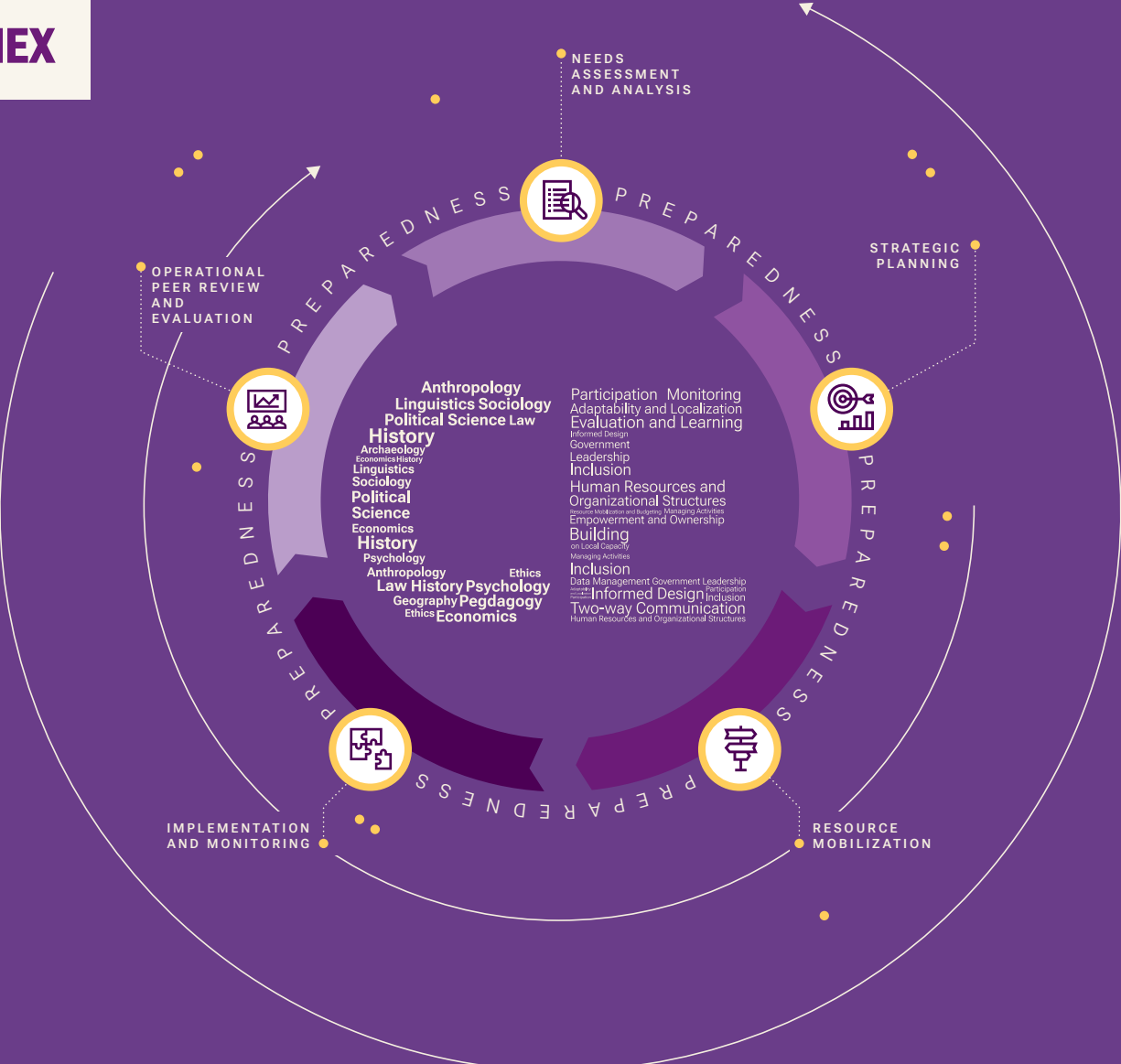


# SOCIAL SCIENCES FOR COMMUNITY ENGAGEMENT IN HUMANITARIAN ACTION

## CAPACITY NEEDS ASSESSMENT AND MAPPING OF SOCIAL SCIENCE TRAINING FOR COMMUNITY ENGAGEMENT IN HUMANITARIAN ACTION IN CONFLICT AND HAZARDS

### ANNEX



# **Social Sciences for Community Engagement in Humanitarian Action**

Capacity needs assessment and mapping  
of social science training for community  
engagement in humanitarian action in  
conflict and hazards

## **Annex:**

### **Competency Framework for Social Science for Community Engagement in Humanitarian Action (SS4CE in HA)**

Amsterdam Institute for Global Health and Development (AIGHD)  
Institut Pasteur - Sonar-Global  
UNICEF SBC Unit - SS4CE Team

## **Research Team and Authors**

### **AIGHD**

Mandy Geise  
Danny de Vries  
Simone van Dormolen  
Paola Maffi  
Laura Martínez Apráez  
Anna Christina Maukner

### **Institut Pasteur**

Benedetta Lana

### **UNICEF**

Anu Puri  
Maria Fernanda Falero Cusano  
Rania Elessawi

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# Competency Framework for Social Science for Community Engagement in Humanitarian Action (SS4CE in HA)

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## Introduction

This Competency Framework including competencies and best practices for Social Sciences for Community Engagement in Humanitarian Action (SS4CE in HA) is a product of a capacity needs assessment study led by TWG2 of the UNICEF project “Integrating Social Science in Community Engagement in Humanitarian Action in Conflicts and Hazards”. The framework

is to be considered in conjunction with the extended report “Capacity needs assessment and mapping of social science for community engagement training”, drafted by the TWG2 research team, which outlines the methodology and objectives underpinning the consultation process with experts, and its findings.

## Consultation process

Competencies listed here are derived from the findings of this study. They include both competencies already in use (Abramowitz et al., 2015; Hewlett & Hewlett, 2007), and others that are most often missing or overlooked in the everyday practice of humanitarian action according to the consulted experts. The consultation process was conducted with social scientists and practitioners who have been working in community engagement in humanitarian action during conflicts or natural hazards. Nevertheless, this competency framework provides a broad outline of competencies required to lead social-science informed community engagement in humanitarian action, across all phases of the Humanitarian Program Cycle.



## Intended audience

The audience for the framework includes the two aforementioned communities: social scientists and humanitarian practitioners. By social scientist we mean researchers based in research institutions working in support of community engagement activities in humanitarian (conflict and hazard) contexts, but for whom it is not standard practice. This is a large and diverse group from a diversity of disciplines, such as anthropology, sociology, cultural geography, political science, history, pedagogy, psychology, communication sciences, etc. By humanitarian practitioners (HP) we refer to humanitarian staff working in community engagement who might in part have a social science background, although not necessarily. For both audiences, the framework is of relevance to staff ranging from junior to senior levels, although the emphasis lies on competencies for mid to senior level experts.

The competencies listed do not aim to characterize a single ideal profile for each of the indicated audiences. Rather they illustrate a comprehensive, transdisciplinary, and to a large extent collaborative set of knowledge and skills required to

achieve effective SS4CE as it emerges from the report's findings. Still, because not all competencies are equally important for each of these audiences, we have also noted an initial indication of relevance for each audience (using a coloring bar, with darker indicating higher relevance). However, it must be noted that in reality, relevance and prioritization are much influenced by context and existing capacities, and this element would need further adaptation by the user of this Competency Framework. Furthermore, all competencies are relevant to both audiences involved in social science research or social science-based support activities. As such, the competency framework outlines the synthesis of the mutual contributions of both audiences to achieve effective and substantive community engagement in humanitarian interventions.

## Defining competencies and best practices

Competence is intended here as the ability to do something well and effectively. It is important to note that 'competencies' by themselves are always ambiguous when applied to various situations with different meanings (Winterton et al., 2006).

Or, in other words, different cultural contexts influence the understanding of what competence is. Furthermore, in this framework some of the competencies listed may read more like best practices, which are standards that are known to produce good outcomes if followed. We represent learning based on the project including some interlinkages of best practices and competencies.

## How to use this framework

The idea of community engagement resonates with the rich literature and debates on community participation (McCloskey, 2011; George et al., 2015), with all its social, political, economic, and cultural nuances which can at best be captured partially in a competency framework relevant to a humanitarian context. The framework as such is a guide, a call for attention to and awareness of, but not an definitive list of competencies that should be seen apart from such context. Depending on organizational needs, existing capacities, goals and aims, the framework can assist in building SS4CE capacity by knowing what skills to prioritize in hiring, staff development, training, or human resource planning. It can also be used by program managers to derive indicators of social science informed community engagement, but it cannot stand in for lived experience in a much more complex reality.

Each humanitarian situation presents its unique and dynamic challenges, which should never be undermined by a rigid commodification of competencies that do not fit such complexity (Foth & Holmes, 2016). In this regard, competencies listed in the framework should not be viewed as boxes that must be ticked, rather they need to be proven in situated contexts. They are also not mutually exclusive, but rather iterative and highly interconnected. Only when enriched with experience, these competencies evolve in a humanitarian SS4CE professional. Moreover, the commitment to aspects of this framework should be made across the hierarchy of any organization using the framework, and not be limited to those deployed or working on ground.

## Methodology

The SS4CE Competency Framework was drafted by three members of the TWG2 coordination team. Based on the report findings, a list of related competencies was extracted. These

competencies were regrouped under pertinent domains. The researchers individually assigned scores to each competency (from 1 to 3, with 3 being the most relevant) grading its relevance for each of the two reference audiences (humanitarian practitioners and social scientists). The allocated scores and the reasons motivating individual choices in grading were jointly discussed by the three members and members of TWG2, resulting in a final synthesis score for each competency and each audience. The competencies underwent multiple rounds of discussion with Technical Working Group members and consequent editing to ensure strict correspondence with the research findings of the Capacity Needs Assessment, SS4CE in HA relevance, clarity, and readability. When pertinent, competencies were grounded in existing literature. The compiled list was compared with competencies outlined in the Collective Service RCCE (Risk Communication and Community Engagement) Competency Framework (Collective Service, n.d.). With the purpose to optimize SS4CE efforts across the humanitarian spectrum, it was our priority to avoid duplication and to integrate important insights from this previous research project focusing on Public Health in Emergencies. Where we identified overlap between the two frameworks, or missing elements in ours, we tried to synthesize crucial input from the Collective Service RCCE Competency Framework with the SS4CE Needs Assessment findings.







## Limitations

Represented here are the views of mid- and high-level professionals working in this field whom we were able to interview and have dialogue with through our technical working groups meetings for the larger project. This is also a limited and positional perspective. For example, some key voices are missing due to a lack of access during this project, notably those practitioners working closest to the community, and those at the opposite, highest level (e.g., donors or leadership staff at global institutions). Furthermore, this framework does not include behavioral indicators or proficiency levels. This would need to be elaborated upon further.

## Overview infographic

The infographic below provides an overview of the domains listed in the framework, their various subdomains, and the overarching professional values (outer circle).

## Core competencies and best practices

<p><b>01 Commitment to overarching professional values</b></p>		
<p><b>02 Social science 'lens'</b></p>	<p>1.1 Social science skills</p> <p>1.2 People or 'soft' skills</p>	
<p><b>03 Knowledge co-creation, localization, and brokering</b></p>	<p>2.1 Defending the community and community engagement</p> <p>2.2 Localizing and empowering community resources</p> <p>2.3 Bottom-up knowledge brokering</p>	
<p><b>04 Applied social science research method skills</b></p>	<p>3.1 Designing and operationalizing research for humanitarian contexts</p> <p>3.2 Interpretation and use of evidence</p>	
<p><b>05 Multidisciplinary and translational skills</b></p>		
<p><b>06 Knowing the context of humanitarian action</b></p>	<p>5.1 Resilience</p> <p>5.2 Infrastructural knowledge</p> <p>5.3 Advocating for a supportive enabling environment</p>	

# Table of core competencies and best practices

- HP** Indication of relevance score for humanitarian practitioners.
- SS** Indication of relevance score for social scientists.
- High relevance, meaning the acquisition and/or application of competence for this audience is urgent, a priority.
- Medium relevance, meaning the acquisition and/or application of competence for this audience is needed.
- Lower relevance, meaning the acquisition and/or application of competence for this audience is desirable or preferable, but not their primary responsibility or it is most often already happening in practice.

## Commitment to overarching professional values

### Humanity, neutrality, impartiality, and independence

Humanitarianism is based on the four fundamental principles of neutrality, impartiality, humanity, and independence (Pictet, 1979), which regulate the provision of life-saving assistance to victims of conflict and natural disasters (Barnett, 2014). Impartiality means that relief is given to those in need, not to those we like, or who look like us. Neutrality demands that humanitarian organizations refrain from taking part in hostilities or from any action that either benefits or disadvantages the parties to the conflict. Independence demands that assistance should not be connected to any of the parties directly involved in armed conflicts or who have a stake in the outcome. Humanity expresses the endeavor and commitment to prevent and alleviate human suffering wherever it may be found, by respecting life and health and ensuring respect for the human being.

### Equality, diversity, inclusion, and decolonization

While the term 'equality' allows for a comparative reading of relations of power in the workplace, the term 'diversity' draws attention to the multiplicity of strands of difference, and the term 'inclusion' adds a purposive and strategic dimension to the investigation of interventions to relations of power at work. Inclusion relates to the degree to which individuals feel part of critical organizational processes. This includes awareness and understanding of colonial history in science and knowledge of practices of decolonization (Özbilgin, 2009; Mbembe, 2010; Rumens, 2022).

### Ethical practice

Ethics is about rules for distinguishing between right and wrong, or norms for conduct that distinguish between acceptable and unacceptable behavior. In the sciences, the following are common, at a minimum: 1) No harm should come to research participants (beneficence, "do no harm"), 2) Participants should agree to participate and know what the research is about (i.e., informed consent), 3) Participants' privacy should not be invaded, 4) Participants should not be lied to or cheated (no deception). Being ethical is an ongoing, never stopping process requiring honest efforts of researchers to be responsible for all possible outcomes (such as stigma, misunderstandings, unnecessary inducement). In humanitarian action, these social science standards are to be coupled and aligned with the fundamental humanitarian principles listed above. Ethical practice is rooted in the awareness and attention devoted to the application of these principles in the complex concrete reality of humanitarian action (Slim, 2015).

### Research standards

Within emergency contexts, researchers should strive to commit as much as they can to provide trustworthy study results, yet also acknowledge the need to be 'good enough' to allow timely actions in rapidly evolving contexts. In qualitative social sciences, study results should be as credible, transferable, dependable, and confirmable as possible in the context of the situation. In quantitative social science, data should be as valid and reliable as possible. This includes the capacity to evaluate the rigor of research (e.g., data collected, approach used).

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HP  
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HP  
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HP  
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## Domain: Social science “lens”



### Social science skills

HP

SS

#### Critical thinking

Critical thinking is that mode of thinking – about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them (Paul and Elder, 2001). It is a reflective and reasonable thinking that is focused on deciding what to believe or do and related to evaluation or appraisal. Critical thinking is formulation and use of criteria to make warranted judgments (Patrick, 1986).

HP

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#### Analytical skills

Problem-solving skills that help parse data and information to develop creative and rational solutions. According to Bloom (1969) this may consist of 1) the ability to classify and analyze significant elements, 2) the ability to relate concepts and reasons (relationship), and 3) the ability to search for principles of relationships between elements of information (organizations) (Bloom, 1984).

HP

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#### Reflexivity and positionality

Thoughtful, self-aware analysis of the intersubjective dynamics between the researcher and the researched. The ability to reflect and consider who one is in relation to others. Critical self-reflection on the way in which a social background, positioning, and behavior impacts research and humanitarian processes (Finlay and Gough, 2008).

HP

SS

#### Ability to build trust and rapport

In traditional ethnographic research, rapport is a skill that builds ordinary conversation and ordinary behavior in the researcher’s presence by ‘hanging out’. To some extent, rapport is a form of impression management useful to gain access to information during participant observation. Friendship is different from rapport and can confound research objectivity. Rapport is also useful for quantitative survey methodologies when respondents are felt at ease by the interviewer and more willing to open up. In the contest of community engagement, rapport leads to the ability to develop good working relationships with the community (Glesne, 1989). In the humanitarian context of conflict, it must be recognized that limitations of time and space may pose acute challenges.

HP

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#### Sensitivity to and interpretation of power dynamics

It entails recognizing that power operates at multiple levels and is manifested in several forms in a humanitarian context (i.e., who sets the agenda, nature of access to resources, communication flows, who can research whom and who is accountable to whom, etc.). Embracing the political nature of one’s work and negotiating the context ethically within a value frame is a skill set that needs to be cultivated. Taking power seriously means being attentive to and aware of these multiple facets and circulations of power and authority at the international and local level which affect and exist within societies and communities (Bigo 2016). It means embracing the political nature of research approaches and developing language and tools that make power, values, interests, and political agendas ‘discussable’ in the process of enquiry, be that the process of research, humanitarian engagement, or collaborative policy development (Strumińska-Kutra and Scholl, 2022). This includes an awareness and capacity to prevent, detect and deal with all forms of gender-based violence.



**Knowledge co-creation and dialogic praxis**

Engagement goes beyond participation: it involves collaboration between partners who share common goals (Tindana et al., 2007). Knowledge co-creation entails actively involving citizens or community members in dialogical praxis (De Sousa, 2008) in most or all steps of the scientific process and associated emergency intervention(s). For the researcher this means the ability to navigate between 1) pragmatism when focusing on concrete action, 2) social learning and social constructivism when emphasizing the importance of local knowledge, and 3) being a critical theorist when questioning established and dominant patterns of thinking and, in particular, seeking emancipation (Thomas et al., 2021; Strumińska-Kutra, 2016).

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**People or 'soft' skills**

**Active listening**

The inception of active listening can be found in Carl Roger's humanistic theory. It has been described as a multi-step process, which includes techniques such as making comments, formulating appropriate questions, paraphrasing and summarizing, in order to express complete understanding - an empathic mindfulness - and verify the things said (Kourmoussi et al., 2017).

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**Empathy**

"Participating in the mind of another human being" (in sociological terms, "take the role of the other") to acquire social knowledge (Lofland and Lofland, 1995). Empathy is being able to sense the emotional richness of other people. It is an irreducible intentional state in which both other persons and the mental states of other persons are given to us, perceived and experienced (McDaniel, 2014).

HP  
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**Patience**

Engaging with communities requires patience (getting response), akin to the roles and skills of a social worker. Patience is the ability to endure difficult circumstances and may involve perseverance in the face of delay, tolerance of provocation without responding in disrespect/anger. Patience can also be strategic, to obtain certain goals.

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**Domain: Knowledge co-creation, localization, and brokerage**



**Defining the community and community engagement**

**Defining community engagement**

Community engagement can be conceptualized as an ongoing continuum characterized by increasing community participation (outreach → consultation → involvement → collaboration → shared leadership) (McClosky et al., 2011). Social science research should provide conceptual clarity to the research team, humanitarian staff and other partners and stakeholders on what community engagement entails in humanitarian action. It should elaborate and define core criteria and measurements and bring awareness to different definitions and consequent approaches to facilitate and prioritize its systemic uptake. This might entail developing different platforms and plans for various groups.

HP  
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**Evidence on community context**

Collect data and evidence on social, political, and cultural context (e.g., trauma, vulnerability, inequality, drivers, and barriers) (Farmer, 1996; Stellmach et al., 2018), using various social science techniques specific to humanitarian action. This data collection must tap into existing community interests and priorities (Garfield and Vermund, 1986).

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### **Systematic identification and inclusion**

Develop sensitivity to who gets included to represent the 'community', understand differences between and within communities, and work to integrate key gender-diverse community members, knowledge, and infrastructures in research, programming and decision making. Actively support the setup of democratic and sustainable structures enabling ownership and participation of affected communities, with particular attention to their most marginalized or invisibilized components and constituents such as children.

## **Localizing and empowering community resources**

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### **Translating ethical standards**

Translating and operationalizing ethical research standards into local contexts (from the community's ethical lens), also known as empirical ethics.

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### **Promote community-based participatory research (CBPR)**

Supporting community-sourced evidence and perspectives that give voice to communities' knowledge, capacities and needs, in a time-sensitive way. CBPR creates bridges between scientists and communities (shared knowledge and valuable experiences), promotes development of culturally appropriate measurement instruments, and establishes a mutual trust that enhances both the quantity and the quality of data collected (Thomas et al., 2021).

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### **Establish community engagement structures**

To conduct engaged social science studies, partnerships need to be developed to create the conditions that ground the research in local needs and realities (Lijfering et al., 2021). This means moving from an expert-driven model to a facilitator-driven model of research. It includes knowing how to establish and develop a research team that shares a willingness to learn by doing while dealing with uncertainties and unknowns. It also includes bringing around the table scientific and coordination committees that include community representatives who are intimately involved with research design using gender, and culture-sensitive, participatory methodologies.

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### **Community capacity building**

Support 'institutionalization of localization' by advocating for mainstreaming of community engagement, providing social science support to local structures, and help strengthen local government, community-based actors and actresses, and local researchers where possible (capacity building). Remain mindful of heterogeneity and diversity of the community as well as differential power centers within it.

## **Bottom-up knowledge brokering**

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### **Bridging local to global**

Create a bridge between communities and (international) humanitarian organizations, through being a spokesperson or mediating linkages. This is not to bypass localization efforts, which include community members directly, rather it is about enabling access to power and bridging to the community, bringing the community into this process.

## Domain: Applied social science research methods skills



### Designing and operationalizing research for humanitarian contexts

<b>Qualitative data collection</b>	Including participant observation, interviewing, FGDs, community feedback, working with qualitative data analysis software, stakeholder and communication mapping, social media research, etc.
<b>Quantitative data collection</b>	Including KAP/Perception surveys, survey design, working with quantitative data packages, social network analysis, etc.
<b>Rapid research methods</b>	Many humanitarian researchers work in environments that require the rapid sharing of findings. A number of tools have been developed for quick data qualitative collection, such as Rapid Assessment Procedures (Manderson, 1992), Participatory Impact Assessment (Catley et al., 2007), Rapid Ethnographic Assessments, the RARE model, Rapid Qualitative Inquiry, quick ethnography and short-term ethnographies. There are also techniques to reduce the amount of time required for data analysis, such as reducing the amount of time required for the transcription of interviews or combining data analysis methods with data collection to deliver real-time findings (Vindrola-Padros and Johnson, 2020; Johnson and Vindrola-Padros 2022; for specific resources see: RREAL, 2020).
<b>Research methods specific to humanitarian contexts</b>	For example, Peace and Conflict Impact Assessment (PCIA) (Leonhardt, 2002) or the Conflict Sensitivity approach (UK Government, 2016). Conflict Sensitivity is an approach to ensure that interventions do not unintentionally contribute to conflict, but that they rather strengthen opportunities for peace and inclusion.
<b>Community-based participatory research</b>	Applying experience with participatory research approaches. Participatory research entails going beyond community participation in data collection by involving communities in the research design and dissemination phases, as well as in grant proposal writing. An example of such an approach is the Human-centered design approach where collaboration with communities takes place from the design level onwards, starting with understanding the end-user needs and experience (Crandall, 2019).
<b>Rapid literature reviews</b>	Rapid reviews are a form of knowledge synthesis that follows the systematic review process, but components of the process are simplified or omitted to produce information in a timely manner (Khangura et al., 2012).
<b>Using a collaborative, networked research approach</b>	Utilizing a network approach in data collection that mobilizes pre-existing experts and ongoing relationships in the field to facilitate rapid data collection, analysis, and dissemination. It entails developing field access approaches to hit the ground running (including engaging local or internal IRBs for rapid ethical approval) through networks, contacts.

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## Interpretation and use of evidence

### Thematic and content analysis skills

Ability to identify and recognize patterns and organize sections of data, either qualitative or quantitative, into recurrent themes, and knowledge of systematic and rigorous methods for doing so (e.g., coding or using quantitative software packages). It also includes transcription, translation, and coding of data, and the ability to connect the small to the big (micro-meso-macro).

### Writing of concise reports and other products

While social sciences focus on comprehensive knowledge production, information collected in humanitarian action in time-pressed contexts needs to be 'fit for purpose'. As a result, the use of social science jargon could be restrictive in communicating with humanitarian practitioners and affected populations and in describing the complexities of the crisis (see also: Billig, 2013). It is therefore essential that social science reports and publications minimize jargon, produce concise and visually appealing research products, adapted to target audiences of the research.

### Rapid knowledge dissemination and communication techniques

Identify effective approaches and formats to present data to decision-makers by adapting it to their interests, language, and terminology (e.g., visual methods). Understand that the practice of data visualization is both a science in terms of humans' eyes and brains, which process visual content. Ability to use statistical methods behind collecting, processing, analyzing, and preparing data to generate graphs, charts, and diagrams. It also entails the capacity to mobilize an art in how we bring people into the visual, how we engage them, and how we make them care about the content we are communicating to them (Schwabish, 2021).

### Attention to community accountability

Follow up and report back lessons learnt to communities who participated (e.g., the Grounded Accountability Model, which is an approach to identify and include key community members and to unpack diverse issues around inclusion, exclusion and marginalization). Grounded accountability involves devolving responsibility for defining goals to the third parties who can then realize their own self-determination (Scobie, Lee and Smyth, 2020).

### Triangulation of data sources, mixed methods skills

Understand how to best sequence and rigorously integrate qualitative and quantitative and other evidence-based approaches in humanitarian contexts using triangulation, among other tools. Triangulation refers to the application and combination of several research methodologies in the study of the same phenomenon (Denzin, 2015). It allows the social scientists to answer questions that other methodologies, taken singly, cannot.

## Domain: Multidisciplinary and translational skills



### Being able to work in blended teams

Learning how to communicate 'across' disciplines, learning to convey how you understand a situation to unpack concepts and check assumptions. This includes the ability to 'figure out' multi-disciplinary approaches, work with mixed methods, and understand integrated analytics. It also includes the ability to communicate what different social science disciplines/tools can contribute within an interdisciplinary approach (Stellmach et al., 2018).

**Knowledge translation and management** Documentation, dissemination, and archiving of social science results and knowledge to other interested parties, including sensitivity to the multilinguistic environments of humanitarian work (Federici, 2019). Being sensitive to bring together and consolidate data collection efforts by different actors across the humanitarian landscape. Know how to conduct translational work (Moore-Berg 2022). This includes the avoidance of social science jargon.

**Good enough approach** Sensitivity to ‘good enough’ approach and ‘fit for purpose’ - making it work - while ensuring minimal quality control standards (see also research standards).

**Advocate for appropriate hiring practices** Identify opportunities for blended composition of teams through appropriate hiring practices, including equal gender participation in SS4CE opportunities.

## Domain: Knowing the context of humanitarian action



### Resilience

**Skills in dealing with the unexpected** Conducting research during emergencies often requires the capacity to deal with the unknown, the difficulty to plan ahead, the fear and impossibility to have a clear vision of the medium- and long-term situation, and to engage in efforts toward short-term and medium-term goals. Project management literature suggests that to deal with unexpected events, it is important to learn to take innovative action, apply detachment strategies, set up intensive meeting schedules and negotiate project conditions (Söderholm, 2008).

**Self-care & emotional resilience** During humanitarian conflicts and hazards researchers and humanitarian practitioners are exposed to different forms of stress and violence on themselves, and they witness horror, distress and anxiety experienced by others. Accumulated fatigue and exposure to mass suffering and mortality can change the perceived value of life and increase reckless, risk-taking, and suicidal behaviors. Post mission, it can complicate reintegration processes with loved ones, society, and careers (McCormack et al., 2009). This is particularly so for qualitative, immersive studies which are often seen as personal work. The capacity to be able to deal with this involves recognizing, understanding, labeling, expressing, and regulating emotions. It includes knowing how to access and foster peer support, change organizational cultures, address self-awareness (Cherepanov, 2022). Similarly, post mission, it includes a “reparation with self” to overcome long term psychological distress, such as shame, moral doubt, betrayal, and narcissistic coping (McCormack & Joseph, 2013).

### Infrastructural knowledge

**Knowledge of the humanitarian architecture** Including pertinent coordination structures and how to position social science within it, the Humanitarian Program Cycle – a coordinated series of actions undertaken to help prepare for, manage, and deliver humanitarian response (OCHA, 2022) – and sensitivity to the role and place of humanitarian aid relative to longer-term development efforts (including its role in preparedness and recovery).

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### Understand the relevance of SOPs

Standard Operating Procedures (SOP) are intrinsic characteristics of humanitarian action. It is about knowing what information is relevant in humanitarian programming and responses and developing ways to integrate social science in Standard Operating Procedures (SOP) to have context-specific data and a standardized approach for humanitarian action. It is equally about understanding how to create an enabling environment within the response pillars and technical clusters/sectors to systematically embed operational social science across the different phases of a community-centered response.

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### Basic knowledge of humanitarian legal aspects

Being aware of humanitarian action legal frameworks international humanitarian law, humanitarian principles, international human rights law, protocols on ethical data management, use and sharing) to design appropriate and effective social science research and humanitarian interventions.

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### Media communication skills

Basic knowledge of media relationships, risk communication skills, emergency communication skills. It entails knowing the different stakeholders and understanding the scientific, social, economic, and political factors and building relationships with journalists.

## Advocating for a supportive enabling environment

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### Advocacy skills to leadership and donors

While the agenda for SS4CE is often endorsed formally, its relevance is not always clear to organizational leadership and donors. Advocacy skills are important to bring these concerns to leadership and donors and advocate for sustained engagement. Advocacy means communicating the right messages to the right people at the right time. It is important to be aware of the central relevance of advocacy in humanitarianism (see also Gabrielsen Jumbert, 2020).

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### Monitor and evaluate uptake of SS4CE

Understand how to develop and adopt appropriate strategies and tools to track and monitor the substantive uptake of social science research activities and recommendations to support community engagement. This includes the development of input, process and outcome indicators, developing a theory of change, and institutionalizing mechanisms to monitor progress.



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**Social Sciences for Community Engagement in Humanitarian Action**

Capacity needs assessment and mapping of social science training for community engagement in humanitarian action in conflict and hazards

