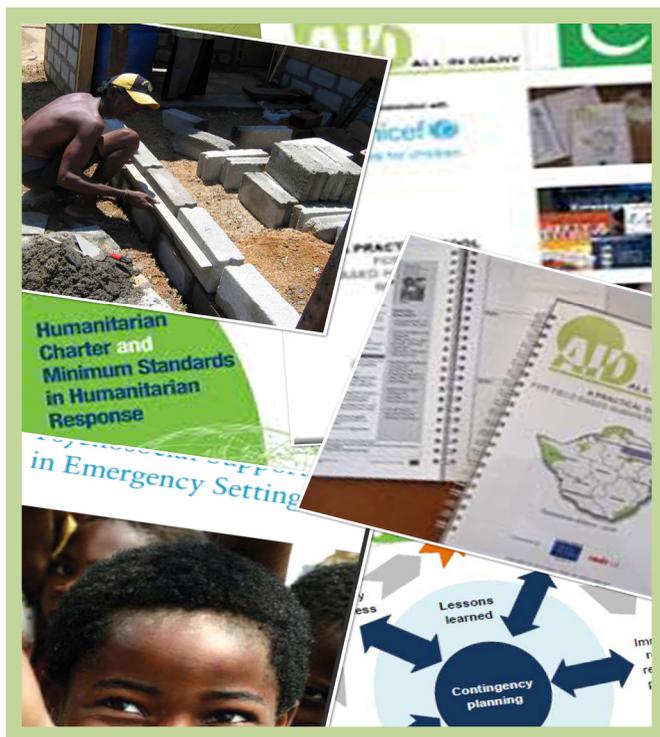


AID

ALL IN DIARY

A PRACTICAL TOOL FOR FIELD BASED HUMANITARIAN WORKERS



4th Edition – 2014

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Chapter title
There are 7 Chapters

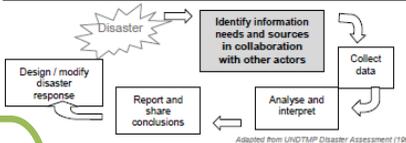
4.3 MANAGING HUMANITARIAN PROJECTS

Assessing needs and capacities

Timely, reliable and coordinated assessment is critical in targeting the most vulnerable, and avoiding gaps and duplication in response.

- Assessment involves gathering and analysing information to determine:
- the context, impact and on-going risks presented by the disaster itself,
 - the vulnerability and capacities of the affected population to cope, and the need for any intervention,
 - the gap between needs and capacities,
 - opportunities and strategies for recovery and long term development.
- See also 'Information Management' page*

Assessment process



Considerations for post disaster assessments

- Standardised assessment procedures and tools, and ensure consistency in analysis and communication of findings to those affected.
 - Consider all sectors (protection, WASH, nutrition, food, shelter, health, economic, political and security environment).
 - Coordinate responses of local and national authorities and others.
 - Assess capacities and involve those affected to ensure relevance of assessment information, strengthening of disaster response and readiness capacity and reduced risk of treating those affected as 'passive recipients'.
 - Collect data separated by age, gender and vulnerability and check accuracy through alternative information sources.
 - Uphold international humanitarian law and basic human rights.
 - Take account of the responsibilities of national and local authorities, and of local law, standards and guidelines in relation to international law.
 - Consider the underlying context, requirements of all associated sectors, and the response of other agencies.
 - Use information to enable rapid response and effective coordination.
 - Address cross cutting issues such as, environment, HIV and AIDS, gender, disability and age, in all aspects of the assessment.
 - Employ a gender balanced assessment team and timely but culturally appropriate information gathering techniques.
 - Involve continuous re-assessment to facilitate relevant action for the changing context and needs of those affected.
- Adapted from Sphere Humanitarian Charter – Common Standard 2*

Types of Assessment

- **RAPID** – in first days/week
 - **DETAILED** – in first month
 - **CONTINUAL** – to monitor operations
- Assessment Quick Tips**
- Assessment easy – if experts help.
 - Is an assessment needed?
 - Assessments need to collect and analyse data – ask if you really need this information, and there another way to gather it?
 - Check if others are asking the same questions
- Field Test**
- ensure questions are clear by testing first
- KISS**
- Keep It Short and Simple
- Data Entry and Analysis**
- plan time, budget and resources to collect, transport, enter, analyse and report on each survey
- Analyse Every Question**
- for every question ask exactly what you will do with the information
- Dissemination**
- Rapid Assessments in particular need information to get back to the affected population as quickly as possible
- Adapted from One Page Response website*

Subject title
There are 70 topics covered.

Useful tips
e.g. summary of essential action ; key background information

Content
Each page covers one key topic with a summary of current principles, guidelines and good practice for an effective humanitarian response.

Weblinks
If you have internet access, these are suggested useful websites

- **Additional resources - each sector may have specific toolkits**
Guidelines for assessment in emergencies © IPRC (2003)
An Introduction to Vulnerability and Capacity Assessment IPRC (2006)
Post disaster damage assessment and recovery analysis, © ADPC (2000)
UNHCR Tool for Participatory Assessment Operations © UNHCR (2005)
- **Web links for further information**
<http://operationsresponse.info/resources/assessment.html>
<http://www.assessment.org.uk/>
http://www.oxfam.org.uk/resources/learning/humanitarian/assessment_tools.html - Tools

Additional Resources

On each page, there are recommended resources – manuals, checklists, reference documents - which are ALL available for access and download from www.allindiary.org.

Please also visit our website – www.allindiary.org – to access for regular updates.

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Foreword

Welcome to this new 4th Edition of the All In Diary, which provides you with the most up-to-date, clear and succinct guidance on topics across the humanitarian sector.

It includes references to current, relevant resources and practical tools which are available through the weblinks provided, or on the All In Diary website – www.allindiary.org.

Since launching in 2006, the All In Diary has been continually adapted to incorporate feedback from field users, translated into 7 languages, and has developed 3 country specific versions. To date, over 10,000 copies of the diary have been distributed across every continent.

Here are some examples of how others have found All In Diary useful:

'The diary recognises that field staff are extremely busy and under a lot of pressure to perform quickly. Both the content and formatting of All In Diary information pages provide easy-to-access consolidation of key standards, approaches and resources needed by humanitarian staff on the ground.' – **World Vision**

'The All In Diary provides me with key principles of so many aspects of humanitarian work, without needing to access the internet or carry around heavy books.' **International Humanitarian worker**

'I use it to make sure my daily activities are performed in an organised way.' – **local NGO worker**

'We have copied key pages and distribute them as handouts.' – **Global WASH Cluster training.**

We appreciate the support and encouragement we have received from a wide range of organisations and individuals and the close collaboration with organisations such as Save the Children, World Vision, UNICEF, RedR UK, Consortium of British Humanitarian Agencies, and the Danish Refugee Council.

We welcome any comments and suggestions for future development of the All In Diary so please do email us at info@allindiary.org.



Linda Richardson



Gill Price



By enabling both local and international humanitarian workers to access the same information, the All In Diary aims to bring everyone onto the same page – and thereby encourage communication and collaboration.

A full printed diary version of All In Diary – including diary and notes pages – can be purchased from www.lulu.com.

Also, for news updates...find us on Facebook!

About the authors

Linda Richardson (Learning & Development Consultant) and **Gill Price** (International Programmes Director, RedR UK) have broad experience from both the humanitarian and development sectors. They developed the concept after working together in Sri Lanka after the 2004 Tsunami.

Additional resources on All In Diary website: www.allindiary.org

In this section on each page you will find a reference to resources which can be found on the Resources section of our website.

Web links for further information

In this section on each page you will find references to useful internet sites.

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Sources of relief news and information

Up-to-date information about the country or countries affected by disaster, the nature of the disaster, and the relief effort is essential to ensure appropriate responses.

General country background

BBC News - http://news.bbc.co.uk/1/hi/country_profiles/default.stm

- Guides to history, politics and economic background of countries and territories, and background on key institutions.

CIA World Factbook – www.cia.gov/library/publications

- Extensive geographical, demographic, political, economic, military and infrastructure data.

Economist Intelligence Unit - <http://countryanalysis.eiu.com>

- Background political and economic information on over 200 countries.

Emergency Disaster Database – www.emdat.be

- Contains essential data on all disaster events occurring in the world from 1900 to present, with country and disaster profiles.

World Clock - <http://www.timeanddate.com/>

- Time zones, dialling codes and other general country information

Current emergency information

IRIN - Integrated Regional Information Networks - www.irinnews.org

- Useful country profiles for sub-Saharan Africa, the Middle East and Central Asia with daily and weekly news updates.

ReliefWeb - www.reliefweb.int

- UN humanitarian coordination website, with daily news about complex emergencies and humanitarian relief programmes worldwide. Updated daily. Includes sector reports, appeals tracking and briefing kits.

Alertnet - www.alertnet.org

- Reuters service for aid agencies, including latest humanitarian news.

Humanitarian Response - www.humanitarianresponse.info/

- website is provided by UN OCHA to support humanitarian operations globally

GeoNet – <http://geonetwork.unocha.org>

- Access to integrated spatial data for any location (interactive maps, GIS data sets, satellite imagery).

Development Information – www.devinfo.info

- Database containing official UN statistics used in monitoring progress towards the Millennium Development Goals.

International Crisis Group - www.crisisgroup.org

- An NGO working to prevent and resolve conflict, its website has comprehensive information about current conflicts around the world.

MapAction - www.mapaction.org

- Accurate, up-to-date maps showing the locations of groups of affected people, passable routes and which medical facilities are functioning.



Remember accurate information is critical to effective response.

Ensure you are well informed and regularly update yourself on the local context.

Also check NGOs' own websites for up-to-date information on emergencies.

Local context

Understanding the context of the country, and district, in which you are working is essential to good humanitarian practice, effective emergency preparedness and personal safety and security.

Questions to consider

- *What are the best sources of reliable local knowledge?*
- *What role is being played by the government and by international or UN bodies?*
- *What coordination mechanisms are in place for managing the response, e.g. national coordination structures; Humanitarian Coordinator, Sector or Cluster coordination structures?*
- *Which organisations and groups (international and local) are already established in country and what resources (human, material) do they have for responding to the disaster?*
- *What were the key issues facing the country just prior to the disaster?*
- *What is the security situation? And in conflict-affected locations, what are the issues concerning different parties to the conflict?*
- *Which groups were the most vulnerable before the disaster, and which are most vulnerable as a result of the disaster?*
- *How might the existing issues and vulnerabilities affect short term disaster relief, and longer term recovery and rehabilitation?*
- *How sensitive is the local population to outside interventions?*

Essential baseline data

Key reliable baseline data will give you a reasonable understanding of the local context and enable appropriate preparation for your response.

- Gather geographic, demographic, political and socio- economic data
- Gather pre- and post-disaster data which can be compared
- Refer to national and international country strategy documents e.g. Contingency plans, Poverty Reduction Strategy, Comprehensive Humanitarian Action Plan (CHAP)
- Find out **who** is doing **what**, **where** (often referred to as 3W, or 4W if includes **when**)
- Disaggregate (split) data by age, gender, location, vulnerability
- Contact relevant national and local authorities and line ministries, UN agencies and OCHA, Clusters, NGO coordinating bodies - to assist in gathering the data needed



"The local level is where the impact of disasters is most felt and where risk reduction impact and results must be realised.

More effective support is required to empower local communities. local authorities (including Mayors, city administrators and other civic leaders) play an essential role in ensuring their cities are made more resilient to disaster.

A main objective.... will be to encourage stronger political commitment to local action. Additionally, the role of the private sector, especially in the local setting, is a key feature at the Global Platform in 2011."

Discussion Paper for the Third Session of the Global Platform for Disaster Risk Reduction and World Reconstruction Conference 8-13 May 2011, Geneva

Sources of Humanitarian Guiding Principles & Standards

Protection of Rights of Individuals in humanitarian crises

HUMAN RIGHTS LAW

- (Universal Declaration of Human Rights 1948, 1976 Covenants)
- protects civil, political, economic, social and cultural rights of individuals at all times

INTERNATIONAL HUMANITARIAN LAW

- (Hague and Geneva Conventions 1949; 1977 & 2005 protocols)
- defines combatants and governs warfare means and methods
- protects rights of civilians and non-combatants in conflict situations

REFUGEE LAW

- (1951 Refugee Convention & 1967 Protocol)
- rights and protection of refugees

Guiding principles and standards

Principles of Humanitarian Accountability Partnership (HAP) International

- making humanitarian action accountable to beneficiaries
- www.hapinternational.org

Humanitarian Charter & Minimum Standards in Humanitarian Response

- linking human rights and humanitarian principles with minimum standards and levels of service
- www.sphereproject.org

Code of Good Practice People In Aid

- management framework that helps humanitarian aid agencies enhance the quality of their human resources management
- www.peoplenaid.org

Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response work

- principles of conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response work
- www.ifrc.org

Internally Displaced People

- guiding principles for the protection of internally displaced persons in all phases of displacement.
- www.idpguidingprinciple.org

Do No Harm framework

- defining principles and good humanitarian practice to promote peace and recovery in conflict-affected contexts.
- <http://www.cdanic.com/cda/www/default.php>

See also - www.joinstandards.org – covering HAP, Sphere and People In Aid

Additional Quality and Accountability Initiatives for Humanitarian Practice

The Good Enough Guide

- (ECB Project)
- Impact measurement and accountability in emergencies
- <http://www.ecbproject.org/inside-the-guide/view-the-good-enough-guide>

ALNAP

- (Active Learning Network for Accountability & Performance)
- sector-wide evaluation, learning & accountability
- www.alnap.org

Good Humanitarian Donorship Initiative

- promoting good practice in funding and greater accountability in donorship.
- www.goodhumanitariananddonorship.org

The Sphere Project's companion standards

- complementing standards produced by others, recognised by Sphere
- LEGS: livestock
- NEE: economic recovery
- SEEP: economic recovery
- CPWG- child protection
- <http://www.sphereproject.org/na/ndbook/handbook-companions/>

Groupe URD

- promoting quality in humanitarian action through a 'learning cycle' approach.
- www.lurd.org

Coordination Sud

- promoting a comprehensive approach to achieving quality humanitarian practice.
- www.coordinationsud.org/

International laws and principles

International Humanitarian Law (IHL)

- Aims to limit **effects of war** on people and property and to protect vulnerable persons.
- Comprises the Hague and Geneva Conventions and a range of subsequent international treaties and case law.

The **Hague Conventions** also known as the 'laws of war' are concerned with defining combatants and establishing rules governing the means and methods of warfare.

The **4 Geneva Conventions of 1949** and **additional protocols of 1977** focus on the protection of civilians and those who can no longer fight in an armed conflict.

International Human Rights Law

Regulates the relationship between states and individuals in the context of ordinary life.

Comprises the body of international law designed to promote and protect human rights.

A cornerstone is the **Universal Declaration of Human Rights**, adopted by the UN General Assembly in December 1948. "*All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.*"

Rights-based approach (RBA)

Seeks to address economic/social needs through achievement of political/civil rights (1976 Covenants).

Involves increasing beneficiary capacity (as rights-holders) to claim their rights and the capacity of government, NGOs etc (as duty bearers) to fulfill these rights.

In conflict situations

Consider the:

- risk of 'doing harm' or fuelling conflict through diversion or manipulation of humanitarian aid in exchange for other concessions e.g. access
- risk of compromising human rights through withholding aid or negotiating with armed forces
- need for understanding the political, social and ethnic context

Good humanitarian practice

Aims to address the rights and needs of those affected by disaster to protection and assistance, while minimising the potential negative impact or manipulation of such assistance. It is guided by humanitarian law and a range of **international standards and codes of conduct** (see relevant pages) including:

- *Principles of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes*
- *The Sphere Project (2011) Humanitarian Charter and Minimum Standards in Humanitarian Response*

along with the following **principles**:

- **Humanity** – every individual's right to life with dignity and the duty on others to take steps to save lives and alleviate suffering.
- **Impartiality** – to act on the basis of need without discrimination.
- **Neutrality** – to act without preference for one group or another.
- **Independence** – to ensure the autonomy of humanitarian action from any other political, economic or military interests.

Good humanitarian practice.....

- ▶ *prevents or relieves human suffering*
- ▶ *is provided proportional to need*
- ▶ *is impartial & independent*
- ▶ *respects the diversity, rights & dignity of those affected*
- ▶ *is accountable to supporters & beneficiaries*
- ▶ *is flexible & appropriate to context*
- ▶ *facilitates participation of affected groups*
- ▶ *strives to reduce future vulnerability*
- ▶ *promotes self reliance & local response capacity*

- value of advocacy or lobbying to raise awareness of rights abuses and promote the principles of good humanitarian practice
- value in collaboration with local organisations and social movements to apply pressure or assist in resolving constraints
- importance of conflict sensitive approaches in programming

Additional resources on the All In Diary website
Disaster Management Ethics, © UN DMTP (1997)
Frequently Asked Questions on IHL, Human Rights and Refugee Law, © IASC 2004

Web links for further information
International Humanitarian Law Research: <http://ihl.ihlresearch.org/>
<http://www.un.org/en/documents/udhr/>
ICRC – International Humanitarian Law: <http://www.icrc.org/eng/ihl/>

Code of Conduct

Principles of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes

The Code underpins good humanitarian practice.

It is not about operational details, such as how to calculate food rations or set up a refugee camp. Rather, it seeks to maintain high standards in disaster response.

The 10 Principles of Conduct for Disaster Response:

- apply to any NGO - national or international, small or large;
- seek to guard our standards of behaviour;
- are voluntary and self-policing;
- can be used by governments, donors, and NGOs around the world, as a yardstick against which to judge their own conduct and the conduct of those agencies with which they work.

Disaster-affected communities have a right to expect those who seek to assist them to measure up to these standards:

- 1 The Humanitarian imperative (*to provide immediate aid to people whose survival is threatened*) comes first.
- 2 Aid is given regardless of the race, creed or nationality of the recipients, and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone.
- 3 Aid will not be used to further a particular political or religious standpoint.
- 4 We shall endeavour not to act as instruments of government foreign policy.
- 5 We shall respect culture and custom.
- 6 We shall attempt to build disaster response on local capacities.
- 7 Ways shall be found to involve programme beneficiaries in the management of relief aid.
- 8 Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs.
- 9 We hold ourselves accountable to both those we seek to assist and those from whom we accept resources.
- 10 In our information, publicity, and advertising activities, we shall recognise disaster victims as dignified human beings, not hopeless objects.

In the event of armed conflict, the Code of Conduct will be interpreted and applied in conformity with international humanitarian law.

Additional resources on All In Diary website:

Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief © ICRC (1994)

Web links for further information

Code of Conduct publication:

<http://www.ifrc.org/en/publications-and-reports/code-of-conduct/signatories-of-the-code-of-conduct/>

The Code of Conduct was developed and agreed upon by eight of the world's largest disaster-response agencies in the summer of 1994.



ICRC



By the end of 2012 more than 512 organizations had signed the code.

Humanitarian accountability

Humanitarian accountability concerns the responsible use of power, authority and resources.

“making humanitarian action accountable to beneficiaries”

It aims to ensure that the needs, concerns, interests and capacities of beneficiaries, staff, partners and other stakeholders are reflected in what we do, how we do it, and the ultimate outcomes of humanitarian action.

Consider:

- **Who** are your stakeholders? Who are you responsible for and who you are accountable to?
- What are your **commitments to your stakeholders** and how are they being met?
- The **mechanisms** needed to ensure these commitments are met.
- The **processes** needed to enable corrective action where appropriate.

Effective accountability and responsible use of power requires:

- Decision-making processes **which involve those who will be affected** by the decisions made.
- **Appropriate communication systems** that ensure those affected by decisions, proposals and actions are fully informed, taking into account technology limitations and language requirements.
- Processes that give **equal access and consideration to all groups** in raising their concerns and seeking redress or compensation.

Seven Principles of Accountability

1. Commitment to humanitarian standards and rights

Commitment to respect and foster humanitarian standards and the rights of beneficiaries.

2. Setting standards and building capacity

Provide a framework of accountability to stakeholders.

Establish and periodically review and revise standards and performance indicators.

Provide appropriate training in the use and implementation of standards.

3. Communication

Consult and inform stakeholders, particularly beneficiaries and staff, about the standards adopted, planned programmes and mechanisms for addressing concerns.

4. Participation in programmes

Involve beneficiaries in the planning, implementation, monitoring and evaluation of programmes and report on progress, subject only to serious operational constraints.

5. Monitoring and reporting on compliance

Involve beneficiaries and staff in the monitoring and revision of standards.

Regularly monitor and evaluate compliance with standards, using robust processes.

Regularly report to stakeholders, including beneficiaries in an appropriate form on the compliance with standards.

6. Addressing complaints

Facilitate a safe, reliable and confidential complaint and redress process for beneficiaries and staff.

7. Implementing Partners

Commitment to implementing these principles, including when working with implementing partners.

Adapted from the HAP Standard in Accountability and Quality Management © 2010 HAP

Additional resources on All In Diary website:

Accountability to Affected Populations © 2012 IASC
 The 2010 HAP Standard in Accountability and Quality Management, © 2010 HAP International;
 Guide to the 2010 HAP Standard, © 2013 HAP International
 Listen First Framework © 2008 MANGO and Concern;
 Humanitarian Exchange, No.52 October 2011

Web links for further information

ALNAP: www.alnap.org/publications/meta_evaluation.htm
 HAP: www.hapinternational.org/projects/publications.aspx
 MANGO: <http://www.listenfirst.org/materials>
 Listening programme:
<http://www.cdacollaborative.org/programs/listening-program/>

HUMANITARIAN ACCOUNTABILITY INITIATIVES

Humanitarian Accountability Partnership International

HAP is an international self-regulatory membership body committed to reaching the highest standards of accountability and quality management.

Active Learning Network for Accountability and Performance in Humanitarian Action

ALNAP aims to improve humanitarian performance through real-time learning and accountability, including:

- **Review of Humanitarian Action series**

Listen First

Aims to enable NGOs to be more accountable to the people they serve.

The **Listen First Framework** sets out 4 principles of what accountability means in practical terms:

1. **Providing information publicly**
2. **Involving people in making decisions**
3. **Listening (feedback and complaints)**
4. **Staff attitudes and behaviours**

Conflict sensitive approaches

A conflict sensitive approach identifies, and takes account of, issues within the local context and affected population that can aggravate existing or potential conflicts.

Conflicts are dynamic and have many causes such as poverty, discrimination or injustice e.g. *contested access to limited services or resources; inequality amongst ethnic, religious, or political groups.*

Insurgents may seek funds or food for survival but this can be taken over by powerful / political interests e.g. *looting, blockades, ransoms, illegal trading.*

Humanitarian assistance presents a significant risk to aggravating conflict through the diversion or manipulation of aid supplies.

Approaches that address the underlying causes of conflict:

- promote human security, respect for human rights, political/judicial reforms;
- tackle inequality, exclusion, and discrimination to prevent grievances arising;
- combine peace building, sustainable development, and strengthening civil society with short term humanitarian relief.

Do No Harm

Humanitarian assistance given without consideration of conflict sensitivity can increase the risk and incidence of violence, waste limited aid resources and leave those affected worse off as a result of your intervention.

Conflict sensitive approach

- Carry out, and regularly review, a conflict analysis
- Link your conflict analysis with the project cycle for your intervention
- Plan, implement, monitor and evaluate your programme in a conflict sensitive way – including making changes to avoid negative impacts

Analyse the context

- Research country's history
- Analyse security, political, economic and social issues
- Identify and consult with all parties to the conflict
- Identify triggers/causes e.g. elections; arrest/assassination of key leader or political figure; military coup; rapid unemployment; natural disaster; increased price/ scarcity of basic commodities

Analyse dividers and connectors

- Identify sources of tension between groups e.g. economics, politics, religion, geography
- Analyse how people are also connected e.g. markets, history, symbols, shared attitudes
- Understand the interaction between your programmes and context: where, why, who, what and how assistance is offered

Design your strategy

- Apply your analysis:
- maintain a principled approach– neutrality, impartiality and independence- to eliminate negative, conflict-worsening impacts
 - to not miss the opportunity to support peace
 - re-check the impacts on dividers and connectors

Adopting a conflict sensitive approach does good - not harm - by:

- decreasing the levels of, or potential for, violence;
- reducing the risk of death or injury to beneficiaries and humanitarian workers;
- minimising lost or wasted resources through trouble shooting or corruption;
- reducing the risk of project delays, closure, or early withdrawal;
- promoting rapid recovery and sustainability

Guiding principles for a conflict sensitive approach

- ✓ Recognise the potential, and the risks and limits, of external influence in conflict.
- ✓ Ensure you do no harm.
- ✓ Be transparent and clearly communicate intentions.
- ✓ Be accountable for your actions.
- ✓ Complement and build on local capacities and the efforts of others.
- ✓ Recognise women as stakeholders and peacemakers.
- ✓ Address the needs and long term implications of conflict-affected youth and children.
- ✓ Act in timely and flexible manner with a long term perspective.
- ✓ Actively engage the affected population in a constructive way, using creative, incentive-driven approaches.
- ✓ Work in partnership with other actors and contribute to a coordinated and coherent overall approach.

Adapted from the DAC Guidelines - Helping Prevent Violent Conflict © OECD, 2001

Additional resources on the All In Diary web site

How to guide to conflict sensitivity © 2012 Conflict Sensitivity Consortium; Conflict-Sensitive Approaches to Development, Humanitarian Assistance and Peace building, Chapter 1 © 2003 Africa Peace Forum; Humanitarian Negotiations with Armed Groups, © 2006 UNOCHA The Do No Harm Handbook © 2004 CDA

Web links for further information

Resource pack: <http://www.saferworld.co.uk/> ; International Alert: <http://www.international-alert.org> CDA publications <http://www.cdainc.com/cdwww/publication.php> Conflict sensitivity: <http://www.conflictsensitivity.org>



Protection

Humanitarian workers can help protect those at risk by being alert to protection concerns, quickly reporting problems or concerns and designing activities with protection in mind.

PRINCIPLES OF PROTECTION WORK

Prioritise people's personal safety, dignity and integrity

Fieldworkers are expected to work to preserve people's dignity, safety, and integrity just as much as their physical needs.

Recognise people at risk as key actors in their own protection

Work directly with the affected population to support, identify, and develop ways in which they can protect themselves and realise their rights.

Respect individuals' decisions on confidentiality, particularly in relation to sexual and gender based violence, and where family members are involved.

Engage the legal responsibilities of authorities and individuals

Protection is a shared responsibility. Sources of protection lie in international humanitarian, refugee, and human rights law. Overall legal responsibility lies with the state. Where states cannot meet all their humanitarian responsibilities, certain agencies have protection mandates (e.g. UNHCR (refugees), UNICEF (women and children), OHCHR (human rights), and ICRC (conflict affected)).

NGOs can help with practical, on-the-ground protection through well planned activities, and monitoring and reporting on rights violations.

Work together with others on different types of responses

NGOs can assist protection by:

- sensitively reporting protection concerns, either to government authorities and international bodies, or other NGOs, as they occur;
- alerting the public and media to those concerns;
- promoting international standards among government and local officials;
- offering legal and social advice, education and training programmes;
- monitoring human rights.

AVOID increasing the risk to endangered populations by misconceived or badly implemented activities, e.g.

- increased risk to the affected population due to the nature of your activities and presence (e.g. *backlashes, corruption*);
- incorporating aid into abusive strategies (e.g. *forced displacement*)
- inadvertently legitimising violations or perpetrators (e.g. *deliberate starvation legitimised as famine*);
- possibility or perception of bias (e.g. *prioritisation that risks being seen as 'taking sides'*);
- focusing on protection of certain groups at the risk of politicising humanitarian action and violation of impartiality;
- focus on protection at the expense of other needs e.g. food, shelter, health

Your protection programme should try to answer the following questions:

- Who are you trying to protect and what threats have been identified?
- What capacity do people have to protect themselves?
- How can you best support them and what resources are needed?
- What capacities – local, national and international will you collaborate with?
- How will you know if you have succeeded?

Protection concerns

PERSONAL VIOLENCE

- Deliberate killing, wounding, displacement, destitution or disappearance.
- Rape and sex or gender-based violence (SGBV).
- Torture and inhumane or degrading treatment.

DEPRIVATION

- Loss of assets by theft and destruction.
- Seizure of land and violation of land rights.
- Discrimination and deprivation of rights to health, education, property, water and economic opportunity.
- Violence and exploitation within the affected community.

LIMITED MOVEMENT & RESTRICTED ACCESS

- Forced recruitment of children, prostitution, sexual exploitation, human trafficking, abduction, and slavery.
- Forced or accidental family separation, or forced relocation.
- Arbitrary restrictions on movement: forced return, punitive curfews or roadblocks which prevent access to land, livestock, markets, jobs, family, friends, and social services.
- Poor health, hygiene, hunger or disease due to deliberate destruction of services or the denial of livelihoods.
- Restrictions on political or religious participation and freedom of association.
- Loss or theft of personal documentation providing proof of identity, ownership, and citizen's rights.

*Adapted from
Protection - ALNAP guide for humanitarian agencies © ODI (2006)*

Additional resources on the All In Diary website

Handbook for the Protection of IDP © Global Protection Cluster 2010
Protection of persons in situations of natural disasters © 2011 IASC;
Handbook for Protection of Women and Girls © 2008 UNHCR

Web links for further information

Global Protection Cluster <http://www.globalprotectioncluster.org>
ICRC Protecting civilians
<http://www.icrc.org/eng/what-we-do/protecting-civilians>
<http://www.humanitarianresponse.info/themes/procap/guidance>



Refugees and internally displaced persons

People may be forced to leave their homes due to natural or man-made disaster, general insecurity or violation of human rights.

All groups differ and have differing needs and expectations which must be taken into account, and both refugees and IDPs have strengths and capacities on which to build disaster response, recovery and preparedness programming.

Refugees

Refugees are people who have fled their homes and **crossed an international frontier**. Host governments are primarily responsible for protecting refugees but UNHCR is mandated by the international community to ensure protection and basic services for refugees in their country of asylum.

- **Refugee rights** are set out in the **1951 Refugee Convention** which applies to all states, including those not party to the convention.
- The most important right stipulates that an asylum country cannot forcibly return (re-foul) or discriminate against refugees and is obliged to ensure the same social and economic rights as their own citizens.
- National legislation may constrain refugee rights e.g. identity papers.

Internally displaced persons

Internally displaced persons (IDPs) have **not crossed an international frontier**, but have also fled their homes. IDPs legally remain under the protection of their own government. The 2012 **Kampala Convention** provides legal protection for IDPs in Africa: *reaffirms national governments' primary responsibility for IDPs; comprehensively addresses different causes of internal displacement; recognises critical role of civil society organisations and host communities; obliges government to assess both the needs of IDPs and host communities.*

Guiding Principles on Internal Displacement

www.idpguidingprinciples.org

GENERAL PRINCIPLES

1-4

- Equal rights and equal obligations
- Universal application
- Right to seek and enjoy asylum
- State responsibility for protection

DISPLACEMENT PROTECTION

5-9

- Prevention of displacement
- Minimising severity and frequency of displacement
- Protection of indigenous groups

PHYSICAL SECURITY AND

FREEDOM OF MOVEMENT

10-15

- Right to life, dignity and personal integrity
- Protection against arbitrary arrest, detention and forcible return
- Choice of location and residence
- Protection from forced military recruitment especially children.

FAMILY AND COMMUNITY PROTECTION

16-17

- Family unity and reunification
- Honour and respect for mortal remains and grave sites
- Respect for family life

ECONOMIC, SOCIAL AND CULTURAL RIGHTS

18-23

- Adequate standard of living and services
- Health, medical and reproductive care
- Identification documents esp. women
- Protection and return of property
- Freedom to seek employment
- Freedom of speech & religious expression
- Respect for own culture and language
- Access to education

HUMANITARIAN ASSISTANCE

24-27

- Provided without discrimination
- Primary responsibility of national authorities
- Humanitarian agency right to assist and state obligation to facilitate assistance.
- Humanitarian agency obligation to provide protection to those displaced
- Protection of humanitarian personnel

PROTECTION DURING RETURN, RESETTLEMENT, REINTEGRATION

28-30

- Right to voluntary return or resettlement
- Protection from discriminatory treatment
- Right to return of property or redress
- State / humanitarian agency responsibility to facilitate resettlement solutions.



UNHCR UN High Commission for Refugees

- is mandated to ensure protection and basic services for refugees by their country of asylum;
- may also support internally displaced persons (IDPs), asylum seekers, repatriated refugees and host communities;
- is lead agency for the following clusters in conflict-related crises:

- Protection
- Camp coordination and Camp Management (CCCM)
- Emergency Shelter

IOM International Organisation for Migration

- facilitates orderly and humane management of migration;
- provides humanitarian assistance to migrants including refugees and IDPs;
- is cluster lead for:
 - Camp coordination and Camp Management in natural disasters.
 - May also support Mass Communications as part of Inter Cluster Coordination.

Photo credit: Abu Shouk, Darfur, Reuters

Additional resources on All In Diary website

IASC Framework on Durable Solutions for IDPs - 2010
Handbook for Reintegration and Repatriation, © 2004 UNHCR;
1951 Refugee convention Q & A © 2006 UNHCR ;
UNHCR handbook for planning and implementing Development Assistance for Refugee programmes, © 2005 Jallow & Malik;
Operational Protection in Camps and Settlements, © 2006 UNHCR;

Web links for further information

UNHCR Refworld : <http://www.refworld.org/cgi-bin/texis/vtx/rwmain>
IOM: <http://www.iom.int/jahia/Jahia/about-iom/lang/en>
Internal Displacement Monitoring Centre
<http://www.internal-displacement.org/>
Refugee Studies Centre - <http://www.rsc.ox.ac.uk/>

Child protection in emergencies

Children (boys and girls under 18 years old) are particularly vulnerable to neglect, abuse and exploitation in the aftermath of emergencies and require special protection.

Child protection

- All children – regardless of their legal status in a country – have the right to live free from violence, neglect, abuse and exploitation
State and non-state actors and humanitarian workers are all responsible to ensure that children are protected, including preventing harm from their own staff and programming.
- Children's vulnerability** varies with age, gender, disability and other forms of marginalisation (separation, ethnic origin, religion, status, etc). Pre-existing protection problems can worsen; new ones emerge; and the usual system to protect children is weakened.

Best practice is to encourage a sense of normalcy in children's lives. This means providing a routine for them and their caregivers, ensuring access to age-appropriate information and basic services, supporting schools, etc.

See pages on 'Education in emergencies' and 'Mental health & psychosocial support'.

Neglect occurs due to lack of care or protection by adults – often owing to the their own distress, cultural norms and beliefs, actions driven by poverty

Abuse may be sexual, physical or emotional, including severe physical punishment, sexual violation, forced marriage. Risk of abuse increases with e.g. reduced household income, disrupted education, separation, harassment by and then involvement with security forces, etc.

Exploitation includes the worst forms of child labour (e.g. child soldiering, pornography, prostitution, heavy labour, isolating domestic work) and sexual bartering for food and services.

Best practice is to care for separated children in the community, as risks of abuse are often far greater in residential facilities. Be aware that agencies can cause separation by offering better care than families can manage or by setting inappropriate criteria for services.

Children and conflict	Children and natural disasters
<ul style="list-style-type: none"> In conflict situations children may become the unwitting observers, perpetrators or victims of atrocities. Separated and unaccompanied children are at high risk of abduction / forced recruitment as child soldiers. Those who experience combat can suffer deep emotional, physical and psychological distress. Reuniting former child soldiers with their families and reintegrating them in society is important for recovery and rebuilding of communities. 	<ul style="list-style-type: none"> The speed and devastation of natural disasters is highly stressful, increasing the need for psychosocial support Impact on communities undermines a child's sense of safety and increases the need for monitoring and protection systems Response and recovery times can be delayed, exponentially increasing the issues and vulnerabilities of displacement Natural disasters present new opportunities for countries to strengthen the resilience and rights of children to protection, in emergency and beyond.

Additional resources on All In Diary website
Minimum Standards for Child Protection in Humanitarian Action © 2012 CPWG
Child Protection Information sheets © 2006 UNICEF

Web links for further information
Child Protection Working Group - <http://cpwg.net/>
Save the Children: www.savethechildren.org
UN Special Representative - www.childrenandarmedconflict.un.org

Every child has the right to a normal childhood



The 1989 UN Convention on the Rights of the Child (CRC)

- applies to every child regardless of his / her status in the country
- was created to ensure protection for children has been endorsed by almost every country in the world.

The CRC is guided by four basic principles:

- Best interests of children should come first before political or commercial concerns.*
- Children have the right to participate in decisions that affect them.*
- Children have the right to survive (to adequate food, water, health care and shelter) and to development (to play and grow up in a safe and supportive environment; to receive an education)*
- Children have equal rights, regardless of age, sex, ethnicity, class, religion etc.*

Gender equality in humanitarian action

Women, girls, boys and men play different roles in the family and community, and have different levels of access to power and resources. Humanitarian programmes must be designed to meet, safely and equally, the needs of all.

In a crisis, particularly conflicts, men, women, girls and boys:

- react differently;
- have different needs, vulnerabilities, capacities and concerns;
- face differing and heightened risks and changes to traditional roles e.g. *coercion of men into conflict, Gender Based Violence [GBV], forced prostitution, women as sole provider, women and children used to shield combatants.*

Gender analysis enables you to understand how men, women, girls and boys have been affected by a humanitarian crisis, what they need, what they can provide for themselves, and how they can access services and assets.



Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

is the key international agreement on women's human rights.

Framework for Gender Equality Programming		IASC Gender Marker
ADAPT and ACT Collectively to ensure gender equality		
<p>Analyse gender roles and responsibilities</p> <ul style="list-style-type: none"> - <i>Understand and observe cultural context and practices e.g. power relations, gender roles, decision making and forms of association, differing needs and capacities of men, women, boys and girls.</i> <p>Design services to meet needs of all</p> <ul style="list-style-type: none"> - <i>Be aware of possible physical and human barriers to accessing services</i> <p>Access ensured for all</p> <ul style="list-style-type: none"> - <i>Monitor and be aware of who is benefiting</i> <p>Participate equally for all</p> <ul style="list-style-type: none"> - <i>Consult with all affected groups, ensuring equal participation of men and women in individual and group consultations, and all aspects of humanitarian programming</i> <p>Train women and men equally</p> <ul style="list-style-type: none"> - <i>Avoid stereotypes</i> - <i>Tailor events to take into account women's commitments e.g. children</i> 	<p>Address GBV in programmes</p> <ul style="list-style-type: none"> - <i>Ensure services do not put people at risk of GBV – e.g. lighting around latrines; timing of distributions</i> <p>Collect, analyse and report 'sex/age disaggregated data' (SADD)</p> <ul style="list-style-type: none"> - <i>Know the specific and different needs of women, girls, boys and men, children, adults and older people</i> - <i>Understand coverage and gaps</i> <p>Target actions based on gender analysis</p> <ul style="list-style-type: none"> - <i>Provide for differing needs of, and threats to, men, women, boys and girls in the design of camps, shelter, water, and sanitation interventions.</i> - <i>Provide equal access to education, training/skills development, information.</i> - <i>Provide protection and assistance to ensure one group does not benefit at the expense of another.</i> 	<p>A simple, practical tool which codes, on a 0-2 scale, whether or not a humanitarian project is designed to ensure that women/girls and men/boys will benefit equally or it will advance gender equality in another way.</p> <p>If the project has the potential to contribute to gender equality, the marker predicts whether the results are likely to be limited or significant.</p> <p>http://www.globalprotectioncluster.org/en/areas-of-responsibility/age-gender-diversity/gender/the-iasc-gender-marker.html</p>
<p>Coordination actions with all partners</p> <ul style="list-style-type: none"> - <i>set up gender balanced humanitarian gender working groups to ensure coordination and mainstreaming in all sectors. ADAPT and ACT collectively to ensure gender equality programming</i> <p><i>From OCHA Gender Toolkit –2013 http://reliefweb.int/report/world/ocha-gender-tool-kit</i></p>		<p>'Gender' definition:</p> <ul style="list-style-type: none"> - socially constructed identities, roles and expectations associated with males and females
<p>LEARN...how to integrate gender equality into programmes, and practice gender analysis through IASC's free e-learning gender course http://www.iasc-elearning.org/home/</p>		

Additional resources on the All In Diary web site

Gender Handbook in Humanitarian Action © 2006 IASC
 Matrix of guidelines for gender based violence (GBV), © 2007 IASC
 Guidelines for Gender based violence in humanitarian settings © 2005 IASC
 DFID Gender Manual © 2005 H. Derbyshire

Web links for further information

IASC publications also in Arabic, French, Spanish, Bahasa:
<http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-common-default&sb=1>
 Gender & Disaster Network: <http://www.gdnonline.org> UN Women: <http://www.unwomen.org/>
 GenCap Project <http://www.humanitarianresponse.info/themes/gencap>

Core Humanitarian Competencies Framework

Keeping crisis-affected people at the centre of what we do

Domains	Understand contexts and apply humanitarian principles	Achieve results	Develop and maintain collaborative relationships	Operate safely and securely at all times	Manage yourself in pressured and changing environments	Demonstrate leadership in humanitarian response
Outcomes	Understand operating contexts, key stakeholders and practices affecting current and future humanitarian interventions.	Be accountable for your work and use resources effectively to achieve lasting results	Develop and maintain collaborative and coordinated relationships with stakeholders and staff	Operate safely and securely in a pressured environment	Adapt to pressure and change to operate effectively within humanitarian context	Demonstrate humanitarian values and principles, and motivate others to achieve results in complex situations, independent of one's role, function or seniority.
Competencies and core behaviours	<p>Understand the humanitarian context:</p> <ul style="list-style-type: none"> - Phases of response - Political & cultural context - Gender and diversity - Needs, skills, capacities, experience of crisis-affected people <p>Apply humanitarian standards and principles</p> <ul style="list-style-type: none"> - Programmes uphold national and international frameworks, standards, principles, codes - Use power responsibly - Understand your role and coordination mechanisms <p>Work accountably</p> <ul style="list-style-type: none"> - Answerable to crisis-affected people - Manage and share information <p>Make decisions</p> <ul style="list-style-type: none"> - Flexibility to adapt to change - When to decide and when to involve others - Consider wider impact 	<p>Ensure programme quality and impact</p> <ul style="list-style-type: none"> - Project cycle management - Effective projects/programmes - Timely, appropriate results <p>Work with others</p> <ul style="list-style-type: none"> - Contribute to the team - Share useful information - Actively participate in networks - Challenge decisions and behaviour which breach Codes of Conduct <p>Manage personal safety and security</p> <ul style="list-style-type: none"> - Build and sustain acceptance for your work - Reduce vulnerability - Always champion safety <p>Maintain professionalism</p> <ul style="list-style-type: none"> - Take responsibility for your work and impact on others - Plan, prioritise and perform tasks, well under pressure - Be ethical and professional - Show integrity <p>Motivate and influence</p> <ul style="list-style-type: none"> - Communicate humanitarian and organisational values - Inspire confidence - Use active listening - Influence others positively <p>Critical judgement</p> <ul style="list-style-type: none"> - Analyse and exercise judgement, initiative, creativity, tenacity 	<p>Listen and create dialogue</p> <ul style="list-style-type: none"> - Active listening and clear dialogue with all stakeholders <p>Minimise risk to communities, partners and stakeholders</p> <ul style="list-style-type: none"> - Attend to safety of all - Identify and communicate risks and threats - Do no harm and minimise risks <p>Adapt and cope</p> <ul style="list-style-type: none"> - Focus on objectives and goals in rapidly changing situations - Adapt calmly - Recognise and reduce stress - Be constructive and positive under stress <p>Self-awareness</p> <ul style="list-style-type: none"> - Be aware of own strengths and limitations and impact - Understand your and your teams' skills - Seek feedback and improve 	<p>Operate safely and securely at all times</p> <ul style="list-style-type: none"> - Ensure feedback to all - Establish clear objectives - Monitor performances - Agree ways of working at distance with others - Build trust - Foster collaborative, transparent and accountable relationships - Use negotiation and conflict resolution skills - Monitor security risks, understanding and actions - Support team members in a crisis 	<p>Manage yourself in pressured and changing environments</p> <ul style="list-style-type: none"> - Do risk assessments with all - Show understanding of and participate in wider UN/NGO security coordination - Develop contingency plans - Monitor security risks, understanding and actions - Support team members in a crisis 	<p>Manage yourself in pressured and changing environments</p> <ul style="list-style-type: none"> - Help others manage stress by own self-care and prioritising work - Promote well-being and 'tidy' of care' - Set realistic deadlines and goals - Enable others to carry out roles and responsibilities - Monitor transparency - Learn from experience <p>Inspire others through your humanitarian values, purpose, principles</p> <ul style="list-style-type: none"> - Give regular feedback - Recognise contribution of others - Adapt leadership style to time frame and changes - Maintain broad strategic perspective plus awareness of detail - Be decisive and adapt quickly - Take informed and calculated risks
Additional behaviours for 1st level line managers	<ul style="list-style-type: none"> - Assess and analyse key issues in humanitarian situations and take action - Develop organisational response in relation to context - Respect international humanitarian law and treaties - Actively participate in coordination 	<ul style="list-style-type: none"> - Collaborate with others to avoid duplication and maximise resources - Provide regular feedback and information - Document lessons learned - Establish processes for crisis-affected people to participate and share 	<ul style="list-style-type: none"> - Foster collaborative, transparent and accountable relationships - Use negotiation and conflict resolution skills - Monitor security risks, understanding and actions - Support team members in a crisis 	<ul style="list-style-type: none"> - Do risk assessments with all - Show understanding of and participate in wider UN/NGO security coordination - Develop contingency plans - Monitor security risks, understanding and actions - Support team members in a crisis 	<ul style="list-style-type: none"> - Help others manage stress by own self-care and prioritising work - Promote well-being and 'tidy' of care' - Set realistic deadlines and goals - Enable others to carry out roles and responsibilities - Monitor transparency - Learn from experience <p>Inspire others through your humanitarian values, purpose, principles</p> <ul style="list-style-type: none"> - Give regular feedback - Recognise contribution of others - Adapt leadership style to time frame and changes - Maintain broad strategic perspective plus awareness of detail - Be decisive and adapt quickly - Take informed and calculated risks 	

Adapted from CBHA (Consortium of British Humanitarian Agencies) Core Humanitarian Competencies Framework - <http://www.thechba.org> - as a guide to assessing and increasing the capability and professionalism of individuals and organisations to respond to emergencies.

International humanitarian architecture

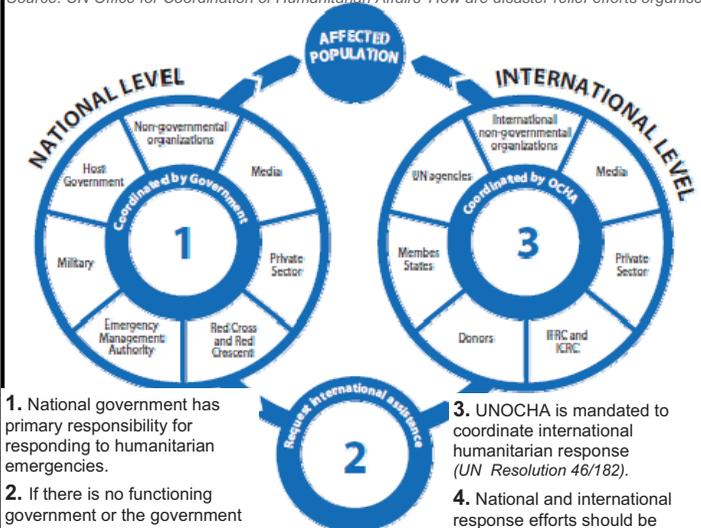
"Each state has the responsibility first and foremost to take care of the victims of natural disasters and other emergencies occurring on its territory"

UN General Assembly Resolution 46/182

- Local communities, families, national and local government, civil society and the private sector are almost always the **first to respond** and provide humanitarian assistance.
- International humanitarian agencies should build on and strengthen this capacity, endeavour to engage with national actors and authorities and keep them informed. Also to link humanitarian assistance to existing development actors, plans and policies to ensure that it:
 - is appropriate for the local context;
 - contributes to achieving longer term development objectives;
 - does not increase vulnerability, or fuel future inequality, conflict or suffering.

How is humanitarian response organized?

Source: UN Office for Coordination of Humanitarian Affairs 'How are disaster relief efforts organised?'



1. National government has primary responsibility for responding to humanitarian emergencies.

2. If there is no functioning government or the government lacks the necessary capacity* to respond, they may request international assistance.

* In situations of internal conflict involving the government, there may be a need for independent, unbiased coordination of the international humanitarian response

3. UNOCHA is mandated to coordinate international humanitarian response (UN Resolution 46/182).

4. National and international response efforts should be coordinated in addressing the most urgent needs of the affected population.

International Humanitarian Reform Process

Initiated in 2005 by the Inter-Agency Standing Committee in response to significant changes in humanitarian operations:

increasing numbers of humanitarian actors; greater competition for funding and resources; increased public scrutiny; and the changing role of the United Nations (UN).

The reforms aimed to build a stronger humanitarian response system, with greater:

Predictability: in financing and leadership of the response

Accountability: to the affected populations

Partnership: between UN and non-UN humanitarian actors.

Transformative Agenda - 2012

Haiti earthquake and Pakistan floods in 2010 exposed weaknesses in humanitarian response and in 2011 the IASC Principals reviewed the situation and agreed priority actions:

- strengthened leadership
- improved strategic planning
- strengthened needs assessments, information management, planning, M&E
- improved cluster coordination
- enhanced accountability

Key international humanitarian actors

- Humanitarian community – 3 'families'** – 1. UN and international organizations; 2. non-government organizations (NGOs); and 3. the International Red Cross and Red Crescent Movement (IFRC, ICRC).
- Donors** e.g. USAID, AusAid, CIDA, DFID - providing bi-lateral aid (direct funding to individual agencies) or multi-lateral funding (through the EU, World Bank, DEC, pooled funding mechanisms)
- Military and peacekeeping actors** – providing protection, maintaining law and order, assisting in search and rescue, distributions etc

Additional resources on All In Diary website

OCHA Annual Report 2011
Who's who in humanitarian financing – Development Initiatives 2013

Web links for further information

<http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-template-default&bd=87> – Transformative agenda
UNOCHA - <http://ochaonline.un.org/>
Global Humanitarian Assistance <http://www.globalhumanitarianassistance.org/>

Cluster coordination

Coordination saves lives.

Clusters are groups of humanitarian organisations (international, national, local authorities, civil society) working in partnership in the main sectors of humanitarian action. **The Cluster Approach** aims to strengthen predictability, capacity, coordination, accountability, and partnership, with each cluster having a designated global 'cluster lead agency' (CLA).

Coordination is a means to an end. The scale of national level coordination arrangements should be tailored to each operational context.

Clusters	Global Cluster Lead Agencies (CLAs)
 Food Security	WFP and FAO
 Emergency Shelter and NFI (non-food items)	UNHCR (IDPs from conflict) IFRC (disasters) – 'Convenor'
 Water, Sanitation Hygiene	UNICEF
 Nutrition	UNICEF
 Health	WHO
 Education	UNICEF and Save the Children
 Camp Coordination and Camp Management (CCCM)	UNHCR (conflict generated disasters) IOM (natural disasters)
 Early Recovery	UNDP
 Protection	UNHCR
 Emergency Telecommunications	WFP
 Logistics	WFP
Cross cutting issue	Cross-cutting Issue Lead/Chair
 Environment	UNEP
Gender	ICVA, UNHCR, UN Women and WRC
Age	Help Age International
 Accountability of affected people	WFP, World Vision International

Cluster functions at country-level

- Supporting service delivery** – to agreed strategic priorities, eliminating duplication.
- Informing strategic decision-making of the HC/Humanitarian Country Team** – needs assessment and gap analysis, identify and address priority issues including age, gender, environment and HIV/AIDs.
- Planning and strategy development** – develop sectoral plans to support strategic priorities, apply standards and guidelines, clarify funding priorities.
- Advocacy** – identify concerns, undertake advocacy on behalf of cluster partners and affected population
- Monitoring, Evaluation, Learning and Reporting** – implementation and results
- Contingency planning/preparedness/capacity building** – where high risk of recurring or new disaster, and where capacity exists in the cluster.

Each cluster is also responsible for integrating early recovery from the outset.

Additional resources on All In Diary website
Cluster Coordination Reference Module, IASC 2012;
Minimum Commitments for Participation in Clusters,
Collective Responsibility © 2013 InterAction
Operational Guidance for Cluster Lead Agencies on
working with National Authorities, © IASC 2009

Web links for further information
www.humanitarianinfo.org/iasc/baqeloader.aspx?page=content-template-default&bd=87
www.unocha.org/what-we-do/coordination-tools/cluster-coordination
Clusters – <http://www.humanitarianresponse.info>
General guidance: <http://www.clustercoordination.org>

Cluster Lead Agencies

At global level:

Cluster lead agencies are accountable to the Emergency Relief Coordinator (OCHA) and aim to strengthen emergency preparedness and response capacity through skilled responders, standardised tools and methodologies, and sharing best practice.

At country level:

Cluster lead agencies are accountable to the Humanitarian / Resident Coordinator (HC/RC) and their aim is to ensure a more coherent and effective response by:

- supporting government coordination and response efforts;
- appointing appropriately qualified cluster coordination staff;
- facilitating coordination between cluster partners and between sectors;
- facilitating timely and accurate needs assessments;
- collating and sharing information;
- minimising gaps and duplication in the response;
- ensuring compliance with appropriate national legislation, plans, guidance and international standards;
- encouraging joint working;
- serving as 'provider of last resort' when no other agencies are able to respond.

Key UN and international organisations

The United Nations (UN) is a global, inter-governmental organisation – with representation from almost every nation in the world. One of its key roles is to achieve international co-operation in solving international economic, social, cultural, or humanitarian problems.

In disaster situations which are beyond the capacity of national authorities, the UN and its agencies may be called upon to:

- provide and coordinate humanitarian assistance,
- protect and support those affected by disaster,
- protect and assist refugees.

Key UN and international organisations

FAO – Food and Agriculture Organisation of the UN

Provides early warning of impending food crises, and assesses global food supply problems. www.fao.org

OCHA – United Nations Office for the Coordination of Humanitarian Affairs

Mobilises and coordinates international humanitarian response in collaboration with the **Inter-Agency Standing Committee (IASC)**. <http://ochaonline.un.org>

OHCHR – Office of United Nations High Commissioner for Human Rights

Provides assistance and advice to governments and other actors on human rights issues, sets standards and monitors rights violations. www.ohchr.org

UNDP - United Nations Development Programme

Assists disaster-prone countries in contingency planning and with disaster mitigation, prevention and preparedness measures. www.undp.org

UNHCR - United Nations High Commission for Refugees

Provides international protection and assistance for refugees, stateless persons, internally displaced persons (IDPs), particularly in conflict-related emergencies. www.unhcr.org

UNICEF - United Nations Children's Fund

Works to uphold children's right, survival, development and protection by intervening in health, education, water, sanitation, hygiene, and protection. www.unicef.org

UN Women – promotes gender equality and elimination of discrimination

<http://www.unwomen.org>

WFP - World Food Programme

Principle supplier of relief food aid. www.wfp.org

WHO - World Health Organisation

Provides global public health leadership by setting standards, monitoring health trends, and providing direction on emergency health issues. www.who.org

WMO – World Meteorological Organisation

Undertakes drought monitoring and cyclone forecasts www.wmo.int

IOM – International Organisation for Migration

An intergovernmental agency which helps transfer refugees, IDPs and others in need of internal or international migration services. www.iom.int

Additional resources on All In Diary website

Basic Facts about the UN – Humanitarian Action, © United Nations 2004
UN Organisation System, © United Nations 2012
What is Inter-Agency Standing Committee? - 2012

Web links for further information

UN at a glance: <http://www.un.org/en/aboutun/index.shtml>

IASC: <http://www.humanitarianinfo.org/iasc/>;

www.icva.ch/; www.interaction.org/;

www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-about-schr
Red Cross/Red Crescent Movement: www.ifrc.org/en/who-we-are/the-movement/

Inter-agency Standing Committee

is a global inter-agency mechanism for coordination of humanitarian assistance

involves key UN agencies and IOM

involves NGOs and NGO networks through: InterAction, Steering Committee for Humanitarian Response (SCHR) International Council of Voluntary Agencies (ICVA)

allocates responsibilities

develops system-wide policy

provides an ethical framework

advocates widely for humanitarian principles

identifies gaps in mandates and capacity

resolves disputes

International Red Cross & Red Crescent Movement

It has 3 parts:

International Committee of the Red Cross (ICRC) – mandated through the Geneva Conventions to assist and protect civilians in times of war.

International Federation of Red Cross and Red Crescent Societies (IFRC) – coordinates relief provided by National Societies for victims of natural disasters or outside conflict zones.

National Red Cross and Red Crescent Societies – helps vulnerable people within own borders.

Civil-Military Coordination

When an emergency or natural disaster creates humanitarian needs, many countries deploy their military or paramilitary organizations to respond immediately. Bilateral support may also be provided through international deployment of foreign military actors and assets.

When local and international humanitarian organizations are also involved in that response, it is essential that they can operate in the same space without detriment to the civilian character of humanitarian assistance. (www.unocha.org/what-we-do/coordination-tools/UN-/overview)

- to protect and promote humanitarian principles,
- to avoid competition,
- to minimize inconsistency
- to pursue common goals, when appropriate

However, recent evaluations have demonstrated continuing **weaknesses in civil-military coordination** - failing to reach a **common understanding** of the role that each plays, the challenges they face and, critically, the priority needs of affected populations and how to address these.

Challenges of civil military coordination

- expanded international intervention in fragile and conflict-affected states,
- increased frequency and scale of natural disasters related to climate change
- rapid proliferation of humanitarian actors with diverse views □
- military forces are increasingly involved in civil operations such as providing relief and basic services to disaster-affected populations.
- humanitarian agencies facing operational challenges, e.g. physical access, threats to staff security, at times requiring the **support or protection of military forces**.

This 'cross-over' in roles has led to:

- erosion in the separation between **'humanitarian' and 'military' space**
- need for **greater understanding** between humanitarian agencies and military actors, including each other's mandates, capacities and limitations
- need for a formalized process of **civil-military coordination and liaison** for humanitarian operations where military actors are also involved.

Humanitarian space reflects the principles of neutrality, impartiality and independence.

It is the unimpeded space afforded to humanitarian organizations to assist those affected by conflict or disaster.

Principles to apply in using Military and Civil Defence Assets (MCDA)

- Only use as a last resort - for urgent needs and in the absence of a civilian alternative.
- Ensure that operations involving MCDAs (e.g. armed convoys) remain civilian in nature and controlled by the humanitarian agency (except the actual MCDAs).
- Ensure humanitarian work is undertaken by agency staff to maintain the distinction between humanitarian and military roles.
- Ensure the use of MCDAs is clearly defined in time, scale and with a clear strategy for how resources/functions will be replaced by a civilian alternative.
- Requests for MCDAs should be made through the UN Civil Military Coordination Officer (UN CMCord) or Humanitarian Coordinator
- Stress the need for adherence to humanitarian principles, the Code of Conduct and other International Guidelines.

The Oslo Guidelines

Guidelines on the Use of Foreign Military and Civil Defence Assets (MCDA) in Disaster Relief

- in **times of peace**
- in the use of foreign MCDAs.

The MCDA Guidelines

Guidelines on the Use of Military and Civil Defence Assets (MCDAs) to support UN humanitarian activities in complex emergencies (2003)

- when these resources can be used
- how they should be employed, and
- how UN agencies and their partners should interface, organize, and coordinate with international military forces with regard to the use of MCDAs.

How NGOs and military actors differ

Mandate, interest, values – NGOs stem from civil society: military are political in nature.

Skills, attributes and expertise – military strength in logistics and coordination: NGO strength in inclusion, advocacy and addressing rights/ needs/ vulnerabilities.

Governance and decision-making – military have more formalized authoritative structures.

From Groupe URD: Interaction between the humanitarian sector and the military © 2007

Additional resources on All In Diary website

Guidelines on the use of foreign military and civil defence assets in disaster relief – Oslo Guidelines, revision 1.1 November 2007;
UN Humanitarian Civil-Military Coordination – UNOCHA, May 2012
Non-binding Guidelines on the Use of Armed Escorts for Humanitarian Convoys - IASC, February 2013
Country specific civil-military coordination guidelines- ODI, August 2012

Web links for further information

DPKO: <http://www.un.org/en/peacekeeping/>
Humanitarian Civil Military Coordination:
<http://www.unocha.org/what-we-do/coordination-tools/UN-CMCoord/overview>
<http://www.odihpn.org/humanitarian-exchange-magazine/issue-56> - Humanitarian Exchange

Millennium Development Goals (MDGs)

The MDGs are eight international development goals that have been agreed by 192 United Nations member states and at least 23 international organizations, and serve as a target to eradicate extreme poverty by 2015.



Eradicate extreme poverty and hunger	<ul style="list-style-type: none"> • Halve the proportion of people living on less than \$1 a day • Achieve employment for women, men, and young people • Halve the proportion of people who suffer from hunger 	<p>The ultimate goal, agreed by world leaders at the 1995 Social Summit, was the elimination of absolute poverty.</p>
Achieve universal primary education	<ul style="list-style-type: none"> • By 2015, all children can complete a full course of primary schooling, girls and boys 	
Promote gender equality and empower women	<ul style="list-style-type: none"> • Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015 	<p>The 2012 Report on the Millennium Development Goals confirms that three important targets on poverty, slums and water have been met three years ahead of 2015.</p>
Reduce child mortality	<ul style="list-style-type: none"> • Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate 	
Improve maternal health	<ul style="list-style-type: none"> • Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio • Achieve, by 2015, universal access to reproductive health 	
Combat HIV/AIDS, malaria and other diseases	<ul style="list-style-type: none"> • Have halted by 2015 and begun to reverse spread of HIV/AIDS • Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it • Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases 	<p>Renewed efforts however are needed to achieve the MDGs:</p> <ul style="list-style-type: none"> - In Africa many of the MDGs are off track - Despite rapid growth in South Asia and China, absolute poverty persists for hundreds of millions of people.
Ensure environmental sustainability	<ul style="list-style-type: none"> • Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources • Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss • Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation • By 2020, to have achieved a significant improvement in the lives of at least 100 million slum-dwellers 	
Develop a global partnership for development	<ul style="list-style-type: none"> • Develop further an open, rule-based, predictable, non-discriminatory trading and financial system • Address the special needs of the Least Developed Countries • Address the special needs of landlocked developing countries and small island developing States • Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term • In co-operation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries • In co-operation with the private sector, share the benefits of new technologies, especially information and communications 	<p><i>“The current economic crises besetting much of the developed world must not be allowed to decelerate or reverse the progress that has been made.”</i></p> <p>UN Secretary-General Ban Ki-moon</p>
<p>Additional resources on All In Diary website Millennium Development Goals Report, United Nations Department of Economic and Social Affairs, 2009 World Health Statistics 2013</p>	<p>Web links for further information http://www.un.org/millenniumgoals/ MDG Toolkit - http://www.civicus.org/mdg/title.htm 2012 Report on the MDGs: http://www.un.org/millenniumgoals/pdf/MDG%20Report%202012.pdf</p>	

The Sphere Project

Humanitarian Charter and Minimum Standards in Humanitarian Response

The Sphere Handbook sets out what people affected by disasters have a right to expect from humanitarian assistance and provides common terms of reference for humanitarian agencies. This is articulated through:

- **the Humanitarian Charter** - the cornerstone of the Handbook,
- a set of **four Protection Principles**,
- **six Core Standards** which apply to all aspects of response,
- **Minimum Standards** in four key life-saving areas.

HUMANITARIAN CHARTER

- describes the core humanitarian principles that govern the actions of states, non state actors and civil society in humanitarian response.
- reaffirms the primacy of the humanitarian imperative (*to provide immediate aid to people whose survival is threatened*) and spells out three overarching principles:
 - **The right to life with dignity**
 - **The right to receive humanitarian assistance**
 - **The right to protection and security.**
- introduces the principles of impartiality, proportionality, and 'do no harm' as well as the distinction between civilians and combatants, and the principle of non-refoulement.

PROTECTION PRINCIPLES – applicable in all aspects of response

The four principles and supporting guidance notes outline the manner in which all humanitarian agencies and staff should work with affected populations.

Principles	Including the following elements
1. Avoid exposing people to further harm as a result of your actions	<ul style="list-style-type: none"> - The environment and way in which assistance is provided do not expose people to further hazards, violence or rights abuses. - Assistance and protection measures do not undermine local capacities for self-protection. - Information is managed in a sensitive manner so that the security of informants or others who may be identifiable is not jeopardized.
2. Ensure people's access to impartial assistance – in proportion to need and without discrimination	<ul style="list-style-type: none"> - Ensure all parts of the affected population have access to humanitarian assistance. - Challenge any deliberate attempts to exclude parts of the affected population. - Provide support and assistance on the basis of need and guard against discrimination on other grounds.
3. Protect people from physical and psychological harm arising from violence and coercion	<ul style="list-style-type: none"> - Take all reasonable steps to ensure that the affected population is not: <ul style="list-style-type: none"> • subject to violent attack, either by dealing with the source of the threat or by helping people to avoid the threat; • forced or induced into undertaking actions that may cause them harm or violate their rights (e.g. forced displacement). - Support the affected population and local communities in their own efforts to stay safe, find security and restore dignity.
4. Assist people to claim their rights, access available remedies and recover from the effects of abuse	<p>Assist and support affected people:</p> <ul style="list-style-type: none"> - to assert their rights and access remedies from government or other sources; - with information on their entitlements and in securing the documentation needed to demonstrate their entitlements; - to recover by providing psychosocial and community support.

Additional resources on All In Diary website:

Humanitarian Charter and Minimum Standards in Humanitarian Response. © 2011 The Sphere Project

Web links for further information

<http://www.sphereproject.org/> – also available online in over 20 languages



The Sphere Project or 'Sphere' was initiated in 1997 by a group of humanitarian non-governmental organisations (NGOs) and the International Red Cross and Red Crescent Movement.

It was founded on two **core beliefs**:

1. those affected by disaster or conflict have a right to life with dignity, the right to receive humanitarian assistance and the right to protection and security
2. all possible steps should be taken to alleviate human suffering arising out of disaster or conflict.

Ways to use Sphere in practice:

- as a framework to guide all aspects of humanitarian programming;
- for advocacy and in lobbying for funding;
- to quantify needs in preparing budgets and specifications of work;
- to communicate expected programme results or improvements to the affected population, staff and partners.

Sphere Standards

How to use the Sphere standards

Core Standards and Minimum Standards adopt the following specific format:

1. Standards – set out general and universal statements specifying the minimum levels to be attained in humanitarian response. They include:

- **Core standards** – applicable in all aspects of humanitarian response
- **Minimum standards** – covering four areas of life-saving activity: water supply, sanitation and hygiene promotion; food security and nutrition; shelter, settlement and non-food items; and health action

2. Key actions - set out the inputs and practical activities needed to attain the minimum standards. They should be adapted as needed to the emergency and country context, including the living conditions of surrounding communities.

3. Key indicators – act as 'signals' to show whether a standard has been attained:

- they help measure and communicate the results of key actions;
- they relate to the minimum standards, not the key actions.

4. Guidance notes –

- highlight context-specific points to consider when aiming to reach the key actions and indicators e.g. existing national standards;
- provide guidance on tackling practical difficulties or benchmarks and advice on priorities or cross-cutting themes (see side panel);
- include critical issues related to standards, actions or indicators and describe dilemmas, controversies or gaps in current knowledge.

CORE STANDARDS – applicable to all aspects of response

These comprise the 'process' and 'people' standards relevant to the planning and implementation phases of humanitarian response in all technical sectors.

1. People-centred humanitarian response

How are you ensuring balanced representation of community and other stakeholders? With whom and how are decisions made and information shared, and what means of communication and redress are in place for community concerns or complaints?

2. Coordination and collaboration

What information are you sharing and how are you contributing to coordination mechanisms and measures? What are the opportunities for collaborative action?

3. Assessment

How are you determining the extent of existing capacity and coping strategies? How and with or from whom can you most effectively establish a reliable assessment of the evolving emergency situation and changing needs?

4. Design and response

How are you prioritising the most urgent needs, risks, vulnerabilities that cannot be addressed by the state or affected population? Are your plans equitable and impartial?

5. Performance, transparency and learning

How are you monitoring the performance, effectiveness and outcomes of your programmes? How is accountability being assured and programme changes made as needed? How is learning being captured, shared and applied in the future?

6. Aid worker performance

How are staff with appropriate competencies being recruited and managed? What personal and professional support is provided and how is performance assured?

Additional resources on All In Diary website

Livestock Emergency Guidelines and Standards (LEGS) © 2009 LEGS project; Minimum Standards for Education: Preparedness Response Recovery © 2010 INEE; Minimum Economic Recovery Standards © 2010 The SEEP Network

Web links for further information

<http://www.livestock-emergency.net/>
<http://www.ineesite.org/toolkit/>
<http://www.seepnetwork.org/minimum-economic-recovery-standards-resources-174.php>
<http://cpwg.net/minimum-standards>

Meeting the standards

If key actions and indicators cannot be met:

- **report** (via assessments, evaluations, etc.) the gap between relevant Sphere indicators and those achieved;
- **explain** the reasons and the changes needed;
- **assess** the negative implications for the affected population;
- take appropriate action to **minimise harm** caused by these implications.

Sphere companion standards

Minimum Standards for Education: Preparedness, Response, Recovery (INEE)

- ensure links between education and health, water, sanitation, hygiene nutrition, shelter and protection
- enhance the safety, quality, accountability of educational preparedness and response.

Minimum Standards for Child Protection in Humanitarian Action (Child Protection Working Group)

- more predictable, accountable, effective child protection

Minimum Economic Recovery Standards (SEEP Network)

- assistance needed in promoting recovery of economies and livelihoods after crises.

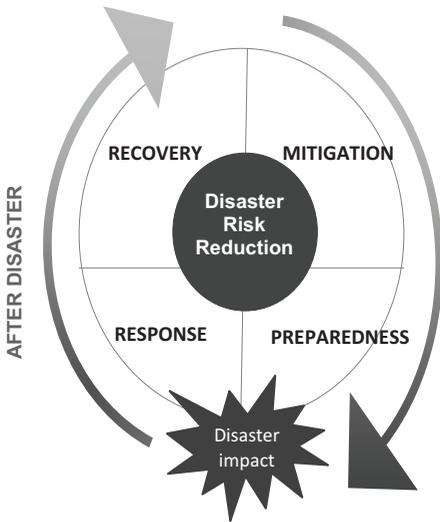
Livestock Emergency Guidelines and Standards (LEGS)

- guidelines for livestock emergency interventions.

Sphere minimum standards

1. WATER SUPPLY, SANITATION AND HYGIENE PROMOTION (WASH)		2. FOOD SECURITY AND NUTRITION		Sphere cross-cutting themes
Minimum standards		Minimum standards		
WASH	1. WASH programme design and implementation	Food security & nutrition assessment	1. Food security 2. Nutrition	<p>highlight particular areas of concern and vulnerability.</p> <p>Children – protect from harm and ensure equitable access to basic services.</p> <p>Disaster risk reduction – systematically analyse and manage the causes of disasters.</p> <p>Environment – prevent over-exploitation, pollution and degradation and aim to secure the life-supporting functions.</p> <p>Gender – facilitate the different needs, vulnerabilities, interests, capacities and coping strategies of women and men, girls and boys.</p> <p>HIV and AIDS – address the vulnerabilities to those affected by HIV and AIDS and the risks to prevalence presented by disasters and conflict.</p> <p>Older people – identify and address the vulnerabilities of older people and recognize their vital contribution to rehabilitation / recovery.</p> <p>People with disabilities – address the needs and disproportionate risks faced by this highly diverse population and build on opportunities for better inclusion.</p> <p>Psychosocial support – organise locally appropriate mental health and psychosocial support that promotes self-help, coping and resilience.</p> <p>These issues are detailed individually within the All In Diary.</p>
Hygiene promotion	1. Hygiene promotion implementation 2. Identification and use of hygiene items	Infant & child feeding	1. Policy guidance and coordination 2. Basic and skilled support	
Water supply	1. Access and water quantity 2. Water quality 3. Water facilities	Acute malnutrition & micronutrient deficiencies	1. Moderate acute malnutrition 2. Severe acute malnutrition 3. Micronutrient deficiencies	
Excreta disposal	1. Environment free from human faeces 2. Appropriate and adequate toilet facilities	Food security	1. General food security	
Vector control	1. Individual and family protection 2. Physical, chemical and environmental protection measures 3. Chemical control safety	– Food transfers	1. General nutrition requirements 2. Appropriateness and acceptability 3. Food quality and safety 4. Supply chain management 5. Targeting and distribution 6. Food use	
Solid waste	1. Collection and disposal	- Cash / voucher transfers	1. Access to available goods and services	
Drainage	1. Drainage work	- Livelihoods	1. Primary production 2. Income and employment 3. Access to markets	
3. SHELTER, SETTLEMENT AND NON-FOOD ITEMS		4. HEALTH ACTION		
Minimum standards		Minimum standards		
Shelter and settlement	1. Strategic planning 2. Settlement planning 3. Covered living space 4. Construction 5. Environmental impact	Health systems	1. Health service delivery 2. Human resources 3. Drugs and medical supplies 4. Health financing 5. Health information management 6. Leadership and coordination	
Non-food items	1. Individual, general household and shelter support items 2. Clothing and bedding 3. Cooking and eating utensils 4. Stoves, fuels and lighting 5. Tools and fixings	Essential health services:	1. Prioritising health services	
<p>The Protection Principles and Core Standards must be used consistently with these minimum standards.</p> <p>It is also important to adhere to local and national standards and guidelines where possible.</p>		- Control of communicable diseases	1. Communicable disease prevention 2. Communicable disease diagnosis and case management 3. Outbreak detection and response	
		- Child health	1. Prevention of vaccine-preventable diseases 2. Management of newborn and child illnesses	
		- Sexual and reproductive health	1. Reproductive health 2. HIV and AIDS	
		- Injury	1. Injury care	
		- Mental health	1. Mental health care	
		- Non-communicable diseases	1. Non-communicable diseases	
<p>Additional resources on All In Diary website</p> <p>Humanitarian Charter and Minimum Standards in Humanitarian Response. © 2011 The Sphere Project</p>		<p>Web links for further information</p> <p>http://www.sphereproject.org/ – also available online in over 20 languages</p>		

The Disaster Cycle



Links between disaster stages

- Consider all stages of the disaster cycle to link short term humanitarian activity with longer term recovery needs.
- Take measures to strengthen local resilience through considering disaster risks and the future impact of climate change at every phase.
- Disaster phases and preparedness, response and recovery needs will vary from one location or affected group to another.
- In complex emergencies, there may be multiple crises, each at a different stage of development.

Types of disasters

Natural disasters

- Include earthquakes, floods, cyclones, droughts etc.
- May be 'sudden' or 'slow onset'
- Secondary impacts e.g. landslides, fires can cause further death and suffering.

Complex emergencies

- Involve an absence or break-down of authority, looting and attacks on strategic installations.
- Include conflict situations and war
- May be characterized as 'slow-onset' but there can be rapid escalation, and frequent repetition of **response** and **recovery** phases due to intermittent periods of peace, minor and major violence.
- Careful consideration needs to be given to conflict sensitivities, reaching the most vulnerable and civil military liaison needs.

Pandemics

- Sudden onset of contagious disease which affects health but also disrupts services and businesses.

Environmental emergencies

- Include technological or industrial accidents
- Large forest fires are generally included in this definition as tend to be caused by humans

Adapted from J Twigg, (2004) *Disaster Risk Reduction, Good Practice Review No. 9, Humanitarian Practice Network, ODI*

Stages after disaster		Stages before disaster	
RESPONSE	RECOVERY	MITIGATION	PREPAREDNESS
<ul style="list-style-type: none"> Short term provision of emergency services during a slow onset emergency (e.g. conflict, drought) or immediately after a sudden-onset disaster (e.g. earthquake, industrial accident). High risk of mortality. Affected population are often the first responders. Immediate RELIEF focuses on saving lives e.g. search and rescue, critical medical care, food, drinking water. Ongoing RESPONSE focuses on reducing vulnerability and meeting basic needs e.g. family tracing, food, nutrition, health care, sanitation, water, shelter. 	<ul style="list-style-type: none"> Longer term support in restoring 'normal life'. Local ownership and participation of affected populations is critical to recovery. Important in linking humanitarian activity with longer term development plans. REHABILITATION focuses on public and social services, livelihoods, education and making changes needed due to the disaster impact e.g. protection measures. RECONSTRUCTION seeks to re-establish and improve infrastructure, housing and pre-disaster services and social conditions. 	<ul style="list-style-type: none"> Lessens the impact of hazards and related disasters. Important in disaster and conflict-prone settings. MITIGATION measures include public awareness and training, environmental and land use controls. PREVENTION measures include reinforced structures, physical barriers, restrictions and regulations. 	<ul style="list-style-type: none"> Provisions to reduce vulnerability and increase government and civil society capacity to anticipate, respond to and recover from the impact of disasters. EARLY WARNING measures are important for natural disasters. Other measures: risk/vulnerability assessments, preparedness or CONTINGENCY PLANNING, public information /communication systems, stockpiling, designated shelters.

Additional resource on the All In Diary web site:
Handbook for Emergencies-Third Edition © 2007 UNHCR ; Disaster mitigation © 2001 UNDMTP

Web links for further information:
Disaster management info: <http://www.ifrc.org/en/what-we-do/disaster-management/>

Linking preparedness, response, recovery

Thinking ahead is critical in reducing vulnerability to future disasters.

Emergency preparedness

The best opportunity to introduce and implement mitigation and preparedness measures is in the immediate aftermath of a disaster.

Effective national and local preparedness will involve:

- **Vulnerability and capacity assessment** – to assess hazards and their potential effects including social and economic impacts in addition to threats to life and property, vulnerable groups and anticipated resource and relief needs.
- **Disaster response and contingency planning** – to set out objectives and allocate responsibilities, and explore different risks and emergency scenarios.
- **Institutional strengthening** – to identify existing expertise, coordination and communication structures, capacity gaps and clear roles.
- **Information systems** – to coordinate the collection and dissemination of information between those responding to disasters and the general public.
- **Allocation of resources and stockpiling** – to ensure arrangements are in place for funding, supplies (water, grain, seeds), logistics and coordination.
- **Early warning systems** – to raise public and international awareness.
- **Response mechanisms** – to identify and develop standby capacity at national and local level e.g. trained personnel, supplies, designated shelters, search and rescue mechanisms, medical and care arrangements.
- **Public education and training** – to enable effective community based action.
- **Testing** – to provide opportunities for practice and planning improvements.

Linking response, recovery and development

Linking short term humanitarian response to longer term recovery and development avoids the risk of gaps and increased vulnerability to disaster.

Disasters represent a major threat to sustainable development but also an opportunity to build resilience and reduce the risk of future disasters e.g. through safer buildings, effective land use and water resource management, reconciliation between conflicting groups.

- *Take the long term implications of emergency response activities into account to strengthen opportunities for recovery and improved future preparedness.*
- *Be aware of limitations of short term 'life-saving' funding and response activities.*
- *In development planning, take local hazards and disaster risks into account.*

Essential to effectively linking response, recovery and development are:

- A well planned **phase out** and arrangements for **handover of responsibility** for short term humanitarian response projects;
- **Involvement of beneficiaries and host communities** in decision making and implementation at all stages in response and recovery;
- Consideration of **existing national and local development plans**, policies, priorities, projects and capacities in response planning;
- Addressing the **differing and long term needs** of affected groups e.g. livelihood opportunities, land, access to basic services, support for vulnerable groups;
- **Sufficient resources** to meet sustainable development needs;
- **Integration of disaster risk reduction** (mitigation and preparedness measures) as an integral part of the recovery process.

Additional resources on All In Diary website:

Preparing for disaster – a community based approach © 2005 Danish Red Cross
 Disaster Preparedness for Effective Response © 2008 UNOCHA
 Disaster preparedness training toolkit © 2000 IFRC
 Emergency Pocket Guide © 2009 CARE (also in French, Spanish, Arabic)

Web links for further information

Humanitarian early warning :
http://www.wmo.int/pages/index_en.html
<http://www.hewsweb.org/hp/>
<http://www.climatecentre.org/site/early-warning-early-action>
 Disaster Management tools: <http://www.adpc.net>
<http://www.careemergencytoolkit.org>



Extracted from UNDMTP
 Disaster Preparedness

Community based disaster risk management

can save resources, time, avoid mistakes and reduce conflict.

Activities include:

- **Setting up disaster committees** and decision making structures for preparedness and response
- Hazard / risk / vulnerability and capacity **assessments**
- **Scenario planning** and community level disaster plans
- **Minimising the impact** and damage of local hazards e.g. through designated shelters, grain banks
- **Developing early warning** and community level **communication systems**
- **Identifying support needs for vulnerable groups**
- **Public awareness programmes**
- **Supporting diversification of livelihoods** e.g. through access to land

DRR and Resilience building

Disaster Risk Reduction (DRR) identifies strategies to minimize vulnerabilities and disaster risks to avoid or limit the negative impacts of hazards.

Resilience is the ability of people to resist, absorb, cope with and recover quickly from hazards, and continue to develop.

Building resilience and reducing disaster risk helps people reduce the probability that a hazard will cause major disruption to their lives, and helps them to be able to ride out these kinds of difficulties without their overall situation deteriorating, and to continue to improve.

“Hazards only become disasters when people’s lives and livelihoods are swept away...we must reduce the impact of disasters by building sustainable communities that have long-term capacity to live with risk.”

Kofi Annan, Former UN Secretary-General, 2003

How are disasters caused?

- **Hazards** are potential threats which may be natural e.g. hurricanes or earthquakes, or human-made e.g. industrial accidents, war, civil conflict.
- **Vulnerable people** such as the poor, socially excluded and those affected by previous disasters are forced to live in unsafe locations e.g. prone to landslides or flooding, or in an unsafe manner e.g. poor housing or reliant on subsistence agriculture.
- **Disasters occur** when those who are vulnerable lack the capacity and are unable to cope with a major hazard due to underlying social, economic, environmental or political pressures.
- The reason for, and nature of, vulnerability influences the impact of a hazard on different people or groups.

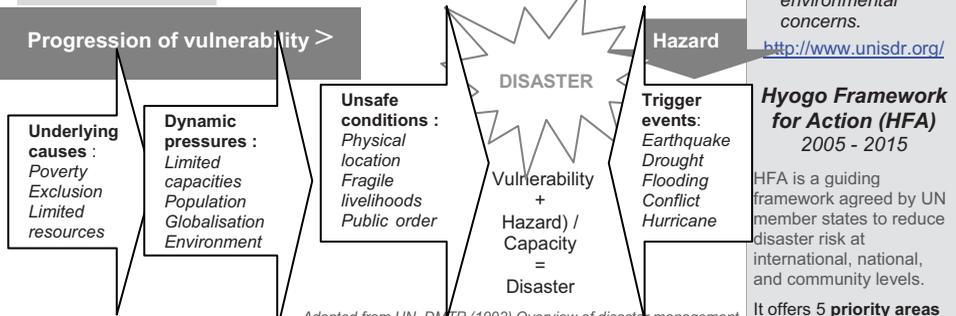
International Strategy for Disaster Reduction (ISDR)

Is a UN strategic framework adopted in 2000 to guide and coordinate efforts towards a sustainable reduction in disaster losses and increased national and community resilience.

It has **shifted the focus of DRR:**

- *from hazards and the physical impact of disasters to include physical, social and economic dimensions of vulnerability.*
- *to integrating DRR as part of longer term sustainable development and environmental concerns.*

<http://www.unisdr.org/>



Hyogo Framework for Action (HFA) 2005 - 2015

HFA is a guiding framework agreed by UN member states to reduce disaster risk at international, national, and community levels.

It offers **5 priority areas for action:**

1. **Make disaster risk reduction a priority;**
2. **Know the risks and take action;**
3. **Build understanding and awareness;**
4. **Reduce risk;**
5. **Be prepared and ready to act.**

Reducing risks of disaster through:

- **Risk and impact assessment**, including identification of hazards and vulnerability/capacity analysis e.g. as part of Needs Assessments and Contingency Planning;
- **Raising awareness and knowledge** of risks, e.g. through training, education, research, disseminating information;
- **Securing public commitment** to address risks, e.g. through government policy and legislation, community action and organisational development;
- **Risk reduction measures** e.g. environmental management, social, economic and livelihood opportunities, protection of critical services, flood control, adherence to construction standards, land-use and urban planning.
- **Early warning systems** e.g. forecasting, public alerts

Additional resources on All In Diary web site:

Hyogo Framework for Action (fact sheet) , © 2007 ISDR
Community Based Disaster Risk Management – handbook, © 2004 ADPC
Guidelines for Reducing Flood Losses, © 2002 UNISDR
Critical guidelines: community-based disaster risk management © 2006 ADPC
No Accident – Resilience and the inequality of risk © 2013 Oxfam
Defining Disaster Resilience: A DFID Approach Paper 2011
Characteristics of a Disaster Resilient Community, Practical Action © 2009

Web links for further information:

DRR and climate change adaptation – resources:
<http://www.preventionweb.net/english/>
<http://www.unisdr.org>
<http://www.actionaid.org.uk/about-us/participatory-vulnerability-analysis>

Contingency planning

Contingency planning is a management tool used to analyse the effects of potential crises and ensure that adequate preparedness measures are put in place.

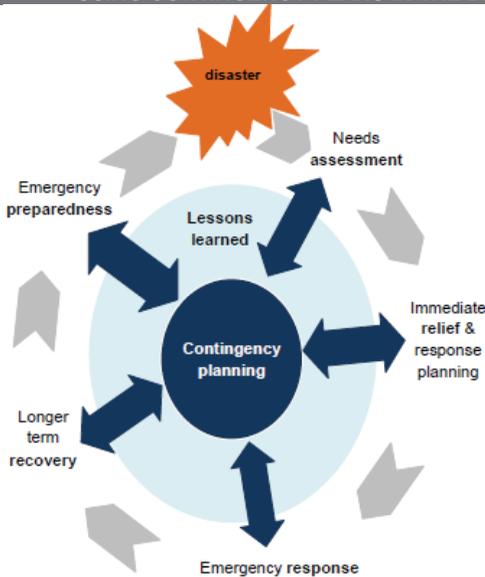
Contingency planning can be used in natural disasters, conflict or in considering the effects of broader global threats such as financial crises, or political instability. It can be:

- undertaken by individual organizations or as part of a larger inter-agency process;
- used in individual projects to explore potential problems e.g. access or supply constraints.

Key principles of contingency planning

- *Keep the process simple, practical, realistic and useful.*
- *Develop scenarios that are detailed enough to facilitate effective planning but flexible enough to accommodate real life differs changes.*
- *Encourage broad staff and community participation.*
- *Plan realistic response activities that can actually be implemented when needed.*
- *Consider how to use available resources in the most equitable, efficient, effective and sustainable way.*
- *Focus on the process – participation and dialogue – rather than the final written plan.*
- *Regularly review the scenarios and follow up the preparedness activities identified.*

USING CONTINGENCY PLANS IN THE DISASTER CYCLE



Contingency plans can:

- inform **needs assessments** based on earlier analysis of likely disaster impacts;
- provide a basis for rigorous **response planning**;
- be informed by on-going changes in the emergency context during response;
- identify triggers and potential risks to consider in longer term **recovery** and be reviewed in line with capacities developed during recovery;
- form an important part of emergency **preparedness** and disaster mitigation measures;
- be informed by and contribute to community or organizational **learning**.

BASIC STEPS IN CONTINGENCY PLANNING

Hazards & risks	Analyse potential hazards/triggers and determine risks based on the context.
Scenarios & assumptions	Build scenarios around likely risks. Define assumptions, triggers and potential impact.
Objectives & strategies	Determine objectives for addressing each scenario and the actions needed. Consider human resources, material and supplies, funding, time.
Preparedness actions	Specify the preparedness measures needed, including testing. Who will undertake them, how and by when?
Follow up	Regularly review the scenarios, contingency plan and follow up on completion of preparedness measures.

Key questions:

- *What could happen?*
- *What would be needed to alleviate the situation?*
- *How would action be taken?*
- *Who should be involved?*
- *What materials, supplies and staff would be needed?*
- *What preparation is necessary?*
- *How much will it cost?*

Adapted from: Choularton, R. Contingency Planning and Humanitarian Action: A Review of Practice. HPN Paper 59 © 2007 ODI

- *Test the contingency plan with staff and partners through simulations or tabletop exercises.*

Additional resources on the All In Diary website:
 Inter-Agency Contingency Planning Guidelines for Humanitarian Assistance © 2007 IASC
 Contingency planning guide © 2012 IFRC

Web links for further information
 Interagency Toolkit: <http://www.hewsweb.org/cptoolkit/index.asp>
 IFRC : <http://www.ifrc.org/en/what-we-do/disaster-management/preparing-for-disaster/disaster-preparedness-tools/contingency-planning-and-disaster-response-planning/>



Climate change

Climate change is recognised as a global concern that needs to be taken into account in managing humanitarian disasters.

How the risk of natural disaster increases with climate change

Phenomenon	Examples of major impact
<p>Temperature:</p>  <ul style="list-style-type: none"> - days and nights are generally warmer; - fewer cold days/nights - frequent heat waves 	<ul style="list-style-type: none"> • Reduced agricultural yields in warmer environments due to heat stress. • Increased heat-related mortality, e.g. for the elderly, chronically sick, very young, socially isolated. • Increased insect outbreaks and risk of bushfires. • Increased water demand and impact on water resources relying on snow melt. • Water quality problems and declining air quality in cities.
<p>More rainfall:</p>  <ul style="list-style-type: none"> - increasing frequency of heavy precipitation. 	<ul style="list-style-type: none"> • Damage to crops and soil erosion. • Adverse effects on quality of surface and ground water. • Increased risk of deaths, injuries, and infectious, respiratory, and skin diseases. • Disruption of settlements, commerce, transport, and societies due to flooding. • Pressures on urban and rural infrastructure. • Loss of property.
<p>Less rainfall:</p>  <ul style="list-style-type: none"> - increasing areas affected by drought. 	<ul style="list-style-type: none"> • Land degradation, lower yields, and crop damage. • Increased livestock deaths and risk of bush fires. • Food and water shortage contributing to malnutrition, and water- and food-borne diseases. • Migration.
<p>Storms:</p>  <ul style="list-style-type: none"> - increasing intensity of tropical cyclones. 	<ul style="list-style-type: none"> • Damage to crops and trees. • Increased risk of deaths, injuries and disease spread through contaminated water or food. • Post-traumatic stress disorder. • Disruption by flood and high winds. • Withdrawal by private insurers of risk coverage in vulnerable areas. • Migration, loss of property.
<p>Sea levels:</p>  <ul style="list-style-type: none"> - increasing incidence of extremely high sea levels. 	<ul style="list-style-type: none"> • Salinization of irrigation water and freshwater systems, and decreased freshwater availability • Increased risk of deaths by drowning in floods. • Migration-related health effects. • Costs of coastal protection versus relocation. • Potential for relocation of people and infrastructure. • Tropical-cyclone effects.

Intergovernmental Panel on Climate Change 2007 Working Group II, Summary for Policymakers

International agreements guiding action on climate change

- The **United Nations Framework Convention on Climate Change (UNFCCC)** aims to: enable "ecosystems to adapt naturally to climate change; ensure that food production is not threatened, and; enable sustainable development.
- The **Kyoto Protocol** commits industrialized countries to reduce greenhouse gas (GHG) emissions in line with agreed and binding targets.

Additional resources on All In Diary website:
 Climate Guide, © 2007 Red Cross/Red Crescent Climate Centre;
 Tackling the limits to adaptation, © 2012 CARE International & Action Aid;
 Quick Guide to Climate Change Adaptation © 2009 IASC

Web links for further information
 IPCC: <http://www.ipcc.ch/>
 UNFCCC: http://unfccc.int/essential_background/items/2877.php
 Climate change adaptation toolkits:
<http://www.careclimatechange.org/>
 IFRC - <http://www.climatecentre.org/site/publications?type=3>

Mitigating the effects of climate change:

- **Assess** future vulnerability to climate change.
- **Integrate** potential impacts of climate change in emergency preparedness measures.
- **Increase** public awareness and build community disaster management capacity.
- **Involve** national and local authorities.
- **Promote** drought resistant crops, crop diversification, contour farming, conservation agriculture methods.
- **Support** water shed management, rain water harvesting, and flood protection.
- **Promote** hygiene promotion and appropriate sanitation facilities to minimise risks of flood damage and contamination.
- **Avoid** use of timber, burnt bricks, sand, which may cause soil, shoreline, or forest degradation.
- **Promote** alternative cooking fuels.
- **Minimise** soil erosion and flooding risks in camp layouts.
- **Build** flood and wind resistant structures.

Environmental concerns in disasters

The environmental impact of natural disasters and conflicts present a number of threats to response and recovery.

Threats during response....

- **To life** – through hazardous chemicals, infrastructure e.g. dams, nuclear plants
- **To health**- through toxic waste and damage to water sources.

Threats to early recovery....

- **To livelihoods** – damage to forests, soil, pastures, wetlands, reefs, water sources
- **To security** – fragility of ecosystem and threat to human security, increased conflict over limited resources

Equally, response and recovery activities can pose a serious threat to the environment.

Early analysis of the potential impacts is needed to identify mitigation strategies.

Adverse impacts of disaster response		Key considerations for response:
Sectors	Environmental impact risks	
Health	<i>Improper management of chemicals, water, healthcare waste, dead bodies.</i>	<ul style="list-style-type: none"> ▪ Presence and disposal of hazardous materials ▪ Management of emergency waste ▪ Capacity of water sources in short and long term ▪ Sanitation design ▪ Energy consumption demands and available resources ▪ Refugee/IDP camps size, siting and long term impact ▪ Transport pollution ▪ Opportunities for green procurement ▪ Applicable standards and guidelines e.g. Sphere; HFA ▪ Getting expert guidance in assessments, material selection and project design
WASH	<i>Damage to aquifers; water contamination from sewage / salination; poor rehabilitation of wells; over extraction of water; inappropriate systems e.g. septic tanks.</i>	
Shelter	<i>Unsustainable construction materials e.g. timber, burnt bricks, sand; inappropriate site selection or design; deforestation and soil erosion; improper disposal of waste or debris.</i>	
Camp management	<i>Land degradation; loss of biodiversity; improper waste and chemical disposal; unsustainable use of fuel and materials; poor management/decommissioning of camps and pit latrines.</i>	
Logistics	<i>Poor management and disposal of oil, fuel, tyres; improper waste disposal, procurement of goods produced in an unsustainable way.</i>	
Early recovery	<i>Failure to conduct environmental impact assessment and plan mitigating activities; inappropriate land use, building /infrastructure designs and urban planning; unsustainable use of natural resources for reconstruction/ livelihoods; unequal access to resources;</i>	

Factors affecting the severity of environmental impacts

Geographic	Social	Environmental
<ul style="list-style-type: none"> ▪ population density ▪ number of people affected or displaced ▪ extent of disaster area ▪ availability of resources 	<ul style="list-style-type: none"> ▪ level of self-sufficiency ▪ support from host communities ▪ respect for environment ▪ social / power structures ▪ livelihood options 	<ul style="list-style-type: none"> ▪ environmental resilience and sustainability i.e. ability to withstand negative impacts and recover ▪ ability to absorb waste

Page adapted from Humanitarian action and the environment © 2007 UNEP, OCHA

Additional resources on the All In Diary website:
 Guidelines for rapid environmental impact assessment in disasters © 2005 Benfield Hazard Research Centre & CARE
 Disaster Waste Management Guidelines © 2011 OCHA & UNEP
 Humanitarian action and the environment © 2007 UNEP, OCHA
 FRAME Toolkit: Module IV Community Environmental Action Planning, © 2009 UNHCR, CARE,

Web links for further information
 Resources: www.encafrica.org
 UNEP : <http://www.unep.org/disastersandconflicts/>
 Training: <http://www.urd.org/Environment-training-toolkit>
 – <http://green-recovery.org/>,
 Environmental Emergencies Centre: <http://www.eecentre.org/>.
 ProAct : <http://www.proactnetwork.org/proactwebsite/en>

Hazards which threaten the environment

Floods

- transport contaminated material
- cause erosion
- pollute water
- damage infrastructure

Storms and Winds

- damage crops and infrastructure

Fires

- cause air pollution
- destroy housing and infrastructure
- lead to erosion

Droughts

- lead to wind erosion
- loss of crops and water sources

Landslides

- damage infrastructure
- contaminate water

Earthquakes

- damage infrastructure
- risk damage from hazardous materials
- cause landslides etc

Conflicts

- damage infrastructure and basic services
- chemical, biological, nuclear contamination
- destroy livelihoods and increase basic needs

Others

- hazardous materials
- hail or snow
- disease
- volcanoes

Project management

A successful project achieves the agreed outcomes for clearly identified beneficiaries within the available resources

(time, budget, people, materials).

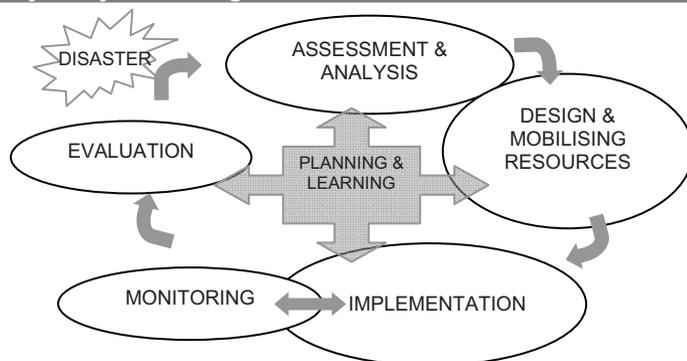
Effective project management relies on continuous monitoring of risks, needs, the emergency context, and emerging changes.

Stages of the cycle are not separate – there will be continuous review and adjustment within each stage and between them

*This requires **well defined and understood procedures** from the project beginning.*

***Learning** is central to the project cycle to inform on-going management and timely and appropriate modifications in design and implementation.*

Project cycle management



The project cycle stages:

Assessment & analysis:

- Research situation prior to the crisis
- Understand impact of the crisis
- Conduct a stakeholder analysis - who is affected, what are their capacities, needs, wishes and risks, and how might they impact on your project

Design & resource mobilisation

- Engage with affected communities
- Facilitate investigation of the problem
- Consider and prioritise potential solutions i.e. problem tree analysis
- Enable appropriate targeting
- Identify resource needs /sources
- Develop a planning / log framework

Monitoring & Evaluation

- Monitor progress & results throughout project against project indicators
- Adjust activities and resource as necessary.
- Review and assess results in relation to objectives.

Implementation

- Mobilise/reach Agreements with target communities
- Recruit staff and partners
- Tendering, procurement and contracts
- Logistics and transport
- Manage finances and assets

**Plan Your Work,
then
Work Your Plan**

*In order to stay within your budget, to meet your schedule, and to manage the scope of the project – continually monitor your project. **Don't** allow the project scope to increase without first adjusting the budget and timeline to match.*

A successful project manager needs to.....

Manage scope	Project size, goals and requirements (time and money). Avoid overlaps. Logical Framework Analysis will support this.
Manage resources	People – having right people with right skills with right tools in right numbers at right time, and ensuring they know what to do. Equipment – having right equipment in right place at right time. Materials – making sure the right supplies arrive at the right time
Manage time	Schedule Tasks - what are the tasks, how long will they take, what resources are required, in what order should they be done?
Manage costs	Budget & expenditure – estimated, actual, variability Contingencies: e.g. weather, suppliers, design allowance

Additional resources on All In Diary website:

Guide to PMD Pro © 2013 PM4NGOs
Project Cycle Management Guidelines © 2004 European Commission
Project Cycle Management, Guidance Note 5, © Provention (2007)
Partnership Development Toolkit © 2005 European Communities,
EQUAL Development and Transnational Partnerships

Web links for further information

Project Management for NGOs:
<http://www.pm4ngoos.com>
FAO Project Cycle Management Technical Guide:
<http://www.fao.org/docrep/012/ak211e/ak211e00.pdf>

Information management

Information is critical to an effective humanitarian response, but it needs to be clear, reliable, relevant to the needs of the affected population, and produced and updated regularly.

"Information itself is very directly about saving lives. If we take the wrong decisions, make the wrong choices about where we put our money and our effort because our knowledge is poor, we are condemning some of the most deserving to death or destitution." John Holmes, UN Emergency Relief Coordinator, 2007

Effective Information Management is essential throughout assessments, on-going monitoring, implementation, resourcing and reporting.

The **Information Cycle** highlights the need to **collect** data, **process** it into information, **store** it where it can be accessed, **analyse** and **disseminate** it to ensure it informs **decision making** and **actions**.

Data Collection – keep it simple

Collect only what you need – consider what decisions you need to make and so what information you need to make these decisions.

Be proactive – use a range of methods: reporting forms, spreadsheets, phones.

Build relationships – people share information **if** they get useful, timely information in return.

Use common formats and datasets – to ensure data can be analysed and compared with others e.g. location reference, individual/household/village levels.

Data Collation – sorting and aligning the pieces

Storage – database; electronic if possible; ensure ease of use and access.

Find common links – sort by location (GPS coordinates/P-codes), categories.

Data Analysis – creative processing of data

Forms of analysis: needs, capacity, output, gaps, and impact analyses.

Questions – geographic tendencies? trends over time? totals by agency? validity and accuracy of the information?

Processes – mapping; matrices/spreadsheets; graphs/charts. This may need technical expertise and is often done centrally e.g. through UN OCHA / clusters

Information Dissemination – sharing your 'picture'

Who – who needs to know, especially those whose data is included and the affected population.

How – email? local media? posters/hardcopy? website?

Style – translations are key; simple language; clear presentation

Decision Making – using the information and knowledge

Ensure information is used to guide planning, advocacy, monitoring, operational decisions to prioritise the needs of the affected population.

Key information in emergencies:

- Emergency alerts, updates, bulletins
- Pre-disaster information and baselines
- Ongoing assessment of needs, risks, capacities and gap analysis
- National plans, policies, standards, legal requirements (e.g. employment)
- 4W (Who is doing, What, Where, When)
- Contacts and meeting schedules
- Supply chain and budgetary information

Reports: situation (sitreps), progress etc.

Additional resources on All In Diary website:
Information Management and Communication in emergencies, © PAHO, 2009

Note new IM online training soon available

Useful information sources

- Affected population
- Government reports and agencies
- Local and international news media
- United Nations agencies and OCHA
- Humanitarian websites
- NGOs (local and international)
- Assessment reports
- Coordination meetings
- Suppliers/ commercial organisations
- Local weather and hazard monitoring

Web links for further information

OCHA <http://www.unocha.org/what-we-do/information-management/overview>
Innovative projects: <http://www.nethope.org/about/us/>
<http://www.datadyne.org/>

UNHCR Emergency IM Toolkit: <http://data.unhcr.org/imtoolkit/>

Information and Communications Technology (ICT)

During emergencies one of the most valuable commodities is Information. There are rapidly increasing technologies to support information collection and exchange and to widen access. (see also 'Communications Media' page)

It is vital to use ICT appropriately – ensuring all stakeholders, including the affected population have access to information and communication.

Tools and resources include:

- **Country-specific website- set up by UNOCHA** - <http://www.humanitarianresponse.info/crisis/es>
- **Google applications: calendars, Google Earth; G-mail**
- **SMS / Text messaging** <http://www.frontlinesms.com/>
- **File sharing:** [www.dropbox.com](http://www.dropbox.com;); www.box.net
- **Mapping products:** <http://www.mapaction.org/about.html>; <http://www.cartong.org/g/index.php?lang=en>

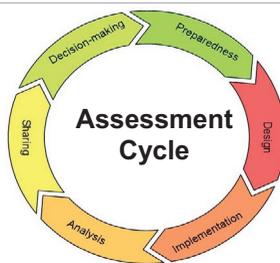
Needs assessments

Timely, reliable and coordinated assessment is critical in targeting the most vulnerable, and avoiding gaps and duplication in response.

Assessment involves gathering and analysing information to determine:

- **context, impact** and on-going **risks** presented by the disaster itself,
- **vulnerability** and **capacities** of the affected population to cope, and the need for any intervention,
- **gap** between **needs** and **capacities**,
- opportunities and strategies for response, recovery and long term development.

1. **Preparedness** is the first step in the Assessment Cycle. Even before an emergency, your organisation should prepare for possible assessment.
2. **Design** your assessment to meet specific decision-making requirements
3. **Implement** your assessment with careful management and effective leadership
4. **Analysis** your data to understand the story of the impact
5. **Share your findings** – with colleagues, peers, coordinators, authorities and affected communities
6. **Decision-making** – use findings to make decisions



Key actions for post disaster assessments

- Find and use **pre-disaster information** about capacity, the affected and wider population, context and other pre-existing factors
- Carry out an **initial assessment immediately**, building on pre-disaster information to assess changes caused by the disaster, factors creating or increasing vulnerability
- Participate in **multisectoral, joint or inter-agency assessments** wherever possible
- Carry out a **rapid assessment** as soon as possible, following up with subsequent in-depth assessments as time and the situation allow
- **Disaggregate** data by, at the very least, sex and age
- **Listen** to women and men of all ages, girls, boys and other vulnerable people affected by the disaster as well as the wider population
- **Gather information systematically**, using a variety of methods; triangulate with information gathered from a number of sources and agencies; and document the data as it is collected
- Assess the **coping capacity, skills, resources** and recovery strategies of the affected people
- Assess the response plans and capacity of the **state**
- Assess the impact of the disaster on people's **psychosocial well-being**
- Assess current and potential **safety concerns** for the disaster-affected population and aid workers

Adapted from Sphere Core Standard 3

Additional resources on All In Diary website:

IASC Operational Guidance Note for Coordinated Assessment in Humanitarian Crises – IASC 2012
 IASC Multi-Sector Initial Rapid Assessment (MIRA), 2012
 Guidelines for assessment in emergencies © IFRC (2008)
 Good enough guide to needs assessment © ECB Project & ACAPS 2013

Web links for further information

Coordinated assessments - <http://assessments.humanitarianresponse.info>
 ACAPS <http://www.acaps.org/>
 Sphere 4 Assessments pilot www.sphereproject.org/news/new-tools-for-assessing-humanitarian-needs/

Types of Assessment

for Rapid Onset Emergencies

RAPID – in first days/week and multi-sector.

DETAILED – in first month and sector-specific

CONTINUAL – to monitor operations

Basic principles of needs assessment

Ensure.....

- Resources are sufficient
- Manage community expectations
- Methods are valid
- Methods are transparent
- Coordinate with others
- Coverage is adequate
- Data is usable
- Data is relevant
- Assess local capacities
- Assessment considers gender
- Analysis provides context
- Analysis is timely
- Share your findings
- Process is continuous

(from The Good Enough Guide to Needs Assessment-Draft 1.0 January 2013)

See also 'Information Management' page

Targeting and distribution of goods

All projects involving the distribution of relief items* should ensure an impartial, non-discriminatory, transparent mechanism for effectively targeting those who are at most risk and in greatest need.

* (e.g. food, clothes, shelter materials, blankets, water containers, cooking items)

Identifying an appropriate targeting mechanism will draw on information gathered in **assessment of the needs, capacities, risks and vulnerabilities** of the affected population. Methods should be responsive, timely, transparent and safe, support dignity and appropriate to local conditions, building on existing capacities and supporting the restoration and development of existing services, e.g. *education, markets and livelihood opportunities*.

(See Sphere Project Core Standard 4 'Design and Response' and 'Food Transfers standard 5: Targeting and distribution' for further guidance)

Targeting mechanisms for household or individual level

Mechanisms	Potential risks
Market-based targeting (e.g. cash based; local procurement; support to markets)	<ul style="list-style-type: none"> enable programmes to make better use of existing market-system capabilities can be indiscriminate and needs accurate analysis of existing market systems.
Self-targeting (direct programme to specific groups)	<ul style="list-style-type: none"> Need to understand behaviours of vulnerable groups Can exclude vulnerable groups or expose them to stigma or abuse i.e. women, sufferers of HIV/AIDS
Community based targeting (communities decide)	<ul style="list-style-type: none"> May lead to exclusion of those outside the system i.e. orphans, displaced individuals, or of non-dominant communities/clans.
Administrative targeting (based on data analysis)	<ul style="list-style-type: none"> Criteria and indicators may be inaccurate or irrelevant Criteria may undermine dignity or seen as intrusive. Costs of collecting the data can be high
Geographic and regional targeting (assessment and indices)	<ul style="list-style-type: none"> Local needs are likely to be overestimated Methodologies are not efficient or effective Large areas give unreliable indicators
Household and individual targets (often after admin or geographic targeting)	<ul style="list-style-type: none"> Information on households may be lacking, so cost of data collection on indicators is high Reported data/information collected on-site may lead to high undercoverage or self-selection biases.

Adapted from: Targeting for Nutrition Improvement © 2001 FAO

Stages for distributing food and non-food aid items

Prioritisation	- identifying the criteria on which specific areas, population groups and individual households are to be selected
Identification	- developing screening tools to ensure that only those who meet the targeting criteria actually receive benefits
Allocation	- determine the quantity of goods and services to be provided to those identified to be in need, to achieve desired effect
Options	- choose suitable intervention strategy and delivery options for reaching the identified target

See also 'Cash Transfer Programming' and 'Livelihoods' pages

Key actions:

- Ensure thorough analysis of context, vulnerability, risks, capacity and needs.
- Ensure data is disaggregated by age, gender etc. and relevance and validity of indicators for targeting goods
- Involve and include men, women, boys and girls, and representatives of vulnerable groups.
- Ensure targeting mechanisms do not undermine dignity, increase vulnerability or risk exposure to exploitation or abuse.
- Update targeting / distribution systems regularly to ensure effective on-going coverage.
- Build on existing services and systems where possible.
- Consider a registration process if goods are to be provided to specific beneficiary groups, in a known location, over a long period,
- Exit strategies – give consideration to when and how you will handover or phase out the provision of goods.

Additional resources on All In Diary website:

Handbook of Registration, © 2003 UNHCR
Response Analysis Framework, OCHA 2009
Telford, J., Counting and Identification of Beneficiary Populations in Emergency Operations, Good Practice Review 5 © 1997 ODI
Emergency Market Mapping and Analysis Toolkit 2013

Web links for further information

Vulnerability Analysis and Mapping Tool: <http://vam.wfp.org/>
Practices: <http://www.fao.org/docrep/004/y1329e/y1329e02.htm>
Response Analysis training package: http://www.feg-consulting.com/spotlight/1%20Introduction%20to%20Response%20Analysis_rfs.pdf

Logical Framework Approach (LFA)

The Logical Framework Approach is a systematic methodology that provides a structure for identifying, planning and managing projects. The logframe matrix sets out the key components in a clear, concise, logical and systematic way, and is a framework used by many donors.

Stages for LFA

➤ **Context analysis:**
e.g. PESTLE* analysis
– what external factors may influence the project?

➤ **Stakeholder analysis**
– who is interested and influential in this project?

➤ **Problem analysis:**
– develop a **problem tree** assessing the core problem you are aiming to address, the causes and effects.

➤ **Objective analysis or solution tree:**
converts negative problem tree statements into positive solutions :
– ‘core problem’ into ‘core solution’
– ‘effects’ into a positive statement of what you want to achieve
– ‘causes’ into positive actions to overcome these.

➤ **Select intervention:**
consider which project(s) will meet your solutions.

➤ **Logframe matrix:**
develop a matrix for your project.

The logframe is not designed to show every detail of the project. It is simply a convenient and logical summary of the key factors.

* *Political, Economic, Social, Technological, Legal and Environmental issues*

Log frame matrix			
Project structure	Indicators	Means of verification (MOV)	Assumptions (and risks)
Goal or <i>Overall objective</i>	- of achievement of the goal	- Sources of information to verify indicators	
Purpose or <i>Outcomes</i>	- of achievement of the purpose	- Sources of information to verify indicators	What external factors are needed for the purpose to contribute to achievement of the goal?
Outputs	- of delivery of the outputs (quality, quantity, time)	- Sources of information to verify indicators	What external factors might affect the progress of the outputs in achieving the expected changes/benefits?
Activities	- expressing when activities will be completed, and the inputs required	- Sources of information to verify inputs	What factors might restrict the progress of activities in achieving the outputs?

Goal:	What wider problem will the project help to resolve?
Purpose	What change or benefit will occur if the outputs are achieved?
Output:	What are the intended results of activities or groups of activities?
Activity:	What actual tasks will you do to produce the expected outputs?
Indicator:	How will you know you have been successful?
MOV:	How will you check your reported results?
Assumptions:	What assumptions might affect implementation or sustainability, and what are the risks? How might you minimise or manage risks?
Inputs:	What materials, equipment, financial and human resources are needed to carry out the activities of the project?

How to develop a Logframe Matrix

Stage 1 – TOP DOWN (Project Structure)

Using participatory approaches involving stakeholders, start at the top developing the Goal, and then consider Purpose, Outputs, Activities, Inputs.

Stage 2 – WORK ACROSS (Indicators and MOV)

Work across the log frame, identifying the indicators and then the means of verification. For each step of the project structure, consider :

- *What indicators can be used to measure achievement against?*
- *What information will be needed and how it might be gathered?*
- *What problems / barriers might arise and how can their impact be minimised?*

Stage 3 – BOTTOM UP (Checking logic and assumptions)

Start from the bottom of the log frame and consider whether, if the assumptions at one level hold, you can logically move up to the next level.

Check: IF you carry out the activities AND the assumptions at that level are not present THEN will the planned outputs be delivered? If not, adjust the planned activities. Then move on and repeat at the next level.

Additional resources on All In Diary website:

The Logical Framework Approach, © BOND, 2013
Log Frame Handbook, © World Bank, 2001
The Logical Framework Approach © 2004 SIDA

Web links for further information

<http://www.fundsformags.org/free-resources-for-ngos/inside-the-logical-framework-of-a-grant-proposal-3>

Fund Raising

There are no quick fixes for raising funds – the regular work, reputation, and sincerity of an organisation are the best bases for success.

Sourcing funds

Building relationships with individual supporters is essential. Success may be slow at first but will improve as your network grows.

Local sources:

- *Local organisations and associations (e.g. rotary club)*
- *Government and district institutions*
- *Business / corporate opportunities (e.g. banks)*

International sources:

- *Voluntary funding agencies (e.g. missions, trusts and foundations)*
- *International aid agencies (UN, EC, World Bank, African/ Asian Development Banks)*
- *Bi-lateral agencies (USAID, CIDA, DFID)*
- *Foreign embassies with small grant or specific sectoral funding programmes*

Pooled appeals and funding mechanisms in emergencies

There is an increasing trend, through the clusters (*see 'Cluster Coordination' page*) for agencies to 'pool' their appeals, and for donors to 'pool' their resources.

Become aware of, support and engage in the processes in your country.

Benefits include a coordinated, strategic approach; cost and risk reduction; flexibility and predictability; and greater transparency.

Constraints include the lack of direct access for NGOs and government partners to some pooled funds such as CERF, and slow disbursement.

Most humanitarian funding is restricted to life-saving or life-sustaining activities so ensure you approach the most relevant funding source for your project.

Developing a fundraising strategy

Fundraising requires resources but can also waste them and damage your organisation's reputation, if not properly planned.

- Develop a **Case For Support** – i.e. your cause and why it warrants support. including: *mission / values; importance/urgency; specific objectives; history and credibility; what would happen if the organisation failed; how the donor can help.*
- **Accurate, up to date and well presented documentation** will be required: *e.g. registration documents, summary financial details and latest audit reports, organisational strategy, organisation chart, governance arrangements, letters of commendation, and examples of activities and achievements.*
- Map out potential **donor interests** and identify 10-15 donors with a focus or interests in line with your organisation.
- Research further to reduce to 3-4 with a **good match** to your organisational strategy and programme goals.
- **Donors** often prefer to support time-bound projects with clear objectives and a defined strategy for transition. *Other key interests include: sustainability; resilience; impact on affected people; Value for Money; consortia or evidence of partnerships to avoid duplication*
- Project (activity) costs are valued over organisational (overhead) costs which ideally need to be kept below 10%.
- Applying jointly with a collaborating partner can strengthen an application.

As a rule 'if you don't qualify – don't apply!'

Additional resources on All In Diary website:
Fundraising Guide, © 2012 Humanitarian Coalition
A guide to fundraising, © 2008, Networklearning;
VSO Fundraising Guide for NGOs, © 2003, J. Bradshaw;
Capacity Building for local NGOs – A guidance manual for good practice, © Progressio (2005)

Web links for further information
<http://www.fundsforngos.org/>
<http://www.resource-alliance.org/pages/en/about-us.html>
<http://ngomanager.org/resources-2/library/>
<http://ochaonline.un.org/AppealsFunding/FinancialTracking/tabid/2665/language/en-US/Default.aspx> - UN Financial Tracking Service

POOLED APPEAL PROCESSES

Flash Appeal

- concise overview of urgent life-saving needs for first six months
- issued within one week of an emergency

CAP (Consolidated Appeals Process)

- coordinated plan for emergencies lasting more than 6 months

CHAP (Common Humanitarian Action Plan)

- coordinated plan for longer-term emergencies

POOLED FUNDING MECHANISMS

CERF (Central Emergency Response Fund)

- stand-by UN fund to jump-start critical operations
- complements other funding
- accessed through UN

CHF (Common Humanitarian Fund)

- provides funding to high-priority, under-funded projects in the Consolidated Appeals Process
- twice-yearly allocations

MDTF (Multi-donor trust fund)

- funding decision-making body of donor representatives and sometimes government

Proposal Writing

A proposal is key to effective project design, management and accountability, as well as a fundraising tool. Proposals have become more sophisticated - reflecting the increased scale and competitiveness of the NGO sector.

Projects are more likely to be funded if they involve the **affected population**, and are small scale, **sustainable, time bound** and based on **up-to-date, reliable information**. It is also important to align your proposal with priority needs of the most vulnerable affected groups and with existing national and sector/cluster plans.

Concept note

In some cases, a **concept note** is requested before the proposal. This outlines the basic facts of the project idea. These are short (1–3 pages) and may not have a standard format but should include *project title, context, rationale, goals and objectives, activities, expected results, innovation (how is it different from other projects?), organisation background, estimated budget and contact details.*

Proposal

A proposal has a framework that enables a clear understanding of the project for the donor. Ideally involve the affected population in the planning. Effective **Project Management** and use of the **Logical Framework Approach** (see pages) provide the basic information for proposals.

Each donor may have its own framework but generally includes:

- | | |
|--------------------------|---|
| ▪ Title page | - date, title, location, organisation |
| ▪ Background context | - causes of the problem/ why project is needed |
| ▪ Goals and objectives | - what you want to achieve |
| ▪ Beneficiaries | - target group |
| ▪ Targets and activities | - what you will do and how |
| ▪ The Schedule | - timeline for each phase of the project |
| ▪ The Organisation | - profile and who will manage the project |
| ▪ Costs and benefits | - who benefits/ average cost/ value of benefits? |
| ▪ Monitoring | - how will achievements be measured/verified? |
| ▪ Reporting | - how often, to whom, including what? |
| ▪ Appendices | - additional necessary detail |
| ▪ Detailed budget | - realistic estimate of all costs including voluntary contributions and other funding |

Adapted from 'Proposals for Funding' by Phil Bartle © 2007

- Write clearly, concisely using simple language.
- Check requested budget is within the limits of the funding organisation.
- Ensure your proposal is within your capacities and competencies.
- Clearly outline what is intended – impact or benefits for target groups.
- Follow guidelines, instructions and procedures of each donor carefully.

Additional resources on All In Diary website:

Proposal Writing Simplified for NGOs in Developing Countries, © fundsforngos.org
Writing a funding proposal, © CIVICUS 2007

Web links for further information

<http://www.fundsforngos.org/how-to-write-a-proposal/introduction-to-proposal-writing#ixzz180CD2emM>
<http://cec.vcn.bc.ca/cmp/modules/res-prp.htm> - Proposals for Funding
<http://www.ngoguides.org/> Grant writing tool

Get to know and understand your donors!

Consider, does your project...

- Address the identified needs of as many of the most vulnerable as possible?
- Promote self-reliance and sustainability?
- Include the active participation of the affected populations in identification, assessment and implementation?
- Actively involve women in particular in the design and implementation?
- Have other funding sources to ensure continuity and sustainability?
- Have the ability to be replicated?
- Provide Value for Money?
- Have clear accounting and accountability?
- Aim to mobilise and develop the capacity of the beneficiaries?
- Complement the work/capacity of other organisations and projects?

Financial Management

Financial management is critical to effective project planning, allocation of resources, monitoring of effectiveness, and accounting and reporting to stakeholders.

PLAN

A **budget** is a financial plan showing the resources needed to achieve programme objectives within a given period, setting out all expected costs of activities and all income, and should:

- be sufficiently detailed and as accurate as possible
- have the approval of your managers, donors, colleagues and beneficiaries
- clearly separate the income expected from each donor
- include all the resources your programme needs
- provide monitoring information for you to run your programme
- include a cash flow forecast – when money will arrive and leave accounts

RECORD

[An accurate record of incoming and outgoing financial transactions is essential.](#)

Record everything that you do – how much, when, reference number, description of the transaction, plus receipts, invoice or authorisation form for all transactions. Ensure another person could follow the accounts by being:

- **Organised:** follow procedures and ensure documents are properly filed
- **Consistent:** do not change the way you do things from month to month
- **Up to date:** fill in all proper accounting records as transactions

MONITOR

Financial reports allow managers to assess project or programme progress and should be provided for both funders and beneficiaries at regular intervals.

- Check actual income and expenditure against the budget
- Check progress towards achieving the programme's objectives
- Identify areas of over-spend and under-spend to monitor organisational efficiency and progress towards the programme's objectives
- Ask questions and take action - *Will it be possible to achieve your objectives in time, within the budget?*

If no, and changes are required:

- Report concerns promptly to your manager/head office and donors
- Review the budget and/or project plans with relevant stakeholders
- Seek additional funding, budget re-allocations or programme extension

CONTROL

A **system of controls** is needed (for moving funds, carrying and storing cash, signing cheques, authorising payments) to reduce risk of errors, misuse or theft of resources, comply with the law, protect employees – from themselves and each other.

Adapted from Getting the Basics Right, © MANGO Guide 2010 and Financial Management for Emergencies, © 2005 John Cammack, Timothy Foster and Simon Hale

For checklists and templates for these and other aspects of financial management refer to www.fme-online.org for free downloads.

Additional resources on All In Diary website:
Project budgeting, John Cammack © 2012, BOND;
MANGOs Health Check, v3 © 2009, MANGO
NGO Financial Management Pocket Guide © 2003, Bristol Myers-Squibb Foundation

Web links for further information
Financial Management for NGOs
<http://www.mango.org.uk/Guide>
Resources: <http://www.fme-online.org/systems/resources.html>



Good practice in financial management can help NGOs and managers to:

- *manage available resources*
- *be more accountable to donors and other stakeholders*
- *fulfil a legal requirement*
- *gain the respect and confidence of funding agencies, and partners*
- *compete for increasingly scarce resources*
- *prepare for long-term sustainability and the gradual increase of self-generated funds*

Adapted from 'How to Build a Good Small NGO': http://www.humanitarianfor.org/data/files/resources/715/en/building_NGOs.pdf

Monitoring and Evaluation (M & E)

M&E are fundamental aspects of good programme management and improve quality, accountability and learning.

M&E approaches

MONITORING HUMANITARIAN ACTIVITIES

Enables tracking of:

- *physical and financial progress*
- *ongoing priorities and allocation of resources*
- *equitable distribution of benefits among affected groups*
- *acceptance and usefulness of project among affected groups*
- *implementation problems and constraints*

- **Separate data** by gender, age and vulnerable groups to support impartiality.
 - **Keep recording systems simple** and only collect the information you need.
 - Draw on **existing** information sources and use shared collection processes.
 - Include **affected groups** in monitoring:
 - *engage them in defining objectives and indicators and information collection*
 - *communicate results back to them*
- It is important that findings are **acted upon** and corrective actions taken.

Focus groups

- *useful for exploring a range of views. Single sex groups appropriate in some situations.*

Interviews

- *time consuming but good understanding. Important to consider protection risks for interviewees.*

EVALUATING HUMANITARIAN ACTION

Facilitates management, learning and accountability through:

- **determining impacts** throughout the duration of the project (improvements/changes) for the target population e.g. quality of life
- **fulfilling compliance and accountability obligations** e.g. to affected population, supporters, donors, senior management, other agencies
- **generating real-time feedback** from the affected population on the quality of response and organisational performance

- **Plan** for the evaluation purpose and scope:
 - *What is the intended use and who are intended users of the evaluation?*
 - *How much time and funding is available?*
 - *What methodologies will be used?*
- **Relate to the project or programme design** and consider *relevance, appropriateness, connectedness, coherence, coverage, efficiency, effectiveness and impact* (DAC [Development Assistance Committee] criteria) to the identified problems and needs.
- **Consider how and by whom the evaluation is to be conducted.**
 - *What researcher / team qualities are required e.g. local network, language, acceptance by all?*
 - *Could a joint evaluation be undertaken with others?*
 - *Who should be involved and how e.g. women, children, marginalised groups?*
 - *How and to whom will results be communicated?*
- **Schedule evaluation to accommodate demands/constraints** facing affected groups e.g. *livelihoods, security restrictions.*

Questionnaires

- *useful for quantitative data. Keep simple, contextually appropriate, and feed results back to the community. Careful selection and training of researchers.*

Open days

- *field trips, demonstrations, to gather evidence*

Feedback mechanisms

- *committees, working groups, suggestion boxes etc*

Outcome mapping

- *changes in behaviours*

IMPACT ASSESSMENT

Conducted some time after project/programme completion impact assessment measures:

- *lasting changes in people's lives, including unintended and negative impacts.*

- Relate to **pre-disaster baseline** information
- Ask **'What difference are we making?'**
- **Define expected outcomes** for partners and the affected population in the project design and incorporate in the evaluation
- **Assess the relative impact of different approaches** NOT the overall impact of your organisation's work.

Most significant change (MSC)

- *story telling*

See also 'Project Management' and 'Logical Framework Approach' pages

Additional resources on All In Diary website:

Impact measurement and accountability in emergencies – Good Enough Guide © 2007, ECB Project;
Monitoring and Evaluation-How to Guide, © 2011, BOND;
Data Collection Tips-Developing a Survey, © 2006, Innovation Network;
Monitoring and Evaluating Learning Networks © 2010 INTRAC;
Core Concepts in Developing M&E Frameworks © 2013 Anne Markiewicz & Assoc

Web links for further information

<http://www.alnap.org/resources/studies/evaluation.aspx>
<http://www.intrac.org/data/files/resources/741/ONTRAC-51-Theory-of-Change.pdf>
<http://betterevaluation.org/>
<http://mande.co.uk/>

Report writing

Reports are an important management tool for influencing future actions. Through reports, information can be shared and, consequently, lessons learned.

However, if a report is not easy to read, it will probably not be read at all. Good report writing takes time and preparation.

Follow the guidelines below and improve the quality of your reports.

PURPOSE

What do you want your document to do? Is it to **inform** (progress report), **instruct** (setting out guidelines) or **persuade** (evaluation, lessons learned)?

SUBJECT

What kind of information needs to be in the report – e.g. results and achievements; activities implemented; money spent?

READERS

Who will the readers of the report be? How much information do they need? What do they already know?

- In a progress report, with the purpose to keep readers informed, only the latest information is needed.
- Presenting an annual report to stakeholders, you will need to give more background information.

The target group will also determine the level of language you need to use (e.g. technical terms, jargon), and whether translated versions are needed.

STRUCTURE

Is there a standard layout and headings or can you adopt the structure of a previous report? Following a standard layout can save time, and allow comparison between reports over time. Generally you need to have:

- **Introduction:** *what the report is about; which topics are included, which are not and why; why the report was written; the aims of the report.*
- **Clarification of the issue:** *explain what the issue is, why the issue needs to be addressed, and what information/action is needed in addressing it.*
- **Methodology:** *a short description of how the information was obtained, the results and interpretation of the information obtained.*
- **Conclusions of the results:** *summary of the key issues.*
- **Recommendations:** *what actions should be taken as a result of the findings.*
- **Annexes** – *useful for detailed explanations, examples, literature list etc.*

LENGTH

Is there a maximum number of pages expected? Long reports need an **Executive Summary** at the beginning capturing the key points, and a **Table of Contents**.

TIMING

Agree when the report needs to be ready, and plan time to write first draft, have it checked and revised. Agree the frequency of regular progress reports.

Adapted from Guidelines for Writing Reports, Lia van Ginneken

Writing the report

- collect the information needed
- arrange information in a logical way and ensure the structure is well balanced
- write in the language of your reader, clarifying jargon etc.
- make it easy to read: short sentences, and short paragraphs are better
- use charts and diagrams where possible: graphics can make the point in a quicker, more striking manner
- organise the layout with space between the lines and paragraphs, and clear headings
- proof-read the report for spelling, grammar and presentation mistakes
- ask someone else to read it and give you feedback before sending

Key findings need to be clear, easy to read, and easy to find.

Finally check:

- does it answer the questions?
- is it logical?
- are the pages and sections numbered?
- is it dated?
- are photos credited and captioned?

Additional resources on All In Diary website:

Report Writing – a Take Away Guide, © Multi-media publishing,
Writing effectively and powerfully, © CIVICUS (2007)
Guidelines for Writing Reports, 2008, Network Learning

Web links for further information

http://www.networklearning.org/index.php?option=com_content&view=article&id=77:guidelines-for-writing-guide:reports&catid=63:online-guides&Itemid=140 Guidelines for Writing Reports



Handover, transition and exit strategies

Planning programme handover, transition or exit with partners, in advance, ensures better programme outcomes and encourages commitment to programme sustainability.

A programme “exit” or “transition” refers to the withdrawal or handover of all externally provided resources. The decision to withdraw should be made in full consultation with programme stakeholders.

A **Handover Plan** or **Exit Strategy** will assist in clarifying when and how the programme intends to withdraw and the measures proposed to ensure achievement of the programme goals.

When should you plan the programme transition or exit?

- At the start of the programme! This is critical in short term emergency response programmes - don't wait until the end is in sight.
- Every individual project should incorporate a plan for transition or exit.

Avoid starting projects or programmes that will require continuous funding to keep running. Donors may be unwilling to fund them after the end of the original project.

Three approaches to transition or exit

1. **Phasing down** – Gradual reduction of programme activities utilising local organisations to sustain programme benefits. This is often a preliminary stage for the other two.
2. **Phasing out** – This refers to an agency's withdrawal of involvement in a programme without turning it over to another institution for continued implementation.
3. **Phasing over** – In this case, the agency transfers programme activities to local institutions or communities. During programme design and implementation, emphasis is placed on institutional capacity building so that the services provided can continue through local organizations.

Exit criteria: What determines “when” to exit?

Criteria used to determine when to exit programs vary. However, they can be grouped into four general categories.

1. **Time limit** – All programmes have time limits dictated by availability of resources or funding cycles.
2. **Achievement of programme impacts** – Indicators of programme impact can guide the exit strategy time line.
3. **Achievement of benchmarks** – Measurable indicators or identified steps in the graduation process of an exit strategy. This should be linked to specific programme components that are to be phased out or over e.g. community take on responsibility of maintenance etc.
4. **Cancellation** – when a project is no longer viable or sustainable.

What are the main points an exit strategy should cover?

- Who will be responsible for handling the transition or exit?
- Is there another agency or local NGO with the capacity to take on this activity?
- How will the activity be transferred?
- How will it be funded?
- How will these changes affect programme beneficiaries and other stakeholders?
- How will staff be affected, and how will changes be communicated to them?
- What notice periods are required for staff, lease/rental agreements etc?
- What are the donor requirements in relation to exit, handover or transition?
- What are the government/legal requirements?
- What security provisions are needed e.g. for assets, information?

Adapted from Aid Workers Network

Additional resources on All In Diary website:

Programme management guidelines/Transition © 2011, CARE Emergency Toolkit
Lessons Learned and Good Practice Toolkit: Adapting coordination mechanisms to support national transitions, © 2012, OCHA, UNDP & DOCO.

Web links for further information

Article-Learning about Exist Strategies in Southern Africa

<http://fex.ennonline.net/27/learning.aspx>

WHO guidelines

http://www.who.int/hac/techguidance/tools/manuals/who_field_handbook/11/en/index.html

Remote management

In certain situations, access to disaster or conflict-affected populations is limited, resulting in operational responsibilities having to be managed remotely. This may be because of security concerns, or bureaucratic obstacles e.g. refusal to grant visas or travel permits.

Remote management involves withdrawing or reducing international and sometimes national personnel from the field, delegating greater programme responsibility to local staff or local partner organisations, and overseeing activities from a different location. Remote management carries some risks and can compromise funding opportunities, quality and accountability.



Recommended actions

Develop clear agency policy guidance and practical tools

Strengthen duty of care to national and local staff and extend to national partner organizations e.g. better, more differentiated risk assessments

Invest in better capacity building for local staff

Develop/support local coordination structures

Adopt a long term view, not just short term fix

Recruit international staff with experience in remote management

Cost out potential contingencies

Avoid risk transfer as a policy priority

Coordinate and share lessons learned among agencies and donors

Adapted from 'Once Removed – Lessons and challenges in remote management of humanitarian operations for insecure areas'

Types of remote management	Potential benefits	Potential risks
Senior agency staff direct programming and manage employees from a distance, and visit the project site on a regular basis.	<ul style="list-style-type: none"> continuity of leadership accountability and transparency solidarity with local population, and possible 'protection by presence' maintains neutrality and impartiality management understanding of the context encourages donor trust 	<ul style="list-style-type: none"> limits transfer of responsibilities to national and local staff international visits attract attention to the project leads to possible suspension or withdrawal if a staff member is a victim of violence communication difficulties
National and/or local staff assume decision-making authority.	<ul style="list-style-type: none"> increases ownership by national/local staff emphasises capacity-building ensures sustainability allows monitoring and evaluation by agency staff 	<ul style="list-style-type: none"> puts pressure on staff potential corruption/collusion national staff security communication difficulties risks undermining perception of neutrality and impartiality compromises accountability
International agency hands over programme/project to local NGO to manage.	<ul style="list-style-type: none"> shares the values of the aid organisation supports the development of an indigenous civil society emphasises capacity-building and sustainability 	<ul style="list-style-type: none"> limited capacity and weak accountability to donors and beneficiaries; possible corruption difficulty in securing funding communication difficulties transfers risk
Community based organisations implement part of programme (e.g. aid distribution)	<ul style="list-style-type: none"> partners have a vested interest in implementation of the projects promotes capacity-building and sustainability 	<ul style="list-style-type: none"> can put weak/marginalised people at a disadvantage
Commercial contractors	The international agency has a fee for service arrangement with a private firm, e.g., trucking company, to do logistics or other activities.	<ul style="list-style-type: none"> increases technical capacity infrastructure projects often seen as easier to monitor

For most INGOs, the rationale behind implementing a remote management approach is either an organisational priority to promote the capacity building of local or national partners or a response to deteriorating security in a project location.

Additional resources on the All In Diary website

Once Removed, Humanitarian Outcomes for the Center on International Cooperation, 2010

Delivering aid in highly insecure environments, L. Schreter & A. Harmer, 2013
Instruction note for ECHO staff on Remote Management, 2013

Web links for further information

http://reliefweb.int/sites/reliefweb.int/files/resources/Full%20Report_993.pdf
http://www.humanitarianinnovation.org/sites/default/files/remote_monitoring_and_accountability_practice_web_2.pdf

Developing Partnerships

Effective partnership relies on equal participation, shared decision making, and taking and accepting responsibility.

Working in partnership is essential to effective collaboration and maximising the coverage and impact of relief efforts.

Partnerships in emergencies can take different forms:

- **strategic partnerships** e.g. within Clusters and consortia funding bids
- **implementing partnerships** between international and local agencies
- **business and NGO/UN partnerships** – a growing trend

Value of partnership in an emergency

Providing services – increases capacity to support those affected.

Exchange of ideas, knowledge, and expertise – critical to the design of effective emergency response programmes.

Advocacy and influencing decision makers – helps tackle political or social barriers to accessing those in need, and a more effective response.

Solidarity and professional support – particularly important for national and local organisations in the face of trauma and insecurity.

Securing funding and resources – many donors encourage consortia bids to increase coverage and reduce administration

Access to and sharing of information – assists both international and local organisations in responding appropriately to an emergency.

Developing government and civil society capacity - an integral aim of disaster response interventions and the basis for longer term sustainability.

Pointers to identifying and negotiating partnerships

- What type of partnerships would **strengthen your aims** and capacity?
- What **information** do you have about a potential partner? (*strategy, length of establishment, reputation, capacity and governance*)
- How **compatible** are you? (*e.g. values, capacity, stakeholders*)
- Is there **organisational commitment** on both sides?
- What can you **offer** and what are you **looking for** in a partner?
- What are your **mutual expectations and understanding** of what the partnership will involve? (*e.g. term, purpose, roles, responsibilities, exit strategy, accountability, participation, funding and resources, information sharing and control*)
- What form of **Partnership Agreement** is needed? (*including governance and conflict resolution strategies*)

Be aware of the **cultural sensitivities and bias** of both partners in assessing, negotiating and formalising a partnership

Potential pitfalls of international and local NGO partnerships

- INGO role as donor and dependence on external funding;
- Mis-match in organisational capacity and culture;
- Unequal accountability demands and access to resources;
- Staff turnover and absence of organisational commitment;
- Contrasting values and stakeholder expectations.

Principles of Partnership (PoP)

Equality - *mutual respect*

Transparency - *communication*

Responsibility - *commit only to what you can deliver*

Results Oriented - *focus on action*

Complementarity - *build on diversity and enhance local capacity*



Increase awareness and understanding of the Principles of Partnership by including them as your basis.....

- *in all partnership agreements*
- *in plans, appeals, reports*
- *in how you run meetings*
- *in project proposals*
- *in skills sets for employees*
- *in advocating for improved performance*
- *in talking with government, local authorities, NGOs and others*

Additional resources on All In Diary website:

The Partnership Toolbox, WWF, 2009
 Ensuring Successful Partnerships-A Toolkit, © Interaction, 2006
 Strengthening Partnerships for Effective Humanitarian Action, GHP, 2010
 Principle of Partnership Poster, UNICEF, 2008
 Humanitarian partnerships, Humanitarian Exchange, Issue 50, April 2011

Web links for further information

Global Humanitarian Platform;
<http://www.globalhumanitarianplatform.org/pop.html#rom>
 Toolkits : <http://www.bond.org.uk/pages/working-with-partners.html>

Advocacy and Public Relations

Advocacy = making a persuasive argument for a specific outcome. Advocacy in emergencies has specific challenges and risks, but the potential to make real change.

Advocacy

Advocacy in emergencies should always take into account humanitarian principles and ensure it does not have adverse consequences for the affected population.

Benefits of advocacy

- Increase political, human, financial **support**
- **Protect** the rights of the affected population
- Increase humanitarian **access**
- Complement, **strengthen** the humanitarian response
- Initiate **long term change**: 'building back better'
- **Policy** development and change.

Risks

- Diversion of scarce resources
- Over-extending capacity
- Alienation of existing support
- Conflict of interests with partners
- Undermining staff or partner security
- Damage to reputation (among affected population, staff, supporters)
- Loss of external and internal legitimacy if programme work displaced by advocacy

Developing an advocacy strategy and plan

1. **Set a goal and objectives** – *to guide the advocacy and decide where to focus efforts; what are the key issues to advocate for?*
2. **Select the target audience** – *who can bring about the change you want, and what are their interests or opinions?*
3. **Build support** – *other organisations or individuals with same views?*
4. **Develop the message** – *keep it simple*
 - Point** – *develop clear messages with evidence based-examples.*
 - Action** – *what do you want them to do? Make a specific request.*
 - WIIFT** – *What's In It For Them? Benefits to them?*
5. **Select methods** – *how best to get your message across? – letter; email; meeting; community meeting; newspaper; informal networking.*
6. **Develop implementation plan** – *assess the risks; choose the best 'messenger'; how might you follow-up or reinforce your message?*
7. **Monitor and evaluation** – *how will you identify if you have achieved your goal?*

Public relations (PR)

NGOs need PR materials for a variety of reasons: to *raise money*, to *describe services to beneficiaries*, to *inform the public about accomplishments*, to *distinguish themselves from other NGOs*, and to *campaign on specific issues*.

NGOs need to be **innovative** in reaching stakeholders. Increasingly NGOs of all sizes are using '**social media**', such as *Facebook, twitter, MySpace, YouTube, blogs* as cost effective media for public relations.

Additional resources on All In Diary website:

Advocacy and campaigning © 2013 BOND How to guide
 Advocacy in Action, © 2008 International HIV/AIDS Alliance;
 Online Social Networking and NGOs, © Joanna Mosham, 2009
 Dealing with the media, 2009, Seeds of Change;
 Strategic Social Media for Small NGOs, 2013, Amy
 Coulterman for ICAD-CISD,

Web links for further information

CARE Tools and Guidelines:
<http://www.care.org/getinvolved/advocacy/tools.asp>
 Social media for good: <http://sm4good.com/>
<http://www.thefreelibrary.com/Session+4%3A+Developing+an+advocacy+strategy.-a0193834920>

Advocacy and the media

If influencing public opinion is part of your advocacy strategy, you may need to use the media to deliver your message.

In every country the media is different, and each organisation has different guidelines you need to be aware of.

Decide if a media approach is best

- *Advantages (large audience / credibility) versus Disadvantages (bad publicity)*
- *Is the time right?*
- *Do you have the skills?*

Plan an approach

- *Who is your target audience and which media is right for them?*

Make media connections

- *Which media are fair and reliable?*
- *Do you know any reporters?*

Prepare

- **Situation:** *specify the problem or issue*
- **Solution:** *outline a specific solution*
- **Public action:** *outline what individuals can do*

Consider

- *Why is your story important and new?*
- *Have you prepared talking points?*
- *Do you have good photos?*
- *Have you considered other stakeholders?*

(See also 'Humanitarian Media' page)

Managing security

The security and safety of personnel is a growing concern for all humanitarian organisations as unprecedented levels of violence are being directed at agency staff.

Many of these dangers can be avoided or reduced with good security management.

SECURITY MANAGEMENT FRAMEWORK

1. SITUATION ANALYSIS:

What is the context in which you are working? What are the boundaries of the mandate for your programme? What is your risk analysis? How acceptable are those risks?

Threat	Likelihood	Impact	Risk (L x I = R)
List all the possible threats to safety and security e.g. car crash; crossfire	Rate the likelihood based on your vulnerability on a scale of 1 (low) to 5 (high)	Rate the impact this would have on the programme and/or individuals – 1 (low) to 5 (high)	Multiply likelihood rating with impact rating to determine relative risk levels
e.g. Armed robbery at office	2	3	6

Risk assessments need to be continuously monitoring and re-evaluated.

2. STRATEGY:

What strategies and plans can you put in place to manage these risks? There are 3 generally recognised strategies for trying to manage risk:

ACCEPTANCE – seek to reduce risk by increasing acceptance of your presence and work. Need to invest in and maintain relationships, engage with beneficiaries and manage behaviour (e.g. dress, hair, posture, vehicle, consumption of alcohol) to maximise acceptance and reduce risk.

PROTECTION – reduce vulnerability by using protective measures. Reduce exposure (respect curfews, limit cash, older cars; reduce or increase visibility e.g. logos, T-shirts); strength in numbers (travel in convoy; live in groups); protective devices (guards, radios, flak jackets); protective procedures (identity cards, travel permissions).

DETERRENCE – aim to deter the threat with counter-threat. Limited scope but could consider armed protection or threaten suspension or withdrawal.

3. SECURITY PLANNING & PROCEDURES:

Based on the above, guidelines need to be agreed, written, shared and practiced.

Standard Operating Procedures <i>How to avoid incidents</i>	Contingency planning <i>How to react to incidents</i>
Guidelines on what the procedure is trying to achieve; what needs done and how; who does what; when actions are taken; any supporting documents (e.g. radio call signs)	Guidelines on how to react in the field to an incidence, and how the incident is managed by the agency. It is vital everyone is aware of these plans and responsibilities are clear.
e.g. vehicle movement, cash handling, check points, communications,	e.g. medical evacuation, staff death, abduction / kidnapping, assault, ambush, bomb threat, withdrawal.

4. POST-INCIDENT

Ensure timely reporting, inquiry, analysis, and staff support.

Adapted from RedR-IHE Engineering in Emergencies

Additional resources on All In Diary web site:
 Safety & Security Handbook © 2004 Care International
 Operational Security in Violent Environments, Good Practice Review 8 © ODI 2010
 Generic Security Guide for humanitarian agencies © 2004, ECHO
 Guidelines on Humanitarian Negotiations with Armed Groups, © 2006, OCHA

Web links for further information
 Resources: <http://www.securitymanagementinitiative.org/>
 Security training resources: <http://www.redr.org.uk/en/Training-and-more/find-a-training-course.cfm/topic/099B0F26-632D-454E-9C55B704F4FB555C>
 European inter-agency security forum: <http://www.eisf.eu/about/>
 Humanitarian Exchange Magazine 2010
<http://www.odihpn.org/humanitarian-exchange-magazine/issue-47>

Acceptance



Protection Deterrence

Inter-agency collaboration & information sharing

- Agencies have an obligation to collaborate and share information on security.
- Details of specific incidents and information on developments in the wider security environment must be shared with other agencies to allow them to make judgements on changing security situations.
- Not all agencies will accept the same level of risk; each agency will interpret and react to a security situation in different ways.
- Agencies should actively engage in a range of information exchange mechanisms that exist in the field, including:

- informal networks
- regular inter-agency security briefings or meetings
- centralised security information systems such as NGO security officer forum, if present.

Adapted from People In Aid Information Sheet – Enhancing Staff Security



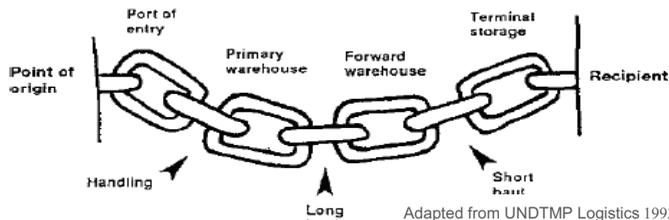
Organising logistics

Effective logistical support supplies goods and services of the right type and quantity, at the right place and time.

The Supply Chain

A supply chain is the flow of relief goods:

- from **port of entry** into a **primary store** (at sea port or international airport).
- then transported long distances (over 1000km) by rail or large trucks (20-30T) to a **forward store** closer to beneficiaries (100 – 300km).
- then delivered by smaller trucks (5-6T) to **terminal stores** in camps or communities for distribution by hand.



Procurement – key considerations

- **transparent** – fair and accurately documented procurement.
- **accountable** – to donors and beneficiaries for use of funding.
- **efficient and cost effective** – meeting the six 'rights' of supply: *price, time, quantity, quality, place and source.*
- **sustainable** - minimise negative impacts on local livelihoods and markets.
- **appropriate and acceptable** – to local norms, practices and context.
- **green** – minimize negative environmental impact and enable recycling.



See the 'Managing transport' page for guidelines on transportation.

Storage and stock control – key considerations:

- The type of **goods**, **method of shipment** (*air, road, sea/river*), **route** for transportation, and **method of distribution** (*from camps or to household groups*) will determine the location and type of storage needed.
- **Distribution networks** (*transport and storage*) for food and other lucrative commodities may be subject to political interference, diversions, and delays.
- Make allowance for **safe storage** of goods at **ports**, while being cleared and provide for fuel storage as supplies may be seriously disrupted.
- Storage / warehouse facilities must be designed and constructed to provide adequate **security**, prevent **damage** to goods by the weather or vermin, allow for **'buffer' storage** in case of delayed supplies, have a **dry, flat storage** area, and good access for loading and offloading.
- Keep **handling** of goods to a **minimum** to save time and costs.

Information systems – importance and use in:

- **Planning** logistics (e.g. forecasting demand, assessing storage needs)
- **Implementing** and triggering other activities (e.g. processing orders)
- **Monitoring/controlling** performance (e.g. against specifications, standards)
- **Coordinating** and linking supply chain across functions (e.g. programmes)

Additional resources on All In Diary website:

Logistics Operations Guide (LOG) © 2007 UNJLC
 Online Offline Logistics Operations Guide (LOG) – click:
www.logcluster.org/tools/log

Web links for further information

Training support: www.logisticslearningalliance.com
 Advice : <http://www.aidworkers.net/?q=advice/logistics>
 Stockpiling of emergency goods: www.ifrc.org/emergency-items
 Catalogues: <http://sheltercentre.org/library/equipment-catalogue>
http://www.supply.unicef.dk/catalogue/Emergency_Items.pdf
www.humanitarianlogistics.org

Guidelines for sending shipments

- Use the **standard labelling** for relief goods:

Food - RED
Clothing & household equipment - BLUE
Medical supplies & equipment - GREEN

- Clearly **mark final destination** in English and French or relevant local language.
- Clearly **mark fragile goods**, storage temperature, medical items, etc.
- Ship goods in packages that can be **lifted by one person** e.g. 25kg.
- Use clearing agent or arrange **clearance** with airports, finance, and customs authorities.
- Check eligibility for **duty free status**.
- Budget for shipping, clearance, storage, and transfer costs.

Space required for 1 metric tonne of:

Grain:	2 cu.m
Medicines:	3 cu.m
Loose blankets:	9 cu.m
25 family tents:	4-5 cu.m

World Food Programme
<http://www.wfp.org/logistics>
 is the lead agency for [the Logistics Cluster](#)

Managing transport

Transportation is critical to the effective delivery of humanitarian programmes. It also presents one of the largest agency costs and greatest safety risks to humanitarian personnel.

Transport or vehicle management concerns vehicle financing, maintenance, driver and fuel management and health and safety. It improves efficiency and reduces the costs and risks to humanitarian agencies associated with operating vehicles.

Transport requirements need careful planning and can change significantly over the course of emergency response and from one affected location to another.

Basic vehicle safety management model

Management policy	<ul style="list-style-type: none"> - Identify a senior staff member with specific responsibility for managing transport including safety and drivers. - Define transport needs (<i>road, air, rail, sea/river</i>) and appropriate vehicle requirements (<i>aircraft, boats, lorries, cars, motorbikes, bicycles</i>). - Develop a 'Transport safety and driving' policy based on identified requirements and ensure regular briefing of staff and visitors. - Undertake risk assessments as routine for driver safety, vehicle safety and journey management. Act on findings. - Ensure all vehicle incidents are recorded and resultant policy changes monitored to prevent recurrence. - Monitor legal compliance e.g. certificates, licenses, insurance.
Driver safety	<ul style="list-style-type: none"> - Provide a Driver's Handbook setting out agency policies, procedures, road safety guidance and driver responsibilities (e.g. security incidents). - Adopt rigorous driver selection and induction e.g. testing, vetting references/licences, medical checks, driver training. - Allocate responsibility for driver monitoring and supervision. - Ensure staff driving on behalf of the organisation are also vetted, inducted and regularly assessed.
Vehicle safety	<ul style="list-style-type: none"> - Make adequate provision for vehicle safety, security and operating requirements (fuel, spare parts, drivers, workshops, storage) - Make appropriate acquisition arrangements e.g. purchase, leasing, rental or short term use, and ensure vehicles are 'fit for purpose' and have all necessary safety and security features. - Ensure all vehicles (own, lease, hire) are regularly inspected and maintained in line the organization and manufacturer's requirements.
Journey management	<ul style="list-style-type: none"> - Keep road journeys to a minimum and encourage alternative means of communication and transport where practical. - Get updated security information on all routes and prepare travel plans. - Schedule journey times based on the safest available routes, regular breaks and unexpected delays e.g. bureaucracy and interference, road blocks. Diversions. - Adhere to security guidelines e.g. risk assessments, clear route plans, phone /radio checks, satellite or GPS tracking (if possible). - Avoid hazards (flooding, landslides, mines) and areas of conflict.

Adapted from the Fleet Forum Fleet Safety Guide © 2008

Additional resources on All In Diary web site:
Introduction to Transaid's Transport Management System Manual © 2008 Transaid
Fleet Safety Guide © 2008 Fleet Forum

Web links for further information

<http://www.movingtheworld.org/news>

<http://www.transaid.org/>

Training & tools: www.aidworkers.net/?q=advice/logistics/logistics-resources



Cross cutting issues

CONFLICT SENSITIVITY

- *Refusal to carry arms in all agency vehicles*
- *Only use military transport as a last resort (see Civil Military Liaison page)*
- *Avoid transport providers (road, air, sea) who may be involved in shipping arms or commodities that fuel conflict*

ENVIRONMENT

- *Source cleaner vehicles and fuels*
- *Assess environmental impact of transport options in programme design*
- *Minimise environmental impact of fuel and vehicle storage and disposal*
- *Encourage alternative transport e.g. bicycles, bicycle ambulances, donkeys, horses*

HIV and AIDS

- *Increase knowledge through driver training (See [WFP Support to HIV/AIDS Training for Transport and Contract Workers](#))*
- *Facilitate safer behaviour among drivers e.g. access to condoms*

Mapping and GIS

Spatial ('where') information enables you to see the extent of disaster damage and how to reach those affected.

It also helps to avoid gaps and overlaps in response.

Geographical Information Systems (GIS) include digital mapping tools and ways to manage and exploit location information.

Get maps for the emergency from...

- UN On-site Operational Coordination Centre (**OSOCC**)
- **MapAction** - in-field source of maps, data and information graphics.
- **Reliefweb**: Global Disaster Alert and Coordination System (**GDACS**); **UNOSAT** and **IMMAP** - publish free situation maps.
- Don't forget that conventional **paper maps** (even tourist maps) can be valuable resources – buy them at airports etc.

Collect mappable information in the field

- GPS units can display coordinates in varied formats. Note there are several formats for latitude/longitude for example $10^{\circ} 15' 00'' W$ or -10.250 deg (called decimal degrees). Other coordinate systems include UTM.
- Set the **datum** on your GPS to **WGS84** for easy data sharing.
- Using a GPS, save **waypoints** of places where you do assessments or other points of interest. Write down the waypoint numbers in your assessment notes as you go (for example *WP004 = Chewele village*).
- Switch on the **track log** feature to record the route you have taken. This is good for recording where you visited during assessments etc.
- You can download GPS data onto a computer using free or low cost tools like **GPS Utility** and share the data with partners.

Before going out on an assessment check:

- batteries and spares
- GPS is working and location is correct.
- Record the coordinate system and datum in assessment notes
- Clear old waypoints and tracklogs
- Switch on tracklog



Steps to exploiting GIS methods in your organisation:

1. Think about how GIS can support your **information management strategy** (if you don't have one, start there first!)
2. Consider **what spatial information you will need**:
 - Base map data
 - Satellite images
 - Administrative boundaries, layers, and settlement names
 - Situational data (collected by you or others)
3. Ask **partner organisations** what data they collect and can share.
4. Don't select or buy **GIS software** until you know what you want to do with it. Start with the simplest tools and build know-how as you go along.
5. **Beware of investing all GIS expertise in just one staff member.**

Make your own maps

Professional-level GIS software is powerful but requires training to use. Open-source or free GIS software may also be hard to use without a lot of experience and support. In an emergency, consider:

- **Google Earth** – free, easy to use and can be run without an internet connection if you *cache* (save) the landscape of your area first.
- **Google Fusion** tables geocodes a spreadsheet with locations in it. This can create a Google map with the person's collected information in it
- Other 'virtual globe' tools like **ArcGIS Explorer** and **Microsoft Virtual Earth**.
- If you have an internet connection, try **My Maps** feature in **Google Maps**.
- Cut-and-paste a base map from the web into **PowerPoint** and add points of interest to make briefing maps or for reports.
- Photograph a paper map with a digital camera and import it into Google Earth or PowerPoint as above.

On your maps make sure you note the sources of data and when it was collected. Be aware of copyright restrictions when using published maps.

Additional resources on All In Diary website:

Quick Guide to using GPS, © MapAction
Field Guide for Humanitarian Mapping v2 © 2011 MapAction
Geoinformation for Disaster and Risk Management © 2010
JBGIS and UNOSA

Web links for further information

Mapping resources/support: www.mapaction.org
Map Centre: <http://www.wfp.org/aid-professionals/map-centre>
<http://www.zki.dlr.de/activations/list>
GPS mapping <http://maptground.org.au>

Food Security

Food security is the economic and physical access, now and in the future, to sufficient locally appropriate, safe and nutritious food.

Any intervention to meet food security needs should:

- Take into account how different groups among the affected populations normally obtain food, and the coping strategies used during shortages,
- Consider short term (acute) and longer term (chronic) food insecurity issues,
- Avoid negative effects on the local economy, social networks, livelihoods and environment.

What affects food security?

Availability	Access	Use
<p>Natural disaster - affecting harvests e.g. drought, locusts</p> <p>Conflict - affecting food importation, causing population movements</p> <p>Agricultural labour - e.g. affected by HIV/AIDS, migration, temporary displacement</p> <p>Agricultural inputs - e.g. insufficient or inadequate seed, fertiliser, tools</p>	<p>Physical barriers - e.g. insecurity, poor roads or lack of transport, ill health</p> <p>Market price – increasing food prices or fall in income from sale of other goods affects ability to buy or exchange goods or services for food</p> <p>Land – people have limited or no access to land to grow food</p> <p>Income – unemployment or rising costs affect household income levels</p>	<p>Ill health – many diseases e.g. HIV/AIDS affect the absorption of some nutrients and needs improved dietary requirements</p> <p>Food storage and preparation – can affect the quality and nutritional value of food.</p> <p>Culture, norms, beliefs – can affect the use and acceptance of some foods.</p> <p>Contaminated water – resulting in diarrhoea and loss of nutrients</p>

Faced with these challenges, people's coping strategies include:

- Reduce the amount and frequency of food eaten;
- Gathering wild food – roots, seeds etc.;
- Borrow money or sell other goods and services, including livestock;
- Sale or hiring out of productive land, tools, or livestock to others;
- Sending family members out to waged employment, including children;
- Prostitution.

Assessing food security

Assessing food security helps to understand how severe the situation is, and the reasons behind this. Key areas to consider include:

- how different household members make a living and meet their food needs;
- what resources they have available e.g. land, labour, knowledge;
- who can access these resources and how;
- how the 'normal' food security situation is, how it has changed over time and why.

Phases of a food security assessment

Preparation – set objectives, involve stakeholders, select team, plan activities

Collection of secondary information – key informants, documents, websites

Collection of primary information – observation, interviews, focus groups

Analysis – compare situation before and after the emergency, assess whether coping mechanisms and the interventions of other agencies are adequate.

Conclusions – decide whether to intervene, how and by whom

Source: How to conduct a food security assessment - a step-by-step guide © 2005 IFRC.

Additional resources on All In Diary web site:

Emergency Food Security Assessment Handbook © 2009 WFP
Developing a Response Analysis Framework for Food Security, FAO, 2011

Web links for further information

<http://www.fao.org/emergencies/resources/tools/en/>
<http://www.enonline.net/resources/707>
<http://www.wfp.org/food-security>
www.fsnetwork.org



Photo: Irin News

Food security interventions include:

- Food aid
- Institutional and school feeding programmes
- Food or cash transfer schemes
- Home based care and food aid for people living with HIV/AIDS
- Irrigation & small scale agricultural production
- Livestock support programmes
- Microfinance
- Vocational training and education
- Market mapping, analysis and development, and value chain development

Reducing vulnerability and risk of disaster is essential to food security

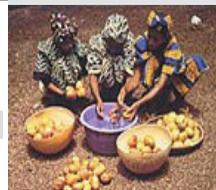
Nutrition in emergencies

Severe shortages of food combined with disease epidemics lead to malnutrition and ‘nutrition emergencies’.

Access to sufficient food of adequate nutritional value is critical to survival, particularly for the most vulnerable.

Malnutrition

- Malnutrition is a **serious public health problem** and a major contributor to mortality and morbidity. It covers a range of conditions resulting from **inadequate diet and/or infection**.
- Chronic or long-term malnutrition causes irreversible **stunted growth**.
- Acute malnutrition or **‘wasting’** (thin individuals) is of particular concern in emergencies as it can quickly lead to death. Weight-for-height, mid-upper arm circumference (MUAC) and oedema are used to decide if someone is acutely malnourished or not. For example: *Moderate acute malnutrition (MAM) = MUAC between 11 cm and 12.5 cm.*
- Micronutrient deficiencies** contribute to malnutrition, especially iron, vitamin A and iodine deficiencies (*common in disadvantaged populations*) and vitamin C, thiamine and niacin (*outbreaks may occur in emergency-affected populations*).



Key aspects of Nutrition in Emergencies

- standardisation of **nutrition assessments**
- understanding the **underlying causes of malnutrition**
- early warning systems** to predict famine
- standardization of **food aid rations**
- community-based **targeting of food rations**
- ready-to-use therapeutic foods** for severely malnourished children (SMC)
- blended foods** that can be fortified with micronutrients (vitamins and minerals)
- promotion of **breastfeeding** during emergencies
- expansion of **non-food interventions** (e.g. education; income generation)
- use of **Sphere standards** (see Sphere minimum standards page)
- use of **coordination mechanisms** including the **Nutrition Cluster** (led by UNICEF)
- more effective **lesson-learning**

Vulnerability to malnutrition

Is governed by:

- Geographical vulnerability** e.g. drought or flood-prone or conflict affected areas.
- Political vulnerability** e.g. oppressed persons
- Displaced /refugee populations** with limited resources.
- Physiological vulnerability** and nutritional needs e.g.
 - low birthweight babies
 - 0-24-month-old children
 - pregnant and lactating women
 - older people, the disabled and people with chronic illness
 - people living with HIV and AIDS

Measures to prevent and correct malnutrition

- Conduct **nutrition assessments** at the onset of an emergency (including assessment of pre-existing conditions) and conduct on-going assessment and monitoring.
- Understand the causes, type, degree and **extent of malnutrition** and select the most appropriate responses.
- Address the nutritional needs of the general population and special needs for groups at risk.
- Consider **targeted supplementary feeding** to address moderate malnutrition and prevent severe malnutrition.
- Food responses** include: *general food distribution, emergency school feeding, food-for-work, supplementary feeding, micronutrient fortification of food, food supplementation and therapeutic care.*
- Non-food responses** include: *support for livelihoods, cash transfers, infant and young child feeding and health interventions.*

Nutrition and food assistance

Current trends include a shift from **food aid to food assistance**:

- from *in-kind food aid to local and regional procurement*;
 - increased use of *cash transfers*
 - increased focus on *food and nutrition security*
- (see also *Cash Transfer Programming* and *Food Security* pages).

The global food, finance and fuel crises and climate change, as well as increasingly protracted conflict-driven emergencies, are also driving this change in focus.

Training materials for nutrition in emergencies

Harmonised training package:
http://www.unicef.org/nutritioncluster/index_67812.html

Introduction to nutrition in emergencies:
<http://www.ennonline.net/>

Additional resources on All In Diary web site:

Targeting Food Aid in Emergencies, © 2004 ENN
 Toolkit for Addressing Nutrition in Emergencies, © 2008 GNC
 Infant and Young Child Feeding in Emergencies © 2007 ENN
 Community-based management of Severe Acute Malnutrition, © 2007 WHO,WFP, UNSSCN, UNICEF
 Scaling-up the Management of Acute Malnutrition, © 2013, ODI.
 Essential Nutrition Actions, © 2013 WHO

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Web links for further information
<http://www.ennonline.net/>
<http://www.fantaproject.org/>
<http://www.unicef.org/nutritioncluster/>
<http://www.nutritionworks.org.uk/>
<http://scalingupnutrition.org/>

Health concerns in emergencies

Disasters and subsequent displacement can affect the health of affected populations directly through injury and psychological trauma, or indirectly through malnutrition and spread of disease.

Health problems common to all disasters include climatic exposure, risk of communicable disease, poor nutrition, mental health and social reactions. Priority should be given to **addressing the main causes of excess mortality and morbidity** in the first instance. As mortality rates approach baseline/ pre-emergency levels, a wider range of health services can be introduced.

Different types of disaster present additional problems as outlined below:

Effect on public health	Complex emergencies	Earthquakes	High Winds	Floods	Flash floods/ tsunamis
Deaths	Many	Many	Few	Few	Many
Severe injuries	Varies	Many	Moderate	Few	Few
Risk of communicable diseases	High	Small	Small	Varies	Small
Food scarcity	Common	Rare	Rare	Varies	Common
Major population displacements	Common	Rare <i>may occur in heavily damaged urban areas</i>	Rare	Common	Varies

Adapted from PAHO, *Emergency Health Management After Natural Disaster*, 1981

Direct disaster impacts on public health

Injury and trauma

Care and physical rehabilitation may be needed for trauma or injuries related to:

- falling, crushing, falling objects, heat/cold exposure, search and rescue
- conflict e.g. gunshots, mine or bomb blasts, amputations
- post-disaster violence/tension e.g. SGBV, aggravated assaults

Mental health - Refer to 'Mental Health and Psychosocial Support' page

Indirect disaster impacts on public health

Communicable diseases - Refer to 'Hygiene Promotion' page

Communicable diseases that contribute to excess mortality and morbidity in disasters are diarrhoeal diseases, acute respiratory infections, measles and vector-borne diseases. Strategies to mitigate the risk of such diseases include:

- Addressing environmental health risks e.g. vectors, contaminated water
- Effective shelter planning e.g. avoiding overcrowding, effective ventilation, drainage
- Enabling access to and adequate quantities of safe water
- Providing sanitation services and measures to address unsafe practices;
- Public health information in relation to disease outbreaks, control and treatment
- Procedures for detection, monitoring and control of outbreaks
- Immunisation against preventable diseases e.g. measles

Sexual and reproductive health (RH)

Disasters can severely disrupt RH services and contribute to increased sexual and gender-based violence (SGBV). Immediate priorities may include prevention and addressing the consequences of SGBV, preventing excess neonatal and maternal morbidity and mortality, reducing HIV transmission and planning for more comprehensive RH services e.g. improved access and quality of primary health care.

Nutrition - Refer to 'Nutrition in Emergencies' page

Support existing health systems and coordinate essential health service provision

- **Collect and analyse data on health problems/risks with local health authorities.**

- **Prioritise health services that address the main causes of excess mortality and morbidity.**

- **Build on and strengthen existing health services and referral systems at the appropriate level(s) e.g. national, district, community**

- **Observe national protocols and guidelines e.g. for case management in addition to international standards**

- **Coordinate health care provision with health authorities and other agencies e.g. through the Health Cluster.**

- **Use/support existing health information management systems where possible and share information and surveillance data with health authorities and other agencies.**

International health care standards and surveillance

Sphere Minimum Standards in Health Action
Child Growth standards and identification of severe acute malnutrition in infants and children, WHO/UNICEF

Disease Outbreak news:
<http://www.who.int/csr/don/en/>
Weekly Epidemiology report:

<http://www.who.int/wer/en/>
Health & Nutrition tracking service:
<http://www.thehtns.org/>

Additional resources on All In Diary website:

Communicable Disease Control in Emergencies – A Field Manual © 2005 World Health Organisation
First Aid in Armed Conflicts and other situations of violence © 2010 ICRC
Violence and Disasters – Fact Sheet © 2005 WHO
Inter-agency field manual on reproductive health in humanitarian settings © 2010 IAWG on Reproductive Health in Crises

Web links for further information

WHO - <http://www.who.int/topics/emergencies/en/>
PAHO: <http://paho.org/>; MSF: <http://www.refbooks.msf.org/>
Health Cluster: http://www.who.int/hac/global_health_cluster/en/
ICRC: <http://www.icrc.org/eng/what-we-do/health/index.jsp>
Community health publications for free download:
http://www.hesperian.org/publications_download.php#iv
Minimum Initial Service Package (MISP) for Reproductive Health in Crisis Situations: <http://misp.rhrc.org/>

Water supply

Water is essential for life, health and dignity.

Demands for and availability of water in emergencies will vary dependent on

- the nature and scale of the emergency e.g. flooding or drought limiting supplies
- affected locations e.g. climate, existing water sources, security
- affected populations e.g. density, pre-existing health and hygiene practices, culture

In severe emergencies there may insufficient water to meet basic needs. Priority must be given to addressing the survival needs (drinking and cooking) for all, followed by a staged approach to addressing basic needs as the situation improves.

Providing sufficient water in emergencies

Selection of **appropriate water sources** will be affected by:

- type, availability, yield and quality of sources e.g. boreholes, wells, rivers, rainfall collection
- rehabilitation required e.g. urban pumped/piped supplies, cleaning wells after flooding
- water quantities needed for different groups e.g. for survival, basic hygiene
- proximity to the affected population and potential risks in water collection
- social, political or legal considerations such ownership or usage rights, and costs

Ground water sources and gravity flow supplies e.g. from springs are preferable as they require **minimal treatment or pumping**. The **environmental impact, sustainability and seasonal variability** of all sources should be considered.

Both water quantity and quality are important. However in emergencies, priority is given to providing **sufficient quantity for survival**, even if it is intermediate quality.

Water quantities to meet basic survival needs (source: Sphere Handbook)

Survival needs (drinking and food preparation)	2.5-3 litres/day	Depends on climate, individual size
Basic hygiene practices	2-6 litres/day	Depends on social and cultural norms
Basic cooking needs	3-6 litres/day	Depends on food type, norms

The quantity of **water required to meet basic needs** will be highly dependent on the local context including climate, cooking and hygiene practices, differing habits of men and women, cultural and religious practices e.g. washing before prayer.

Quality and treatment of water in emergencies

- **Identify sanitary practices and assess contamination risks** as the basis for planning effective treatment measures with the affected population.
- **Understand local norms in sourcing water**. Unprotected sources may be preferred due to taste, convenience, proximity, physical safety e.g. collecting water from the same location (river, lake, unprotected well) as washing clothes.
- Safe water can be contaminated during collection/drawing, transport or storage. Mitigate such risks by **providing suitable water transport and storage containers and treatment at source**. See resources below for appropriate specifications (filtration/flocculation and disinfection).
- Treat all drinking water supplies where there is **threat of diarrhoea epidemic**
- **Facilitate household level treatment** when treatment at source or centrally is not possible. Appropriate options will depend on existing sanitary conditions, water quality and hygiene practices. Effective promotion, community sensitisation, training and on-going monitoring are integral to effective treatment.
- **Adapt water containers and collection points** e.g. taps or hand pumps for use by the elderly, children, the disabled, ill and those affected by HIV and AIDS
- **Engage the affected population, particularly women** in siting water points and design of facilities for bathing, laundry, washing and drying underwear

Options for water treatment at household level

Boiling, chlorination, solar disinfection, ceramic filtration, slow sand filtration and flocculation / disinfection.

Additional resources on All In Diary website:

Technical notes on Drinking-water, Sanitation and Hygiene in Emergencies © 2011 WHO
Emergency water sources: guidelines for selection and treatment © House, S.J. and Reed, R.A., 1997 WEDC
Household water treatment and Storage © 2008 Oxfam

Web links for further information

WEDC - WHO technical notes for emergencies;
http://wedc.lboro.ac.uk/knowledge/notes_emergencies.html
Water aid: <http://www.wateraid.org/uk/>
watersanitationhygiene
<http://www.watersanitationhygiene.org/>



Key questions

1. Assessment

e.g. community mapping

What are the public health risks and local sanitation practices?

How much water is needed for different uses by different groups?

2. Location and protection of water sources

Where are the nearest/most convenient water sources?
How can they be protected?

3. Water treatment

What are the contamination risks?
Is water treatment required?

If so, where, and what is an appropriate method of treatment?

4. Water distribution

How can sufficient safe water be distributed most effectively?

Can water be easily and safely accessed by all groups?

5. Transport and storage

How will the water be transported and stored for drinking and domestic use?

Image source: WASH Visual Aids Library
<http://ceecis.org/washtrain/index.html>

Emergency sanitation

Sanitation is the safe disposal of excreta, refuse and waste water. Damage to existing sanitation systems or large scale population displacement following a disaster present major health risks and the need for emergency sanitation.

A **rapid assessment** of sanitation needs and damage to the existing infrastructure is essential, taking into consideration the location (urban or rural), environmental and climatic conditions, and cultural, social and technological context. Participation of the affected population will be needed to ensure effective and appropriate design and subsequent use of the facilities.

Excreta disposal

Prevent defecation in areas likely to contaminate the food chain or water supplies (safe distance from groundwater sources; banks of rivers; upstream from wells; agricultural land).

Possible alternatives for safe excreta disposal (from *Sphere Handbook 2011*).

Demarcated defecation area (e.g. with sheeted-off segments)	First phase: the first two to three days when a huge number of people need immediate facilities
Trench latrines	First phase: up to two months
Simple pit latrines	Plan from the start through to long-term use
Ventilated improved pit (VIP) latrines	Context-based for middle- to long-term response (<i>eliminates flies and smell through a chimney</i>)
Ecological sanitation (Ecosan) with urine diversion	Context-based: in response to high water table and flood situations, right from the start or middle to long term (<i>contains and sanitises the waste for fertiliser</i>)
Septic tanks	Middle- to long-term phase. Urban disasters.

Children's faeces are commonly more dangerous than those of adults.

Provide information about safe disposal of infants' faeces, clothes washing practices and the use of nappies (diapers), potties or scoops for effectively managing safe disposal.

Solid waste management

The collection and disposal of organic and hazardous waste (household, health care, market and industrial waste) are essential to control breeding of vectors and pollution of water sources. **Hospital/health clinic waste** can include sharps, blood, body parts, infectious waste, chemicals, pharmaceuticals etc. and must be handled, stored, treated and disposed of properly, as does the management and/or burial of dead bodies. (www.healthcarewaste.org) (see also 'Health Concerns' page)

Drainage

Surface water can collect in or near settlements from household and water point wastewater, leaking toilets and sewers, rainwater or floodwater. It poses risks to health through vector breeding, contamination of drinking water sources, damage to latrines, dwellings, agriculture and the environment and drowning. Carefully planned and maintained drainage is needed to control the flow and collection of surface water.

A vector is a disease-carrying agent (e.g. mosquitoes and other biting insects; rats and mice) which transmit diseases.

Vector-borne diseases can be controlled through e.g. site selection (avoiding where mosquitoes breed), effective excreta disposal and waste management.



Designing facilities with physically vulnerable people

The most important principle is to design facilities WITH disabled people and their carer, to improve access through:

1. Providing equipment and assistive devices according to needs:

e.g. a moveable seat, or a commode chair.

2. Adapting and modifying existing facilities:

e.g. adding a ramp, or a handrail, or installing a seat.

3. Designing and constructing facilities that are accessible for all:

i.e. the widest possible range of users irrespective of age or ability: e.g. additional space; easy access path
Use a combination of all 3 approaches as needed.

Photo credit: S. House, Medical Centre, Oxfam Pakistan

Additional resources on All In Diary website:

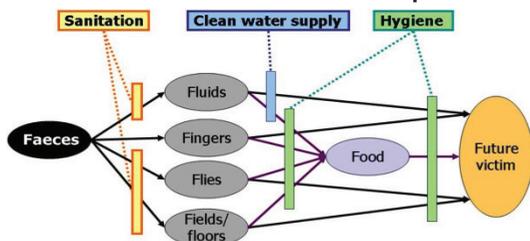
Excreta disposal for physically vulnerable people in emergencies © 2007 Oxfam
Management of Dead Bodies after disasters © 2006 PAHO

Web links for further information

Emergency Sanitation Project: <http://www.emergencysanitationproject.org>
Technical support: <http://www.watersanitationhygiene.org/>
http://wedc.lboro.ac.uk/knowledge/notes_emergencies.html

Hygiene promotion (HP)

Disruption of familiar practices or relocation to new environments can result in deterioration in existing hygiene behaviours, contributing to an increased risk of disease transmission and epidemics.



The F-diagram of disease control and transmission

Breaking the chain of infection transmission at home and in the community, can make an important contribution to increased well-being and health.

Harmful substances in faeces can be spread through fingers, flies and fields/floors via food and fluids.

Principles of hygiene promotion

1. **Target a small number of risk reduction practices** i.e. most likely to reduce the spread of disease
2. **Target specific audiences** e.g. community groups with largest influence; children
3. **Identify the motives for changing behaviour** e.g. wish to gain respect from others; personal pride
4. **Use positive hygiene messages** – make people laugh rather than frightening them
5. **Identify the best way to communicate** – using traditional and existing channels if possible
6. **Use cost-effective mix of communication** – e.g. employ available mass media (e.g. radio or leaflets) **AND** more interactive methods.
7. **Carefully plan, execute, monitor and evaluate.**

From WHO/WEDC Technical note 10 – HP in Emergencies

Tools and approaches:

PHAST ([Participatory Hygiene and Sanitation Transformation](#))

CHAST ([Children's Hygiene and Sanitation Training](#))

WASH In Schools - <http://www.washinschools.info/>

A Coordinated Water Sanitation Hygiene (WASH) Response

Hygiene promotion is vital to a successful WASH response. It involves empowering people to take actions to mitigate water, sanitation and hygiene based-diseases, and facilitates participation and accountability in WASH programmes. It also ensures that people make the best use of the water, sanitation and hygiene-enabling facilities and services provided **AND** the effective operation and maintenance of these facilities. Three key factors to address are:

1. mutual sharing of available information and knowledge
2. mobilisation of affected communities
3. provision of essential materials and facilities (including Hygiene-related Non Food Items)

From The Sphere Project Handbook 2011

Collaboration and coordination with WASH stakeholders is essential.

Key practices to target are:

- the safe disposal of faeces including baby/child faeces
- hand washing after defecation and before food preparation
- appropriate use, cleaning and maintenance of sanitation facilities
- proper storage and safe use of water
- control of flies, mosquitoes and other disease vectors
- identification, selection and distribution of appropriate hygiene items e.g. sanitary items

Hand washing

Hand washing with soap (or an alternative such as ash) at critical times can reduce diarrhoeal incidence by 47%, and respiratory infections by 24%. (*Fewtrell et al., 2005*)

Coordinate clear messages and provide hand-washing facilities.

Menstrual Hygiene

Breaking the taboo around menstrual hygiene and providing gender-sensitive facilities* assures the well-being and dignity of women and adolescent girls.

a private and safe space with sufficient clean water and hygienic disposal receptacles that are ecologically sound.

Additional resources on All In Diary website:

Hygiene Promotion in Emergencies Briefing Paper, WASH Cluster HP Project, (2007);
Hygiene Promotion in Emergencies, Technical Brief 10.4 © 2011 WHO
Hygiene Promotion Newsletter, CARE, 2013
Menstrual hygiene in emergencies, 2012 S House, Therese Mahon & S Cavill (Part of Menstrual Hygiene Matters)

Web links for further information:

Training: <http://www.washcluster.info/?q=content/hygiene-promotion-resources-training-modules>
Hygiene and Sanitation in Schools
http://www.unicef.org/wash/schools/files/WASH_in_Schools_in_Emergencies_Guidebook_for_Teachers.pdf

Settlement in emergencies

A coordinated approach to shelter*, settlement and reconstruction for both displaced and non-displaced people is critical to facilitate the provision of safe, secure and appropriate living conditions and to enable the resumption of livelihoods and day-to-day living.

Options	Benefits	Limitations
Temporary individual settlement and response options		
Repairing or rebuilding own property	- retains established settlements - uses existing infrastructure	- safety - lack of capacity
Host families	- often an initial preference - shared culture, support etc.	- capacity to absorb - pressure on resources - difficult to identify to support
Rental	- often option if available - can be subsidised	- may not have available properties or money
Urban self-settlement	- uses unclaimed properties or land informally (squatting)	- no legal status - difficult to provide support
Temporary or transitional shelters	- basic starter home: can be reused, upgraded, expanded or replaced over time	- can become semi-permanent - finding appropriate sites
Temporary communal settlement and response options		
Collective centres (e.g. temples, schools,)	- rapid protection - can be pre-planned response - centralised support	- not suitable for purpose - restricts schooling or worship
Self-settled camps	- can keep communities together and be closer to livelihoods	- vulnerabilities of site - poor services / resources
Planned and managed camps	- can coordinate services and offer protection - often last resort for refugees and IDPs	- access to appropriate land and natural resources, and livelihoods

Guiding principles for shelter, settlement and reconstruction after disaster

1. A good reconstruction policy helps reactivate communities and empowers people to rebuild their housing, lives and livelihoods.
2. Engage and support communities – *in all stages*
3. Reconstruction begins the day after the disaster – *don't delay*
4. The community should be partners in developing the strategy and leaders of local implementation – *for the most effective, cost-efficient response*
5. Strategies should be realistic in scale and invest in disaster risk reduction
6. Coordinating mechanisms must support national institutions to optimise response – *to ensure agreed single strategy, standards and implementation*
7. Responses should contribute to sustainable development and to preparedness for future disasters – *consider cultural priorities*
8. Relocating communities disrupts lives, is costly and rarely successful, so it should be minimised
9. Response involves groups with different roles, capacities and priorities – *affected population, government, humanitarian workers, private sector*
10. Assessment and monitoring must be continuous, coordinated, integrated and disseminated

Longer term issues for emergency settlements

When emergency settlements exist for more than a few weeks a number of issues needs to be considered to ensure the health and well-being of the population e.g. more sustainable and durable WASH facilities; regular monitoring and repair; recreational and educational facilities; protection issues; livelihood options.

Additional resources on All In Diary web site:

Shelter after disaster: strategies for transitional settlement and reconstruction, © 2010 UN, DFID, Shelter Centre.
Safer homes, stronger communities © 2010 World Bank

Web links for further information

Shelter Centre: www.sheltercentre.org
Camp Management toolkit:
<http://www.nrc.no/?aid=9160709>

What support should be provided?

The type of support depends on the appropriate and safe options chosen by the affected population.

- **Cash or Vouchers** – to purchase materials or services
(see 'Cash Transfer Programming' page)
- **Advocacy, legal and administrative** – to support e.g. disputes over land rights
- **Local information centres and mobile training teams** – for rights, advice, consultation
- **Market intervention** – to ensure construction industry can support reconstruction
- **Environmental and resource management** – assess, plan and monitor
- **Return and transit support items** – for those who wish to return or relocate
- **Infrastructure and settlement planning support** – to ensure safety, support livelihoods and early recovery
- **Insurance, loans and guarantees** – to support access to credit

Adapted from 'Shelter After Disasters' © 2010 UN, DFID, Shelter Centre

* See also 'Shelter in emergencies' page.

Shelter in emergencies

Shelter is not just a structure – it is a habitable covered living space – a home that protects, preserves and supports recovery.

The differing needs of affected households for safety, privacy, health and maintaining their livelihoods should be addressed in ways which are appropriate to the context and available resources.

See also 'Settlements in emergencies' page

Options for constructing shelters

- expert advice on shelter design and safe building techniques
- tents
- shelter materials and/or tool kits to repair damaged houses or build transitional shelters
- cash or tokens to buy materials and pay for labour
- shelter construction by local contractors

Choosing the best option or mix of options will require guidance from shelter experts, collaboration and consultation with affected households and accurate assessment and analysis of vulnerabilities, needs and damage.

Shelter solutions should reduce future vulnerability and assist individuals, households and communities to resume ordinary life. Where possible, efforts are needed to facilitate longer term reconstruction; enabling households to improve their homes over time as resources and opportunities permit.

Shelter design

Shelters should provide safe, healthy and appropriate living space that addresses:

- Protection from extremely hot or cold climates as a priority
- Fire, flood and water resistance
- Adequate ventilation and drainage
- Durability (materials appropriate to expected life of shelter e.g. 3 months to 5 years)
- Construction design for disaster risk reduction (e.g. flooding, earthquakes, landslides)
- Suitability to local context and culture
- Adequate privacy, security and protection for women and children
- Environmental impact and use of locally sustainable materials
- Ease of maintenance, re-use and dismantling

“Sphere’s 3.5m² covered living space”

3.5m² per person is not fixed. A larger area may often be required.

If for any reason a lower figure has to be used, then measures have to be taken to mitigate adverse effects.

For further details see Sphere guidance notes on Shelter and settlement standard 3.

Non-Food Items (NFIs)

In situations of displacement, there is always loss of personal property, and people will need basic life-saving non-food items for their survival.

- NFIs cover a vast range of items from clothes, blankets, pots, pans, soap, washing powder, sanitary supplies to bags of cement, tents, plastic sheeting
- Clothes and blankets might be more important than tents (*see sidebar*)
- NFIs vary according to culture and context, and consultation is key to ensure they are appropriate to meet household needs and preferences
- Coordination across sectors is key to avoid gaps, duplication and ensure consistency as NFIs are distributed by WASH as well as shelter, with some general distribution by different agencies
- Needs will change over time and items may need to be replaced regularly
- Focus on a smaller number of key items rather than every imaginable need

Most common mistakes in shelter programming

Identified by the CARE International Shelter Team

Planning

1. Underestimating staffing needs
2. Committing to build too many shelters
3. Failing to react to the transition from the emergency to recovery phase

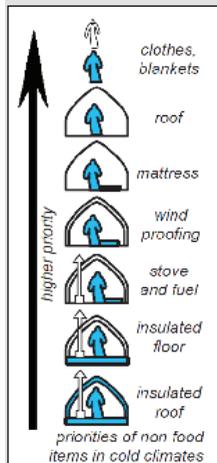
Targeting

4. Targeting on the basis of building damage rather than vulnerability

Coordination

5. Considering shelter in isolation from other sectors

Priorities of NFIs in cold climates



Additional resources on All In Diary web site:

Shelter after disaster: strategies for transitional settlement and reconstruction © 2010 Shelter Centre;
Shelter, settlement and NFI chapter in Sphere Handbook 2011
Selecting NFIs for Shelter, IASC Emergency Shelter Cluster 2008

Web links for further information

Shelter Centre Library- <http://www.shelterlibrary.org>
Shelter Cluster – <http://www.sheltercluster.org>
Shelter case studies: <http://www.sheltercasestudies.org/>

Education in emergencies

Education may be severely affected in a conflict or natural disaster but is a high priority for affected communities. Getting children and youth back to school restores a degree of normality, provides protection, and helps them to cope with the shock and distress of disaster.

What is education in emergencies?

Education is critical for all children and youth and particularly for those affected by emergencies, more than half of whom are living in conflict-affected countries. On average, conflicts last for 10 years and families can remain displaced for up to 17 years. This can leave whole generations uneducated, disadvantaged and unable to provide for the future and well being of their families and society.

Education in emergencies provides a life saving and sustaining role in:

Ensuring physical **protection for children and youth** against the risks of sexual or economic abuse or recruitment in fighting or criminal groups.

Enabling **psychological recovery** for children and youth through offering a sense of normality, stability and hope after the distress and shock of experiencing a conflict or disaster.

Addressing every individual's **right to an education** and to future economic stability through the development of basic life skills.

Enabling opportunities that are conflict sensitive and **build back better education systems** to improve the access to and quality of education.

Facilitating **community-wide learning** in critical issues such as peace building, conflict resolution, environmental conservation, hygiene promotion, human rights and inclusion of excluded groups.

"Education is the only thing that cannot be taken from us and upon which we can build a better life for our children". Source: INEE: Women's Refugee Commission interview in Breijjing refugee camp, Eastern Chad, 2005.

INEE Minimum Standards for Education: Preparedness, Response, Recovery 2010

These standards aim is to ensure a minimum level of access, quality and accountability in education in emergencies and to 'mainstream' education as a priority humanitarian response. The Minimum Standards cover 5 categories:

- **Foundational Standards:** - community participation, utilisation of local resources, responses based on an initial assessment followed by an appropriate response and continued monitoring and evaluation.
- **Access and Learning Environment:** partnerships to promote access to learning opportunities as well as inter-sectoral linkages with, for example, health, water and sanitation, food aid and shelter, to enhance security and physical, cognitive and psychological well-being.
- **Teaching and Learning:** promote effective teaching and learning through: 1) curriculum, 2) training, 3) instruction, and 4) assessment.
- **Teachers and Other Education Personnel:** administration and management of human resources in the field of education, including recruitment and selection, conditions of service, and supervision and support.
- **Education Policy:** policy formulation and enactment, planning and implementation, and coordination.

These standards were adopted as 'companion standards' to the Sphere Minimum Standards in 2008. See also 'Sphere Standards' page.

Additional resources on All In Diary web site:

Minimum Standards for Education: Preparedness Response Recovery © 2010 INEE;

Education in Emergencies: Including Everyone © 2009 INEE
Guidebook for planning education in emergencies and reconstruction © 2010 UNESCO

INEE Guidance Note on Conflict Sensitive Education © INEE 2013

Web links for further information

<http://www.ineesite.org/toolkit/>

<http://www.iiep.unesco.org/information-services/publications/search-iiep-publications/education-in-emergencies.html>

<http://www.protectingeducation.org>

Education in Emergencies: Including Everyone

INEE pocket guide to inclusive education
Save the Children Network for Education in Emergencies
Task Force on Inclusive Education and Disability



INEE

Inclusive education:

- acknowledges all children can learn
- acknowledges and respects differences in age, gender, ethnicity, language, disability, HIV and TB status etc.
- enables educations structures, systems and methodologies to meet the needs of all children
- is part of a wider strategy to promote an inclusive society
- is a dynamic process that is always evolving.

UNICEF and Save the Children are co-lead agencies for the [Education Cluster](#).

Livelihoods

Disasters reduce people's capacity to make or sustain a living through destroying assets and undermining livelihood activities and capabilities

Impact of disasters on livelihood security

Direct – physical damage	Indirect - loss of potential production
<ul style="list-style-type: none"> ▪ injuries/ loss of human life ▪ death/slaughter of livestock ▪ contamination of food and/or water sources ▪ epidemic or endemic human and livestock disease ▪ destruction of natural environment and essential material assets 	<ul style="list-style-type: none"> ▪ disruption of traditional production systems and loss of indigenous knowledge ▪ food insecurity ▪ destruction of physical infrastructure (roads, communications, markets etc) ▪ break down of social support structures

➤ **Women and children** are highly vulnerable and may take significant risks (including transactional sex) to gain access to food or money for basic essentials.

➤ **Food aid can add to livelihood insecurity** particularly where food is locally available but people lack the money to buy it or goods/labour to exchange for food.

Assessing livelihood security requires an understanding of:

- **activities, assets, needs and capabilities** used at household level to make a living;
- **natural environment** e.g. what land, water, livestock or forest resources are used; what are they used for and what are the terms of ownership
- **market systems and supporting services** which enable these livelihoods e.g. access to farm inputs, financial services, infrastructure, communications;
- **institutional environment** e.g. formal policies, laws, standards, regulations, as well as informal institutions such as cultural norms, forms of governance.

Detailed analysis is needed to gain the necessary understanding – a process which assists in moving from emergency response to longer term sustainable development.

Areas of analysis	Tools for analysis
Vulnerability context – economic, environmental, political, historical, social, cultural – trends, shocks, seasonality	Review of government documents, baseline data, statistics, IPC*, research, evaluations.
Livelihood assets – human, social, financial, natural, physical capital.	Wealth ranking, surveys, key informant / household interviews, transects, proportional piling, focus groups.
Transforming structures and processes – government, private sector; laws, policies, culture, institutions	Venn diagrams, stakeholder mapping and analysis, matrix scoring.
Livelihood strategies – production, financing processing, exchange, marketing and links within the market chain, trade-offs.	Calendars, focus group discussions, transects, flow diagrams, market analysis
Livelihood outcomes – more: income, well-being, food security, use of natural resource base; reduced vulnerability	Surveys, baseline data, ranking, evaluation reports and participatory monitoring

Interventions in emergencies to strengthen livelihood security

- | | |
|--|---|
| <ul style="list-style-type: none"> - Community based disaster risk management - HIV and AIDS awareness raising and prevention - Food security interventions (see page) - Cash transfer programming (see page) - Alternative energy and rainwater harvesting | <ul style="list-style-type: none"> - Seed / livestock inputs from local varieties and sources. - Agricultural interventions that protect land tenure rights e.g. tree planting - Strengthening markets and support services e.g. road rehabilitation |
|--|---|

Additional resources on All In Diary web site:

Minimum Requirements for Market Analysis in Emergencies © 2013 Cash Learning Partnership
 Household Livelihoods Security Assessment – toolkit for practitioners © 2002 CARE Gender and Livelihoods in Emergencies, © 2006 IASC;
 Cash transfer programming in emergencies, Good Practice Review 11 © 2011 ODI

Web links for further information

IFRC library <http://www.livelihoodscentre.org>
www.ifpri.org/
www.fao.org/
www.agromisa.org/
<http://www.itdg.org/www.seepnetwork.org/>



Small scale agriculture support

- training for small holder irrigation schemes.
- introduction of improved technologies for small-holder farmers, especially women
- strengthen input supplies (improved seed, fertiliser, transport)
- access to local and export markets e.g. seed fairs.
- diversified cropping, minimal labour and fertiliser inputs.
- processing e.g. sun-drying, dairy and honey products.
- rural water storage dams used for fish production.

Livestock

- Protecting/restocking livestock is key to food and livelihood security
- Poor programme design can undermine existing capacity and services, contributing to livelihood insecurity.

* Integrated food security phase classification

Cash transfer programming

Cash transfers involve providing cash or vouchers directly to households, as alternatives or complements to providing a service or commodity.

There is a growing recognition that in an emergency, cash transfers and vouchers can be appropriate and effective tools to support populations affected by disasters in a way that maintains dignity and choice for beneficiaries while stimulating local economies and markets.

Forms of cash transfer programming (CTP)

- **Vouchers**- paper, electronic, or some other form which can be exchanged for services of goods of a predetermined value with preselected vendors
- **Cash**- actual money which can be given physically or through wire transfers They can be:
 - **Direct** - payment (in cash or vouchers) is provided. This may be as a wage for work, usually in public or community programmes
 - **Indirect** – ‘*market-system support*’: rehabilitation of infrastructure; grants to local businesses to restock etc; technical expertise to local businesses etc.
 - **Conditional** – conditions on what beneficiaries can use the funds for e.g. reconstruction of home; and may be stipulations on what they have to do *before* they can get the funds, e.g. enrolling children in school.
 - **Unconditional** - no restrictions or limits on what the money can be used for though people can be encouraged to use them for a certain service or goods.

Advantages of CTP

- allows families flexibility on spending according to their priority needs
- helps generate local market activity and restart livelihoods,
- gives women more decision-making power over resources
- promotes resilience
- in conflict areas, it may not be possible to deliver in-kind resources
- less visible, more dignified, uses fewer intermediaries, is in transit for less time and a more flexible resource to meet needs beyond food
- reduces logistical challenges, time and costs of procurement, transport, storage

Mungcal, Ivy. "Momentum Builds for Use of Cash Transfers in Humanitarian Aid Programs."

Disadvantages of CTP

- if not monitored can contribute to inflation of local currencies
- have potential to be ‘wasted’ on goods that do not directly support household welfare
- increase access e.g. to education or health but do not influence the quality of resources provided
- households can become dependent
- administrative capacity of implementing organisations is limited
- transfers of cash can lead to security or corruption risks

Market analysis is key

- Are goods available locally?
- Can markets respond to the needs and do they have the capacity to handle the volume coming and going?
- Can people get what they need at good prices?
- Can cash or vouchers be delivered and spent safely?
- Can the local market stay strong through the entire emergency?
- Do local banks or money transfer companies have the technical capacity?
- Would cash, vouchers, or electronic funds be the best solution?
- What is the real-time market value of items?

Additional resources on All In Diary web site

Cash Transfer Programming © Paul Harvey & Sarah Bailey, HPI, ODI 2011
Cash For Work, © 2013 Save the Children
Making the Case for Cash © Cash Learning Project 2011
Delivering Money-Cash Transfer Mechanisms in Emergencies © CaLP 2010

Web links for further information

EMMA toolkit- <http://emma-toolkit.org/about-emma/>
Cash Learning Partnership:
<http://www.cashlearning.org/>



Preconditions for success in cash schemes

- government acceptance
- long-term availability of funds either from taxation or from donor resources
- market mapping analysis and a reasonably reliable supply chain
- simple, transparent targeting criteria
- automatic and robust delivery mechanism
- transparency regarding people’s entitlements, so that people become aware of, and may exercise, their rights.

P Harvey, and S Bailey. "Cash transfer programming in emergencies."

Use of new technologies

Electronic payment systems can offer speed, precision and flexibility, but may exclude the poorest and most vulnerable.

Barriers :

- *technology*
- *investment costs*
- *institutional barriers to adopting new ways*
- *constraints of time, resources, training etc.*
- *political barriers re data protection, risks etc.*
- *negative attitudes*
- *legislation*

<http://www.cashlearning.org/downloads/resources/caip/CalP-New-Technologies-ExecSumm.pdf>

Collaboration and capacity development of stakeholders is key.

Urban humanitarian challenges

Nearly one billion urban residents live in precarious informal settlements and slums and are among the world's most vulnerable. Increasingly, natural disasters and complex emergencies are having devastating impacts on urban areas.

There is a growing need for the humanitarian community and governments to adapt to the special requirements of urban areas.



© UN Photo/Logan Abassi

Urban – rural differences: <i>diversity – density - dynamics</i>		IASC strategy objectives for meeting urban humanitarian challenges
Growth of cities	Growing numbers of people are migrating to densely populated urban areas, compared to more sparsely populated rural areas.	
Concentration of resources and services	Concentration of resources, assets and services in cities can lead to worse impacts of disasters, conflict and violence. Though if not destroyed, these are also part of the resilience and strengths of urban centres to respond to emergencies.	
Complex community settings	Urban dwellers rely heavily on community support for protection, housing, access to services and livelihoods. This calls for a shift in humanitarian assistance to support existing institutional and community frameworks.	
Unplanned settlements and inadequate infrastructure	Increasing migration of IDPs, refugees and other undocumented migrants to cities is creating additional challenges to already marginalized, vulnerable communities in informal settlements and slums which host most of these migrants. Pressure on urban administrations and governance is a growing issue.	
Urban-rural linkages	Rural production plays an important part in supporting urban markets and family members who have moved to the city. Rural populations are often dependent on urban markets for food and wages.	
Traditional focus on rural	The majority of tools, approaches, policies and practices for humanitarian responses are designed for rural settings so new tools are essential	
Humanitarian actors need to develop knowledge and understanding of:		<p><i>"In the next 10 years, there will probably be another three to five big urban disasters. Any one of these could result in tens of thousands of deaths and hundreds of thousands of people in need of emergency assistance."</i></p> <p>DEC Report-Urban Disasters- Lessons from Haiti - 2011</p>
<ul style="list-style-type: none"> ○ assessing structural damage to complex structures, and water, electricity, telecoms and sanitation infrastructure ○ urban and spatial planning; rehabilitation of housing and infrastructure in dense, poorly-served environments ○ urban vulnerability and community resilience analyses ○ dynamics of violence in an urban setting ○ beneficiary targeting approaches ○ land use and tenure patterns ○ urban disaster risk reduction and preparedness planning ○ engagement with national and municipal authorities, civil society groups and development actors 		
<p>Additional resources on the All In Diary website IASC Strategy Meeting Humanitarian Challenges in Urban Areas, © IASC, 2010 Meeting the Urban Challenge ALNAP 2012 Urban violence and humanitarian challenges, EUISS-ICRC Colloquium, 2012</p>		<p>Definition of 'city'</p> <p>There is no 'one size fits all' definition of a city, and in most cases the boundary between urban and rural is porous and indistinct</p>
<p>Web links for further information http://www.fmreview.org/technology/48-50.pdf http://www.fmreview.org/en/urban-displacement/FMR34.pdf http://www.urban-response.org</p>		

Mine risk education

The threat of death and injury from remnants of conflict – landmines, unexploded ordnance (UXO) and abandoned munitions – is a significant problem in many countries.

Mine risk education (MRE), community liaison and hazard reporting are all essential to minimise impacts, both during and after conflict rises.

Risks	Impacts
Death and injury	<ul style="list-style-type: none"> – cause death and injury to people carrying out their everyday activities – cause death and injury to livestock
Food insecurity and poverty	<ul style="list-style-type: none"> – render pastures and arable land unusable – lack of access to water sources – destruction of woodland – roads and bridges can be rendered unusable, affecting access to markets
Social isolation	– deny movement, leaving communities socially and economically isolated
Psychosocial	– leave populations living in fear even long after a conflict has ended
Recovery	<ul style="list-style-type: none"> – prevent refugees and internally displaced people returning home – hamper rehabilitation and post-conflict reconstruction

Community liaison and MRE

Simply warning people about the dangers, and fencing off affected land while waiting for demining specialists, is not always enough. People need to be encouraged to behave in ways that reduce risks.

Community liaison may begin far in advance of demining activities and help the development of local capacities to assess the risks, manage information and develop risk-reduction strategies.

Community liaison refers to the systems and processes used to exchange information between *national authorities, mine-action organisations* and *communities* on the presence of mines, unexploded ordnance and abandoned munitions.

- enabling communities to inform local authorities and mine-action organizations about the location, extent and impact of contaminated areas
- enabling communities to be informed about planned demining activities, the nature and duration of the tasks, and exact locations of marked or cleared areas
- informing the planning of related activities, such as technical surveys, marking and clearance operations, and survivor-assistance services and risk-reduction strategies.
- ensuring mine-action projects address community needs and priorities.

It is possible that there may be movement over time as coastal tides, excessive droughts, floods, or even rainwater can carry landmines and UXOs to previously uncontaminated, uncharted areas and beyond the conflict zones.

Only trained specialists however should ever handle mines.

Additional resources on All In Diary website:
Landmines Security Training © RedR, 1998
Understanding Landmines and Mine Action © Robert Keeley, 2003
Strategy of the UN on Mine Action 2013-2018
Community Mine Action Liaison, © 2005, UNICEF

Web links for further information
http://www.unicef.org/infobycountry/pakistan_56777.html
<http://www.mineaction.org/issues/education>
Training video:
<http://1155627.sites.myregisteredsite.com/lsp/unmas/>



Actions for individuals and communities

- clearly identify affected areas
- avoid traveling in areas of known landmine risk
- develop clear reporting processes for sightings, and publicise dangers
- educate children at school about the dangers
- develop awareness campaigns on:
 - how to recognise commonly found remnants of conflict;
 - how to report a dangerous item;
 - what to do in an emergency;
 - known areas of contamination and accidents;
 - warning clues and signs for mined areas;
 - how to keep others safe
- use a range of methodologies:
 - face-to-face discussions and community meetings
 - radio and TV broadcasts
 - billboards, posters
 - drama and music
- train community focal points to deliver Risk Education
- train volunteers in appropriate first aid, with kits in case of accidents

Working with different cultures

Disasters bring people from very different cultures together in difficult circumstances.

Visible differences: gender, race, ethnicity, nationality, religion, ability, age, economic status, political allegiance, class, caste.

Invisible roots: beliefs, values, perceptions, expectations, attitudes, assumptions.

Patterns of cultural difference

The differences below are neither right nor wrong – just different understandings.

How status, relationships and communication can differ

Status based on competence and position, truth based on logic	↔	Status based on personality and connections
Equitable treatment is more important than dress / conduct	↔	Dress code / conduct mark respect
Formal / written communications, rule compliant and consistent, uniform procedures	↔	Informal / verbal communication, judgements based on individual circumstances not standards / rules

How organisation and timekeeping can differ

Goal orientated	↔	Orientated to people and nature
Predictive, reasoned planning, action and system orientated	↔	Intuitive flexible planning, relationship and context orientated
Punctuality is valued and respectful	↔	People are valued more than time
Knowledge and information shared	↔	Knowledge is used as power

How management style and performance are measured

Decisions determined through division of tasks and responsibilities	↔	Decisions made through personal interaction and 'authority' figures
Management by objectives.	↔	Management through relationships
Criticism, appraisal and ideas are a part of professional conduct	↔	Criticism, appraisal and ideas are highly personal and can be taken as offensive

Consider carefully ...

Eye contact: can be important in building trust or seen as disrespectful or offensive.

Greetings: how and when to greet people appropriately e.g. shaking hands is not always appropriate, especially between men and women

Opening and closing conversations: who addresses whom, when, and how, and who has the right, or duty, to speak first; how to conclude conversation/meetings.

Taking turns during conversations: take turns in an interactive way OR listen without comment or immediate response, as seen as a challenge or a humiliation.

Interrupting: interruption may be the norm, particularly among equals, or among men OR might be mistaken for argument and hostility.

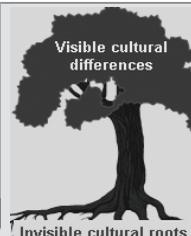
Use of silence: silence before a response seen as thoughtfulness and deference to the speaker OR at other times, may be a sign of hostility.

Appropriate topics of conversation: speaking openly about money, politics, religion, family relations or intimate issues may be seen as inappropriate or vulgar.

Use of humour: may build immediate rapport OR be a sign of disrespect .

Knowing how much to say: get straight to the point OR much preamble and wrap-up. Age and social standing can influence how much is appropriate to say.

Sequencing elements during conversation: the right question, asked in the right way, but asked too soon or too late, according to custom, can highly influence subsequent behaviour.



Tips for a culturally sensitive approach:

Be aware of your own culture and how that influences you.

Ensure you dress appropriately and respectfully.

Get to know the culture you working in.

Be patient – not everything is revealed about a culture at once.

Listen...and watch.

Consider issues from the other perspective.

Avoid value judgements.

Use language sensitively.

Be inclusive and seek collaboration.

Engage opposing viewpoints and approaches.

Play to people's strengths and value differences.

Avoid domination by powerful groups.

Adapted from UNFPA – 24 tips for culturally sensitive programming

Additional resources on All In Diary website:

Integrating Human rights, culture and gender in programming, UNFPA, 2009

24 Tips for Culturally Sensitive Programme © UNFPA, 2004

Working with Diversity in collaboration – tips and tools, CGIAR Gender & Diversity program, 2003

Web links for further information

<http://www.kwintessential.co.uk/resources/country-profiles.html> : Etiquette guides

[http://www.kwintessential.co.uk/cultural-](http://www.kwintessential.co.uk/cultural-services/articles/culture-teams.html)

[services/articles/culture-teams.html](http://www.kwintessential.co.uk/cultural-services/articles/culture-teams.html) - Multicultural teams

Community participation

People affected by disaster have important capacities, competencies and aspirations, and ultimate responsibility for their own future and survival. Their involvement at all stages is vital.

Factors to consider about participation in humanitarian action

- *How has the crisis impacted people's ability and willingness to participate?*
- Have you asked people what level of participation they want?
- *What is the local perception and trust of humanitarian agencies?*
- What participative approaches would accommodate such limitations?
- *How can you avoid generating unrealistic expectations as an outcome of their participation?*
- What is the local social hierarchy and how is participation perceived?
- *What physical or cultural barriers could inhibit participation?*
- What are the political dynamics and who are the major stakeholders?
- *Who wields power within the local context and how can you ensure equal participation of the most vulnerable and marginalised?*
- What are the risks that participation will increase marginalising and stigmatising vulnerable groups, and how can these be mitigated?
- *How might participation affect security or protection risks to aid workers and beneficiary groups, and how can these be mitigated?*
- What are the organisational and beneficiary time and resource constraints?
- *How can existing initiatives or intermediaries be used as a bridge to the affected population?*
- How could participation compromise your independence and impartiality?
- *How can you maintain and communicate this impartiality to those affected?*
- How can you promote the engagement of local stakeholders in wider relief or recovery operations and coordination e.g. advocating for translation of information, interpretation services, accountability / transparency?
- *What additional information or expertise do you need to adopt an appropriate participatory approach and tackle the challenges identified?*

Useful participatory tools

For further tools and their application in the project cycle – see the [ALNAP web link](#).

Mapping	Explains how people see their area in relation to physical, social and economic land marks, risks and opportunities. – maps of hazards, risks, resources, mobility, opportunities etc.
Seasonal activity calendar, daily routine and trend analysis	Explains seasonal actions of affected population to enable effective planning and highlight likely constraints to implementation. Daily routine will help to identify suitable time in a day to schedule community meetings and programmes. Trend analysis helps to understand the trends in communities.
Stakeholder / interaction analysis	Identifies different groups (including marginalised) and their roles, responsibilities, interests, power / influence and coordination.
Wealth ranking	Indicates the evolution and distribution of wealth / social status.
Capacities / vulnerability analysis	Enables groups to identify and understand their own weaknesses, capacities and vulnerabilities.
Focus group discussions / Problem or objective tress	Facilitates engagement of community representatives in project design and planning. Enables communities to take an active role in management and implementation of programme activities.

Additional resources on All In Diary website:
 Accountability to beneficiaries – a practical checklist, v2 © 2010 MANGO
 Accountability to affected populations, IASC Task Force, 2013
 A Community-based Approach in UNHCR Operations, UNHCR, 2008
 Making Community Participation Meaningful, Burns D. et al, JRF, 2004
 Participation of Children and Young People in Emergencies, © UNICEF 2007

Web links for further information
http://www.alnap.org/publications/participation_study.htm - ALNAP Participation Handbook 2009
www.INTRAC.org : INTRAC resources
<http://www.cdacnetwork.org/public/resources> - CDAC website



Accountability to affected populations

1. Provide information

- Background information
- Reports and updates
- Ways to get involved

2. Represent the vulnerable

- Identify the most vulnerable and marginalised
- Identify appropriate representatives
- Design your activities to allow involvement

3. Make decisions

- Include in assessments, planning and decision making
- Include in monitoring, review and adapting programme activities

4. Complaints procedures

- Written, with named member of staff
- All complaints investigated
- Appropriate redress
- Appeal mechanism
- Register of complaints

5. Staff attitudes

- Always treat beneficiaries with respect
- Understand their point of view
- Model open, inclusive and respectful behaviour
- Train staff and allocate time and resources

From Mango Checklist – see Additional Resources

Mental health and psychosocial support

No one who experiences a disaster is untouched by it – those affected and those who respond. A key priority is to protect and provide for people's mental health and psychosocial well-being.

Every individual will experience the same event in a different way and have different resources and capacities to cope. Well integrated and coordinated mental health and psychosocial supports, that build on existing capacities and cultural norms, reach more people and are more likely to be sustained once humanitarian response ceases.

Psychosocial effects

- Initial emotional reactions including despair, hopelessness, loss of control, anger and social withdrawal are most often normal reactions to highly abnormal events. For most, these reactions will dissipate over time.
- These reactions also depend on the nature and scale of the disaster or conflict; the culture, values, individual impacts on those affected; the pre-existing situation, and available resources and capacities to support recovery.
- Those with pre-existing conditions such as psychosis or severe depression are likely to be more severely affected and may require psychiatric care and medication.
- Workers need to be alert to those who are not recovering.

Core principles for interventions

1. **Human rights and dignity:** promote and protect individual rights and equity
2. **Participation:** encourage those resilient enough to participate in relief efforts
3. **Do No Harm:** avoid potential risks e.g. encouraging dependency
4. **Build on available resources and capacities:** use local assets and self-help
5. **Integrated support systems:** avoid stand-alone services
6. **Multi-layered supports:** see side-bar

Actions in immediate disaster aftermath and response phase

Social considerations:

- Provide simple, sensitive, reliable information on the emergency.
- Support family tracing and reunification.
- Resettle family groups together.
- Train staff in dealing sensitively with grief, stress, confusion and suicide prevention, both within the community, and within staff.
- Involve communities in the design and re-establishment of religious, social and community facilities and events.
- Allow time for culturally appropriate ceremonies and funerals.
- Organise culturally and contextually appropriate recreation for children.
- Resume educational activities.
- Engage communities in concrete activities and include widows, orphans and those without families in all activities.
- Provide calm, simple public information on normal reactions to stress and trauma.

Psychosocial provisions:

- Manage psychiatric conditions within the existing primary health care system and assist with provision of drugs and treatments, appropriate to the local context.
- Support acute mental health conditions through listening and compassion, access to basic services, family and community support, and protection from distress.
- Provide training and promote non-intrusive community based emotional support through volunteer community workers.

Adapted from Mental Health in Emergencies © 2003 WHO, Dept Mental Health and Substance Dependence

Additional resources on All In Diary website:

Psychological first aid: Guide for field workers © WHO 2011
Assessing mental health and psychosocial needs and resources toolkit, © 2012, WHO and UNHCR
Mental Health and Psychosocial Support in Humanitarian Emergencies © 2010 IASC

Web links for further information:

WHO http://www.who.int/mental_health/emergencies/en/index.html
IFRC Community-based Psychosocial Support Training - <http://w3.ifrc.org/what/health/psycholog/manual.asp>
IMC Mental Health in Complex Emergencies: <http://www.internationalmedicalcorps.org/Document.Doc?id=25>



Intervention pyramid:

Basic services and security - advocate for basic services that are safe, socially appropriate and protect dignity.

Community and family supports - activate social networks, communal traditional supports and child-friendly spaces.

Focus on non specialised support - basic mental health care by primary health care doctors; basic emotional and practical support by community workers.

Specialised services - mental health care by mental health specialists.

People are affected in different ways and need different kinds of support. All layers of the pyramid are important and should be implemented concurrently.

Adapted from Mental Health and Psychosocial Support in Humanitarian Emergencies, © 2010 IASC

HIV and AIDS in emergencies

Displacement, vulnerability, and food insecurity resulting from disasters, increase the risk of HIV infection and vulnerability of those already affected by HIV and AIDS.

Disasters can impact on HIV and AIDS through:

- Increasing the risk of transmission through population movements, presence of combatants or foreign workers, coping strategies such as prostitution
- Reducing peoples' resilience to cope with the disease and / or the disaster
- Disrupting access to health and HIV and AIDS related treatment and services

Vulnerability to HIV and AIDS

Who is vulnerable?

- Mobile populations (refugees and IDPs)
- Returnees
- Children without primary care givers
- Female and child headed households
- Host communities
- Male and female sex workers and injecting drug users
- Humanitarian workers
- Military or peace-keeping personnel
- Long distance truck drivers
- Overseas and internal migrant workers

What contributes to their vulnerability?

- Post disaster and conflict situations increase the risk of **gender based violence (GBV)**, particularly among displaced populations, and the subsequent increase in the spread of HIV.
- HIV prevalence increases with **population movements and displacement**. This trend can continue into longer term recovery through returning populations.
- **Foreign workers engage** in unprotected sex due to unfamiliarity with their surroundings and the removal of social / cultural constraints.
- **Loss of livelihoods, separation, poverty and the disruption of family and social support structures** lead women, girls or boys into commercial sex work or unsafe sex practices for money, food, or protection.
- **Displaced children** are highly vulnerable due to exposure to new social, cultural, livelihood situations.
- **Inadequate or disrupted health services** prevent access to condoms, post exposure prophylaxis, and screened blood, increasing risks of transmission.
- **Deterioration in public health, poor sanitation and limited access to clean water increase** the incidence of disease and opportunistic infections.

Impact of disasters on those affected by HIV and AIDS

- HIV **undermines the resilience and coping capacity** of communities, making them more susceptible to disaster and slower to recover.
- People living with HIV and AIDS, and their carers, are at high risk of malnutrition, illness, and poverty following disaster as they have **fewer livelihood opportunities, inadequate access to food and nutrition, and greater susceptibility to disease**.
- People living with HIV and AIDS are highly **vulnerable to stigma and discrimination**, particularly when displaced, so **confidentiality** is essential.
- Inadequate or disrupted health services **undermine** treatment, medication for opportunistic infections, and home based or palliative care. Disrupted access to anti-retrovirals (ARVs) can lead to rapid progression of HIV/ AIDS.
- National and local capacities (government, NGO, community) already weakened by the disaster and facing increased demands, **have limited capacity to provide care and support** for those living with HIV and AIDS.

Additional resources on All In Diary website:

Guidelines for addressing HIV interventions in emergency settings, © IASC and Action Framework 2010
 Learning Package on HIV/Aids interventions in emergencies © 2005 IASC
 A Rapid Situation Assessment Tool, © UNHCR/UNAIDS, 2007

Web links for further information

HIV in humanitarian situations:
http://www.unicef.org/aids/index_fight.html
<http://www.fao.org/docrep/007/y5572e/y5572e00.htm>
<http://www.unaids.org/en/resources/unaidspublications/2010/>



Interventions to address HIV and AIDS related risks

Protection / prevention:

- *Integration of protection, e.g. in registration, water, sanitation, shelter, camp management.*
- *HIV and AIDS education.*
- *Supply of male and female condoms, and post exposure prophylaxis (PEP).*
- *Voluntary counselling and testing (VCT), services to prevent parent to child transmission (PTCT).*
- *Family tracing services.*
- *Water, sanitation, and hygiene promotion services to reduce spread of disease.*
- *Work based HIV and AIDS policies.*

Treatment / support:

- *Psychosocial support.*
- *Medical services, anti-retrovirals (ARV), and essential drugs supply.*
- *Social and education facilities, including child friendly spaces.*
- *Targeted nutritional programmes.*
- *Livelihood opportunities e.g. agricultural inputs, construction skills, etc.*
- *Community based care programmes.*

Working with older people

Older people* constitute a significant and growing number of those affected by humanitarian crises, whose breadth of experience can be invaluable in response and recovery efforts.

However, there is evidence they are routinely neglected in humanitarian protection and assistance, programming and funding. The risks faced by older people are often exacerbated by emergencies.

* Older people as defined by the UN refers to persons over 60.



Older people have a wide range of skills, capacities and roles.

The degree to which these are recognised and supported has a significant impact on their ability to survive and recover.

- Income generation and financial support to their family
- Child care for other dependants and sick family members
- Housekeeping and guarding
- Disaster coping strategies
- Recovery and reconstruction
- Traditional healing and crafts
- Motivation of others and personal courage in adversity
- Taking a beneficiary leadership role
- Preservation and transmission of culture, stories, activities
- Family and community conflict resolution
- Community knowledge that can assist in targeting and distribution of relief.
- Historical knowledge that can assist in assessing the damage and impact of disasters.

Adapted from 'Older people in emergencies', HelpAge, 2012

Vulnerability and risks to older people

Worsening of pre-existing exclusion, marginalisation, isolation, poverty

- *being separated, or lack of support, from family or community*
- *not able to leave, or return, home so institutionalised and neglected*

Being victim of abuse or neglect

- *rape, prostitution, theft and confinement of older people go unchallenged*

Invisibility to humanitarian actors

- *discrimination and lack of consultation*
- *seen as 'poor investment' for programmes because they are perceived as unable or unwilling to learn, or high risk as may die with the debt*

Destruction of families and communities and death of many other older people undermines support networks

- *e.g. older people can be left having to care for children alone*

Lack of access to services

- *specific health and nutrition needs, mobility and psychosocial needs not understood or prioritised in humanitarian responses*
- *physically less able to secure food, water, fuel and access to services or escape from unsafe situations*

Housing, land and property rights ignored

- *land tenure systems break down; lack of documentation; lack of family tracing services for adults*

Guidelines for action to address protection needs

Disaggregate data - collect, analyse and use sex and age disaggregated data as the basis for response planning.

Locate older people - through records, checks, 'outreach', communities.

Consultation - include older people in needs and capacities assessments; decision-making bodies; special interest groups; ensure 2-way communication.

Basic needs - ensure access to shelter, fuel, culturally acceptable and appropriate clothing, food, cooking utensils; extra blankets or clothes for warmth; appropriate health services, water, latrines, livelihood support.

Mobility - develop outreach and home visiting into assessment, programmes and monitoring; ensure accessible service delivery points; 'fast track' queues for most frail and vulnerable; consider problems of using trucks for transport.

Social, psychosocial and family needs - extend family tracing services; provide psychological support; strengthen family and community structures; raise awareness of risks of abuse, theft, intimidation.

Recognise and support the contributions of older people - recognise role as an important sources of local knowledge, carers and support. (see side-bar)

Protection of rights - housing, land and property rights can be undermined significantly in emergencies.

Independence | Participation | Care | Self fulfilment | Dignity

UN Principles for social and civil practice towards older people, 1991

Additional resources on All In Diary website:

Older people in emergencies – identifying risks and actions © HelpAge International, 2013
Nutrition interventions for older people in emergencies © 2013 HelpAge International
Humanitarian Action and older persons, © IASC, 2008

Web links for further information

HelpAge guidance notes: <http://www.helpage.org/resources/practical-guidelines/emergency-guidelines/>
Study on financing for older people:
<http://www.helpage.org/newsroom/latest-news/new-study-reveals-lack-of-humanitarian-funding-for-older-people-and-children/>

People with disabilities

15-20% of the poorest people in the world are disabled. Conflict or disasters increase their vulnerability. In addition, disability often occurs as a result of a conflict or disaster.

Vulnerability of people with disabilities in emergencies:

- Warning and information systems are not disability-friendly.
- Specific techniques for rescue and evacuation of the disabled not known.
- Limited access to medical care, appropriate shelter and other relief services
- Increased emotional distress /trauma; less understanding of the situation.
- Decision making, access to social networks and dignity is blocked.
- Social stigmas, isolation, insecurity, exploitation, verbal abuse and violence are increased.

Vulnerability to becoming disabled during emergencies:

- Injuries are common, and if untreated can lead to long-term disability.
- Pregnant women, children and older people are at particular risk.
- Trauma and psychological disorders are the most common disabilities in natural disasters. (see also 'Mental Health and Psychosocial' page)

Disability	Risk/Problem	What to do
Physical Impairment (difficulty moving)	Decrease in body temperature Bedsores/ frostbite Difficulty escaping unsafe situation Difficulty accessing relief	<ul style="list-style-type: none"> • Extra blankets / warm clothing • Mattress, cotton sheet, dry place, hygienic kit, • Personnel support • Assistive devices • Adapted physical environment (ramps, handrails, etc.) • Separate queues for rations/latrines/water
Visual Impairment	Difficulty escaping unsafe situation Difficulty accessing relief	<ul style="list-style-type: none"> • Use landmarks • Install hand rails • Personnel support • Good lighting • Separate queues for rations/latrines/water
Hearing Impairment	Difficulty expressing themselves or understanding or hearing instructions	<ul style="list-style-type: none"> • Visual aids • Picture exchange communication • Separate queues for rations/latrines/water
Intellectual Impairment	Difficulty understanding or following instructions or seriousness of situation	<ul style="list-style-type: none"> • Speak slowly • Use simple language • Personnel support • Separate queues for rations/latrines/water

From: How to include Disability issues in Disaster management, Handicap International, 2005

Organisations need to develop policies and procedures which:

- Ensure warning systems are disability-friendly
- Ensure disability organisations are active in the humanitarian response
- Ensure that relief workers understand and are sensitive to disability issues
- Ensure housing, water and sanitation designs and relief distribution arrangements are disability-friendly and accessible
- Monitor disabilities caused by the disaster, as well as those already disabled
- Support medical services to ensure their services can be accessed
- Provide support for active participation of members of the disability community e.g. for attendance at meetings and policy-making initiatives at all levels
- Use several channels of communication to reach all groups e.g. deaf, blind, wheelchair users (public address system, leaflets, posters, group meetings)

Additional resources on All In Diary website:

Disasters, disability and rehabilitation © 2005 WHO
 Training Manual for inclusion of disability in disaster response © SMRC, 2005
 Mainstreaming disability into disaster risk reduction training manual © 2009 Handicap-International
 Disability Checklist for Emergency Response © 2006, Handicap International

Web links for further information

<http://www.un.org/disabilities/default.asp?id=154>
 6 UN Enable
http://www.asksource.info/?sourcsearch/cf/keylists/keylist2.cfm&topic=dis&search=QL_DISEM05



It is important to address the specific needs of people with disabilities alongside the needs of the rest of the community, to avoid inequality and exclusion.

-Always respect the dignity and wishes of people with disabilities, whatever kind of disability it is.

-Be patient with psychosocially and intellectually impaired persons, and do not treat them as if they will not understand, as this is often what creates violent behaviour.

-Always ask the person with the disability for advice on how best to meet his/her needs.

-Always try to find the regular caregiver or family members as they also know best how to manage that person's special needs.

-Do not separate a person from his or her assistive aids/devices

(wheelchairs, canes, crutches, hearing aids, medications etc.

(See also 'INEE Pocket Guide to Supporting Learners with Disabilities')

Effective meetings

Meetings are essential to communicating in disasters. But they frequently produce limited outcomes.

Creating a format and process that produces results is key.

The role of the chair is to facilitate the meeting in such a way that the collective wisdom of the attendees is tapped into, while keeping discussions in line with the meeting's objectives.

The participants' role is to prepare for, and engage constructively in meetings, so that results can be accomplished.

PLANNING & PREPARATION

WHY	<p><i>What are the purpose and expected outcomes of the meeting?</i></p> <ul style="list-style-type: none"> ▪ Give or share information, feedback, reports ▪ Generate ideas ▪ Find solutions / solve problems / make decisions ▪ Develop trust, relationships, teams <p><i>Who needs to agree these objectives?</i> <i>What do participants want from the meeting?</i> <i>Is the meeting part of an on-going process?</i></p>
WHAT	<p><i>What topics need to be on the agenda?</i></p> <ul style="list-style-type: none"> ▪ Use the agenda to explain how different topics will be handled, and for how long. ▪ List what people need to bring. <p><i>What is the best way to notify people of the meeting and circulate the agenda beforehand?</i> <i>Bring spare copies!</i></p>
WHO	<p><i>Who should attend? e.g. who needs to attend for decision making?</i> <i>Are the right people available?</i> <i>Is there a protocol for invitations?</i></p>
WHERE	<p><i>Which is the best location and venue to suit everyone? – consider security, travel requirements, accessibility, stigma.</i> <i>Does it have the space, equipment, ventilation, catering needed?</i> <i>What is the best layout for the style of meeting—formal or informal?</i></p>
WHEN	<p><i>When is the best time for this meeting? Is there a clear start and finish time which is culturally acceptable to all? Is there sufficient time to achieve the objectives? What breaks will be needed? Is it free from interruptions?</i></p>
HOW	<p><i>What is the best way to start, engage all cultures, encourage contributions, and clarify purpose and expectations? e.g.</i></p> <ul style="list-style-type: none"> ▪ Introductions, ground rules, ice-breakers <p><i>What translations and interpretation is needed?</i> <i>How will you record, clarify and circulate decisions and actions? e.g. on a flipchart or whiteboard; in minutes?</i></p>

When you run a meeting you are making demands on people's time and attention – use it wisely.

Running effective meetings

1. Ensure relevant information is available and/or circulated beforehand.
 - ensures critical decisions can be made, and people can come prepared.
2. Clarify, and get agreement on, the purpose, agenda and timing.
 - helps set a purposeful tone to the meeting, and helps keep to the agenda.
3. Start and finish on time
 - avoids time wasting and helps ensure people take the meeting seriously.
4. Agree groundrules - do's and don'ts for the meeting.
 - encourages respectful behaviours.
5. Take time to build trust and involve everyone, i.e. good introductions; encourage listening; use smaller discussion groups.
 - encourages open and honest discussion and debate.
6. Keep to the agenda
 - avoids time wasting and keeps focus on the purpose.
7. Record agreed actions
 - encourages commitment to action and purposeful meetings.
8. Ask at the end of each meeting how the next meeting could be improved.
 - enables better, and better meetings.

Additional resources on All In Diary website:
 Better Ways to Manage Meetings, Walker B., © 2005 RedR
 Organising Successful Meetings, Seeds for Change, 2009
 A Consensus Handbook, Seeds for Change, 2013

Web links for further information
 Managing Multi-cultural team meetings
<http://library.cgiar.org/bitstream/handle/10947/2711/Managing%20multicultural%20team%20meetings.pdf?sequence=1>
 Tools- <http://www.seedsforchange.org.uk/free/resources#grp2>



Multi-language meetings

The success and quality of your meetings rely on everyone being able to contribute their views and information.

Conducting meetings either entirely in a world language* or a local language will exclude key players and reduce effectiveness.

* A world language is a language spoken internationally which is learned by many people as a second language. English is the most widely used.

Options of interpretation

Whispering interpreting - useful when only one or two people require interpretation, but can be distracting.

Liaison interpreting - the interpreter translates a few sentences at a time, or summaries at intervals. Effective in short sessions but can become tedious and time-consuming.

Consecutive Interpreting - interpreter listens to a longer exchange of information, takes notes, then translates. Difficult to keep people's attention, but useful when simultaneous equipment is unavailable.

Simultaneous Interpreting - requires booths, microphones, consoles, headsets, technicians. Useful in large conferences or formal meetings but requires technology and high level of skill.

See <http://www.kwintessential.co.uk/translation/interpreting-equipment.html>

Combining Translation and Interpretation

Selective interpreting

- Prepare translated key points and agendas on flipchart, handouts or PowerPoint;
- Incorporate small group discussions in different languages to encourage sharing of views and ideas; and,
- Include interpretation of the summaries and action points in the main group.

Written Summaries

- Simultaneous, summarised written translation can be done on computer and projected onto a screen using OneNote software or similar. This also provides the basis for meeting minutes.

These options can maximise engagement and minimise disruption.

WHEN INVITED TO A MEETING:

1. Ask what language(s) it will be conducted in
2. Notify the organiser if you:
 - would like an interpreter
 - can act as an interpreter
 - know a good interpreter
3. Ask for the information you need to participate fully in the meeting e.g. agenda, start and finish times, any special needs
4. If translated materials would be beneficial either:
 - request translated versions
 - offer to translate
 - suggest a local translator

WHEN ORGANISING A MEETING:

1. Check if interpretation is required.
2. Brief interpreters and participants.
3. Schedule regular breaks.
4. Use translated visuals aids and small group discussions in local languages.
5. Translate and disseminate key materials.
6. Regularly review effectiveness of meetings.

Additional resources on All In Diary website:
Guidelines on Using Interpreters. © Kwintessential Language and Culture specialists

Web links for further information

Quick tips on using interpreters: <http://www.justicewomen.com/http://workforcelanguageservices.com/translation/interpretation-modes.php>



Interpreter

Tips for using interpreters

where possible use someone who is trained in interpretation;

choose someone who is impartial, with no vested interest in the topic, but with an understanding of the content;

if possible choose someone who is representative of the group (gender, ethnic background etc);

ask others who they might recommend;

take time to prepare the interpreter by giving them an agenda, explaining jargon, key issues, etc.

ensure they are given regular breaks (at least every hour);

PREPARATION IS KEY

Facilitation and running workshops

Workshops can be used to analyse problems, develop plans of action, learn new skills, learn from experience, change behaviour and build teams.

Good facilitation skills maximise the benefits from running workshops. In preparing for a workshop you need to consider the following:

Focus on the outcomes

What will be gained from this workshop? Who is it aimed at? Are the objectives relevant to and agreed by key stakeholders?

Possible constraints

- **Time:** How much time is needed to practice the skills or resolve the problem, balanced with how much time people have to attend, and costs of the event?
- **Location:** Which location will enable all stakeholders to attend (*including e.g. beneficiaries, women and minorities*) to maximise participation?
- **Learning culture:** What style of learning are participants used to?
- **Language:** How to ensure active participation across different languages?

Administration

Good administration is essential for a successful event, including:

- **Venue:** ensuring right rooms, accommodation, meals, refreshments, equipment
- **Participants:** publicity, joining instructions, their requirements (*transport, meals, accommodation, interpretation, translation, special facilities for disabled*), your meeting requirements (*instructions, preparation, programme outlines*)
- **Facilitators and speakers:** invitation, transport, materials, payment if appropriate, format of sessions, equipment and resources needed
- **Materials:** writing materials for participants, printing and collation of handouts etc, registration of participants, evaluation process

Activities

Choosing varied and interesting exercises and activities that relate to the local context helps to achieve your objectives and maximises participation. Effective ways include:

- **Group work:** mixing sizes, groupings, tasks
- **Visual aids and other multi-media resources:** increases learning, can overcome language and cultural barriers
- **Open-ended questions:** why, what, how?; encourages wider thinking
- **Practising skills / field work:** some people learn best from 'doing'
- **Action planning:** encouraging clear actions following the workshop

Stages in a Problem Solving Workshop:

1. **Set the scene** (clarify objectives; introductions; ice breaker)
2. **Define the problem** (what are all the issues and priorities for action?)
(what is already working well?)
3. **Identify causes** (why are these issues and problems?)
4. **Generate solutions** (how might you resolve the problem(s)?)
(how can you maximise what is working well?)
5. **Agree action** (who will do what, by when and how?)

Additional resources on All In Diary website:

Facilitating workshops, Seeds for Change 2012
Using questions in workshops, Seeds for Change 2009
Facilitation tools for meetings and workshops, Seeds for Change, 2010

Web links for further information

<http://www.mindtools.com/pages/article/RoleofAFacilitator.htm>
http://www.redr.org.uk/objects_store/training_competency_framework.pdf
<http://www.seedsforchange.org.uk/free/resources#grp>



A Facilitator's job is to make it easy.

A facilitator:

- is **objective** and neutral
- ensures **clear objectives**, and structure
- manages the **time**
- keeps an overview and focus on the **outcomes**
- ensures discussions are **relevant**
- **clarifies** everyone's understanding
- ensures **actions** are agreed and recorded

AND

- keeps the event **flowing**
- **listens** and observes to ensure everyone is participating
- creates **relaxed atmosphere** by setting the scene, and ice breakers
- manages the **pace**, suggesting breaks and allowing time for informal discussion
- encourages **participation, creative ideas** and **individual thinking** through use of questions, techniques and exercises

Humanitarian media

Adequate, appropriate and timely communication is key to the success of disaster mitigation, preparedness, response and recovery. Using a variety of media can maximise access to information, and opportunities for feedback.

Communication is essential **BEFORE** disasters (e.g. early warnings; disaster preparedness); **DURING** the emergency (what to do; where to go/not go; updates on threats; assessments; mobilisation of relief; public health campaigns); **AFTER** emergencies (e.g. coordination, access restrictions, lessons learnt)

Trends in Humanitarian Media

New technologies are developing all the time, and the humanitarian sector is working hard to find the most effective ways to embrace and use these advances, though it is important to ensure they do not exclude the affected population and in particular the most vulnerable groups.

Media	Uses	Limitations
Internet	<i>Dedicated websites with up-to-date information. Can be interactive. Access to wide range of information.</i>	<i>Many people still cannot access the web, or are not web literate.</i>
Call centres / Helplines	<i>Offer timely, accurate, practical information on where to find and access humanitarian services.</i>	<i>Needs resources –staffing, input and feedback from wide range of stakeholders.</i>
Cell phones and SMS	<i>Can be used in assessments, early warning, for technical information and updates. Can be 2-way to give and request information.</i>	<i>Needs access to phones, networks and literacy.</i>
Community radio	<i>Public service announcements. Particularly useful access for women. Transcripts in local languages</i>	<i>Access to radios can be limited/ reduced by disaster.</i>
Social networking	<i>Blogs, Facebook, Twitter, YouTube. Can be used for informal dissemination of information. Many organisations and clusters use these.</i>	<i>Informal. Problems of access, and lack of control over content. Focus on younger population.</i>
Email	<i>Useful for key stakeholders. Can be used to direct people to website. Personal approach.</i>	<i>Gathering email addresses; privacy; Information overload; keeping up-to-date addresses</i>

Use of traditional / indigenous media

Newspaper/ publications	<i>Particularly effective for disaster preparedness, public health campaigns, advocacy messages.</i>	<i>Audience needs to be literate. Need journalist.</i>
Leaflets / newsletters / posters / noticeboards	<i>Easy to produce and distribute in large numbers. Useful to inform, advise or update passing audience. Easy to set up. Useful for bold simple messages</i>	<i>Needs a distribution process. No guarantee it is read. How to grab attention of targeted audience? Not interactive. Limited amount of information.</i>
Video / CDs / DVDs	<i>Useful training tool. Can be entertaining /overcome illiteracy Can be interactive. Use visual and audio. Can include a lot of information. Easy to distribute.</i>	<i>Needs equipment to view. Can be too generic. Can take time to produce and updating difficult.</i>
Community networks	<i>Word of mouth tends to spread quickly. Use existing structures, leaders and meeting places</i>	<i>Can be exclusive. Messages open to misinterpretation.</i>
Story telling/ theatre/ games/ photos etc.	<i>Uses indigenous/ traditional methods to encourage exploration and learning. Strong learning tools for public health campaigns; disaster preparedness. Engaging, entertaining, inter-active.</i>	<i>Can be difficult to ensure message is clear. Need to be appropriate, and accurate. May still exclude some groups. Not appropriate for certain groups.</i>

In deciding which media to use, consider...

- What sources of information does your target audience normally use?
- What about subgroups (women and men, children etc.) as access may be variable?
- Can you use more than one media, to increase impact?
- What technological limits might apply? (electricity, printing, transport, computers, internet access)
- How much information would be most appropriate for this audience? Quality?
- How quickly does the information need to be communicated? What time do you have to prepare and develop?
- Is there a standard message for a mass audience?
- Do you need feedback?
- Do you need a permanent record?
- Does the message need regularly updating?
- How can the impact be monitored?



Keeping a photo library of your programme can help communicate your messages.

Additional resources on All In Diary website:

Towards a Code of Conduct for use of SMS in disasters, GSMA Disaster Response, 2013
Utilizing Community Media in a Digital Age, © WCCD, 2009
Successful Communication – A Toolkit for Researchers and Civil Society, © ODI, 2005, Hovland
Communications Planning for NGOs, CSOs, CBOs © IMPACS, 2006

Web links for further information

Updates on new technologies <http://www.iicd.org/>
Online communications training and toolkits:
<http://infoasaid.org/e-learning/course/start>
www.odi.org.uk/rapid/tools/toolkits/communication/tools.html
www.internews.org/global-issues/humanitarian-information
http://www.unicef.org/ceecis/BCC_full_pdf.pdf

Managing humanitarian personnel

Staff and volunteers are an essential resource in responding to emergencies. How personnel are managed, and investing in their development, impacts on their effectiveness.

People In Aid Code of Good Practice

This is an internationally recognised tool, and part of the Joint Standards Initiative (www.jointstandards.org) to help agencies **enhance the quality of their human resource management**. It can contribute to improved programme effectiveness and impact.

It is important to give consideration to how these principles can be practically applied at organisational and field level.

Key principles:

1. Human Resources Strategy

How can you ensure the right staff are recruited and deployed in the right time to meet programme objectives?

Do you have the resources to employ, manage, support and train them?

2. Staff Policies and Practices

Are your staff policies and practices in writing and understood by all?

Are they applied consistently to all staff and take into account relevant legal provisions and cultural norms?

Are they fair, effective and transparent?

3. Managing People

Do all staff have clear work objectives and performance standards?

Are managers trained and supported to manage well?

Are reporting lines clear?

4. Consultation and Communication

Are all staff informed and consulted on matters which affect their employment?

Do managers and staff understand how to communicate and participate?

5. Recruitment and Selection

Do your policies and practices aim to attract and select the widest pool of suitably qualified candidates?

Are your processes clear, fair and consistent?

6. Learning, Training and Development

Are all staff given induction and briefing?

Do staff know what training and development they can expect and are opportunities offered fairly?

7. Health, Safety and Security

The security, good health and safety of your staff are a prime responsibility of your organisation.

Do you have clear written policies?

Do they include assessment of security, travel and health risks and plans?

Are managers and staff clear and trained in their responsibilities?



Scaling up human resource capacity

Finding and preparing new personnel can be challenging and they need to 'hit the ground running'. Prepare to:

- include relevant staff capacity needs and recruitment plans in contingency planning;
- put 'emergency' recruitment and appointment procedures in place;
- assemble basic orientation and briefing materials;
- formalise handover between staff members;
- invest in developing capacity of junior staff;
- approach former staff or partners.

Working with volunteers

Volunteers can provide vital extra capacity and assist with programmes at community level,

- Manage volunteer recruitment in the same way as staff recruitment with clear terms of reference and a thorough interview process.
- Identify who will be responsible for managing volunteers.
- Make everyone in the organisation aware of volunteer roles and responsibilities.
- Ensure volunteers are fully briefed on their entitlement and working conditions.
- Ensure there are sufficient funds to cover volunteer activities e.g. transport, food.
- Motivating and retaining volunteers is just as important as for staff.

Additional resources on All In Diary website

People In Aid Code of Good Practice © 2003 People In Aid
Most Important Staffing Factors for Emergency Response, © 2006 ECB

Enhancing Quality in HR Management © 2004 People In Aid

Web links for further information

People In Aid website: <http://www.peopleinaid.org>

Emergency Capacity Building Programme (ECB):

<http://www.ecbproject.org/staff-capacity/staffcapacity>

CARE Academy: <http://www.careacademy.org/default.aspx>

Recruiting and selecting staff

Getting the right person, in the right place, at the right time, is crucial. Mistakes can be expensive and damaging to the reputation and activities of individuals and the organisation.

'Our policies and practices aim to attract and select a diverse workforce with the skills and capabilities to fulfil our requirements'.

Principle 5 the People In Aid Code of Good Practice

RECRUITMENT

Define the requirement Clarify the resourcing need and **what needs to be done**. Consider the **options** of redistributing tasks, training up current staff, short term contracts versus longer term; specialist versus generalist; local versus international; sharing recruitment with other organisations

Job description Prepare an outline of **broad responsibilities** involved in the job, and expected outcomes.

Person specification What skills, knowledge, experience, **competencies***, qualifications and personal qualities are **essential** to do the job? Avoid setting criteria which will **discriminate** against different backgrounds, religions, gender and be realistic about what is really needed to do the job. Consider how you will **assess** these.

Take legal advice Consult a local lawyer or access <http://natlex.ilo.org> before starting to recruit to ensure procedures, contracts and compensation & benefits are compliant with all applicable laws; or ask HR managers, or other organisations with experience in the area.

Advertising Avoid **discriminating** against some applicants by the choice of wording and where you place adverts. Give clear instructions and timing. Decide whether you will recruit internally before going external.

Consider best options to **encourage right people** to apply while discouraging too many inappropriate applications, e.g. *previous applicants, emails, notices, newspapers, local radio, word of mouth.*

Avoid poaching staff from local agencies or government.

Setting up HR forums so agencies can pool resources more effectively.

Applications A **standard application form** will help short-listing.

CVs are simpler and faster BUT:

- information is not standardised
- cultural differences can lead to misinterpretation

* **Competencies** focus on individual achievements which can be related to work performance. Even if a candidate may not have previous experience, they may have all the necessary technical and personal traits, or experience in another setting.

Additional resources on All In Diary website:

Managing Others, Pick up & go guide, © 2006 Oxfam Recruitment & Selection © 2008 People in Aid Recruitment & Selection Manual, J. Satterthwaite, 2007, VSO Humanitarian Competency Frameworks, cbha 2010

SELECTION

Short-listing

Assess applications on the basis of the competencies and requirements – watch for bias and discrimination.

Interviews

Create a good impression of your organisation. Consider the points under *Cross cultural interviews (see side bar)*.

- **Welcome** the candidate and put them at ease as they will tell you more if relaxed.
- **Ask open questions** to find out about their experience, skills, knowledge, and attitude. Ask similar questions to all candidates to ensure fairness and allow for comparison.
Avoid potentially discriminatory questions e.g. only asking female candidates who looks after your children.
- **Describe** the organisation and the job.
- **On closing**, agree the next steps.

Use open questions (*tell me about...how do you...why did you...talk me through...*).

Be aware of your own bias affecting how you rate a candidate – positively or negatively. Have at least two interviewers to get contrasting views and witness interview discussions.

Tests, checks and references

Ask candidates to:

- show you **evidence** of qualifications, examples of previous work.
- do a presentation, a case study, or tests.

References from previous employers can be a useful check but do ask for the candidate's permission and at what point references can be taken. If internal candidate, check performance reviews

Making a job offer

Prepare and send the necessary documentation (in the appropriate language) in accordance with local laws, and including, for signature, organisational Codes of Conduct, security procedures, protection policies etc.

Induction

A handover from the previous incumbent would be ideal, although this is not always possible. Planned induction ensures new staff members settle in and are productive quickly. Do ensure all members of the team are informed of the new team member.

Cross cultural interviews

Interviewing when participants belong to different cultures can bring additional challenges.

Here are some possible considerations to neutralise the impact of cultural differences:

ESTABLISHING RAPPORT

Take time to explain clearly the purpose of the interview and agree mutual goals – creating a cooperative climate.

FEELINGS and MOTIVES

Ask 'projective questions' if candidate is not used to talking about feeling and motives. e.g. ask them to describe a best friend or colleague and their reasons they admire them.

DEALING WITH STRESS

Ask candidates to describe their worst experience and how they behaved, to gain insight into how they deal with difficult situations.

STEREOTYPES and PREJUDICE

Be aware of your own prejudices about accent, appearance, etc.

ASSESSING BEHAVIOUR

Have a standard format to record questions and responses for all interviewees

Ask yourself at the end of the interview if certain behaviours could impact on the way the candidate performs the job or only taps into your personal prejudices.

Web links for further information

<http://www.peopleinaid.org/interactive/Wikis/MPE/Recruitment>
<http://www.aidworkers.net/?q=advice/humanresources/recruitment>
<http://www.peopleinaid.org/pool/files/international-recruitment-resource-sheet-final%281%29.pdf>
<http://www.peopleinaid.org/publications/goodjobdescription.aspx>

Briefing and handover

Briefings and handovers are crucial to the continuity of projects, and to ensuring the effectiveness of your team.

Whilst a **briefing** covers essential information on policies, procedures, broader context and job requirements, a **handover** focuses on continuity of work and passing on the day-to-day experience of the role.

"The worst scenario is being dropped in with no handover at all and receiving just rumours and opinions and at best a whistle stop tour". Richard Lorenz, Aid Workers Forum.

Briefing

Every incoming post holder can benefit from a briefing covering the basic areas of:

Physical orientation:

Where do I find people, resources, information? Where do I eat and sleep?

Organisational orientation:

Where do I fit into this organisation? What are the values and objectives of this organisation?

Health & Safety:

What are the safety and security procedures and concerns?

Terms and Conditions:

How will I be paid? What am I entitled to? What do I do if I have a problem?

Country orientation:

Background to the country and region? Nature and extent of the disaster, maps and plans.

Programme orientation:

What are the aims, objectives and deliverables; the funding; the progress; the challenges of this programme? What policies and procedures are used?

Job requirements:

What are my objectives and timescales? How will my performance be reviewed and evaluated? How does my role fit with others in the team?

Pre-departure briefing is often organised by headquarters, but a short telephone briefing from the field is helpful, and full briefing on arrival is essential.

Handover

The single most important source of information will be the job's predecessor. Failure to plan and organise handovers reduces programme effectiveness.

- *One hour at the airport is not enough but better than nothing*
- *One week working together would be ideal as it would allow introductions to staff and partners*

If a face to face debriefing is not possible, short, written hand-over notes, and files left in order are the absolute minimum.

In preparing to handover consider:

Current status of programmes:

finances and resources; plans and priorities; risks and contingencies; partners and key contacts with phone numbers, email and addresses.

Brief history to date:

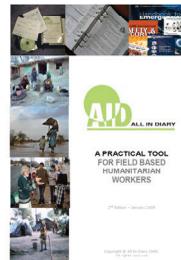
achievements, changes and lessons learnt, difficulties and constraints.

Priorities in coming weeks:

- *day-to-day activities and regular commitments, and contacts*
- *any ad hoc, one-off events*
- *on-going projects, supplies etc.*
- *any special duties e.g. chairing meetings*

General: *ways of working; best sources of information; living advice e.g. how and where to relax!*

Start compiling handover notes a few weeks before you leave – noting issues which will continue or arise in the future, then edit and add detail in your final few days.



Using the All In Diary as a handover tool.

Recording notes and information in this diary, provides a ready-made handover tool for your successor.

This can assist continuity, particularly in the early stages of disaster response.

Notes could include:

- Useful contacts
- Constraints and successful approaches to working in the local context
- Key decisions made in developing your project
- Key learning from activities to date
- Security, staff and logistical issues
- Meetings held and key outcomes
- Urgent follow ups and outstanding challenges
- General observations and suggestions
- Local working hours, holidays and seasonal activities
- Cultural considerations
- Local facilities

Additional resources on All In Diary website:
 Induction, Briefing and Handover Guidelines, © 2005 People In Aid;
 Handover checklist © 2007 People In Aid

Web links for further information
 Managing People in Emergencies wiki:
http://www.peopleinaid.org/interactive/Wikis/MPE/Briefing_and_handover

Personal security

Humanitarian work can involve a degree of insecurity. The security, good health and safety of staff are a prime responsibility of your organisation.

The following checklist covers some general issues you should think about and become knowledgeable of throughout your deployment.

TRAVEL

- Be aware **when** to wear seat belts (e.g. general travel) and **when not** to (e.g. in certain conflict zones)
- Slow down in vehicles. If you have drivers, insist they maintain safe but reasonable speeds. Do NOT stop for roadside accidents, suspicious check points or carry armed passengers e.g. police, soldiers.
- Ensure someone has a copy of your travel plan:
 - routes to be driven
 - planned stops
 - points of contact at stops
 - timeframe for trip
- Carry a copy of your passport, travel permits, organisational ID card and emergency cash
- Get a briefing on road and security conditions
- Take extra food, water, spares, etc.
- Regularly check in by radio/phone
- After each journey, debrief on the road and security conditions

HAZARDS

- Be aware of and report potential hazards and threats
- Assess need for protective clothing
- In lodgings, check door and window security, fire exits and any fire extinguishers, smoke detectors etc.
- Be aware of potential health issues for you and other team members
- Be aware of personal security issues and avoid areas of potential danger e.g. crowds, mined areas, factional border, riots, increase in criminal activity, shelling
- Use local people's knowledge to assess the level of threat
- Know location of secure areas and locations of team members

COMMUNICATIONS

- Be familiar with your organisational security plan
- Learn to use all comms equipment before you travel – phones, radio, sat phone, etc.
- Get briefing from person responsible for security in your team
- Establish a communications plan and tree:
 - Reporting or call-in procedures
 - Radio procedures and frequencies
 - Contact and backup systems
- Ensure everyone knows what to do at checkpoints, in event of an accident etc.
- Keep copies of plans and procedures in a safe but accessible place
- Share this plan with other teams
- Maintain a points-of-contact list (internal and external)

EVACUATION

- Be familiar with emergency evacuation plans:
 - coordination with embassies and NGO/UN security focal points;
 - shutdown procedures;
 - assembly points;
 - survival equipment and supplies (amount, location, access, comms);
 - transportation methods for evacuation (road, air, water);
 - evacuation points and routes (airport, border, specific road) marked on maps;
 - vehicles equipped and prepared for evacuation.
- Discuss or rehearse evacuation plan and review or update as necessary
- Check any medical emergency and medical evacuation plan
- List personal items to take/ leave in an emergency and location of those items



From RedR-IHE Personal Security in Emergencies training course

Think safety and security at all times

Be prepared:

- take advantage of any training in personal security and communications before your assignment
 - ask for information on security issues before signing your contract
 - brief yourself on the situation in the country or part of the country in which you will be working
 - obtain a security briefing on your arrival
 - identify specific threats
 - keep updated
 - avoid complacency
- If you are not comfortable about an assignment or trip – don't do it*

Additional resources on All In Diary website:

Safety and Security for national humanitarian workers © 2011 OCHA
 Be Safe, Be Secure: Security Guidelines for Women ©UNDSS 2006;
 Staying alive-safety and security guidelines for humanitarian volunteers in conflict areas, © ICRC, 2006

Web links for further information

UNOPS Basic Security in the Field-
https://training.dss.un.org/courses/v21/pages/dss_login_register.php
 General advice: <https://aidworkersecurity.org/>
<https://sites.google.com/site/ngosecurity/safety&securitymanuals>
<http://www.aidworkers.net/?q=advice/security>
 Article: <http://www.odihpn.org/report.asp?id=3118>

Personal planning and effectiveness

Working in emergencies is challenging. To maximise your effectiveness you need to find ways to stay motivated, confident and organised around the chaos.

4 ways to increase personal effectiveness

1. Understand what motivates and inspires you

What do you want to gain from this experience? How realistic is that? Focus on what's important to you and maintain a positive frame of mind. Stay in touch with family and friends by phone/email and carry photos/mementos.

2. Keep learning and improving yourself

What are your strengths and areas of development? How can you maintain a balance between hard work and achievement of objectives, and leisure and/or family? Develop skills of listening, empathy, clear communication and relaxation.

3. Get organised

Everything is urgent in emergencies, but an organised approach will help manage the most important priorities and minimise time wasting and stress. Develop a clear work plan and filing system. (see 'Time Management tips').

4. Maintain your health and fitness

A balanced diet, regular exercise and 6-8 hours sleep a day are key. (see 'Staying Healthy and Managing Stress' page.). Ensure regular Rest & Relaxation breaks.



Time Management

Work Faster

- Start and finish meetings on time
- Don't put things off
- Tackle important matters when you are most alert
- Set deadlines, and reassess only if the situation changes
- Concentrate on issues which are both urgent AND important

Work More Effectively

- Plan your work
- Set realistic priorities
- Make 'to do' lists
- Build thinking time into your day
- Take breaks through the day
- Plan meetings and phone calls
- Keep a neat desk
- Be patient
- Have a buddy to give you feedback

Do Less

- Delegate when and where necessary
- Be clear when requests are impossible
- Discourage unnecessary meetings
- Don't take on other people's problems
- Remember the 80:20 rule.....

80% of your work is done in 20% of your time

Personal planning for emergency assignments in the field

Before	<ul style="list-style-type: none"> • Consider how you will cope with conditions in the field – living in a tent; no privacy; poor sanitation; emergency rations; dealing with death and destruction; giving psychological support, etc? • Prepare your travel, health, finance, insurance, personal paperwork, luggage and other belongings. • Ensure a clear briefing from the organisation, clarifying your terms and conditions, where you will be working and who you will be working with. (see 'Briefing and Handover' page).
During	<ul style="list-style-type: none"> • Ensure clear briefings in the field including security briefing. • Clarify your tasks, expectations and reporting lines. • Set up your work space and communications – email address. Internet access, telephones, Skype, filing etc. • Get to know your team in the office and in the field. • Set up day-to-day living e.g. food, accommodation, transport, exercise, leisure. • Find out local medical, dental, banking, postal, telephone facilities. • Think about handover – what will you need to record and how?
After	<ul style="list-style-type: none"> • Ensure a debriefing and thorough medical check up is arranged. • Maintain contacts that are important to you. • Plan talking about your work to the public e.g. in meetings or press. • Give yourself time to adjust back to life and work

Adapted from Engineering In Emergencies, Jan Davis and Robert Lambert, 2003

Personal Contingency Planning

Plan ahead for future disasters. Prepare a checklist of equipment to have ready, whether it is an evacuation or staying at home with limited services:

- laptop; internet access; printer; cell phone; chargers; battery powered radio, full tank of gas
- back-up important business documents and keep safe and accessible
- keep personal documents safe and accessible – for identification and finances

Additional resources on All In Diary website:

Time management handouts, InTuition Consultancy, 2011
How to Make Time to Think, 3D HR, 2009

Web links for further information

<http://www.mindtools.com/fulltoolkit.htm>; General Tools & Tips
<http://www.businessballs.com/timemanagement.htm> Online guidance

Staying healthy and managing stress

Working post-disasters is inevitably stressful. However, poor health and high stress levels affect an individual's well being and can put others at risk.

Recognising stress

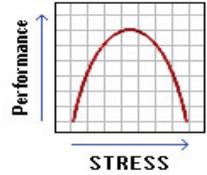
Stress can result from the accumulated strain of working too frequently or for too long in a difficult or frustrating environment such as an emergency situation. This ultimately leads to 'burn out'.

Acute stress disorder can be caused through witnessing or personal experience of trauma as may occur in the aftermath of a disaster.

Post traumatic stress disorder can emerge at least a month or longer after experiencing trauma or develop as a result of persistent acute stress.

Signs of acute stress may include the following:

Physical	Thinking	Emotional	Behavioural
Headaches/pains Nausea Fatigue Rapid heart rate Sweats / chills Trembling Nightmares	Bad concentration Poor memory Confusion Fast/slow reaction Poor decision-making Negative attitudes	Fear, anxiety Guilt, hopelessness Depression Resentment Anger, irritability Loss of humour Distant from others	Hyperactivity Dangerous driving Overwork Angry outbursts Argumentative Not caring for self



Balancing pressure and stress

Pressure is positive if effectively managed,

BUT...

too much pressure leads to stress, poor health and poor performance.

Tips for each day of disaster work

1. Get enough sleep
2. Get enough to eat and drink
3. Vary the work that you do
4. Do some light exercise
5. Do something pleasurable
6. Focus on what you did well
7. Take some time to think about what you learned today
8. Share a private joke, enjoy some humour
9. Pray, meditate or relax
10. Support a co-worker

Adapted from Wellness Briefing for Relief Workers – Save the Children, Haiti, 2010

Staying healthy and mitigating stress – advice for individuals

Humanitarian workers are at risk of becoming run down, stressed and prone to illness. You can mitigate these risks through simple measures:

- Develop a support system with 2-4 people to help out and check on each other from time to time.
- Encourage and support your co-workers.
- Take care of yourself physically by drinking lots of water, and eating small quantities of food frequently.
- Try some light exercise or stretching, and take regular breaks.
- Talk to one of your support people when you feel bothered by something.
- Limit alcohol and tobacco consumption.
- Stay in touch with family and friends.
- Recognise your limits and accept them.
- Try to be flexible and accept change.

Principles for managing stress - for humanitarian agencies

1. **Policy:** agency has a written and active policy to prevent or mitigate the effects of stress.
2. **Screening and assessing:** of capacity of staff to respond to and cope with anticipated stress in the role.
3. **Preparation and training:** pre-assignment in managing stress.
4. **Monitoring** stress levels amongst staff on an ongoing basis through 1:1s etc.
5. **Ongoing support** for staff to deal with their daily stresses.
6. **Crisis support and management** for specific culturally appropriate support for traumatic incidents or stressful periods of work.
7. **End of assignment support** – practical, emotional and culturally appropriate at the end of assignments or contracts.
8. **Post assignment support** - clear written policies for staff adversely affected..

Adapted from © Antares Foundation (2012) 'Managing stress in humanitarian workers'

Additional resources on All In Diary website:

Managing Stress in Humanitarian Workers – guidelines for good practice © 2012, Antares Foundation:
Managing Stress in the Field, © 2009, IFRC
How to manage leadership stress, © 2009 Center for Creative Leadership

Web links for further information

<http://www.headington-institute.org/default.aspx?tabid=2258>: Online training programme
<http://www.iamat.org/index.cfm> - Health advice

Team Working

Team work is the essence of humanitarian work. However, building a strong sense of team work is particularly challenging when there is a mix of professions, cultures, styles and expectations, and high turnover of staff.

Team effectiveness requires an atmosphere of....

Commitment – by all team members to a common goal. *How clear is your team's goal?*

Cooperation and collaboration – with team members working for and with each other, recognizing and sharing their skills and knowledge. *How clearly does your team understand each others' roles and responsibilities?*

Discussion and decision-making procedures - Decisions can be made either by i) the leader; ii) a selected minority of the team (e.g. those with expertise on the question); iii) a majority; or iv) the team can reach a consensus, in which everyone agrees to the decision to some degree. *How clear are your team members about what the team is expected to decide, how they will make the decision, and who will be accountable?*

Conflict management - Conflict is an inevitable ingredient of the decision-making process, but it can destroy the process if it is not managed correctly. Use these six steps to help your team work through its conflicts.

Step 1: Clarify and identify the cause of conflict, then try to understand each other's point of view.

Step 2: Find common goals on which all members can agree.

Step 3: Determine what the team's options are.

Step 4: Identify and remove barriers to consensus.

Step 5: Find a solution that everyone can accept.

Step 6: Make sure all parties understand what the solution means to them.

Open, honest, frequent communication - Successful teams develop effective communication processes - that means team members understand and employ the following communication skills, which engender trust and a sense of belonging in its members. *How effective are your team's communications?*

Core skills for building trust

- **Listening** – and understanding each other's points of view
- **Sacrifice** – being prepared to give and take
- **Sharing** – information, skills, resources
- **Communication** – open and honest, respectful
- **Language** – increase inclusion by agreeing a common language(s); avoid jargon; speak in a positive manner
- **Hard work and competence** – working for the team and not just themselves, and using everyone's skills
- **Persuade** – encourage everyone to exchange, defend and adapt their ideas

Regularly review how effectively your team feel they are working together – and adapt accordingly.

Additional resources on All In Diary website:

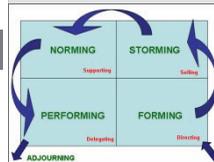
How to build trust in diverse teams, © Oxfam for ECB Project, 2007
Teams and Team Working, 2009
How to Build a Successful Team, 2009, People In Aid & Center for Creative Leadership

Web links for further information

How to Guides

<http://www.peopleinaid.org/resources/publications.aspx?category=How+To+Guides> -
<http://www.peopleinaid.org/pool/files/pubs/how-to-manage-conflict-with-colleagues.pdf>

Tuckman's Group Development model



Groups and teams go through well recognised stages: you need to encourage teams to move through them as quickly as possible.

Forming

- Early meetings; wary of sharing: *Need to get to know each other; clarify expectations*

Storming

- Start opening up; difference of opinions, challenges to leadership: *Need to manage conflict*

Norming

- Start to agree how to work together – establish rules, procedures, processes .e.g how to share information; how to handle disagreements, how to run meetings: *Need to ensure effective procedures*

Performing

- Comfortable, open, delegating tasks, different roles: *Need to maintain effectiveness*

Adjourning

- Group task ends: *Need to create a positive ending.*

Tuckman, Bruce W. (1965) 'Developmental sequence in small groups',

Learning and professional development

“It is the responsibility of each aid worker to become a good team-player and take the initiative to capture new knowledge generated by your work, and share your learning with your peers and successors”

– adapted from ALNAP, *Managing Learning at the Field Level in the Humanitarian Sector*

How you achieve this will depend on :

- particular knowledge, skills, or behaviour you want to develop
- level of knowledge, skill, or behaviour you already have
- your preferred learning style (*see People In Aid Information Note*)
- resources available (people, money, equipment, opportunity and time)

DIRECTED GROUP LEARNING
- formal structured training and learning in different sized groups

- **Training courses / Workshops** (short courses run internally or by others)
- **Briefings** (short inputs on specific issues)
- **Road shows** (short sessions in many locations)
- **Conferences** (large meeting for consultation or discussion)

SELF-DIRECTED GROUP LEARNING
- self-choosing groups where individuals learn from each other

- **Discussion forum** (in-person or electronic forum to exchange ideas, post questions, offer answers, offer help on relevant subjects)
- **Action learning sets** (regular meetings to explore solutions to real problems and decide action)
- **Communities of practice** (informal network of like-minded individuals sharing expertise)

Advantages	Disadvantages
<ul style="list-style-type: none"> - can target a wide audience - builds skills and knowledge - builds relationships and contacts - two-way exchange of information 	<ul style="list-style-type: none"> - the larger the numbers, the more general the content - takes time to plan - expensive to run

Advantages	Disadvantages
<ul style="list-style-type: none"> - real, live issues - action based - directly relevant - can be easy to arrange - useful for teams working on same site 	<ul style="list-style-type: none"> - coordination - continuity - can need skilled facilitation to ensure focus - seen as gimmicky

INDIVIDUAL LEARNING
- specific individual learning opportunities

- **Coaching / mentoring** (providing guidance, feedback and direction)
- **Shadowing** (following and observing experienced person)
- **Field visits** (visiting actual programme sites)
- **Practical demonstrations**
- **Placements/secondments** (temporary assignment in another organisation or another part of the same organisation)

SELF-MANAGED LEARNING
- individual actions learning in their own time

Self study:

- books, reports, downloadable resources
- CDs , videos, DVDs, podcasts
- distance learning
- e-learning

Personal reflection:

- Observing and listening
- Learning logs (written record of learning)

Advantages	Disadvantages
<ul style="list-style-type: none"> - very specific - on-going learning - focused on needs of the individual - practical learning 	<ul style="list-style-type: none"> - resource intense - time - can pass on bad habits

Advantages	Disadvantages
<ul style="list-style-type: none"> - written materials give standardised messages - can reach large audience - individual responsibility and motivation for learning 	<ul style="list-style-type: none"> - relies on individual motivation - written messages can be too general or misinterpreted - materials take time and expense to produce

Additional resources on All In Diary website:
Learning & Training Policy Guide © 2008 People in Aid The Humanitarian and Development Career Information Pack, Article 25, RIBA Education Dept., 2011
Key messages- 8th Review of Humanitarian Action © 2009 ALNAP at ODI

Web links for further information
General info: www.aidworkers.net; www.networklearning.org
<http://www.phapinternational.org/activities/professional-development-program/overview2> Distance learning courses: http://www.the-ecentre.net/resources/1-1-1_cfm
Training programme: <http://www.contextproject.org/>



ORGANISATIONAL LEARNING

In the rapidly changing environment of humanitarian action, organisations need to continually adapt and learn.

In addition to monitoring and evaluation (M&E) processes for your programme, you need to capture learning from your employees through:

Team Lessons Learned meetings or debriefings

Regular meetings to capture essential lessons – how the work has been performed and what has been achieved.

Personal debriefing

Asking individual to reflect on, and share, experiences - high points, low points, readjustments made and recommended changes.

Exit interviews

Interviewing staff just before they leave to gather candid views on the work, organisation, programme, management, etc.