):

Create two large circles on the ground:

- I. Reasons families decide to STAY
- II. Reasons families decide to MOVE

Ask participants to place cards (text or icons) into one of the circles.

Examples:

- » **Reasons to STAY:**
- » Keeping livestock
- » Safety of children
- » Fear of looting homes
- » Desire to protect land
- » Support networks
- » Cultural ties
- » Women's limited safe mobility options
- » **Reasons to MOVE:**
- » No water, no pasture
- » Repeated insecurity
- » School closes
- » Livestock deaths
- » Debt pressure
- » No food or income
- » Violence targeting specific groups
- » Eviction threats
- » Care burdens on women/girls become unsustainable

Encourage gender specific and age specific reasons to emerge.

5. Rank the strongest drivers (10 minutes):

Give each participant three stones to place on the reasons they consider most powerful in the final decision to stay or move.

Count stones to identify Top 3 drivers for staying and moving.

Ask which factors change slowly (pressure builders) and which shift suddenly (acute triggers).

6. Explore household disagreements (7 10 minutes)

Ask:

- » Do men and women always agree on when to move?
- » Who usually pushes to move first?
- » Who prefers to stay?
- » What happens if family members disagree?
- » Map situations where:
- » Men migrate and women remain
- » Families split temporarily
- » Youth leave alone for work
- » Women want to move because of insecurity but men resist
- » Men want to move livestock but women worry about children's safety

Note cases where men migrate alone, leaving women with greater responsibilities, reduced resources, or heightened security risks.

7. Identify who is most affected by lack of decision power (5 7 minutes): Prompt:

Who suffers most when they cannot influence decisions?

E.g.:

- » Women left behind without resources
- » Girls facing daily insecurity collecting water
- » Elderly unable to move
- » Young men pressured into risky migration or joining armed groups
- » Children with disabilities or elderly persons unable to move safely

Mark these clearly.

8. Summarize and validate (5 minutes): Read back:

- » Who makes which decisions
- » Most powerful triggers for moving and staying
- » Gender and age differences
- » Household conflict points
- » Groups with the least influence
- » Ask: "Is this correct?"

High level gendered examples

- » Men often decide to migrate for labour or to move livestock when assets begin collapsing.
- » Women often prefer staying until the last moment due to care burdens, safety of children, and lack of mobility options.
- » Girls face rising insecurity during water/fuel collection, pushing families to consider moving earlier.
- » Youth may push to move for work when markets fail, long before elders see displacement as necessary.
- » Summarize whether staying/moving decisions differ for women, men, youth, elderly, and minority clans — and why.

Annexes

District Profiles

The attached district profiles for five districts were analyzed using the GDDA tools.

Sample Facilitator Checklist

A checklist for facilitators to ensure ethical conduct, logistical preparedness, and effective session management before, during, and after each GDDA tool application.

Before the Session:

- » Review tool objectives and facilitation steps.
- » Gather all necessary materials (paper, markers, low literacy aids, etc.).
- » Identify and prepare a safe, private space for the group.
- » Confirm participant group composition and numbers.
- » Understand local cultural norms and sensitivities.
- » Prepare relevant local analogies for complex concepts (e.g., “tipping point”).
- » Familiarize yourself with psychosocial support referral pathways.
- » Ensure camera/voice recorder (if used) is charged, and consent protocol is clear.

During the Session:

- » Introduce yourself and the purpose of the session clearly.
- » Obtain informed consent from all participants.
- » Establish ground rules for respectful participation and confidentiality.
- » Use simple, localized language and avoid jargon.
- » Actively encourage participation from all members.
- » Be mindful of time but allow for rich discussion and flexibility.
- » Observe participant body language and emotional state; offer breaks if needed.
- » Ensure accurate documentation of discussions and visual outputs.
- » Maintain neutrality and avoid imposing your own views.
- » Constantly check for understanding.

After the Session:

- » Thank participants for their time and contributions.
- » Ensure all materials are properly collected and secured.
- » Complete detailed notes and observations immediately.
- » Transcribe/summarize key findings from the session.
- » Debrief with co facilitators and supervisors.
- » Process any referrals for psychosocial support as needed.
- »

Ethical Guidelines and Consent Forms

- **Full Ethical Review:** Confirmation that the assessment adheres to organizational and international ethical standards for research involving human subjects.
- **Informed Consent Form:** A template for obtaining consent, translated into local languages, covering:
 - » Purpose of the study
 - » Voluntary participation and right to withdraw
 - » Confidentiality and anonymity protocols
 - » How data will be used and shared
 - » Potential risks and benefits
 - » Contact information for questions/concerns
- **Child Assent Form:** Adapted for children, using age appropriate language.
- **Data Protection Protocol:** Guidelines for secure storage, access, and destruction of sensitive data.

Guidance on Psychosocial Support Referrals

- **Signs of Distress:** Information for facilitators on recognizing signs of emotional distress (e.g., withdrawal, excessive crying, anger, disassociation).
- **Immediate Response:** Basic guidance on how to respond compassionately and supportively to distressed participants.
- **Local Referral Network:** A list of verified, accessible, and trusted local organizations or individuals providing mental health and psychosocial support services, including contact details and service descriptions.
- **Follow-up Protocol:** Clear steps for facilitators to follow up on referrals and ensure participants receive support.

Further Resources and Readings

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