



ALL IN DIARY



A PRACTICAL TOOL FOR FIELD BASED HUMANITARIAN WORKERS

3rd Edition – 2011

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Information pages – what to expect?



Chapter title

There are 7 Chapters

4.3 MANAGING HUMANITARIAN PROJECTS

Assessing needs and capacities

Subject title

There are 70 topics covered.

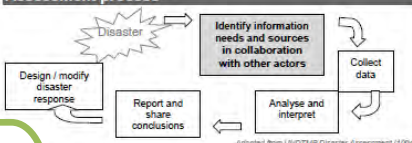
Timely, reliable and coordinated assessment is critical in targeting the most vulnerable, and avoiding gaps and duplication in response.

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, economic, political and security environment).

Involve 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 victims'.

Separate data by age, gender and vulnerability and check accuracy with alternative information sources.

Consider international humanitarian law and basic human rights.

Take account of the responsibilities of national and local authorities, and of international law, standards and guidelines in relation to international law.

Consider the underlying context, requirements of all associated sectors, and responses 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

Additional resources - each sector may have specific toolkits

Guidelines for assessment in emergencies © IFRC (2006)

An Introduction to Vulnerability and Capacity Assessment (IFRC) (2006)

Post disaster damage assessment and needs analysis, © ADPC (2000)

UNHCR Tool for Participatory Assessment and Operations © UNHCR (2005)

Web links for further information

<http://onatsource.org/infocentre/assessmenttools.html>

<http://www.unhcr.org/refugees/assessmenttools.html>

<http://www.unhcr.org/refugees/assessmenttools.html>

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

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

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3rd edition - 2011

Foreword

Welcome to the Third Edition of the All In Diary. The All In Diary is designed to provide you with up-to-date, clear, succinct pointers on topics across the humanitarian sector.

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

Since launching with an initial trial in 2006, the All In Diary has been continually adapted to incorporate feedback from field users. It is now available in seven languages and the content has been contextualised for three country-specific versions which have been widely distributed in Sri Lanka, Zimbabwe and, most recently in Pakistan.

We would like to acknowledge the continued support and encouragement that we have received from a wide range of organisations and individuals in making these achievements possible.

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

'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

'Using the information pages, we now have a self-development tool for capacity building with our local partners' – Save the Children

We welcome any comments and suggestions for future development of the All In Diary. You can do this at any time through our website www.allindiary.org



Linda Richardson



Gill Price

"Congratulations! This is one of the best things to happen to Humanitarian Workers globally. It is a very useful companion. I recommend this to all field workers." Umar Abdu Mairiga, Head of Nigerian Red Cross



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.

Use as a.....

Diary

to log appointments, record information, manage activities

Information

Resource

providing background information on good humanitarian practice and links to further resources.

Handover tool

recording notes and information for handing from one staff member to the next.

Evaluation and learning tool

recording notes and lessons learnt as your programme develops.

About the authors

Gill Price (Programme Management Consultant) and **Linda Richardson** (Learning & Development Consultant) work freelance and have broad experience from both the humanitarian and development sectors. They developed the concept after working together in Sri Lanka after the 2005 Tsunami.

Additional resources available on All In Diary website or CD:

In this section on each page you will find a reference to resources which can be found on the Resources section of the website www.allindiary.org or on the accompanying CD (if available).

Web links for further information

In this section on each page you will find references to useful internet sites. If you have internet access, these can be accessed by clicking on the link.

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The All In Diary has 7 key sections with inter-related information pages.
Additional resources can be downloaded from the Resources pages on www.allindiary.org

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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

OneWorld Country Guides - <http://uk.oneworld.net/guides/countries>

- Over 50 useful country guides.

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.

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.

One Response - www.oneresponse.info

- a collaborative inter-agency website designed to enhance humanitarian coordination within the cluster approach. The name of this website is however currently under review.

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

- a 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

- Provides accurate, up-to-date maps showing the locations of groups of affected people, passable routes, 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?*
- *What coordination mechanisms are in place for managing the response, e.g. Humanitarian Coordinator, Clusters?*
- *Which organisations and groups (international and local) are already established in country and what resources (human, material) do they have in responding to the disaster?*
- *What were the key issues facing the country just prior to the disaster?*
- *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.



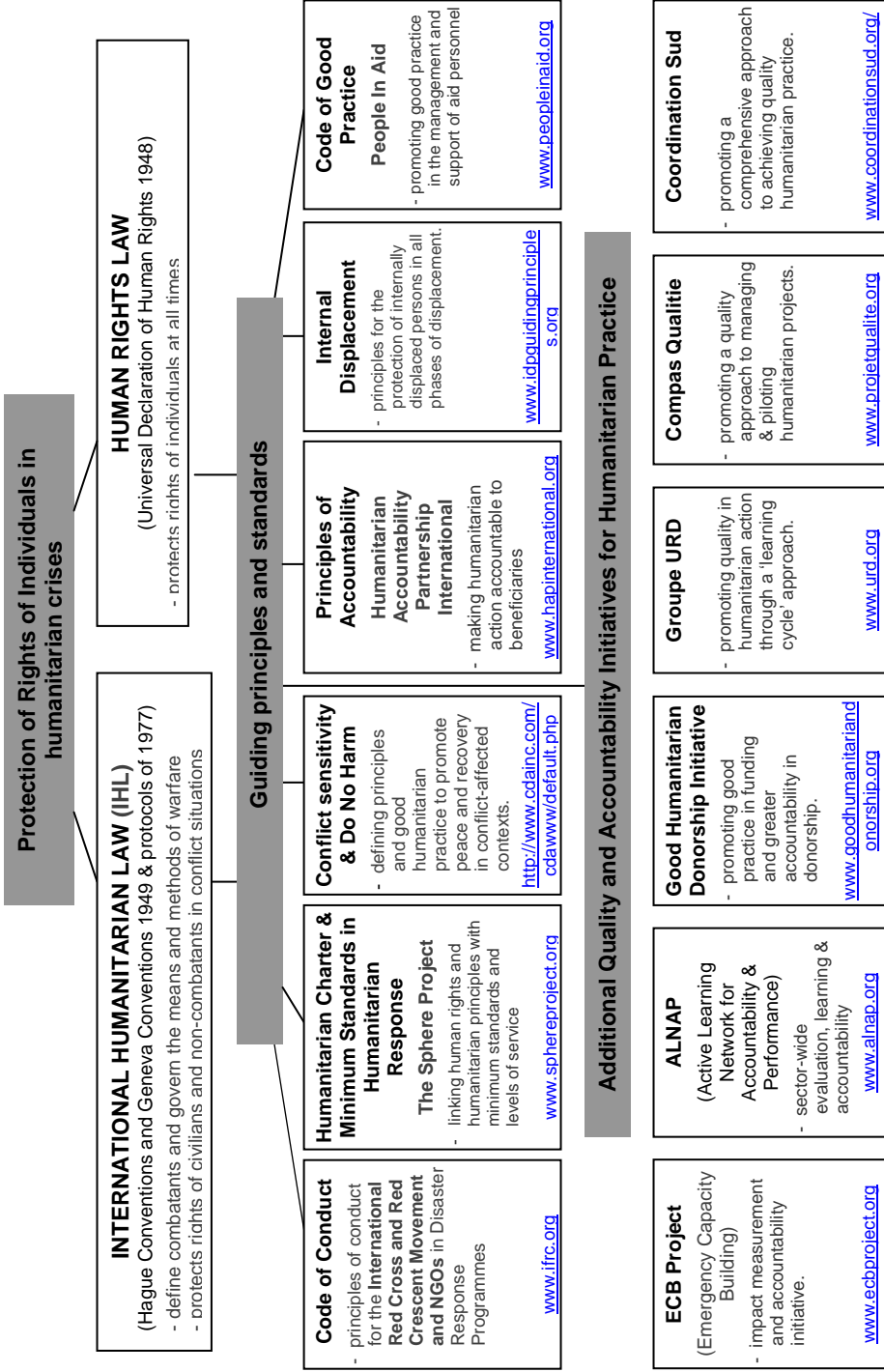
"The local level is where the impact of disasters is most felt and where risk reduction impact and results must be realized.

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



International humanitarian law

International Humanitarian Law (IHL)

- Regulates the actions and practices of state and non-state actors engaged in **war or armed conflict**.
- Comprises of 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. It recognises the dignity and equal rights of all human beings as the foundation of freedom, justice and peace throughout the world.

Rights-based approach (RBA)

Seeks to address economic/social needs through achievement of political/civil rights.

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
- 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

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** 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*

Additional resources on the All In Diary website or CD:

Disaster Management Ethics, © UN DMP (1997)

What is humanitarian law? © ICRC (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>

The 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.

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 2010 more than **472** organizations had signed the code.

Additional resources on All In Diary website or CD:

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/publicat/conduct/code.asp>



Humanitarian accountability

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

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** you are **responsible for** and who you are **accountable to**?
- **What** are your **responsibilities** and how are they being met?
- The **mechanisms** needed to ensure these responsibilities 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 for 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 complaint and redress process for beneficiaries and staff.

7. Implementing Partners

Commitment to implementing these principles, including through implementing partners.

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

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**

Additional resources on the All In Diary website or CD:

The 2010 HAP Standard in Accountability and Quality Management, © 2010 HAP International;
Principles of Accountability poster © 2010 HAP International
Listen First Framework © 2008 MANGO and Concern;
Accountability, Planning and Learning System © 2006 Action Aid

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>

Action Aid ALPS: <http://www.actionaid.org/main.aspx?PagelId=261>

Listening project:

http://www.cdainc.com/cdawww/project_profile.php?pid=LISTEN&pname=Listening%20Project



A conflict sensitive approach

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 / 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.

A conflict sensitive approach	How to achieve this
<ul style="list-style-type: none"> ▪ Understand the context you are operating in ▪ Understand the interaction between your programme and that context ▪ Apply this knowledge to avoid negative impacts (do no harm) and maximise positive impacts 	<ul style="list-style-type: none"> ▪ Carry out and regularly review a conflict analysis ▪ Link the 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

Conflict analysis

Analyse the context	Map other responses	Design your strategy
<ul style="list-style-type: none"> - Research country's history - Analyse security, political, economic and social issues - Identify conflict actors - Identify conflict trigger factors and possible outcomes, power of grievances and greed, and opportunities for peace 	<ul style="list-style-type: none"> - Identify interests and policies of international and local security, political, financial, social, and development agencies - Consider whether they are a cause of, or response to the conflict 	<ul style="list-style-type: none"> - Consider supporting a common approach - Adjust interventions in line with analysis - Support security, political, economic, and social reforms tackling the causes of conflict

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.

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

Widen and deepen dialogue while maintaining neutrality and impartiality.

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 or CD:

Goodhand, Vaux & Walke, Conducting conflict assessments © 2002 DFID; 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

Saferworld : <http://www.saferworld.co.uk/> ; International Alert: <http://www.international-alert.org> CDA publications <http://www.cdainc.com/cdawww/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' decision 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 a protection mandate (e.g. UNHCR, UNICEF, OHCHR, and ICRC).

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 or CD:

Handbook for the Protection of IDPs, © 2007 Global Protection Working Group;

Protecting persons affected by natural disasters, © 2006 IASC; UNHCR Handbook for Protection of Women and Girls © 2008 UNHCR

Web links for further information

Global Protection Cluster Working Group

<http://onerresponse.info/GlobalClusters/Protection/Pages/default.aspx>
<http://procaponline.unocha.org/index.aspx?module=viewpage&pageid=library> ProCap

Refugees and internally displaced persons

Rights and responsibilities

- People may be forced to flee or leave their homes due to natural or man-made disaster, general insecurity or violation of human rights.
- Those that do not cross an international border are defined by the UN as **INTERNALLY DISPLACED PERSONS (IDPS)**.
- Those that do cross an international border and are unable to return due to 'well-founded' fear of religious, ethnic or politically motivated violence or retribution are known as **REFUGEES**.
- 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 and IDP rights e.g. identity papers.
- All refugee groups differ and have differing needs and expectations which must be taken into account.
- Refugees have strengths and capacities on which to build disaster response, recovery and preparedness programming.



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 (CCCCM)
- 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: Women queuing for water, Abu Shouk, Darfur, Reuters*

Guiding principles on internal displacement

Based on UNHCHR Guiding Principles on Internal Displacement 1998 (E/CN.4/1998/53/Add.2)

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.

Additional resources on All In Diary website or CD:

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;
Protecting Refugees- field guide for NGOs © 2002 UNHCR

Web links for further information

UNHCR : <http://www.unhcr.org/publ.html>
IOM: <http://www.iom.int/iahia/Jahia/about-iom/lang/en>
Guiding principles on internal displacement:
<http://www.internal-displacement.org/>
Migration Law Database
<http://www.imldb.iom.int/section.do>

Child rights and protection

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

Child rights

- Children's rights include **freedom from abuse and neglect**, sexual exploitation, trafficking, abduction, torture, deprivation of liberty and other forms of maltreatment.
- Children have the right to **adequate food, water, shelter, and education**.
- Access to education** restores a sense of normality, reduces the risk of exploitation and offers a safe and protected environment for children to express their feelings. (see 'Education in Emergencies' page)
- They should also be able to play and grow up in a **safe and supportive environment**.

Exploitation and abuse in emergencies

- The risk of abuse increases as children become separated, suffer the effects of reduced household income, disrupted education and limited freedom.
- It is important to identify and support highly vulnerable children including separated children, orphans, those affected by HIV and AIDS, illness or disability.
- Care for separated children in the community is preferential to residential care where risks of abuse are greater. Agencies can cause separation by offering better care than families can manage.
- Abuse occurs due to lack of care or protection by adults, cultural norms and beliefs, actions driven by poverty, poor access to education.
- Abuse may be sexual, physical or emotional and include child labour, forced marriage, prostitution, pornography, sexual abuse or violence.
- Exploitation and abuse has a devastating, long term effect on children including physical harm, emotional trauma and social rejection.
- Governments, NGOs and the UN have a duty to protect children including mitigating the risk of abuse from their own staff e.g. humanitarian or community workers, partner organisations, peace-keepers and teachers.
- Children's vulnerability varies with age, gender, and disability.
- Child labour is a common form of exploitation with girls forced into domestic service and boys into hard physical labour.

Children and conflict

- 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.

Children and natural disasters

- 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, both in emergency and beyond.

Every child has the right to a normal childhood



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

- 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 and before political or commercial concerns.
- Children have the right to **participate** in decisions that affect them.
- All children have the right to **survival and to development**.
- All children have **equal rights**, regardless of age, sex, ethnicity, class, religion etc.

Additional resources on All In Diary website or CD:

Child Protection Information sheets © 2006 UNICEF
Psychosocial care and protection of children in emergencies © 2004 Save The Children

Web links for further information

Save the Children: www.savethechildren.org
UNICEF- Convention on the Rights of the Child
<http://www.unicef.org/crc/>

Gender equality in humanitarian action

International Humanitarian Law (IHL) aims to prevent and alleviate suffering without discrimination. It also recognises the differing risks, needs and capacities of men and women.

Consideration of gender and gender equality is important in humanitarian crises, particularly conflicts because men, women, girls and boys:

- react differently;
- have different needs, vulnerabilities, and concerns;
- face differing and heightened risks and changes to traditional roles e.g. coercion of men into conflict, violence against women and girls (e.g. sexual gender based violence SGBV, forced prostitution), women as sole provider, women and children used to shield combatants from attack.

Addressing gender equality in practice

- Employ a **gender balanced team**.
- Ensure **equal participation** of men and women in individual and group consultations and all aspects of humanitarian programming.
- Collect, analyse and report **data separated** by age and gender.
- Provide protection and assistance based on a reasonable **gender analysis** and ensure that one group does not benefit at the expense of another.
- **Minimise the risks** of sexual gender based violence or exploitation, physical violence, sexually transmitted infections or HIV and AIDS, illness/malnutrition particularly among pregnant and lactating women and children, anxiety and trauma e.g. through separation, discrimination, family responsibilities.
- Take measures to address the threat of abuse or exploitation of the affected population by **humanitarian staff, partners or other service providers**.
- Provide **equal access to education**, training/skills development, information.
- Make provision for the **differing needs** of, and threats to, men, women, boys and girls in the design of camps, shelter, water, and sanitation interventions.
- **Observe cultural and community practices**, and the differing needs and capacities of men, women, girls and boys in the selection of non-food items e.g. clothing, personal hygiene items.

Gender Analysis in humanitarian crises

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

- Put **women, men, boys and girls** at the centre of assessments.
- **Research the difference** in experiences, opinions, and participation of both women and men.
- **Understand the cultural context** e.g. power relations, gender roles and forms of association, workload.
- **Consult individually and collectively** with all affected groups, rather than limited key informants.
- Token activities are not an effective way to achieve equal assistance.

LEARN!

- how to integrate gender equality into humanitarian programmes
- practice gender analysis through a simulated humanitarian crisis
- through IASC's free e-learning gender course
<http://www.iasc-elearning.org/home/>



INTERNATIONAL INSTRUMENTS

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

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

Under **International Humanitarian Law**, special provisions for the protection of women cover:

- *sexual violence*
- *loss of liberty*
- *maternity and care of young children*
- *family ties preservation*

UNHCHR Guiding Principles on internal displacement pay particular attention to gender-related issues:

- *freedom from gender-related violence - rape, forced prostitution;*
- *freedom from slavery - sale, exploitation, forced marriage, child labour;*
- *non-discrimination and equality – economic and employment opportunities;*
- *full and equal participation;*
- *reproductive and psychological health care needs;*
- *respect of family life and reunification;*
- *right to personal identification and other documentation.*

Additional resources on the All In Diary web site or CD:

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 gender publications also in Arabic, French, Spanish, Bahasa:
<http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-common-default&sb=1>
Gender publications and advice:
http://www.gdnonline.org/wot_practical.htm
UNIFEM: <http://www.unwomen.org/>
<http://www.bridge.ids.ac.uk>

International humanitarian architecture

The government of a disaster-affected country has the primary role in organisation, coordination and implementation of assistance to humanitarian emergencies.

- In many humanitarian emergencies, **local communities and organizations are the first to respond** and provide assistance.
- Humanitarian agencies should **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.

"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

International Humanitarian Reform Process

Started in 2005 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 subsequent reforms aim 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.

Four pillars of humanitarian reform

Humanitarian Leadership

through the Humanitarian / Resident Coordinator

Humanitarian Financing

through Consolidated Appeals Process and Central Emergency Response Fund

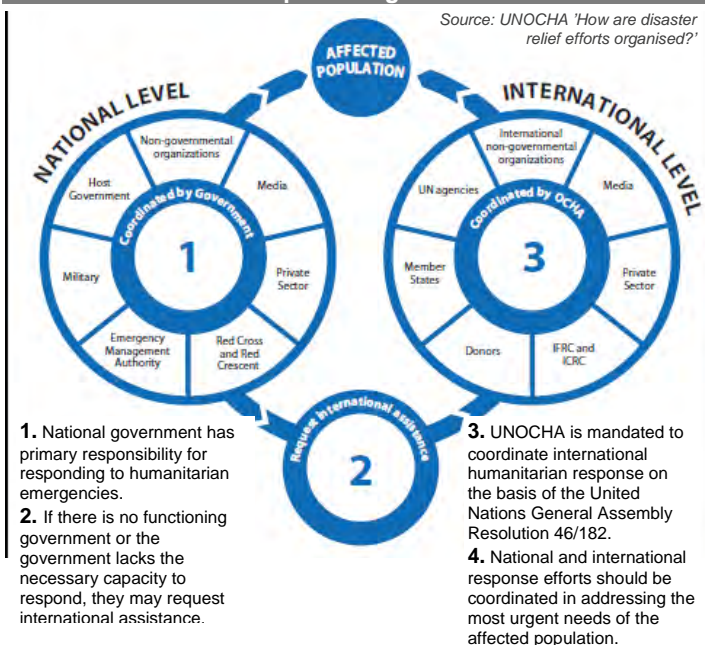
Humanitarian Coordination

supported through the Cluster Approach

Humanitarian Partnerships

closer collaboration between UN and non-UN agencies

How is humanitarian response organized?



Key humanitarian actors

Three 'families' of the humanitarian community - UN and international organizations, non-government organizations (NGOs) and 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 or CD:

OCHA Directory of humanitarian organisations:
<http://www.reliefweb.int/rw/rwc.nsl/doc202?OpenForm>

Web links for further information

Civil society: <http://esango.un.org/irene/index.html>
<http://ochaonline.un.org/>

The Cluster Approach

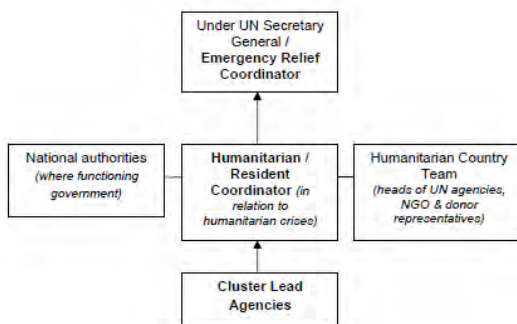
The Cluster Approach aims to strengthen predictability, capacity, coordination, accountability, and partnership in key sectors of humanitarian response.

It is based on 11 clusters, each with a designated global 'cluster lead agency'.

Clusters	Global Cluster Lead Agencies (CLAs)
Agriculture	FAO
Shelter	UNHCR (IDPs from conflict) International Federation of Red Cross & Red Crescent Societies (disasters) – 'Convenor'
Water, Sanitation Hygiene	UNICEF
Nutrition	UNICEF
Health	WHO
Education	UNICEF and Save the Children UK
Camp Coordination/Management	UNHCR (conflict generated disasters) IOM (natural disasters)
Early Recovery	UNDP
Protection	UNHCR (IDPs from conflict) UNHCR/OHCHR/UNICEF (natural disaster/civilians from conflict)
Emergency Telecommunications	OCHA WFP
Logistics	WFP
Cross cutting issue	Cross-cutting Issue Lead
Environment	UNEP
Gender	UNFPA/ WHO
HIV and AIDS	UNAIDS
Age	Help Age International

Cluster coordination structure

The United Nations **Office for the Coordination of Humanitarian Affairs (OCHA)** is mandated to coordinate international humanitarian response on the basis of the United Nations General Assembly Resolution 46/182.



At global level, Cluster Lead Agencies (CLAs) are accountable to the Emergency Relief Coordinator in UNOCHA. At country level, 'cluster leads' are accountable to the UNOCHA Humanitarian/Resident Coordinator (HC/RC) and need not necessarily be the same agency/organisation as the Global CLA for that cluster.

At global level:

Cluster lead agencies aim is to strengthen emergency preparedness and response capacity through skilled responders, material stockpiles, standard tools and methodologies, and sharing best practice.

At country level:

Cluster lead agencies aim is to ensure a more coherent and effective response by:

- supporting government coordination and response efforts;
- appointing 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.

Based on IASC Guidance Note On Using The Cluster Approach to Strengthen Humanitarian Response, 2006

Additional resources on All In Diary website or CD:

Guidance Note on Using The Cluster Approach to Strengthen Humanitarian Response, © IASC (2006); Operational Guidance on the 'Provider of Last Resort' © IASC (2008) Operational Guidance for Cluster Lead Agencies on working with National Authorities, © IASC (2009)

Web links for further information

Humanitarian Reform website - <http://ocha.unog.ch/humanitarianreform/Default.aspx?tabid=70>
Portal for clusters – <http://oneresponse.info/GlobalClusters/Pages/default.aspx>
General guidance: <http://www.clustercoordination.org>

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

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

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

WFP – World Food Programme

Principal 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

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 Movement

was founded to protect human life and health. 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) – provides coordination and leads international relief missions.

National Red Cross and Red Crescent Societies

Additional resources on All In Diary website or CD:

Basic Facts about the UN – Humanitarian Action, © United Nations (2004)
UN Dept of Information, Organisation Chart, © United Nations (2007)

Web links for further information

UN: <http://www.un.org/> and <http://www.unsystem.org/>
IASC: <http://www.humanitarianinfo.org/iasc/>;
<http://www.icva.ch>; <http://www.interaction.org/>;
<http://www.humanitarianinfo.org/iasc/pagelader.aspx?page=content-about-schr>
Red Cross Movement: <http://www.ifrc.org/>; <http://www.icrc.org/>

Civil military liaison

Shifting global politics and the scale and complexity of emergencies have contributed to increased military involvement in humanitarian response. Regular and effective liaison between humanitarian and military actors is essential in ensuring the needs and interests of the affected population are adequately addressed.

Humanitarian assistance has traditionally been carried out by UN agencies, the Red Cross Movement, NGOs, government and civil society.

It differs from **humanitarian interventions** which involve international military or peace keeping forces protecting civilians from insurgent or state-supported violence and aggression e.g. genocide, forced displacement. Key actors include:

- UN Department of Peace Keeping Operations (DPKO) e.g. UNMIS in Sudan
- NATO-led military forces e.g. in Afghanistan, Iraq

How humanitarian NGOs and military actors differ

Mandate, interest and values – NGOs stem from civil society: military actors 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 authoritarian structures.

*Informed by Groupe URD research:
Interaction between the humanitarian sector
and the military © 2007*

The Oslo Guidelines

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

- guides the use of MCDAs following natural, technological and environmental emergencies in **times of peace**
- framework to guide and improve effectiveness and efficiency 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)

- guides the use of international military and civil defence personnel, equipment, supplies and services in support of the United Nations (UN) humanitarian operations in **complex emergencies**.
- when these resources can be used
- how they should be employed, and
- how UN agencies and their implementing partners should interface, organize, and coordinate with international military forces with regard to the use of MCDAs.

Challenges of civil military engagement

- In complex emergencies there has traditionally been a **distinction between military and non-military operations**, reflecting the principle of **combatants and non-combatants**, as set out in humanitarian law.
- Nowadays **military forces are more involved in civil operations** such as providing relief and basic services to disaster-affected populations.
- Humanitarian agencies face operational challenges, e.g. physical access, threats to staff security, at times requiring the **support or protection of military forces**.

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.

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.*

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.

Additional resources on All In Diary website or CD:

Guidelines on the use of foreign military and civil defence assets in disaster relief – Oslo Guidelines, revision 1.1 November 2007; Guidelines on the Use of Military and Civil Defence Assets to Support United Nations Humanitarian Activities in Complex Emergencies, 2006

Web links for further information

DPKO: <http://www.un.org/en/peacekeeping/>
UN Civil Military Coordination:
<http://ochaonline.un.org/OCHAHome/AboutUs/Coordination/CivilMilitaryCoordination/tabid/1274/language/en-US/Default.aspx>

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
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
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
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

"The MDGs are too big to fail. We are ready to act, ready to deliver, and ready to make 2010 a year of results for people."
UN Secretary-General Ban Ki-moon

Renewed efforts are needed to achieve the MDGs:

- 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.

The ultimate goal, agreed by world leaders at the 1995 Social Summit, was the **elimination of absolute poverty**. This goal was reaffirmed at the Millennium Summit in 2001 which pledged to make the **"right to development a reality for everyone"**.

Understanding the factors that make poverty persist is vital in achieving the MDGs, and going beyond them.

Source: Development Initiatives

Additional resources on the All In Diary website or CD:
Millennium Development Goals Report, United Nations Department of Economic and Social Affairs, 2009

Web links for further information
<http://www.dfid.gov.uk/Global-Issues/Millennium-Development-Goals/>
MDG Toolkit - <http://www.civicus.org/mdg/title.htm>
Millennium Summit: <http://www.un.org/millenniumgoals/>



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 cornerstone of the Handbook - **the Humanitarian Charter**,*
- *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 and spells out three overarching principles based on legal and moral/ethical considerations:
 - **The right to life with dignity**
 - **The right to receive humanitarian assistance**
 - **The right to protection and security.**
- introduces the principles – during armed conflict – of impartiality, the distinction between civilians and combatants, proportionality, 'do no harm' and impartial relief, as well as 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	Assist and support affected people: <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.



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 and therefore, a right to assistance;*
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.

Additional resources on All In Diary website or CD:

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

Sphere Core Standards

How to use the Sphere standards

The 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 decision 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?

Meeting the standards

Where the standards 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

provides a framework:

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

Minimum Economic Recovery Standards

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

Livestock Emergency Guidelines and Standards (LEGS)

provide guidelines for livestock emergency interventions.

Additional resources on All In Diary website or CD:

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

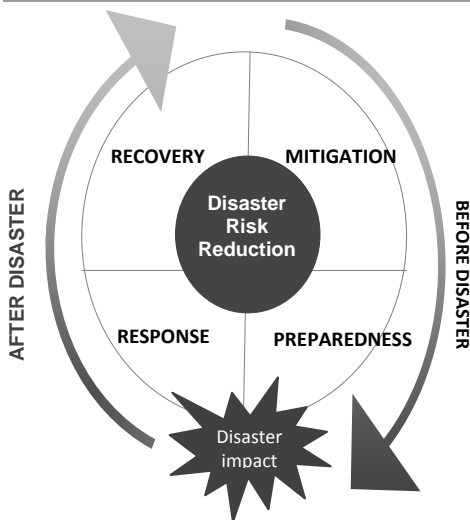
Web links for further information

<http://www.livestock-emergency.net/index.html>
<http://www.ineesite.org/toolkit/>
<http://www.seepnetwork.org/Pages/EconomicRecoveryStandards.aspx>

Sphere minimum standards

1. WATER SUPPLY, SANITATION AND HYGIENE PROMOTION		2. FOOD SECURITY AND NUTRITION		<div>Sphere cross-cutting themes</div> <div>highlight particular areas of concern and vulnerability.</div> <div>Children – protect from harm and ensure equitable access to basic services.</div> <div>Disaster risk reduction – systematically analyse and manage the causes of disasters.</div> <div>Environment - prevent over-exploitation, pollution and degradation and aim to secure the life-supporting functions.</div> <div>Gender – facilitate the different needs, vulnerabilities, interests, capacities and coping strategies of women and men, girls and boys.</div> <div>HIV and AIDS – address the vulnerabilities to those affected by HIV and AIDS and the risks to prevalence presented by disasters and conflict.</div> <div>Older people – identify and address the vulnerabilities of older people and recognize their vital contribution to rehabilitation / recovery.</div> <div>People with disabilities – address the needs and disproportionate risks faced by this highly diverse population and build on opportunities for better inclusion.</div> <div>Psychosocial support – organise locally appropriate mental health and psychosocial support that promotes self-help, coping and resilience.</div> <div>These issues are detailed individually within the All In Diary.</div>
Minimum standards		Minimum standards		
WASH	1. WASH programme design and implementation	Food security & nutrition assessment	1. Food security 2. Nutrition	
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 – 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	
Vector control	1. Individual and family protection 2. Physical, chemical and environmental protection measures 3. Chemical control safety		Cash / voucher transfers	
Solid waste	1. Collection and disposal	Food security	1.General food security	
		Food security - Livelihoods	1. Primary production 2. Income and employment 3. Access to markets	
Drainage	1. Drainage work			
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	
		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	
The Protection Principles and Core Standards must be used consistently with these minimum standards. It is also important to adhere to local and national standards and guidelines where possible.		Injury	1. Injury care	
		Mental health	1. Mental health care	
		Non-communicable diseases	1. of non-communicable diseases	
Additional resources on All In Diary website or CD: 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 Disaster Cycle



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

Link between disaster phases

- Consider all phases of the disaster cycle to link short term humanitarian activity with longer term recovery needs.
- Take measures to reduce disaster risk at every phase, where possible.
- 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.
- Only 'life-saving' activities are likely to be funded in the response phase.

Emergency contexts

Complex emergencies

- Complex emergencies involve some form of conflict, which is often politically motivated.
- They may be characterized as 'slow-onset' but there can be rapid escalation in a crisis and frequent repetition between the **response** and **recovery** phases due to intermittent periods of peace, minor and major violence.
- The **response** phase may involve acute conflict and chronic instability/ fragility, followed by post-war restoration in the **recovery** phase.

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.

- Careful consideration needs to be given to conflict sensitivities, reaching the most vulnerable and civil military liaison needs.

Natural disasters

- 'Natural disasters' occur due to natural hazards such as earthquakes, floods, cyclones, etc.
- They may be 'sudden' or 'slow onset' emergencies
- Some locations and populations are more vulnerable due to their geography, degree of poverty, environmental degradation, etc.
- There is a strong focus on 'recovery' and a return to 'normal life'.
- All forms of disaster leave those affected more vulnerable to the impact of subsequent natural or man-made hazards.

Additional resource on the All In Diary web site or CD:
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 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 back better'** e.g. safer houses, 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.



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

Additional resources on All In Diary website or CD:

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.htm
http://www.hewsworld.org/home_page/default.asp
<http://www.climatecentre.org/site/early-warning-early-action>
Disaster Management tools: <http://www.adpc.net>
<http://www.careemergencytoolkit.org>



Reducing disaster risk

How are disasters caused?

“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

- **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.
- **Hazards** are potential threats which may be natural e.g. hurricanes or earthquakes, or human-made e.g. industrial accidents, war, civil conflict.
- **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.

Hazard + Vulnerability = Disaster

Capacity

Hazard

Progression of vulnerability >

Underlying causes :
Poverty
Exclusion
Limited resources

Dynamic pressures :
Limited capacities
Population
Globalisation
Environment

Unsafe conditions :
Physical location
Fragile livelihoods
Public order

DISASTER
(Vulnerability + Hazard) / Capacity = Disaster

Trigger events:
Earthquake
Drought
Flooding
Conflict
Hurricane

Adapted from UN DMTP (1992) Overview of disaster management

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 the risk of disaster

Disaster risk is the chance of negative consequences when a natural or man-made **hazard** affects **vulnerable** people or locations. Reduce risks 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** of risks;
- **Developing 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, land-use and urban planning.
- **Early warning systems** e.g. forecasting, public alerts

Disaster Risk Reduction (DRR)

Identifies strategies to minimize vulnerabilities and disaster risks in a given population to avoid (*prevent*) or limit (*mitigate and prepare for*) the negative impacts of hazards, within the context of sustainable development

Who carries out DRR?

- National authorities
- International and regional organisations and institutions
- Civil society; volunteers and community based organisations

Additional resources on All In Diary web site or CD:

Participatory Vulnerability Analysis – guide for field workers, © 2005 Action Aid
Hyogo Framework for Action (fact sheet), © 2007 ISDR
Community Based Disaster Risk Management – field practitioners handbook, © 2004 ADPC
Guidelines for Reducing Flood Losses, © 2002 UNISDR
Critical guidelines: community-based disaster risk management © 2006 ADPC

Web links for further information:

Benfield Hazard Research Centre
<http://www.abuhrc.org/Pages/index.aspx>
Reducing disaster risks – resources
<http://www.preventionconsortium.org/?pageid=18>
<http://www.preventionweb.net/english/>

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.

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**.

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.*

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 to address:

- *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?*

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

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

Additional resources on the All In Diary website or CD:

Inter-Agency Contingency Planning Guidelines for Humanitarian Assistance © 2007 IASC
Emergency Preparedness and Contingency Planning © Global Crisis Solutions
Disaster response and contingency guidance © 2007 IFRC

Web links for further information

<http://ocha.unog.ch/drptoolkit/PCContingencyPlanning.html>

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
Temperature:  <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.
More rainfall:  <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.
Less rainfall:  <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.
Storms:  <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.
Sea levels:  <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** (adopted in 2005) commits industrialized countries to reduce greenhouse gas (GHG) emissions in line with agreed and binding targets.

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.

Additional Resources on the All In Diary website or CD:

Climate Guide, © 2007 Red Cross/Red Crescent Climate Centre;
 Humanitarian Implications of Climate Change, © 2008 CARE International;
 Climate Vulnerability and Capacity Analysis Handbook © 2009 CARE International;
 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
 Community based adaptation toolkit:
<http://www.careclimatechange.org/>

Environmental concerns in disasters

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

Threats during response....	Threats to early recovery....
<ul style="list-style-type: none"> ▪ To life – through hazardous chemicals, infrastructure e.g. dams, nuclear plants ▪ To health– through toxic waste and short and long term impacts 	<ul style="list-style-type: none"> ▪ To livelihoods – damage to forests, soil, pastures, wetlands, reefs ▪ 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 ▪ Getting expert guidance in assessments, material selection and project design
WASH	<i>Damage to aquifers; water contamination from sewage; poor rehabilitation of wells; 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; 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 or CD:
 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, © 2006 UNHCR, CARE,

Web links for further information

Resources: www.encapafrika.org
 UN Environment programme: www.unep.org
 WHO Health Care waste: www.healthcarewaste.org

Hazards which threaten the environment

Floods

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

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

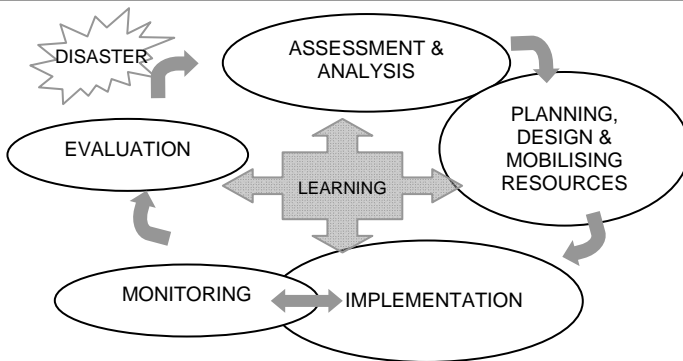
- hazardous materials
- hail or snow
- disease
- volcanoes

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.

Project cycle management



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.

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

A successful project manager needs to.....

*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.*

Manage scope	Project size, goals and requirements (time and money). Avoid overlaps. A 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 or CD:

Project Cycle Management Guidelines, © EC EuropeAid Cooperation Office (2004)
Project Cycle Management, Guidance Note 5, © Provention (2007)
Project Cycle Management and Logical Framework Toolkit © GB Equal Support Unit

Web links for further information

FAO Project Cycle Management Technical Guide:
<http://www.fao.org/sd/seaga/downloads/En/projecten.pdf>
NGO Manager Library:
http://www.ngomanager.org/dcd/3_Performance_Management/Project_Management/

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
- **Who** is doing, **What**, **Where**, **When** (4W)
- Contacts and meeting schedules
- Ongoing assessment of needs, risks, capacities and gap analysis
- Reports: situation (sitreps), progress etc.
- Pre-disaster information and baselines
- National plans, policies, standards, legal requirements (e.g. employment)
- Supply chain and budgetary information

Useful information sources

- Affected population
- Government reports and agencies
- Local & 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

Additional resources on All In Diary website or CD:

Information Management and Communication in emergencies, © PAHO, 2009
 'Where's My House?', Improving communication with beneficiaries, © UNDP, 2005
 Knowledge Sharing Facilitators Guide, © IDRC, 2010

Web links for further information

OCHA IM Toolbox: <http://oneresponse.info/resources/imtoolbox/Pages/default.aspx>
 Innovative projects: <http://www.nethope.org/about/us/>
<http://www.datadyne.org/>
 Geocoding: <http://www.developmentgateway.org/>

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- often set up by UNOCHA - <http://oneresponse.info/Countries/Pages/default.aspx>
- Google applications: calendars, Google Earth; G-mail
- SMS / Text messaging <http://www.frontlinesms.com/>
- File sharing: www.dropbox.com ; www.box.net
- Mapping products: <http://www.mapaction.org/about.html> ; <http://www.cartong.org/g/index.php?lang=en>

Assessing needs and capacities

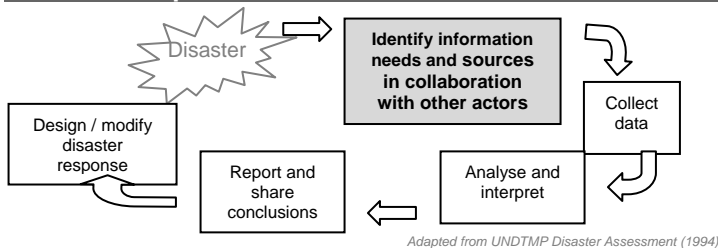
Timely, reliable and coordinated assessment is critical in targeting the most vulnerable, and avoiding gaps and duplication in response.

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

- Use **standardised** assessment procedures and tools, and ensure transparency in analysis and communication of findings to those affected.
- Assessment considers **all sectors** (protection, WASH, nutrition, food, shelter, health), and the social, economic, political and security environment.
- Consult** and include responses of local and national authorities and others.
- Identify **local capacities** and involve those affected to ensure relevance of assessment information, strengthening of disaster response and preparedness capacity and reduced risk of treating those affected as 'passive victims'.
- Collect **data separated** by age, gender and vulnerability and check accuracy through alternative information sources.
- Reflect **international humanitarian law** and basic human rights.
- Take account of the **responsibilities** of national and local authorities, and of national law, standards and guidelines in relation to international law
- Consider the **underlying context**, requirements of all associated sectors, and the response of other agencies.
- Share information** to enable rapid response and effective coordination.
- Consider **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

Additional resources:- each sector may have specific toolkits

Guidelines for assessment in emergencies © IFRC (2008)
 An introduction to Vulnerability and Capacity Assessment IFRC (2006)
 Post disaster damage assessment and needs analysis , © ADPC (2000)
 UNHCR Tool for Participatory Assessment in Operations © UNHCR (2006)

Web links for further information

<http://onerresponse.info/resources/imtoolbox/Pages/Assessments.aspx> UNOCHA Toolkit
http://www.oxfam.org.uk/resources/learning/humanitarian/fast/assessment_tools.html - Tools

Types of Assessment

for Rapid Onset Emergencies

RAPID – in first days/week

DETAILED – in first month

CONTINUAL – to monitor operations

Assessment Quick tips

Assessments are not easy – if possible get experienced help.

Is an assessment needed?

- assessments need time, money and staff to collect and analyse data
- ask if you really need this information, and is 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 Response website

Targeting and distribution of goods

All projects involving the distribution of relief items* should include 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 is part of the **Project Design** process and will draw on information gathered in **Assessment of the needs, capacities, risks and vulnerabilities** of the affected population.

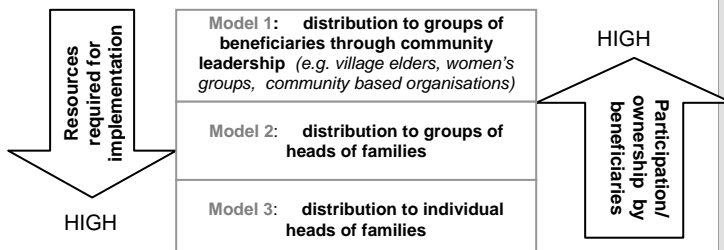
Particular attention should be given to adopting mechanisms which build on existing capacities and support the restoration and development of existing services, e.g. education, markets and livelihood opportunities. (See *Sphere Project Core Standard 4 'Design and Response'* for further guidance)

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

Adapted from: Counting and Identification of Beneficiary Populations in Emergency Operations, Good Practice Review 5 © 1997 ODI

Mechanisms for distributing food and non-food aid items



Commodity Distribution, copyright 1997 UNHCR

The most appropriate of these models can be selected depending on:

- the situation, location and numbers involved
- resources available to support distribution e.g. trained staff, storage
- level of responsibility that affected communities / refugees can take
- extent of existing organised groups or community structures

Key points:

- Ensure thorough analysis of vulnerability, risks and needs.
- Ensure data is disaggregated by age, gender etc and relevance and validity of indicators for targeting goods.
- Involve those affected including 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 or CD:

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

Web links for further information

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

Logical Framework Analysis (LFA)

A log frame is a simple table which identifies the logical relationship between essential elements of a project.

This ensures that the project is well designed, described objectively, can be monitored and evaluated and is clearly structured.

It is a framework used by many donors.

Top Tips

- Start working on your log frame when you begin planning the project.
- Include all stakeholders in the development of the LFA.
- Develop a **problem tree**, then turn the problems into objectives.
- Find a mentor with experience of writing log frames who can offer advice and assistance.
- If you get stuck, don't panic - move on to the next stage and come back to the tricky bit later.
- Work in pencil so you can erase things and make amendments easily.
- Use a large sheet of paper with plenty of room for 'thinking', then reduce to A4 later.
- Keep reflecting and revising until you are satisfied that the project is workable and the log frame is clearly logical!
- Use the log frame as the basis of funding applications and then throughout the project lifecycle to track progress and adapt to changing situations.

Log frame matrix			
Project structure	Indicators	Means of verification (MOV)	Assumptions (and risks)
Goal	- of achievement of the goal	- Sources of information to verify indicators	
Purpose	- 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?		
The log frame is not designed to show every detail of the project – it is simply a convenient and logical summary of the key factors			

HOW TO DEVELOP A LOGICAL FRAMEWORK

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 or CD:

Logical Framework Analysis, © BOND, 2003
Log Frame Handbook, © World Bank, 2001
Conceptual Design, Log Frame Guidelines, PowerPoint

Web links for further information

<http://www.fundsfornqos.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 Approach' 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.

- A clear organisational strategy is needed to communicate **who you are, what you do, and why**. Consider what makes your organisation unique.
- **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 and sustainability.
- 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!'

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

Additional resources on All In Diary website or CD:

A guide to fundraising, © Networklearning (2008);
VSO Fundraising Guide for NGOs, © J. Bradshaw (2003);
Capacity Building for local NGOs – A guidance manual for good practice, © Progressio (2005)

Web links for further information

http://www.ngomanager.org/dcd/4_Managing_Finances/Fundraising/
Library of resources
<http://ochaonline.un.org/AppealsFunding/FinancialTracking/tabid/2665/language/en-US/Default.aspx> - Financial tracking service:



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... 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 Analysis** (see *pages*) provide the basic information for proposals.

Each donor may have its own framework but generally includes:

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

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 or CD:

Project Proposal Writing, © Regional Environmental Center for Central and Eastern Europe, 2003
Writing a proposal, © CIVICUS 2007,

Web links for further information

<http://www.fundsforngos.org/how-to-write-a-proposal/introduction-to-proposal-writing#ixzz180CD2emM>
<http://www.scn.org/cmp/modules/res-prp.htm> - Proposals for Funding
<http://www.ngguides.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?*
- *Have clear accounting and accountability?*
- *Aim to mobilise and develop the capacity of the beneficiaries?*

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.



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, Network Learning.

Additional resources on All In Diary website or CD:

Project budgeting, John Cammack © BOND (2010);
MANGOs Health Check, v3 © MANGO (2009)
NGO Financial Management Pocket Guide © Bristol Myers-Squibb Foundation (2003)

Web links for further information

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

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.*

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*

Most significant change (MSC)

- *story telling*

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

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, connectedness, coherence, coverage, efficiency, effectiveness and impact (OECD-DAC 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.

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.

Additional resources on All In Diary website or CD:

Impact measurement and accountability in emergencies – Good Enough Guide, © ECB Project (2007); Monitoring and Evaluation-How to Guide, © BOND, (2010); Data Collection-Developing a Survey, © Innovation Network 2006; Impact Assessment, © Sightsavers International, 2008; Monitoring and Evaluating Learning Networks © INTRAC 2010; Evaluating humanitarian action using the OECD-DAC criteria © ALNAP 2006; Real-time evaluations of humanitarian action (pilot version) © ALNAP 2009

Web links for further information

http://www.oxfam.org.uk/what_we_do/resources/downloads/Good_Enough_Guide.pdf
<http://www.alnap.org/resources/studies/evaluation.aspx>
<http://www.eldis.org/go/topics/resource-guides/manuals-and-toolkits/monitoring-and-evaluation> - Manuals and Toolkits

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 problem:** *explain what the problem is, why the problem 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

Additional resources on All In Diary website or CD:

Report Writing – a Take Away Guide, © Multi-media publishing,
Writing effectively and powerfully, © CIVICUS (2007)

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
Reporting skills handbook: <http://www.reportingskills.org/>
<http://www.civicus.org/toolkits/communications-and-media>

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?*

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 to which it could be transferred?
- How will the activity be transferred?
- Are there performance specifications to be maintained?
- How will it be funded?
- How will it be monitored?
- What is the role of the affected population in managing or monitoring the process?
- How will this role be supported?
- What is the role of the government authorities?
- Does the successor organisation have the necessary capacity?
- Which assets need to be retained by your organisation and which can be transferred to a successor?

Source: Aid Workers Network

Additional resources on All In Diary website or CD:

What we know about exit strategies, Practical guidance for developing exit strategies in the field, © C –SAFE, developed by Alison Gardner, Kara Greenbolt and erika Joubert, (2005).

Exit strategy for humanitarian actors in complex emergencies, IASC, 2005

Web links for further information

Article-Learning about Exist Strategies in Southern Africa

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

WHO guidelines

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



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 the Cluster Approach
- **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.

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, 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 or CD:

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
Partnership in Clusters, © 2007 IASC

Web links for further information

Global Humanitarian Platform;
<http://www.globalhumanitarianplatform.org/pop.html#prom>
Partnership toolkits :
<http://www.bond.org.uk/pages/monitoring-and-evaluation.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	Risks
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> - 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, 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 or CD:

Advocacy in Action, © International HIV/AIDS Alliance, 2008
 How and Why of Advocacy © BOND Guidance Notes, 2005
 Online Social Networking and NGOs, © Joanna Mosham, 2009
 Dealing with the media, Seeds of Change, 2009
 NGO Public Relations: Media and Advocacy, Iraqi Women's Education Institute, 2006

Web links for further information

CARE Tools and Guidelines:
<http://www.care.org/getinvolved/advocacy/tools.asp>
 SAVE online module:
<http://www.savethechildren.net/arc/foundation/advocacy.html>
<http://www.thefreelibrary.com/Session+4%3A+Developing+an+advocacy+strategy.-a0193834920>

Advocacy and the media

If influencing public opinion is 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?

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	Probability	Impact	Risk (P x I = R)
List all the possible threats to safety and security e.g. car crash; crossfire	Rate the likelihood of this happening 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 Probability 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, 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 or CD:
Safety & Security Handbook © 2004 Care International
Generic Security Guide for humanitarian agencies © 2004 ECHO
Guidelines on Humanitarian Negotiations with Armed Groups, © OCHA (2006)
Operational Security in Violent Environments, Good Practice Review 8 (revised) © ODI 2010

Web links for further information
Resources: <http://www.securitymanagementinitiative.org/>
Security training resources: <http://www.redr.org/redr/support/resources/trainersResources/index.htm>
European inter-agency security forum: <http://www.eisf.eu/about/>

Acceptance

Security Strategies

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.

- 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

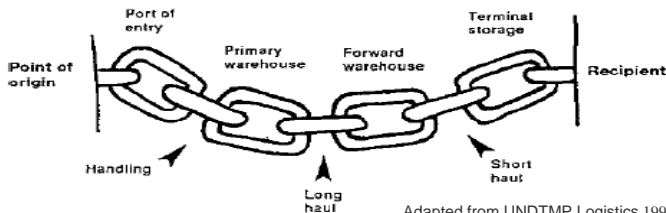
Organising logistics

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 the supply chain across functions (e.g. programmes)

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

WFP is the lead agency for the **Logistics Cluster**

Additional resources on All In Diary website or CD:

Logistics Operations Guide (LOG) © 2007 UNJLC
 Online Offline Logistics Operations Guide (LOG) – click: <http://log.logcluster.org/>

Web links for further information

Advice : <http://www.aidworkers.net/?q=advice/logistics>
 Logistics Cluster: <http://www.logcluster.org/> WFP: <http://www.wfp.org/logistics>
 Specification and stockpiling of emergency goods: www.ifrc.org/emergency-items
<http://www.humanitarianinfo.org/stockmap/Client/ItemsSearch/Search.aspx?t=97b3BJPhyTfISFdPeA5YVEmtzvlc/vTIQPh75PdHWw=>
 Training support: www.logisticslearningalliance.com

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 (road, air, rail, sea/river) and appropriate vehicle requirements (aircraft, boats, lorries, cars, motorbikes, bicycles). - 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



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*

Additional resources on the All In Diary web site or CD:

Introduction to Transaid's Transport Management System Manual © 2008 Transaid
Fleet Safety Guide © 2008 Fleet Forum

Web links for further information

Transport management expertise:
http://www.movingtheworld.org/fleet_management; <http://www.transaid.org/>
<http://www.fleetforum.org/>; <http://www.ethicalcargo.org/>
Transport management training and tools:
<http://www.redr.org/redr/resources/trainersResources/mod13.pdf>
<http://www.aidworkers.net/?q=advice/logistics/logistics-resources>

Mapping and GIS

**Relief assistance in the wrong place is no help at all.
Sharing spatial ('where') information is essential 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

- In the field, check if there is a UN **On-site Operational Coordination Centre (OSOCC)** - it will usually have a mapping service.
- **Reliefweb**, Global Disaster Alert and Coordination System (GDACS) and other sites publish free situation maps. **UNOSAT** publishes maps from satellite images.
- 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° 15' 00" W** or **-10.250 deg** (called decimal degrees). Other coordinate systems include **UTM** (see *Additional resources below*).
- 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.

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.
- 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 the All In Diary website or CD:

GPS for Emergencies, © 2007 MapAction
Field Guide for Humanitarian Mapping © 2009 MapAction
Geoinformation for Disaster and Risk Management © 2010
JBGIS and UNOOSA

Web links for further information

Mapping resources/support: www.mapaction.org
Map Centre: www.reliefweb.org
GIS and Mapping software: www.esri.com ;
<http://maptoaround.org.au>



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.

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

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 people normally 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.



Photo: Irin News

Food security interventions

- Food aid
- Institutional and school feeding programmes
- Food or cash for work schemes
- Distribution of seeds, tools, fertiliser
- Home based care and food aid for people living with HIV/AIDS
- Irrigation & small scale agricultural production
- Livestock support programmes
- Microfinance and income generation
- Vocational training and education

Reducing vulnerability and risk of disaster is essential to food security

Additional resources on All In Diary web site or CD:
 Emergency Food Security Analysis Handbook © 2009 WFP
 Emergency Food Security Assessment Technical brief 6: Initial
 Emergency Food Security Assessment © 2009 WFP

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>

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.
- 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*).

Vulnerability to malnutrition	Measures to prevent and correct malnutrition
<p>Is governed by:</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 Asia has the highest rates of acute malnutrition, is particularly prone to natural disaster and has historically suffered the most severe famines. 	<ul style="list-style-type: none"> 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: <i>general food distribution, emergency school feeding, food-for-work, supplementary feeding, micronutrient fortification of food, food supplementation and therapeutic care.</i> Non-food responses include: <i>support for livelihoods, infant and young child feeding and health interventions.</i>

Nutrition and food aid

Food aid remains the dominant form of response to nutrition emergencies. Care is needed to ensure that it does not undermine local markets and livelihoods.

- Use *general food rations to bridge the gap between the food requirements and available food resources of the affected population.*
- Ensure that food items are appropriate and acceptable to recipients, fit for human consumption, and able to be used efficiently at household level.
- Make allowance for the safe transport, storage and preparation of food at household and community level.

Additional resources on All In Diary web site or CD:

Targeting Food Aid in Emergencies, © 2004 ENN
Measuring and Interpreting Malnutrition and Mortality © 2005 WFP/CDC
Toolkit for Addressing Nutrition in Emergencies, © 2008 Global Nutrition Cluster
Infant and Young Child Feeding in Emergencies © 2007 ENN
Community-based management of Severe Acute Malnutrition, © 2007 WHO, WFP, UNSSCN, UNICEF

Training materials for nutrition in emergencies

Harmonised training package:

http://www.unscn.org/en/gnc_http/howto-http.php#howtousehp

Introduction to nutrition in emergencies:

<http://www.enonline.net/resources/762>

Web links for further information

Emergency Nutrition Network: <http://www.enonline.net/>
Standing Committee on Nutrition: <http://www.unscn.org>
Food & Nutrition Technical Assistance: <http://www.fantaproject.org/>
<http://www.nutritionworks.org.uk/>



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**
 - use of **Sphere standards** (see Sphere minimum standards page)
 - use of **coordination mechanisms** including the **Nutrition Cluster** (led by UNICEF)
 - more effective **lesson-learning**
- Page content drawn from the UNSCN harmonised training package

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 the 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.thehnts.org/>

Additional resources on All In Diary website or CD::

Communicable Disease Control in Emergencies – A Field Manual © 2005 World Health Organisation
First Aid in Armed Conflicts and other situations of violence © 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://devserver.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#hiv
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:

- the type and availability of sources e.g. boreholes, open 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.

Ground water sources and gravity flow supplies e.g. from springs are preferable as they require **minimal treatment or pumping**. The **environmental impact** on 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 or CD::

Technical notes on Drinking-water, Sanitation and Hygiene in Emergencies © 2011 WHO
House, S.J. and Reed, R.A., Emergency water sources: guidelines for selection and treatment © 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 (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. (see also 'Health Services' 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 or CD:~

Technical notes on Drinking-water, Sanitation and Hygiene in Emergencies © 2011 WHO
Excreta disposal for people with disabilities in emergencies © 2006 Oxfam
Management of Dead Bodies after disasters © 2006 PAHO

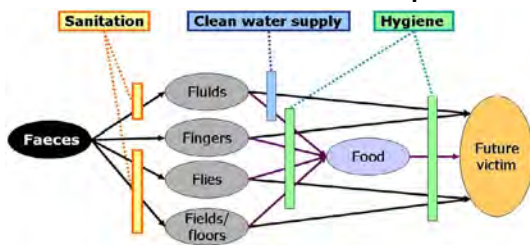
Web links for further information

Int. Year of Sanitation <http://esa.un.org/iys/emergency.shtml>
Technical notes:
http://wedc.lboro.ac.uk/knowledge/notes_emergencies.html
Technical support: <http://www.watersanitationhygiene.org/>



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.



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

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.

A Coordinated Water Sanitation Hygiene (WASH) Response

Hygiene promotion is vital to a successful WASH response. It involves ensuring that people make the best use of the water, sanitation and hygiene-enabling facilities and services provided AND ensuring 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.

From The Sphere Project Handbook 2011

'There is little point in providing toilets if they are not used, or providing clean water at the source if this is then contaminated in the household.'

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."*

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

For tools and approaches see:

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

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

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

Additional resources on All In Diary website or CD:

Hygiene Promotion in Emergencies Briefing Paper, WASH Cluster HP Project, (2007);
Behaviour Change Communication Principles for Emergencies – A Toolkit, © 2006 UNICEF;
Hygiene Promotion in Emergencies, Technical Brief 10.4 © 2011 WHO

Web links for further information:

Training modules etc.
<http://oneresponse.info/GlobalClusters/Water%20Sanitation%20Hygiene/Pages/HygienePromotion.aspx>
Toolkit – Hygiene and Sanitation in Schools
<http://www.schoolsanitation.org/>

Settlement in emergencies

Natural disasters and conflicts force people to flee their homes. Temporary or permanent resettlement is then needed to facilitate assistance to, and ensure adequate protection of, those affected.

Resettlement options

- | | |
|---|--|
| <ul style="list-style-type: none"> - staying with host families (friends, relatives or other families) - repairing damaged property or building shelter on own land | <ul style="list-style-type: none"> - living in shared buildings (school, temples) - setting up tented camps - setting up camps or settlements with single or multiple family shelters |
|---|--|

Staying with host families or resettlement of people on their own land is the best option. Camps or temporary settlements should be a last resort.

If temporary settlement is necessary:

- Involve representatives of displaced populations and host communities in the settlement planning process.
- Settle locally displaced populations on sites that are suitable for permanent resettlement to enable a prompt return to normal life.
- Ensure there is clear understanding and appropriate written agreements between government representatives, land owners, displaced populations and host communities over mutual entitlements, responsibilities and land access or ownership rights.
- Maintain regular contact and coordinate with coordinating bodies such as the Camp Management Camp Coordination (CCCM) cluster, government and other agencies involved in the provision of basic services e.g. Health, Water, Sanitation, Education

Site identification

Identifying an appropriate site and reaching the necessary agreements can be time consuming and needs to be considered as an early priority bearing in mind:

- Impact on host community and ability to absorb refugees or IDPs;
- Sensitivity of host communities to new groups, e.g. religion, culture, impact on their resources, and livelihoods;
- Security and protection of all, e.g. proximity to conflict or borders
- Security and protection needs of women, children, elderly, risk of sexual gender based violence (SGBV);
- Access to basic services e.g. water, sanitation, schools, health, religious, recreational, and community facilities;
- Access to land, markets, and means of making a living;
- Access to natural resources e.g. for fuel, construction;
- Communications and freedom of movement e.g. roads, bridges;
- Restoration of family or localised community groups.
- Vulnerability to future disasters e.g. flooding, landslides, spread of disease

Site surveys

Suitability of proposed land is assessed through a site survey detailing:

- | | |
|---|---|
| <ul style="list-style-type: none"> - Size of site and accessibility - Location and proximity to hazards - Site topography, natural drainage - Soil type | <ul style="list-style-type: none"> - Water sources and water quality - Vegetation, natural resources & fuels - Ecology and culture - Environmental impact |
|---|---|

Disaster impact on urban settlements.

Urban settlements can be severely affected due to their:

- scale
- density
- dependence on economic systems and livelihood strategies
- limited natural resource availability
- heightened governance and public expectations
- presence of large informal settlements
- risk of crime, insecurity and complex emergencies
- potential for secondary impacts on rural or regional producers

Urban areas can suffer greater damage due to the complex, inter-dependent social, environmental, and economic systems.

- Social and medical services collapse.
- Long-standing problems in educational access and quality become especially acute
- Local economies cease to function.
- Cultural resources disappear.

Additional resources on All In Diary web site or CD:

Transitional settlement and reconstruction after natural disasters, © 2008 United Nations.
Plastic Sheet – a guide to specification and use © 2007 ICRC/Oxfam Intl
Camp Management Toolkit © 2008 Norwegian Refugee Council

Web links for further information

Shelter Centre: www.sheltercentre.org
ALNAP learning from urban disasters: <http://www.alnap.org/pool/files/alnap-prevention-lessons-urban.pdf>



Shelter in emergencies

A planned and coordinated approach to shelter, settlement* and non-food items is critical following an emergency to facilitate the provision of safe, secure and appropriate living conditions and a enable the resumption of livelihoods and day-to-day living.

**See 'Settlement in emergencies' page for additional information related to settlements*

Why is shelter important?

Shelter is not just a structure – it is a habitable living space – **a home** that protects, preserves and supports recovery. The different needs of affected households for **safety, privacy, physical protection** and **maintaining their livelihoods** should be addressed in ways which are **appropriate to the context and available resources**.

Shelter options

For displaced and non-displaced populations shelter options can include:

- provision of expert **advice on shelter design** and **safe building techniques**;
- distribution of **tents** or **shelter materials** and/or **tool kits** to repair damaged houses or build transitional shelters;
- provision of **cash or tokens** to buy materials and pay for labour;
- shelter **construction by local contractors** when affected households/groups are unable to undertake the work themselves.

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 (NFI)

NFIs are distributed throughout all phases of an emergency until longer term solutions are achieved. **Priorities and levels of assistance** are best agreed in consultation with disaster-affected households, host communities whose needs and vulnerabilities should also be taken into account, relevant government agencies, operational agencies and coordinating bodies such as the Emergency Shelter Cluster.

A continuous and **coordinated process of assessment, monitoring and evaluation** is important as NFI needs can change over the period of response.

Additional resources on All In Diary web site or CD:

Shelter after disaster: strategies for transitional settlement and reconstruction, © 2010 Shelter Centre
Shelter Projects 2009, © 2010 UN Habitat and IFRC

Web links for further information

Shelter Centre Library - <http://www.shelterlibrary.org>
Shelter Cluster – <http://www.sheltercluster.org>
Guidelines on using timber - <http://humanitarianitimb.org>

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*

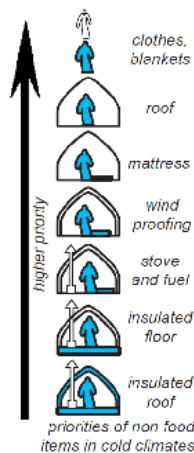
Targeting

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



Source: Selecting NFIs for Shelter, IASC Emergency Shelter Cluster 2008

Education in emergencies

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

What is education in emergencies?

Education is critical for all children 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 in refugee or IDP camps 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. Facilitating education in emergencies provides a life saving and sustaining role in:

- Ensuring physical **protection for children** against the risks of sexual or economic abuse or recruitment in fighting or criminal groups.
- Enabling **psychological recovery** for children through offering a sense of normality, stability and hope after the trauma of 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 to **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 Breijng refugee camp, Eastern Chad, 2005.

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

These standards aim 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 page 2.8 'Sphere Minimum Standards - Technical'

Additional resources on All In Diary web site or CD:

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

Education in Emergencies: Including Everyone

INEE pocket guide to inclusive education
Book: *How to include children with disabilities in emergency education*



INEE

Inclusive education:

- acknowledges all children can learn

- acknowledges and respects differences in age, gender, ethnicity, language, disability, HIV and TB status etc.

- enables education 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](#).

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>

Livelihoods and making a living

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

- Disasters expose households and communities to **extreme shocks and stresses** that threaten the security of their livelihoods.
- HIV and disease **affect the capacity of individuals** to make a living and the social networks and associations that sustain livelihoods and trade.
- Droughts, flooding, pests and animal disease **destroy the natural environment and material assets** that people rely on for their living.
- Conflicts lead to **loss of land and assets, destruction of physical infrastructure** (roads, communications etc) and break down of social support structures.
- Many people survive the immediate effects of disaster, but with depleted assets and capacity to cope, they are **more vulnerable to future threats**.
- 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:

- the activities, assets and capabilities used at household level to make a living;*
- the market systems and supporting services which enable these livelihoods e.g. access to farm inputs, financial services, infrastructure, communications;*
- the 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
Context – economic, environmental, political, historical, social, cultural.	Review of government documents, baseline data, statistics, research, evaluations.
Livelihood assets – human, social, financial, natural, physical capital.	Wealth ranking, surveys, key informant / household interviews, transects.
Institutional/organisational influence – government, civil society.	Venn diagrams, stakeholder mapping and analysis.
Livelihood security strategies – production, financing, processing, exchange, marketing and links within the market chain, trade-offs.	Calendars, focus group discussions, transects, flow diagrams, participatory market chain mapping
Livelihood security outcomes – nutrition levels, environmental protection, skills development.	Surveys, baseline data, ranking

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 'Food Security' page) Cash token or transfer schemes | <ul style="list-style-type: none"> Alternative energy and rainwater harvesting 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 |
|---|--|



Cash schemes

Cash token/ transfers can be effective in sustaining livelihoods, particularly in urban disasters. They:

- can be provided quickly
- facilitate personal choice
- support local markets and services
- reduce the pressure to sell assets for survival
- assist to re-establish livelihoods and production
- may need to be supported by other interventions e.g. training, transport infrastructure, market development
- need careful monitoring and control

Livestock

- Protecting/restocking livestock is key to food and livelihood security particularly in arid or semi-arid regions prone to disaster.
- Poor programme design can undermine existing capacity and services, contributing to livelihood insecurity.
- LEGS (Livelihood Emergency Guidelines and Standards) is a set of international standards and guidelines for livestock emergency interventions.

Additional resources on All In Diary web site or CD:

Household Livelihoods Security Assessment – toolkit for practitioners © 2002 CARE;
 Gender and Livelihoods in Emergencies, © 2006 IASC;
 Making the case for cash © 2006 Oxfam Briefing Note;
 Guidelines for cash transfer programming © 2007 ICRC and IFRC;
 Livestock Emergency Guidelines and Standards (LEGS) © 2009 LEGS project
 Minimum Economic Recovery Standards © 2010 The SEEP Network

Web links for further information

Sustainable livelihoods toolkit:
http://www.livelihoods.org/info/info_toolbox.html
 Marketing Mapping and Analysis toolkit:
<http://practicalaction.org/emergency-market-mapping-and-analysis-emma>
 Various sites: www.ifpri.org, www.fao.org;
<http://www.agromisa.org/>, <http://www.seepnetwork.org>
<http://www.livestock-emergency.net/index.html>

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; expected greetings before any exchange.

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 or intimate family issues may be seen as 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.

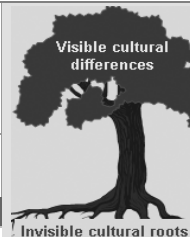
Adapted from ©2003 A. J. Schuler, Psy.D. www.SchulerSolutions.com

Additional resources available on All In Diary website or CD:

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 programme (2003)

Web links for further information

<http://www.kwintessential.co.uk/cultural-services/articles/culture-teams.html>



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.

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

Enabling 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 details of their application in the project cycle – see the [ALNAP Participation Handbook under Web links](#).

Mapping	Explains how people see their area in relation to physical, social and economic land marks, risks and opportunities.
Seasonal activity calendar	Explains seasonal actions of affected population to enable effective planning and highlight likely constraints to implementation.
Stakeholder / interaction analysis	Identifies different groups (inc. marginalised) and their roles, responsibilities, interests, power / influence and coordination.
Wealth ranking	Indicates the evolution & distribution of wealth / social status.
Capacities / vulnerability analysis	Enables groups to identify and understand their own weaknesses, capacities and vulnerabilities.
Committees for food-for work or cash- for- work	Enables communities to take an active role in management and implementation of programme activities.

Additional Resources available on All In Diary website or CD:
 Accountability to beneficiaries – a practical checklist, v2 © 2010 MANGO
 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 - Participation Handbook 2009
www.INTRAC.org : INTRAC resources



Accountability to Beneficiaries

1. Providing information

- Background information
- Reports and updates
- Ways to get involved

2. Representing the vulnerable

- Identify the most vulnerable and marginalised
- Identify appropriate representatives
- Design your activities to allow involvement

3. Making decisions

- Include in 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 nor those that 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

- Physical disability, depression, feelings of worthlessness, loss of control, social withdrawal, frustration, anger, and loss of skills are all likely signs of loss of psychosocial well being.
- These reactions will depend on the nature and scale of the disaster or conflict; the culture, values, individual impacts on those affected; the pre-existing situation, and the available resources and capacities to support recovery.
- More severe psychiatric conditions may emerge including severe depression, psychosis, danger to self or others, mania, and epilepsy. However, many of those with urgent psychiatric complaints will have a pre-existing condition.

Core principles for interventions

- Human rights and dignity:** promote rights and equity; protect individuals
- Participation:** encourage those resilient enough to participate in relief efforts
- Do No Harm:** avoid potential risks e.g. encouraging dependency
- Build on available resources and capacities:** use local assets and self-help
- Integrated support systems:** avoid stand-alone services
- 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.
- Involve communities in the design and re-establishment of religious, social and community facilities and events.
- Allow time for ceremonious 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



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

Additional resources available on All In Diary website or CD:
Mental Health and Psychosocial Support in Humanitarian Emergencies © 2010 IASC

Guidelines on Mental Health: checklist for field use © 2008 IASC
Psychosocial intervention in complex emergencies – A conceptual framework © 2003 The Psychosocial Working Group

Web links for further information:

WHO http://www.who.int/mental_health/emergencies/en/index.html
IFRC Community-based Psychosocial Support Training - <http://www.ifrc.org/what/health/psycholog/manual.asp>
IMC Mental Health in Complex Emergencies: <http://www.internationalmedicalcorps.org/Document.Doc?id=25>



HIV and AIDS in emergencies

Displacement, vulnerability, and food insecurity resulting from disasters, increase the risk of HIV infection, and increase vulnerability among those already affected.

Disasters can impact on HIV and AIDS through:

- Increasing the risk of transmission
- Reducing peoples' resilience to cope with the disease and / or the disaster
- Disrupting access to health and HIV and AIDS related treatment and services
- Population movements and presence of foreign workers.

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 **sexual gender based violence (SGBV)**, 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.

Refer to www.aidsandemergencies.org

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 (PLHIV), and 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 (PLHIV) 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 available on All In Diary website or CD:

Guidelines for addressing HIV interventions in emergency settings, © IASC and Action Framework 2010
Learning Package on HIV/Aids interventions in emergencies ©2005 IASC
Educational responses to HIV and AIDS for refugees and internally displaced persons, © UNESCO / UNHCR 2007

Web links for further information

HIV in humanitarian situations:
<http://www.aidsandemergencies.org/cms/>
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* are one of the most vulnerable groups in emergencies, and need equal access to vital services. They can also play invaluable, active roles in response and recovery efforts.

Vulnerable older people fall into several categories:

- Isolated single older people who are frail or disabled
- Isolated older couples where one or both partners are disabled
- Isolated older people living with young dependants
- Isolated older people living in non-supporting families

Vulnerability and threats to older people

Threats	Impact
<ul style="list-style-type: none"> ▪ Left behind as families move away ▪ Destruction of families and communities undermines support networks ▪ Lack of family tracing services for adults ▪ Discrimination and lack of consultation ▪ Age specific issues not understood or prioritised in humanitarian responses – chronic health problems, mobility and psychosocial needs 	<ul style="list-style-type: none"> ▪ Targets for bandits or those seeking retaliation ▪ Unable to be resettled or return home, so institutionalised and neglected ▪ Lack of 'visibility', loss of status, so not consulted ▪ Physically less able to secure food, water, fuel and access to services or escape from unsafe situations ▪ Serious abuses, such as rape, prostitution, theft and confinement of older people go unseen and unchallenged ▪ 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

Guidelines for action

Locate older people - through records, checks, 'outreach', communities.

Consultation - include older people in needs and capacities assessments; decision-making bodies; special interest groups; establish two-way communication.

Basic needs - ensure access to shelter, fuel, culturally acceptable and appropriate clothing, food, cooking utensils; extra blankets or clothes for warmth; health services, water, sanitation.

Mobility - develop outreach and home visiting into assessment, programmes and monitoring; 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; link with supportive families; raise awareness of risks of abuse, theft, intimidation.

Recognise and support the contributions of older people - recognise role as carers. (see side-bar)

Independence | Participation | Care | Self fulfilment | Dignity

UN Principles for social and civil practice towards older people, 1991

Additional resources available on All In Diary website or CD:

Older people in disasters and humanitarian crises: Guidelines for best practice, © HelpAge International/UNHCR, 2000
The loss of the middle ground: impact of crises and HIV and AIDS on 'skipped generation' households, © ODI Project Briefing No 33, 2009
Humanitarian Action and older persons, © IASC, 2008

Web links for further information

HelpAge International <http://www.helpage.org/>
Study on financing for older people:
<http://www.hapinternational.org/pool/files/hai-humanitarian-finance-executive-summary-nov-2010.pdf>



Research shows older people have a significant range of coping strategies and contributions to make:

- 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 disasters and humanitarian crises, HelpAge, 2000

** Older people as defined by the UN is persons over 60*

People with disabilities (PWDs)

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 disabled friendly.
- Specific techniques for rescue and evacuation of 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 funding for active participation of members of the disability community e.g. for attendance at meetings and policy making initiatives at all levels

Additional resources available on All In Diary website or CD:

Training Manual for inclusion of disability in disaster response © SMRC, 2005

How to include Disability Issues in Disaster Management, Handicap International, 2005

Impact of Disaster on Disabled Women, Reena Mohanty, 2005

Web links for further information

Global Partnership for Disability and Development:

<http://www.gpdd-online.org/>

Disability and Disasters, IFRC, 2007, Ch4

<http://www.ifrc.org/Docs/pubs/disasters/wdr2007/WDR2007-English-4.pdf>



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 PWDs, 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.

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></p> <p><i>What do participants want from the meeting?</i></p> <p><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></p> <p><i>Bring spare copies!</i></p>
WHO	<p><i>Who should attend? e.g. who needs to attend for decision making?</i></p> <p><i>Are the right people available?</i></p> <p><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></p> <p><i>Does it have the space, equipment, ventilation, catering needed?</i></p> <p><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></p> <p><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 available on All In Diary website or CD:
Better Ways to Manage Meetings, Walker B., © 2005 RedR
Organising Successful Meetings, Seeds for Change, 2009
Consensus Decision Making, Seeds for Change, 2010

Web links for further information

<http://www.genderdiversity.cgiar.org/resource/MulticulturalMeetingsFinal2.ppt> - Managing Multi-cultural team meetings
<http://www.seedsforchange.org.uk/free/resources#grp2> - Tools

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 English or in local languages will exclude key players and reduce effectiveness.

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 visual 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 or CD:
 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>



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 available on All In Diary website or CD:

Facilitating workshops, Seeds for Change 2009
Using questions in workshops, Seeds for Change 2009
Tools for meetings and workshops, Seeds for Change, 2004

Web links for further information

<http://www.mindtools.com/pages/article/RoleofAFacilitator.htm>: Facilitation guidelines and tools

http://www.networklearning.org/index.php?option=com_docman&task=view&gid=42&Itemid=119: How to run a workshop

<http://www.seedsforchange.org.uk/free/resources&grp>: Various tools



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

Communications 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 and DURING the emergency - what to do; where to go/not go; updates on threats such as 'after-shocks'; mobilisation of relief; public health campaigns.

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	Dedicated websites with up-to-date information. Can be interactive. Access to wide range of information.	Many people still cannot access the web, or are not web literate.
Call centres / Helplines	Offer timely, accurate, practical information on where to find and access humanitarian services.	Needs resources – staffing, input and feedback from wide range of stakeholders.
Cell phones and SMS	Can be used in assessments. Can be 2-way to give and request information.	Needs access to phones, networks and literacy.
Community radio	Public service announcements. Particularly useful access for women. Transcripts in local languages	Access to radios can be limited/ reduced by disaster.
Social networking	Blogs, Facebook, Twitter, YouTube. Can be used for informal dissemination of information. Many organisations and clusters use these.	Informal. Problems of access, and lack of control over content. Focus on younger population.
Email	Useful for key stakeholders. Can be used to direct people to website. Personal approach.	Gathering email addresses; privacy; Information overload; keeping up-to-date addresses

Traditional Humanitarian Media

Newspaper/ publications	Particularly effective for disaster preparedness, public health campaigns, advocacy messages.	Audience needs to be literate. Need journalist.
Leaflets / newsletters / posters / noticeboards	Easy to produce and distribute in large numbers. Useful to inform/ update passing audience. Easy to set up. Useful for bold simple messages	Needs a distribution process. No guarantee it is read. How to grab attention of targeted audience? Not interactive. Limited amount of information.
Video / CDs / DVDs	Useful training tool. Can be entertaining /overcome illiteracy Can be interactive. Use visual and audio. Can include a lot of information. Easy to distribute.	Needs equipment to view. Can be too generic. Can take time to produce and updating difficult.
Community networks	Word of mouth tends to spread quickly. Use existing structures.	Can be exclusive. Messages open to misinterpretation.
Story telling/ theatre/ games/ photos etc.	Uses traditional methods to encourage exploration and learning. Strong learning tools for public health campaigns; disaster preparedness. Engaging, entertaining, inter-active,	Can be difficult to ensure message is clear. Need to be appropriate, and accurate. May still exclude some groups. Not appropriate for certain groups.

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 or CD:

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

<http://www.icd.org/> Updates on Information and Comms Technology :
<http://www.odi.org.uk/rapid/tools/toolkits/communication/tools.html> Successful Communication online toolkit:
IOM mass communications <http://www.mcommsorg.net/>.

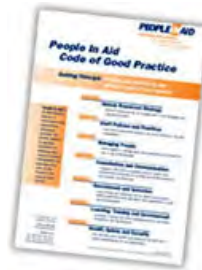
Managing humanitarian personnel

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 to help agencies **enhance the quality of their human resource management**. It can contribute to improved programme effectiveness and impact.

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.

Additional resources available on All In Diary website or CD:

People In Aid Code of Good Practice © 2003 People In Aid
Most Important Staffing Factors for Emergency Response, © 2006 ECB

Web links for further information

People In Aid website: <http://www.peopleinaid.org/code/online.aspx>
<http://www.peopleinaid.net/Forums/HHROnline>
Emergency Capacity Building Programme (ECB):
<http://www.ecbproject.org/staff-capacity>
CARE Academy:
<http://www.careacademy.org/Pages/CAREResources.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

Take legal advice Consult a local lawyer or access <http://natlex.ilo.org> before starting to recruit to ensure procedures and contracts are compliant with all applicable laws; or ask HR managers, or other organisations with experience in the area.

Define the requirement Clarify 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.

Job description Prepare an outline of broad responsibilities involved in the job, and expected outcomes from short-term contracts.

Person specification What skills, knowledge, experience or competencies*, qualifications and personal qualities are essential to do the job? Avoid setting criteria which will discriminate against different backgrounds, religions, gender.

Consider how you will assess these.

Advertising Avoid discriminating against some applicants by the choice of wording and where you place adverts. Give clear instructions and timing.

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 for 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.

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. 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.

Induction

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 be a handicap to the job or only tap into your personal prejudices.

Additional resources available on All In Diary website or CD:

Managing Others, Pick up & go guide, © 2006 Oxfam
Recruitment & Selection © 2008 People in Aid
Recruitment & Selection Manual, J. Satterthwaite, 2007, VSO
Humanitarian Competency Frameworks, chba 2010

Web links for further information

<http://www.peopleinaid.net/Wikis/MPE/Home> ; Managing People in Emergencies wiki:
<http://www.aidworkers.net/?q=advice/humanresources/recruitment> ; Aid Workers Network



Briefing and handover

Briefings and handovers are crucial to the continuity of projects, and to ensuring the effectiveness of new team members.

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 and objectives; 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 and holidays
- Cultural considerations
- Local facilities

Additional resources available on All In Diary website or CD
Induction, Briefing and Handover Guidelines, © 2005 People In Aid;
Handover checklist, © 2007 People In Aid

Web links for further information

<http://www.peopleinaid.net/Wikis/MPE/Home> ; Managing People in Emergencies wiki:

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
- 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 fire exits and smoke detectors
- 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 or locations of team members

COMMUNICATIONS

- Be familiar with team security plan
- Get briefing from person responsible for security in your team
- Establish a communications plan:
 - 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

- Establish an emergency evacuation plan:
 - coordination with embassies;
 - shutdown procedures;
 - assembly points;
 - survival equipment and supplies (amount, location, access);
 - 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

Additional resources available on All In Diary website or CD:

Be Safe, Be Secure: Security Guidelines for Women ©UNDSS 2006;
 Staying alive-safety and security guidelines for humanitarian volunteers in conflict areas, © ICRC, 2006;
 Generic Security Guide for Humanitarian Organisations, commissioned by ECHO, 2004

Web links for further information

UNOPS Basic Security in the Field on-line training- <http://www.unops.org/security/>
 UNHCR Handbook for Emergencies http://www.the-ecentre.net/resources/e_library/ General advice: <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 weaknesses? 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 who 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 financial

Additional resources available on All In Diary website or CD:

Time management handouts, InTuition Consultancy, 2011

How to Make Time to Think, 3D HR, 2009

How to be resilient at work, Growing in Leadership, 2009

Web links for further information

<http://www.mindtools.com/fulltoolkit.htm>: General Tools & Tips

http://www.1000ventures.com/business_guide/crosscuttings/te

am_main.html: 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

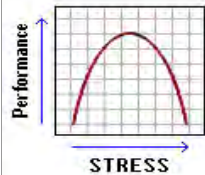
Stress can result from the accumulated strain of working too frequently or for too long in a difficult or frustrating environment such as an emergency situation. This ultimately leads to 'burn out'.

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 weeks or months 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 your 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. Agency **accepts** and demonstrates **responsibility** for reducing, mitigating and responding to the effects of stress e.g. adequate and regular leave.
2. Thorough assessment of **staff suitability** during recruitment.
3. Effective pre-departure **staff briefing and training**.
4. **On-going monitoring** of stress levels amongst staff.
5. **Regular training** to address demands on staff working in a humanitarian context.
6. **Specific support / provisions** (extra leave entitlements, counselling) for traumatic incidents or stressful periods of work.
7. Individual operational and personal **de-briefings** for all staff on contract completion.
8. Commitment to **on-going support** of staff exposed to trauma or extreme stress as part of their work.

Adapted from © Antares Foundation (2006) 'Managing stress in humanitarian workers'

Additional resources available on All In Diary website or CD

Managing Stress in Humanitarian Workers – guidelines for good practice © Antares Foundation, 2006
Managing Stress in the Field, © IFRC, 2009
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 available on All In Diary website or CD:

How to build trust in diverse teams, © Oxfam for ECB Project, 2007

Teams and Team Working, 2009

How to Build a Successful Team, ©2009 Center for Creative Leadership

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',

Web links for further information

<http://www.peopleinaid.net/Wikis/MPE/Home> ; Managing People in Emergencies wiki :

http://www.1000ventures.com/business_guide/crosscuttings/team_main.html: Online guidance

<http://www.peopleinaid.org/resources/publications.aspx?category=How+To+Guides> - How to Guides

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
- 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)

Advantages

- can target a wide audience
- builds skills and knowledge
- builds relationships and contacts
- two-way exchange of information

Disadvantages

- the larger the numbers, the more general the content
- takes time to plan
- expensive to run

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

- real, live issues
- action based
- directly relevant
- can be easy to arrange
- useful for teams working on same site

Disadvantages

- coordination
- continuity
- can need skilled facilitation
- seen as gimmicky
- lack of focus
- becomes a talking shop

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)

Advantages

- very specific
- on-going learning
- focused on needs of the individual
- practical learning

Disadvantages

- resource intense
- time
- can pass on bad habits

SELF-MANAGED LEARNING

- individual actions learning in their own time

Self study:

- books, reports, downloadable resources
- CDs, videos, DVDs, podcasts
- distance learning

Personal reflection:

- Observing and listening
- Learning logs (written record of learning)

Advantages

- written materials give standardised messages
- can reach large audience
- individual responsibility and motivation for learning

Disadvantages

- relies on individual motivation
- written messages can be too general or misinterpreted
- materials take time to produce



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.

Additional resources available on All In Diary website or CD:

Learning & Training Policy Guide © 2008 People in Aid
The Humanitarian and Development Career Information Pack,
Article 25, RIBA Education Dept., 2009
ALNAP Review of Humanitarian Action 2003 – Field Level
Learning © 2004 ODI

Web links for further information

General info: www.aidworkers.net; www.networklearning.org
<http://www.phapiinternational.org/activities/professional-development-program/overview2> Distance learning courses:
<http://www.the-ecentre.net/resources/1-1-1.cfm>