

6th
Edition



ALL IN DIARY



Essential Guide to

HUMANITARIAN GOOD PRACTICE

Foreword

Humanitarian needs are changing, with increasing numbers of people forcibly displaced by violence and conflict while natural disasters continue to cause many people to need emergency aid. This 6th edition of All In Diary aims to provide renewed guidance on key areas such as 'conflict and fragility', reflect trends towards e.g. 'cash-based assistance', and reference latest resources.

Changes are also afoot at All In Diary. Here is a message from the Co-founders.

After 12 years, it is with sadness, but also enormous pride that we are writing this as our last Foreword for the All In Diary. The success of All In Diary as a critical 'go to' resource for humanitarian sector has never been more pronounced. This also means that it has outgrown its current model of operating on a voluntary basis.

All In Diary has always been used to support the training and capacity building of humanitarians. Particularly staff and volunteers like Musa (see side panel), of local and national organisations. In recent years we have experienced a significant increase in the reach of the All In Diary, along with requests for mobile applications, short courses and further adaptation of the content. However, it has been difficult to progress some of these interests due to the constraints of our current operating model.

We are therefore delighted to announce that, following publication of this 6th edition, the management and operation of All In Diary will move to become part of the International Association of Professionals in Humanitarian Assistance and Protection (PHAP). This is a fantastic opportunity to combine the practical, up-to-date guidance and references within the All In Diary with the range of initiatives being driven by PHAP for supporting staff and volunteers, advancing learning and development on practice-based standards and promoting ethical and professional conduct in the humanitarian sector.

As we pass over responsibility to PHAP, we would like to take this opportunity to acknowledge and thank the very many individuals and organisations that have played such a significant role in the establishment, growth and success of the All In Diary.

In particular we would like to thank the current Board of Trustees who have helped to steer All In Diary towards a bright and more sustainable future – namely Charlie Dalrymple (Chair), Helen Varma, John Damerell, Sean Casey and Sam Coverdale. In addition, our sincere thanks to the volunteers who have supported us through 2017 and development of this 6th edition – Abir Soleiman, Phoebe Weller and Tristan Weller.

Special recognition goes to Bioforce Institute and KALU Institute who have increased awareness and accessibility of the All In Diary in French and Spanish speaking communities, through translation of both the 5th and 6th editions respectively. Similarly, support to significant numbers of humanitarians in the Middle East has been made possible following the Arabic translation and promotion of the All In Diary 5th edition in the region, by DisasterReady.

Finally, we would like to thank you, as users of the All In Diary for your interest, collaboration and constructive feedback over the past 12 years. We hope you can offer the same support to PHAP as the All In Diary continues to develop and innovate.

Linda Richardson and Gill Price
All In Diary Co-founders



"The All In Diary provided me with essential information that enabled me to identify the best procedures to follow and implement effective actions accordingly.

I refer to many sections as a check-list to guide the activities we do.

The section I most frequently refer to, is the one dedicated to vulnerable people.

We work in emergency contexts, often with people on the move, due to the protracted conflict in Congo. At the same time we implement long-term projects, focusing on education, conflict resolution and peace-building.

My team and I constantly refer to it (All In Diary) in our work, and now we better understand the humanitarian meaning of it, why we do it and what are the best strategies to follow."

Coordinator of a community-based organisation, Goma, DRC

Cover: Refugees crossing border in Hungary - silhouette. Adam Gray, photographer; 11/04/18

Additional resources on All In Diary website:

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

Web links for further information

In this section on each page you will find references to useful internet sites including www.allindiary.org

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The All In Diary has been developed in a spirit of cooperation with the humanitarian relief sector.

It offers pointers of a general nature and is not intended as a manual or set of prescriptive guidelines.

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- b) any confusion, difficulty or liability arising from interpretation or application of the content

6th edition - 2018

First published - 2007

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Explaining the information pages

Subject title

- over 75 topics

Chapter title

- 10 chapters

Managing Security Risk

Safety and security remains a major concern for humanitarian agencies with increasing levels of violence affecting aid workers.

Security Risk Management Framework

The risks associated with many threats and hazards can be reduced or avoided through analysis of the operating context, understanding organisational vulnerability to the threats (risk assessment) and having appropriate strategies, and clear plans/procedures to mitigate the risks.

1. Situation analysis and risk assessment

As a team analyse the operating context, key actors and the impact your work could have on the context (i.e. Do No Harm). Identify potential threats and assess risks to safety and security.

Threat / Hazard	Likelihood	Impact	Risk rating (0 = L x I)	Mitigation measures
List possible hazards and threats	Rate likelihood based on your vulnerability	Rate impact on organisational assets: programme, staff, and reputation	Multiply likelihood and impact ratings to determine risk	List mitigation measures that can be taken to reduce risks
e.g. armed robbery at office	2	3 (on organisation) 5 (on individuals)	6 10	e.g. fencing, alarms reduce likelihood staff training backups reduce impact

How acceptable are those risks? For hazards or threats with a high risk rating, identify mitigation measures that need to be taken, then re-assess the likelihood and impact to determine a residual risk level. Continuously monitor and re-assess risks.

2. Security strategies

Agencies employ a mixture of the following three strategies in order to manage, mitigate and reduce risks to safety and security. In situations where the risks to staff are considered too high, consider options for remote management or working with local partners.

<p>PROTECTION</p> <p>Reduce organisational vulnerability and exposure. Implement protective measures: physical security (live and travel), groups, communication (logos, vehicles), increase visibility, use protective equipment.</p>	<p>ACCEPTANCE</p> <p>Increase acceptance of your presence and work. Engage and maintain relationships with government, non-state actors, local communities and beneficiaries. Control behaviour and respect local culture.</p>	<p>DETERRENCE</p> <p>Deter the threat with a counter-threat. Limited scope for use by NGOs but may consider armed protection or threaten suspension or withdrawal.</p>
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It is important to understand that acceptance as a security strategy must be worked at and cannot be assumed just because of the work we do.

3. Security planning & procedures

The security strategy, write, share and practice agreed plans and procedures.

<p>Standard Operating Procedures</p> <p>Agreed instructions and procedures for how staff should respond to the likelihood of threats and hazards identified, including who should do what, how and when.</p> <p>e.g. communication and information security, office/compound security, travel safety.</p>	<p>Contingency plans</p> <p>Guidelines on managing security situations when they arise, including staff and resources required. Plans should be regularly reviewed and tested, and all staff need to be fully orientated on them.</p> <p>e.g. staff death, injury or serious illness, abduction / kidnapping, hijacking, relocation and evaluation</p>
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4. Post-incident management and support

Ensure timely reporting and analysis, and support staff including psychosocial needs. Also report on near misses and include these in your analysis.

5.1 TECHNICAL GUIDANCE



Inter-agency collaboration & information sharing

- Agencies gain mutual benefit by collaborating and sharing information on security
- Details of specific incidents and information on developments in the wider security environment should be shared with other agencies to allow them to make judgement on changing security situations
- Any information sharing should ensure no increased risk to organisation staff affected
- Not all agencies will accept the same level of risk or have the same capacity to manage 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 forums.

Adapted from RedR-UK Engineering In Emergencies

<p>Recommended resources for further reading</p> <p>Safety & Security Handbook © Care International 2004</p> <p>Operational Security in Violent Environments, GPR 8 © ODI 2010</p> <p>Davis, J., Security to go: risk management toolkit © BSF 2015</p> <p>Humanitarian Negotiations with Armed Groups, © OCHA 2006</p> <p>Humanitarian Security Management, Humanitarian Exchange No 47 © ODI 2010</p>	<p>Links to further information</p> <p>Training and Resources:</p> <p>http://www.securitymanagementinitiative.org/</p> <p>http://www.redr.org.uk/en/Training-and-mission-ready-cim</p> <p>http://www.diascteam.org/staff-safety</p> <p>Security information and networks: BSF: http://www.bsf.eu/about/</p> <p>INSO: http://www.inso.gov.uk/</p>
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edition - 2016

Main content

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

Useful tips

- e.g. summary of essential action; key background information

Additional resources

- on each page, there are recommended resources (manuals, checklists, reference documents) which are ALL available for access and download from www.allindia.org

Weblinks

- if you have internet access, these are suggested useful websites

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 scope of the relief effort is essential to facilitate appropriate responses.

General country background

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

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

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

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

Economist Intelligence Unit - <http://country.eiu.com/AllCountries.aspx>

- Background political and economic information on over 200 countries.

Emergency Disaster Database - www.emdat.be

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

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

- Time zones, dialling codes and other general country information.

Current emergency information

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

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

ReliefWeb - www.reliefweb.int

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

Alertnet - www.alertnet.org

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

Humanitarian Response - www.humanitarianresponse.info

- Website provided by UN OCHA to support humanitarian operations globally.

UN-Spider Knowledge Portal - <http://www.un-spider.org>

- Space-based information for Disaster Management and Emergency Response

International Crisis Group - www.crisisgroup.org

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

MapAction - www.mapaction.org

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

Funds for Peace - <http://fundforpeace.org/fsi/>

- source of information, data and analysis from the Fragile States Index to monitor trends and changing vulnerability.

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.

Finding out about local context

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

Questions to consider

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

Essential baseline data

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

- Gather geographic, demographic, political and socio- economic data
- Gather pre- and post-disaster data which can be compared
- Refer to national and international country strategy documents e.g. Contingency plans, Poverty Reduction Strategy, Humanitarian Needs Overview (HNO) and Humanitarian Response Plans (HRP)
- Find out **who** is doing **what**, **where** (often referred to as a 3W matrix. Or a 4W matrix, if it 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.

Good humanitarian action:

1. Reaches everyone in need.
2. Meets the priorities and respects the dignity of crisis-affected people.
3. Is consistent with longer term political, economic and social processes.
4. Is led by the state and builds on local response capacities wherever possible.
5. Is apolitical and adheres to international law and humanitarian principles.
6. Makes the best possible use of resources.
7. Uses the best knowledge and skills to achieve and effective and timely response.

International law and principles

BINDING LEGAL INSTRUMENTS

International Human Rights Law (IHRL)

- Regulates the relationship between states and individuals in ordinary life, and the rights that States are bound to respect, protect and fulfil in emergency situations, including conflict.
- Encompasses the **Universal Declaration of Human Rights**, adopted by the UN General Assembly in December 1948.

"All human beings are born free and equal in dignity and rights."

International Humanitarian Law (IHL)

- Aims to protect the most vulnerable and limit the effects of conflict.
- Specifically protects those not directly involved in fighting e.g. civilians, medical personnel, wounded, or sick combatants, or prisoners of war.
- Comprises of The Hague and Geneva Conventions and a range of subsequent international treaties and case law.

International Refugee Law (IRL)

- Sets out entitlements to international protection and obligations of receiving States, for persons unable to access protection the of their country of origin.
- The 1951 Refugee Convention and subsequent 1967 Protocol define minimum standards for assisting those with refugee status.

Domestic Law

Humanitarian actors are required to abide by domestic law in any emergency.

NON-BINDING GUIDING PRINCIPLES

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

Introduces the humanitarian imperative, i.e. people have the right to provide and receive humanitarian assistance, and assistance should be provided based on need. Highlights the need for neutrality, impartiality and independence in the provision of aid.

Sphere Humanitarian Charter

Reinforces the humanitarian imperative and champions:

- Right to Life with Dignity (IHRL)
- Distinction between civilians and combatants (IHL)
- Non-refoulement and forcible or coerced displacement (IHLR; IRL)

Do No Harm

The 'Do No Harm' principles outline the risks of humanitarian agencies doing harm, simply by being present and providing assistance, and sets out ways to prevent and mitigate these risks. <http://www.conflictsensitivity.org/do-no-harm-local-capacities-for-peace-project/>

Guiding Principles on Internal Displacement

These Guiding Principles were developed in 1998. They are not legally binding but set out specific rights of Internally Displaced Persons (IDPs) as derived from existing international law.

Rights Based Approach (RBA)

- seeks to address economic or social needs through achievement of political and civil rights.

Respecting human rights and humanitarian principles in conflict

This is critical due to:

- risk of 'doing harm' or fuelling conflict through diversion or manipulation of 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
- importance of advocacy in raising awareness of rights abuses and promoting principled humanitarian action
- importance of conflict sensitive approaches in programming

See 'Conflict sensitive approaches' page

Additional resources on All In Diary website

FAQs on IHL, Human Rights and Refugee Law, © IASC 2004
International Humanitarian Norms and Principles Guidance
Materials © IASC 2010

Web links for further information

ICRC – International Humanitarian Law: <http://www.icrc.org/eng/ihl>
Internal Displacement Monitoring Centre: <http://www.internal-displacement.org/>

Guiding humanitarian principles and standards

International legal instruments that protect the rights of individuals in humanitarian crises

<u>INTERNATIONAL HUMAN RIGHTS LAW</u> (Universal Declaration of Human Rights 1948, 1976 Covenants) States the civil, political, economic, social and cultural rights of all human beings that must be protected during times of peace, armed conflict and disasters.	<u>REFUGEE LAW</u> (1951 Refugee Convention & 1967 Protocol) Outlines the rights applicable to refugees and asylum seekers.	<u>INTERNATIONAL HUMANITARIAN LAW</u> (Hague and Geneva Conventions 1949; 1977; 2005 Protocols) Governs the treatment of combatants and civilians during times of international and internal armed conflict.
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International guiding frameworks that define responsibilities and principles for humanitarian action

<u>CODE OF CONDUCT</u> Principles of conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response	<u>HUMANITARIAN CHARTER</u> The ethical and legal foundations for principled humanitarian action.	<u>DO NO HARM</u> Framework and code of conduct for interacting with those affected by conflict to promote peace and recovery and reduce the risk of harm.	<u>GUIDING PRINCIPLES ON INTERNAL DISPLACEMENT</u> Principles and guiding framework for the protection and assistance of internally displaced persons.
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Core standards and cross cutting issues that guide humanitarian practitioners and agencies

<u>CORE HUMANITARIAN STANDARD (CHS)</u> Nine commitments for practitioners in improving the quality and effectiveness of humanitarian action.	<u>SPHERE MINIMUM STANDARDS IN HUMANITARIAN RESPONSE</u> Common principles and universal minimum standards for the delivery of quality humanitarian response.	<u>SPHERE COMPANION STANDARDS</u> Complementary standards: - LEGS: livestock - INEE: education - SEEP: economic recovery - CPWG- child protection - ADCAP – age & disability	<u>MAINSTREAMING PROTECTION STANDARDS</u> A set of international standards for mainstreaming protection in humanitarian action
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Additional quality and accountability initiatives that support adherence to humanitarian standards and principles

<u>ASSESSMENT CAPACITIES PROJECT (ACAPS)</u> Good Enough Guide to Humanitarian Needs Assessment.	<u>ACTIVE LEARNING NETWORK FOR ACCOUNTABILITY & PERFORMANCE (ALNAP)</u> Network committed to improving performance through increased learning and accountability	<u>PROFESSIONALS IN HUMANITARIAN ASSISTANCE & PROTECTION (PHAP)</u> Commitment to empowering capable and informed professionals to transform humanitarian action	<u>GROUPE URD</u> Quality assurance mechanism and tool for humanitarian action - Quality Compas	<u>INTER AGENCY STANDING COMMITTEE (IASC)</u> Five commitments on accountability to affected populations.
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Code of Conduct

This code sets out the Principles of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes. The code underpins International Human Rights (IHL) and Humanitarian Law (IHL) and supports good humanitarian practice.

The ten principles underpinning the Code of Conduct:

- 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 humanitarian agencies as a yardstick against which to judge their own conduct and the conduct of those agencies with whom they work.

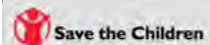
Disaster-affected communities have a right to expect those who seek to assist them to measure up to these standards.

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 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.

Principles 1 to 4 define core humanitarian principles. The remaining six are programme principles which seek to improve the quality and accountability of humanitarian assistance. In the event of armed conflict, the Code of Conduct will be interpreted and applied in conformity with IHL and IRL.

Signatories to the Code of Conduct

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



As at January 2017, **621** organizations were signatories to the Code of Conduct.

Additional resources on All In Diary website

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

Web links for further information

[http://www.ifrc.org/en/publications-and-reports/code-of-conduct/signatories-of-the-code-of-conduct-/](http://www.ifrc.org/en/publications-and-reports/code-of-conduct/signatories-of-the-code-of-conduct/)

Core humanitarian standard

The Core Humanitarian Standard on Quality and Accountability (CHS) was launched in 2014 as a joint initiative involving Groupe URD, HAP International, People In Aid and the Sphere Project. It replaces the 2010 HAP Standard, People In Aid Code of Good Practice and Core Standards of the Sphere Handbook.

The CHS sets out nine commitments that organisations and individuals can use to improve the **quality and effectiveness** of humanitarian assistance - through aligning their own procedures, with the CHS, and by using it as a basis for verification of performance.

Guidance notes and key indicators provide clarification on the key actions needed, and ways to take this forward. It also facilitates **accountability** to those affected by crisis: as, knowing what humanitarian agencies have committed to, enables them to hold these agencies to account.

Commitments to communities and people affected by crisis	Quality criteria
1. Receive assistance appropriate and relevant to their needs.	Humanitarian response is appropriate and relevant.
2. Have access to the humanitarian assistance they need at the right time.	Humanitarian response is effective and timely.
3. Are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.	Humanitarian response strengthens local capacities and avoids negative effects.
4. Know their rights, entitlements, have access to information and participate in decisions that affect them.	Humanitarian response is based on communication, participation and feedback.
5. Have access to safe and responsive mechanisms to handle complaints.	Complaints are welcomed and addressed.
6. Receive coordinated, complementary assistance.	Humanitarian response is coordinated and complementary.
7. Can expect delivery of improved assistance as organisations learn from experience and reflection.	Humanitarian actors continuously learn and improve.
8. Receive the assistance they require from competent and well-managed staff and volunteers.	Staff are supported to do their job effectively and are treated fairly and equitably.
9. Expect that organisations assisting them are managing resources effectively, efficiently and ethically.	Resources are managed and used responsibly for their intended purpose.



CHS Alliance

The CHS Alliance

Improving quality, accountability and people management.

Bringing together more than two decades of experience in quality, accountability and people management, the CHS Alliance forms one of the largest and most influential networks in the humanitarian and development sector.

The Alliance will benefit from the reputations, legacies and successful working practices of HAP International and People In Aid, the two organisations which merged to form the Alliance.

“Humanity is a good thing. Effective humanity is the right thing.”

Hugo Slim, Oxford Institute for Ethics, Law and Armed Conflict

Additional resources on All In Diary website	Web links for further information
Humanitarian Accountability Report, CHS Alliance, 2015	CHS: http://www.corehumanitarianstandard.org
Core Humanitarian Standard, CHS Alliance, 2014	CHS Alliance: http://chsalliance.org
CHS Guidance notes and indicators © CHS Alliance et al, 2015	Sphere Project: http://SphereProject.org/CHS



Principles and accountability

Responding quickly to disasters while adhering to a range of humanitarian principles is challenging. Humanitarians face practical and moral dilemmas in balancing these obligations.

Effective and ethical humanitarian action needs to:

- be guided by established humanitarian principles while recognising that at times there are dilemmas in putting them into practice
- reflect the needs, concerns, interests and capacities of all stakeholders to whom an agency is accountable

Key accountability relationships

NGOs are accountable in several ways:

- upwards to donors, government or foundations
- downwards to beneficiaries, local partners, clients
- horizontally to other NGOs to uphold sector standards and reputation
- internally within the organisation

Maintaining '**Accountability to Affected Populations (AAP)**' is vital through offering community feedback mechanisms and engaging the affected population in the design, delivery and evaluation of programmes.

Ethical dilemmas

The principles guiding the conduct of humanitarian agencies and staff are set out in the Code of Conduct and supplementary guidelines. Take time to analyse the issues before taking action. Doing nothing should also be considered.

Guiding principles	Examples of ethical or moral dilemmas
Core principles: <ul style="list-style-type: none"> - Humanity - Impartiality - Neutrality 	<ul style="list-style-type: none"> ▪ When does working with parties to a conflict move from practical negotiation e.g. around access, to condoning violence or rights abuses? ▪ Should agencies provide assistance for IDPs or refugees when this contributes to or perpetuates conditions that violate their rights? E.g. forced displacement, restrictions on movement etc.
Other principles: <ul style="list-style-type: none"> - Independence - Participation - Empowerment - Respect and dignity - Accountability - Sustainability 	<ul style="list-style-type: none"> ▪ How might the interests of donors influence the nature of humanitarian assistance provided? ▪ When does meeting food aid needs undermine efforts to protect livelihoods and sustain local markets? ▪ Should an agency highlight rights or other abuses if this may lead to expulsion and even greater suffering amongst those it is seeking to help? ▪ When does using images of misery and suffering undermine the principles of humanity and dignity? ▪ When should international principles and values take precedence over local cultural practices and norms?

Effective accountability and responsible use of power requires:

- Decision-making which involves those affected by the decisions being taken
- Communication systems that engage and inform those affected by decisions, proposals and actions, considering technology limitations and language requirements
- Processes that give equal access and consideration to all groups in raising concerns or giving feedback, and in seeking redress or compensation

Additional resources on All In Diary website

Challenging Operations: An Ethical Framework to Assist Humanitarian Aid Workers in their Decision-making© PLOS 2014
Toolkit for mainstreaming Communicating with Communities (CwC) © Shongjog /ACF

Web links for further information

<http://www.elac.ox.ac.uk/HumanitarianEthics>
<https://interagencystandingcommittee.org/AAP>

Protection

Protection is central to humanitarian action. Humanitarian actors risk becoming part of the problem unless they assess and understand how their actions can affect people's safety.

Factoring protection in from the outset can reduce risk and avoid perpetuating threats and doing further harm.

This is the responsibility of all humanitarian actors.

What is protection mainstreaming?

Protection mainstreaming incorporates protection principles, meaningful access, safety and dignity in all aspects of humanitarian aid.

1. Avoid causing harm	Prevent and minimise as much as possible any unintended negative effects of your intervention (or non-intervention) which can increase people's vulnerability to both physical and psychosocial risks. Prioritise safety and dignity.
2. Enable access	Arrange for people's access to assistance and services - in proportion to need and without any barriers (e.g. discrimination). Pay special attention to individuals and groups who may be particularly vulnerable or have difficulty accessing assistance and services.
3. Be accountable	Set up appropriate mechanisms through which affected populations can measure the adequacy of interventions, and address concerns and complaints.
4. Empower and participate	Support community capacity to protect themselves (see <i>Forced Displacement and IDPs</i> page) and claim their rights, including - not exclusively - the rights to shelter, food, water and sanitation, health and education.

Extract from the [Global Protection Cluster – Protection Mainstreaming Brief](#) © 2012.

Also see the 'The Sphere Project – Protection Principles'.

How do we mainstream protection?

- Understand people's rights and determine who is at risk, and why.
- Consider consequences of action or inaction in relation to any threats.
- Facilitate representation and participation by all groups, especially the most marginalised and vulnerable.
- Identify and mitigate protection risks in all areas of activity (sectors) and at all stages of the project cycle.
- Prioritise Protection against Sexual Exploitation and Abuse (PSEA) and minimise risk of abuse by humanitarian staff or partners.
- Ensure staff and partners know how and where to refer people for support.
- Advocate for action on specific threats e.g. dialogue with parties to a conflict to improve people's access to assistance or safety.
- Collaborate and coordinate with other agencies to enhance protection in practice e.g. through sector or cluster coordination.



Common risks and threats

Personal violence

- Killing, wounding, torture, or disappearance
- Rape, sexual gender-based violence (SGBV)

Deprivation

- Theft or destruction of assets; seizure or violation of land or water access rights.
- Deprivation of rights to education, property, economic opportunity, health

Limited movement & restricted access

- Forced conscription, prostitution, sexual exploitation, human trafficking, slavery or abduction
- Forced relocation, family separation
- Restrictions on movement or access for services or livelihoods
- Restrictions on political or religious participation and association
- Loss or theft of personal identity, ownership and citizen's rights

Additional resources on the All In Diary website

Protection Mainstreaming Toolkit, © GPC, 2017
Professional Standards for Protection Work, © ICRC, 2013
Minimum Inter-Agency Standards for Protection Mainstreaming, © World Vision, 2012

Web links for further information

Global Protection Cluster <http://www.globalprotectioncluster.org>
ICRC http://www.icrc.org/protecting_civilians
ProCap: www.humanitarianresponse.info/procap
PSEA Task force: <http://www.pseatactaskforce.org/>

Child protection

About half the people globally affected by armed conflict and violence are children whose rights to protection and development are severely compromised.

The impact of emergencies on children

- **Neglect:** due to loss of parents and other caregivers, reduced attention from adults, and inability to access basic services.
- **Dangers and Injuries:** through road traffic accidents, drowning, burning, contact with explosive remnants of war and gunfire.
- **Physical violence and other harmful practices:** pressure can increase violence within the family and contribute to child marriage, self-harming, etc.
- **Sexual violence:** increases in emergencies, exposing children to abuse, injury, trafficking, sexually transmitted diseases or HIV, early pregnancy and death.
- **Psychosocial and mental disorders:** crises induce severe stress: toxic stress causes significant physical, emotional and developmental damage to children.
- **Child labour:** children at increased risk of forced conscription, child labour, prostitution, begging, child trafficking and sexual exploitation.
- **Justice for children:** detention rates may increase and boys and girls in detention are at high risk of torture, sexual abuse and other forms of violence.

Interventions to support child protection and development

- **Advocate:** with governments, donors, other NGOs, community groups about child protection concerns such as the use of orphanages and international adoption, as girls and boys are generally safer and better cared for in a family environment in their own communities.
- **Raise awareness:** of protection concerns such as child trafficking, child labour etc., through public awareness campaigns.
- **Develop life skills and promote behavioural change:** to build resilience and better prevent and respond to child protection concerns e.g. through positive parenting programmes and alternatives to violence.
- **Build capacity:** for service providers and key staff on child protection issues, e.g. training for local community liaison staff and social workers to provide supportive care to children and their caregivers.
- **Develop, support and monitor alternative or interim care:** for separated, unaccompanied or orphaned children and those needing alternative arrangements for their safety, including children released from armed forces or groups, or from detention.
- **Lead case management:** so vulnerable children are identified and referred for essential services (medical support, interim care, psychosocial support, legal assistance, safety and security, etc.) accompanied by trained caseworkers.
- **Provide structured social activities for children:** facilitated by communities e.g. child friendly spaces, recreation, leisure and learning opportunities. Other psychosocial support including mass communication about positive coping methods, activation of social networks, youth clubs, psychological first aid.



Engaging with children in preparedness and response

Engage with children from the start

Mainstream child protection in all humanitarian action

Inform children about emergencies, their impact, and the issues they may face

Involve a diverse range of children in planning and decision making

Develop children's skills, capacities and ideas. Guide them on how to participate in responding to emergencies, e.g.:

- ✓ Organising games and entertainment
- ✓ Supporting and caring for young children, the elderly or those with disabilities
- ✓ Helping with food preparation and collecting or distributing food and other items
- ✓ Cleaning up and repairs

Additional resources on All In Diary website

A Matter of Life and Death, CPWG 2015
Minimum Standards for Child Protection in Humanitarian Action, CPWG 2012

Web links for further information

Child Protection Working Group - <http://cpwg.net/>
Save the Children: <http://resourcecentre.savethechildren.se/>

Refugees and migration

Increasing numbers of people are forced to leave their country due to persecution, fear of violence, or betterment of economic situation.

Refugees and migrants – understanding the difference

Asylum-seekers (seeking to become internationally recognised as “refugee “status) are defined and protected in international law and must not be expelled or returned to situations where their life and freedom are at risk.

If those seeking refugee status are forced to move on from the first country of asylum before being assessed, e.g. due to economic hardship or discrimination, they may be mistakenly seen as migrants who have ‘chosen’ to move on, rather than pursuing their claim for asylum and survivors of human rights violations.

Asylum-seekers, refugees and migrants increasingly use the same routes and means of transport to cross countries. If they are unable to enter a State legally, they may, sadly, be tempted to employ the services of **human smugglers** and embark on dangerous sea or land voyages.

Refugees - are persons who have fled their home country and crossed an international border due to a well-founded fear of conflict, violence or persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group, and as a result, require ‘international protection’

Migrants - are persons who choose to move away from their habitual place of residence voluntarily or involuntarily **to improve their situation**. They are subject to international human rights. However, there is no legal definition of an international migrant.

Stateless persons - are individuals who are not considered citizens or nationals under the operation of the laws of any country. The 1954 Convention relating to the Status of Stateless persons establishes the legal definition for stateless persons. **Statelessness** can seriously affect their ability to exercise their basic rights.

Under the **1951 Refugee Convention**, and its 1967 Protocol as well as other legal texts, such as the 1969 OAU Refugee Convention, define the rights of refugees to international protection ‘in the country of which they seek asylum’.

One of the most fundamental principles laid down in international law is that asylum-seekers/refugees should not be expelled or returned to situations where their life and freedom would be under threat (known as **refoulement**).

They also have the right to education, employment, healthcare, freedom of movement, and liberty, among others. However, national legislation may constrain some refugee rights e.g. ownership and identity papers.

Effective refugee protection and assistance also depends on finding longer term solutions such as integration, voluntary repatriation or resettlement.

Overarching problems facing refugees and other persons of concern

- Lack of identity papers
- Abuse of basic human rights
- False association made between terrorists and refugees.
- Confusion about status of refugees, migrants, and asylum seekers
- Loss of livelihood and education opportunities

The New York Declaration for Refugees and Migrants

In 2016, 193 UN Members States declared the need to:

- protect the safety, dignity and human rights of all refugees and migrants;
- support countries rescuing, receiving and hosting refugees and migrants;
- combat racism and discrimination towards all migrants;
- develop principles and guidelines on the treatment of migrants;
- develop a **Global Compact** for safe, orderly and regular migration.

Responses to refugee emergencies are, whenever possible led by the host Government and should build on the resources of refugees and the communities in which they live.

Coordination is undertaken by **UNHCR** in collaboration with the host government and other agencies and guided by relevant national legislation and the **Refugee Coordination Model**.

Additional resources on All In Diary website

Running Effective Migrant Resource Centres © IOM 2015
Protecting Refugees & the Role of UNHCR © UNHCR 2014
Refugee Response Coordination – FAQs © UNHCR
Emergency Handbook © UNHCR 2016

Web links for further information

UNHCR Refworld: <http://www.refworld.org>
IOM Global Compact for Migration: <https://www.iom.int/gcm>
Refugee Studies Centre: <http://www.rsc.ox.ac.uk/>
Forced Migration Review : <http://www.fmreview.org/>

Forced displacement and IDPs

Millions of people are forced to flee their place of residence each year and millions more live in situations of repeated, protracted or high risk of future displacement.

Internally Displaced Persons

Internally Displaced Persons (IDPs) are people who have fled their home communities due to persecution, conflict, disaster or other extreme circumstances, but have not crossed an international border. Often, they are fleeing their own government which is supposed to protect them. This makes IDP protection particularly challenging. UNHCR, IOM and other agencies assist IDPs in specific situations but there is no single or specifically mandated UN agency or universal legal treaty covering their rights.

Drivers of displacement

- **Conflict and violence** – For two decades, refugee numbers have been constant compared with **escalating numbers of IDPs**. Once displaced by conflict, people struggle to return to normalcy and are likely to be displaced again either within or across borders.
- **Natural disasters and climate change** – when combined with poverty, urban migration and poor land use -- increase the risk of displacement.
- **Some Development projects** - force people from their homes and/or land. They may involve forced eviction and leave people more marginalised and vulnerable than before.

Considerations for displacement in urban areas

- Displacement within, to and between cities contributes to urbanisation and the growth of informal settlements
- Poor or unplanned construction increases the risk of further displacement
- Urban development can also force people out of previously affordable areas
- Cities may struggle to absorb and meet the service needs for large numbers of IDPs
- Urban areas generally offer better access to goods, housing, services and income opportunities that reduce IDP vulnerability
- Large influxes of IDPs can create mistrust and resentment through competition for jobs and resources
- Increases in urban population density can increase the risk of conflict, criminal activity and violence
- If well integrated, IDPs can create demand and bring skills, assets and other resources

Guiding Principles on Internal Displacement

These are important global principles covering 30 standards for the protection needed for IDPs. They detail the relevant rights and guarantees in relation to:

- General rights, principles and obligations
- Protection from forced and frequent displacement
- Physical security, dignity and freedom of movement
- Family and community protection
- Economic, social and cultural rights, including access to employment and security of assets
- Humanitarian protection and assistance without discrimination
- Protection during return, resettlement and reintegration

The **2012 Kampala Convention** provides legal protection for IDPs in Africa affirming national governments' responsibility for IDPs and host communities.

Community based protection

- Involves displaced communities in the design of protection and assistance programmes and on their return or resettlement.
- Encourages the maintenance or restoration of communal links and promotes integration of IDPs in host communities to enhance their security.
- Prioritises reunification of families, providing support for unaccompanied children, and enabling IDPs to remain with clan, tribe or village members.
- Facilitates conflict resolution and reconciliation across different groups to help protect IDPs and establishes the relations and conditions conducive for safe return and reintegration, or resettlement and integration of IDPs.

Additional resources on All In Diary website

Handbook for the Protection of IDPs, © GPC, 2010
Guiding Principles on Internal Displacement, © IASC, 1999

Web links for further information

IDMC : <http://www.internal-displacement.org/>
OHCHR: <http://www.ohchr.org/IDPersons>

Conflict sensitive approaches

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

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

Humanitarian assistance given without consideration of conflict sensitivities increases the risk and incidence of violence through the diversion or manipulation of aid supplies, or tension over limited natural resources such as land, water, firewood or construction materials. This will waste limited aid resources and could cause further harm to those affected.



Guiding principles for a conflict sensitive approach

- Analyse the history, underlying causes and influences on the conflict.
- Recognise the potential and risks of external influence in conflict.
- Actively engage with all groups within the affected population in an impartial way.
- Identify vulnerable groups and engage potential peacemakers.
- Be transparent and clearly communicate your intentions.
- Do no harm and incorporate mechanisms by which you can be held accountable.
- Use timely, flexible and incentive-driven approaches.

Informed by the DAC Guidelines - Helping Prevent Violent Conflict © OECD, 2001

Steps in adopting a conflict sensitive approach

1: Analyse the context

- Research country's history, security, political, economic and social issues
- Identify and consult with all parties to the conflict where possible
- Identify triggers e.g. elections; arrest of local or political leaders; rapid unemployment; military coup; natural disaster; scarcity of basic commodities

2: Analyse dividers and connectors

- Identify sources of tension **dividing** groups e.g. economics, politics, religion, geography
- Analyse how people are also **connected** e.g. markets, history, symbols, shared attitudes
- Understand the interaction between your programmes and context

3: Design your strategy

Apply your analysis:

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

Negotiating with parties to a conflict

Negotiations may be needed to:

- Maintain impartiality and protection and assistance to vulnerable groups
- Secure humanitarian access
- Improve understanding and respect for humanitarian law.

However, they must be undertaken in accordance with international law and the core humanitarian principles and should not indicate recognition or support for the views of armed groups. Particular caution is needed when:

- negotiations could negatively impact humanitarian conditions
- armed groups try to use negotiations to enhance their legitimacy
- armed groups play humanitarian actors off against each other.

Additional resources on the All In Diary web site

Guide to conflict sensitivity © Conflict Sensitivity Consortium 2012
Humanitarian Negotiations with Armed Groups, © UNOCHA 2006
The Do No Harm Handbook © CDA 2004
Conflict Sensitivity Toolkit © Trocaire 2011

Web links for further information

Resources: <http://www.saferworld.co.uk/>
<http://www.international-alert.org/publications>
<http://cdacollaborative.org/publications/>
Toolkit: <http://www.conflictsensitivity.org/how-to-guide/>

Sustainable development goals (SDGs)

The 17 SDGs and 169 associated targets define the scale and ambition of the global 2030 Agenda for Sustainable Development, building on the 2015 Millennium Development Goals (MDGs).

	End poverty in all its forms everywhere
	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
	Ensure healthy lives and promote well-being for all at all ages
	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
	Achieve gender equality and empower all women and girls
	Ensure availability and sustainable management of water and sanitation for all
	Ensure access to affordable, reliable, sustainable and modern energy for all
	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
	Reduce inequality within and among countries
	Make cities and human settlements inclusive, safe, resilient and sustainable
	Ensure sustainable consumption and production patterns
	Take urgent action to combat climate change and its impacts
	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
	Protect, restore and promote sustainable use of terrestrial ecosystems, manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss
	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
	Strengthen the means of implementation and revitalise the global partnership for sustainable development

The 2030 Agenda for Sustainable Development

197 UN member states participated in the forum which launched the new 2030 Agenda in September 2015.

The Agenda:

- reinforces need to eradicate poverty to achieve sustainable development;
- sets out a plan of action for people, planet, prosperity;
- seeks to strengthen universal peace;
- calls for commitment and contribution of all nations.

People

- to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet

- to support the needs of the present and future generations.

Prosperity

- to ensure economic, social and technological progress for all, in harmony with nature.

Peace

- to foster peaceful, just and inclusive societies which are free from fear and violence.

Partnership

- to work through global partnerships based on solidarity and a focus on the needs of the poorest and most vulnerable.

Additional resources on All In Diary website

Evaluating Progress towards the SDGs, © Globespan & Sustainability 2017

Web links for further information

<https://sustainabledevelopment.un.org/>
<https://www.odi.org/projects/2898-deliver2030>

Humanitarian architecture

The architecture of humanitarianism is changing in this complex, challenging world:

- more countries are developing National Disaster Management capacities
- growing number of actors including national actors
- diversification of donors
- new forms of humanitarian action from military and private 'for-profit' sector
- changing approaches to coordination.

All responders need to understand the role of different actors, and to ensure coordination and that aid is appropriate to the local context through linking to existing national disaster management, contingency and development plans and policies.

Role of governments

"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

States have four main roles and responsibilities regarding humanitarian aid:

1. providing assistance and protection
2. declaring a crisis and inviting international aid
3. monitoring and coordinating external assistance
4. setting the regulatory and legal frameworks governing relief assistance

There is growing focus on role of national governments, due in part to increasing wealth of some developing countries, growing willingness and ability to respond to disasters without external assistance, and their emergence as donors.

Role of local and national responders

Increasing recognition is being given to local communities, families, national and local government, civil society and the private sector who are almost always first to respond to provide humanitarian assistance.

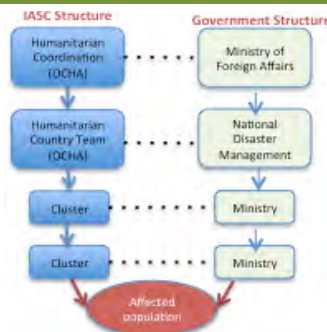
Whilst they often have an overwhelming advantage in bringing relief to communities, coordination is key, with international aid agencies and local organisations working in partnership to ensure consistency in standards and accountability.

Role of international organisations

When national governments are unable to respond to the scale of the emergency, they can request international support through UN Resident /Humanitarian Coordinator to UN OCHA's Emergency Relief Coordinator.

OCHA in collaboration with the Inter-Agency Standing Committee (IASC) are responsible for bringing together national and international providers to ensure a coherent response to emergencies. See also pages on 'UN and International Organisations' and 'Cluster Coordination'

Actors include UN, international NGOs, Red Cross and Red Crescent, regional intergovernmental forums, assisting governments and increasingly, the private sector. Some may already be in-country and quickly able to mobilise a response.



Four models of humanitarian action

Consultative model – national government and civil society have capacity to respond to large-scale disasters, limiting need for international help, e.g. Chinese earthquake 2008.

Collaborative model – some capacity for domestic responses; national and local actors unwilling to hand over leadership to international actors. National/subnational actors seek leadership role, e.g. Ethiopian drought 2015.

Comprehensive model – appeal for international help to mobilise funds and capacities to coordinate assistance and deliver goods and services directly to affected populations. Needs are so great, and local capacities so overwhelmed, that international agencies take the lead: Level 3 emergency, e.g. Nepal earthquakes 2015.

Constrained model – political interests limit humanitarian space by violations creating crises, by deliberate limitations of access or, in many cases, by both, e.g. Yemen conflict 2015.

(Ramalingam, Mitchell, 2014)

Additional resources on All In Diary website

The State of Humanitarian System, © ALNAP, 2015
Future of NGOs in the Humanitarian Sector, © Humanitarian Futures Programme 2013

Web links for further information

<http://interactive.unocha.org/publication/asiadisasterresponse/InternationalHumanitarianArchitecture.html> - UN OCHA
<https://reliefweb.int/report/world/global-humanitarian-assistance-report-2017>

UN and international organisations

In disaster situations which are beyond the capacity of the affected state(s), the United Nations (UN)* may be called upon to protect and assist those affected and coordinate the international humanitarian response.

Key UN Agencies and their role in humanitarian disasters

OCHA - Office for the Coordination of Humanitarian Affairs

Mobilises and coordinates international humanitarian response in collaboration with the Inter-Agency Standing Committee (see side bar).

<http://ochaonline.un.org>

WFP - World Food Programme

Feeds the hungry and poor - principal provider of relief food aid.

www.wfp.org

WHO - World Health Organisation

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

www.who.org: www.paho.org

UNICEF - United Nations Children's Fund

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

www.unicef.org

UNHCR - United Nations High Commission for Refugees

Provides international protection, assistance and seeks long term solutions for refugees and other groups displaced by conflict.

www.unhcr.org

FAO - Food and Agriculture Organisation of the UN

Provides early warning of food crises and assesses global food supply problems.

www.fao.org

UNDP - United Nations Development Programme

Assists disaster-prone countries in contingency planning and disaster mitigation, prevention and preparedness measures. The Resident Coordinator (Country Head of UNDP) may coordinate relief efforts in small scale emergencies.

www.undp.org

International Red Cross and Red Crescent Movement

ICRC - International Committee of the Red Cross

Mandated through Geneva Conventions to assist civilians in times of war.

IFRC - International Federation of Red Cross and Red Crescent Societies

Coordinates international relief provided by National Societies.

National Red Cross and Red Crescent Societies

Assist people affected by conflict or disaster within their own borders – they may also be the mandated humanitarian partner of the affected state(s).



The Inter Agency Standing Committee (IASC) brings together international agencies that respond to natural disasters, conflict-related emergencies, global food crises and pandemics.

Through coordination, members improve service delivery, share resources, agree system-wide policy guidance, pool analysis and disseminate good practice.

<https://interagencystandingcommittee.org/iasc>

The IASC includes key UN agencies and NGO representation through:

- InterAction

www.interaction.org/

- Steering Committee for Humanitarian Response (SCHR)

<http://schr.info>

- International Council of Voluntary Agencies (ICVA)

www.icvanetwork.org

**The UN is a global, inter-governmental institution made up of 193 nation states*

Additional resources on All In Diary website

Basic Facts about the UN © United Nations 2011
UN Organisation System, © United Nations 2015
What is Inter-Agency Standing Committee? - 2012

Web links for further information

IFRC: www.ifrc.org/en/who-we-are/the-movement/
UN : www.un.org/en/sections/what-we-do/deliver-humanitarian-aid/

Humanitarian Programme Cycle

The Humanitarian Programme Cycle (HPC) provides a framework to guide humanitarian agencies in meeting the needs of affected populations quickly, effectively and in a coordinated and principled manner.

Agencies are required to work collectively and to share information through the relevant clusters. In this way they can hold one another to account to achieve improved decision making and outcomes for the affected population.

The HPC consists of five sequential elements and depends on effective **emergency preparedness, coordination** with national/local authorities and humanitarian actors, and **information management**.

Emergency Response Preparedness (ERP)

– is a continuous process of anticipating potential emergencies and pre-planning the response.

Primary outputs

- **Risk analysis and monitoring**
generating a country risk profile, identifying vulnerable groups.

- **Minimum preparedness actions**
e.g. risk monitoring, arranging coordination, preparing for joint assessments, information management, and operational capacity.

- **Contingency planning and advanced preparedness** e.g. identifying capacities, key logistical requirements and pre-positioning of relief supplies.

Benefits for the response

Aligning preparedness planning with the cluster arrangements established under the ERP approach brings all relevant actors to an advanced level of readiness for specific scenarios.

Stage	Primary Output	Agency benefits
1. Assess and analyse needs	Humanitarian Needs Overview (HNO): overview of the prioritised humanitarian need in the affected country.	Contribute to HNO through clusters/sectors. Use findings to plan effective programmes and projects.
2. Plan strategic response	Humanitarian Response Plan (HRP): draws on HNO to define the overarching strategy and main priorities for the response. Cluster plans specify what clusters will do to contribute to strategic objectives.	Use HRP and cluster plans to check own strategy / plans reflect sectoral priorities. Engage with cluster to ensure own plans are incorporated in flash appeals and pooled funding bids.
3. Implement and monitor	Humanitarian Response Monitoring Framework and Periodic Monitoring Report (PMR): how well have HRP outputs and outcomes been achieved: overall strategic objectives, cluster objectives and country activities.	Participate in cluster monitoring plans. Ensure capacity for your part in monitoring activities. Align your project indicators with cluster plans. Use the PMR as a measure for wider impact of your project.
4. Mobilise resources	Country-based pooled funds (CBPF) and Central Emergency Response Fund (CERF): pooled funding mechanisms for responding agencies.	Clusters play an important role in facilitating funding allocations from pooled funds to partners to fulfill their cluster response plan.
5. Operational peer review and evaluate	Operational Peer Review: an inter-agency management tool which identifies areas for improvement. Inter-agency Humanitarian Evaluations (IAHE): independent assessment of results of collective response.	OPR is an internal report for the Humanitarian Country Team. The IAHE provides recommendations for future responses to specific individuals or agencies.

Additional resources on All In Diary website

IASC Reference Module for the Implementation of the Humanitarian Programme Cycle, v2.0, IASC, 2015.

Web links for further information

HPC: www.humanitarianresponse.info/programme-cycle
Building a Better Response training programme:
<http://www.buildingabetterresponse.org>

Cluster coordination

When emergencies occur coordination is essential to reduce gaps and overlaps in the assistance delivered by humanitarian organisations.

Inter-Agency Standing Committee (IASC) clusters are formally activated when existing coordination mechanisms are overwhelmed or constrained in their ability to respond to identified needs in line with humanitarian principles.

The cluster approach is not the only coordination solution and may coexist with other forms of national or international coordination. The scale of national level coordination arrangements should be tailored to each operational context.

Cluster approach aims to strengthen:

- transparency
- accountability
- predictability
- engagement with national authorities
- inclusion of affected communities
- advocacy
- joint planning

Clusters create partnerships between international humanitarian actors, national and local authorities and civil society.

Clusters include:

Camp Coordination and Management
Early Recovery
Education
Emergency Telecommunications
Food Security
Health
Logistics
Nutrition
Protection
Shelter
Water, Sanitation and Hygiene

Not all clusters will be activated every time.

What are clusters?

Clusters are groups of humanitarian organisations, both UN and non-UN in each of the main sectors of humanitarian action.

They are designated by the IASC, have clear responsibilities for coordination and can operate at different levels:

Sub-national level

- critical in remote or large areas; better access to local knowledge and work alongside local government and organisations with shared leadership between national authorities, NGOs and UN agencies.

National level

- each activated cluster is accountable to the Humanitarian Coordinator (HC) through the Cluster Lead Agency (CLA) as well as to national authorities and affected population: may co-lead with government and NGOs.

Global level

- designated CLAs are accountable to OCHA's Emergency Relief Coordinator and aim to improve preparedness and response capacity, standardise tools and methodologies, and share best practice.

Cluster functions at country-level

1. **Support service delivery** – driven by Humanitarian Response Plan and strategic priorities, eliminating duplication.
2. **Inform strategic decision-making of HC/Humanitarian Country Team** – preparing needs assessment and gap analysis to inform priorities, identify and find solutions for gaps, obstacles, duplications and cross-cutting issues.
3. **Plan and implement strategies** – develop sectoral plans to support strategic priorities, apply standards and guidelines and clarify funding priorities.
4. **Monitor and Evaluate** – monitor and report on activities and needs, measure progress, recommend corrective action.
5. **Build national capacity in preparedness and contingency planning** – where high risk of recurring or new disaster, and where capacity exists.
6. **Support robust advocacy** – identify concerns, contribute key messages to HC/HCT, undertake advocacy on behalf of cluster and affected population.

Minimum commitment for participation in clusters

- | | |
|---|---|
| <ul style="list-style-type: none"> - commitment to Principles of Partnership* - readiness to participate and be accountable - understand duties & responsibilities - capacity to contribute to cluster's strategic response plan and activities | <ul style="list-style-type: none"> - active participation in cluster - consistent engagement of a senior staff - commitment to work cooperatively - willingness to take on leadership role - contribute to advocacy and messaging - effective communication |
|---|---|

**See 'Developing Partnerships' page*

Additional resources on All In Diary website

Reference Module for Cluster Coordination, IASC 2015
Cluster Coordination Performance Monitoring © UNOCHA 2015
Working together in the field for effective humanitarian response – ALNAP Working paper ©ALNAP/ODI 2015

Web links for further information

Clusters – <http://www.humanitarianresponse.info>
IASC <https://interagencystandingcommittee.org/iasc-transformative-agenda>
OCHA <https://www.unocha.org/legacy/what-we-do/coordination-tools/cluster-coordination>

Civil-military coordination

In a major emergency, governments may deploy military or paramilitary organisations to respond immediately. International bilateral support may also be provided through deployment of foreign military actors and assets.

When local and international humanitarian organisations are also involved in the response, it is essential that they can operate in the same space without detriment to the civilian character of humanitarian assistance. Important considerations for all parties in achieving this include:

- adhere to and promote humanitarian principles
- build and maintain trust with the affected population
- understand how different militaries/militia are perceived by the affected population and adjust programming/liaison as appropriate
- avoid competition and minimise inconsistency
- maintain appropriate lines of communication
- agree and pursue common goals, when appropriate.

How NGOs and military actors differ

- **Mandate, interest and values** – NGOs stem from civil society: military are political in nature.
- **Skills, attributes and expertise** – military strength in logistics and coordination: NGO strength in inclusion, advocacy and addressing rights, needs, vulnerabilities.
- **Governance and decision-making** – military have more formalised authoritarian structures.

If used appropriately, these differences can be a significant asset in addressing humanitarian needs.

Interaction between humanitarian sector and military © Groupe URD 2007

Guidelines on working with the military

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

- Use only 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 or functions will be replaced by a civilian alternative.
- Make requests for MCDAs through the UN Civil Military Coordination Officer (UN CMCord) or Humanitarian Coordinator.
- Stress the need for adherence to humanitarian principles, Code of Conduct and other international guidelines.

Humanitarian space is defined as the unimpeded space afforded to humanitarian organisations to assist those affected by conflict or disaster.

All assistance provided should respect the principles of neutrality, impartiality, independence.

The Oslo Guidelines

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

The MCDA Guidelines

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

- when and how they should be used
- how UN agencies and partners should interface, organise, and coordinate with international military forces with regard to MCDAs.

Challenges

Effective coordination with the military is an increasing challenge due to:

- More international intervention in fragile and conflict-affected states.
- Rapid proliferation of humanitarian actors with diverse views.
- Increased military involvement in civil operations to win 'hearts and minds', e.g. protection, distribution of relief.
- Increased need for protection of agency staff or assets by military forces due to problems of access, threats to security.
- Globalisation and social media bring perceptions on working with the military from one context to negatively influence another.

Blurring of roles means:

- Erosion of humanitarian space and separating 'humanitarian' and 'military' operations.
- Need understanding of differing mandates, capacities and limitations between humanitarian and military actors.
- Need formalised process of civil-military coordination and liaison.

Additional resources on All In Diary website

UN Humanitarian Civil-Military Coordination – UNOCHA 2015
Guidelines on use of foreign MCDAs in disaster relief Oslo Guidelines 2007
Guidelines on Use of Armed Escorts for Humanitarian Convoys IASC 2013
Country specific civil-military coordination guidelines- © ODI 2012

Web links for further information

DPKO: <http://www.un.org/en/peacekeeping/>
Humanitarian Civil Military Coordination:
<https://www.unocha.org/legacy/what-we-do/coordination-tools/UN-CMCoord/overview>

Sphere

Humanitarian Charter and Minimum Standards in Humanitarian Response

The 2018 Sphere Handbook* sets out what people affected by disaster have a right to expect from humanitarian assistance and provides common terms of reference for humanitarian agencies. It includes:

- **The Humanitarian Charter** - the cornerstone of the Handbook
- **Protection Principles** - a set of three essential principles
- **The Core Humanitarian Standard** - which applies to all aspects of response. (see the *Core Humanitarian Standard page*)
- **Minimum Standards** - in four key life-saving areas (see next two pages)
- **Delivering through Markets** - annex on supply chain and logistics including cash based programming which applies to all standards

* This page is based on the draft 2018 Handbook – please check the Sphere website for updates

Humanitarian Charter

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

Protection Principles – applicable in all aspects of response

Protection is concerned with the safety, dignity and rights of people affected by disaster or armed conflict. It is central to all humanitarian action because it helps people avoid or recover from violence, coercion and deliberate deprivation.

The three **protection principles** and supporting guidance notes in Sphere outline the manner in which **all humanitarians** should work with those affected.

1. PREVENT:	enhance the safety, dignity and rights of affected people, and avoid exposing people to further harm
2. RESPOND:	ensure people's access to impartial assistance – in proportion to need and without discrimination
3. REMEDY:	assist people to claim their rights and access appropriate remedies

These principles may be inter-dependent and carried out simultaneously. They promote the safety, dignity and rights of people in three ways:

- mainstreaming protection risks, activities and related information across all humanitarian programmes;
- integrating specific protection objectives into humanitarian assistance;
- promoting specific and/or specialised protection activities that address specific protection risks and violations.

Additional resources on All In Diary website

Humanitarian Charter and Minimum Standards in Humanitarian Response © The Sphere Project 2018

Web links for further information

<http://www.sphereproject.org/> - in several languages
<http://www.sphereproject.org/learning/e-learning-course/>

Key messages of the Humanitarian Charter

All people affected by disaster or conflict have the right to receive humanitarian assistance;

All people affected by disaster or conflict - women, men, boys and girls - have the right to life with dignity;

The safety and security of people in situations of disaster or conflict is of particular humanitarian concern;

We acknowledge that our fundamental accountability must be to those we seek to assist;

During armed conflict, protection and assistance shall be given to those not engaged in the conflict;

Attempts to provide humanitarian assistance may sometimes have adverse effects.

Sphere minimum standards (page 1 of 2)

Sphere Standards are set out and explained in the following format:

- **Minimum standards:** specify the minimum performance levels to be attained
 - **Key actions:** the inputs and practical activities needed to meet the standards.
 - **Key indicators:** 'signals' to show whether a standard has been attained
 - **Guidance notes:** on practical difficulties and critical and context-specific issues
- The key actions and indicators used must reflect the emergency context**

1) WATER SUPPLY, SANITATION, HYGIENE PROMOTION STANDARDS

Effective WASH programmes	1: Accountable community engagement and action 2: Sustainable solutions 3: Integrated WASH programmes
Hygiene	1: Hygiene promotion implementation 2: Identification, access, use of hygiene items 3: Menstrual hygiene and incontinence management
Water supply	1: Access and water quantity 2: Water quality
Excreta management	1: Access to and use of toilets 2: Containment of excreta 3: Excreta collection, transport, disposal and treatment 4: Management and maintenance
Vector control	1: Vector identification and targeting 2: Actions at settlement level to control vectors 3: Household and personal actions to control vectors
Solid waste management	1: Solid waste systems planning 2: Generation and management at source 3: Transportation, treatment and disposal 4: Medical solid waste
WASH and communicable disease	1: Limiting disease transmission at the community and household level 2: Infection prevention and control in care and communities
WASH and Nutrition	1: Community and household level 2: WASH in nutrition centres

2) FOOD SECURITY AND NUTRITION STANDARDS

Food security and nutrition assessment	1: Food security assessment 2: Nutrition assessment
Prevention and treatment of malnutrition	1: Moderate acute malnutrition 2: Severe acute malnutrition 3: Micronutrient deficiencies
Infant and young child feeding	1: Policy guidance and coordination 2: Basic and skilled support
Food security	1: General food security 2: General nutrition requirements
Food assistance	1: Food quality, appropriateness and acceptability 2: Targeting, distribution and delivery 3: Food use
Livelihoods	1: Primary production 2: Income and employment

Using the Sphere Standards in practice

Sphere plays a vital role in humanitarian response, for example through:

- Establishing the basis for humanitarian agencies to work with the affected population, and each other.
- Setting standards and providing a common basis for the design, specification and implementation of projects, goods and services.
- Use as a framework for designing and analyzing data from needs, capacity and vulnerability assessments.
- Providing a set of common indicators for measuring progress and performance in addressing priority needs and achieving the required outcomes for those affected.
- Promoting and advocating for the required quantity and quality of assistance with donors, local authorities and others.

Sphere minimum standards (page 2 of 2)

3) SHELTER AND SETTLEMENT STANDARDS

Strategies, and implementation	1: Assistance option 2: Implementation mode
Enabling environment	1: Security of tenure 2: Environmental sustainability
Habitation and physical living space	1: Shelter location and settlement planning 2: Habitable living space 3: Technical assistance and quality assurance

4) HEALTH ACTION STANDARDS

Essential health services	Health systems
1: Prioritising health services	1: Health service delivery 2: Human workforce 3: Essential medicines and medical devices 4: Health financing 5: Health information management 6: Leadership and coordination
Communicable diseases	1: Communicable disease prevention 2: Communicable disease diagnosis and case management 3: Outbreak preparedness, detection and response
Child health	1: Prevention of vaccine preventable disease 2: Management of new born and child illness
Sexual and reproductive health	1: Coordination of sexual and reproductive health services 2: Maternal and new born health services 3: HIV 4: Sexual violence and rape
Injury care	1: Injury care
Mental health	1: Mental health
NCDs	1: Non-communicable diseases (NCDs)
End of life care	1: Palliative care

Annex: Delivering through markets

This applies to the four life-saving areas (WASH, Food Security and Nutrition, Shelter and Settlement and Health) covered by Sphere. It provides guidance for **understanding, using and supporting markets** for supply of goods and services. It also considers **how to best source goods and services** through either international and local procurement and / or cash based assistance.

- Humanitarian assistance should be **'market aware'** so that local markets are considered and accounted for in the design, implementation and monitoring of humanitarian responses.
- Market analysis** is essential for assessing and defining response options and identifying opportunities to support local markets while recognizing that some goods may need to be procured internationally to meet quality standards.

Additional resources on All In Diary website

The Core Humanitarian Standard on Quality and Accountability
- One core standard with nine commitments (from Draft Introduction to the 2018 Sphere handbook)

Web links for further information

<http://www.sphereproject.org/standards-partners/>
Cash Based Assistance Programme Quality toolbox, CaLP 2017:
<http://pgtoolbox.cashlearning.org/>

Companion standards

- that complement Sphere

Minimum Standards for Education (INEE)

- Promote strategies for physical and psychosocial protection, welfare and development of children through education

Minimum Standards for Child Protection (The Alliance)

- Enable predictable, accountable, effective child protection

Minimum Economic Recovery Standards (SEEP)

- Promote enterprise, livelihoods, cash flow and asset management for economic recovery

Livestock Emergency Guidelines and Standards (LEGS)

- Guide emergency livestock interventions.

Minimum Standards for Age and Disability inclusion (ADCAP)

- Guide the inclusion and care of older and disabled persons.

Disaster cycle

A humanitarian disaster is a single event or series of events that threaten the health, safety or wellbeing of a community or large group of people, usually over a wide area.

The first responders are normally local communities and organisations and the international community may be called to assist when national government lacks the capacity to respond or there is no functioning government.

The disaster cycle



Links between disaster stages

- Link short-term humanitarian activity with longer-term recovery needs.
- Consider disaster risks and climate change impact at every stage.
- Preparedness, response and recovery needs will vary from one location or affected group to another.
- Complex emergencies can involve multiple crises, each at different stages.

Stages after a disaster

RESPONSE

- Immediate **RELIEF** to save lives and prevent immediate loss of life e.g. search and rescue, medical care, food, safe drinking water.
- Local first responders.
- High risk of mortality.
- Short-term emergency services following a rapid-onset disaster or during a slow-onset emergency.
- Ongoing **RESPONSE** to reduce vulnerability and meet basic needs e.g. family tracing, food, nutrition, health care, WASH, shelter.

RECOVERY

- Longer term support in restoring 'normal life'.
- Local ownership and participation is critical to recovery.
- Link humanitarian activity with longer term development plans.
- **REHABILITATION** focuses on public and social services, livelihoods, education and changes due to the disaster impact e.g. protection.
- **RECONSTRUCTION** to re-establish infrastructure, housing and pre-disaster services and social conditions.

Stages before a disaster

MITIGATION

- Important in disaster prone settings.
- Reduce hazards and disaster impact.
- **MITIGATION** includes public awareness, training, environmental and land use controls.
- **PREVENTION** includes reinforced structures, restrictions, regulations.

PREPAREDNESS

- To reduce vulnerability and increase local response and recovery capacity.
- **EARLY WARNING** through warning systems, risk assessments, etc.
- **CONTINGENCY PLANNING**, public information /communication systems, stockpiling, designated shelters.

Types of disaster

Natural disasters

- May be rapid-onset such as earthquakes, floods or cyclones, or slow-onset such as drought.
- Secondary impacts such as fires or landslides can cause further destruction and suffering.

Complex emergencies

- Internal or external conflict leads to a breakdown in authority.
- Requires an international response.
- Characterised by periods of peace and violence.
- Must consider conflict sensitivities, vulnerabilities and civil military liaison.

Man-made disasters

- Include industrial or technological accidents and large forest fires.

Pandemics

- Involves rapid-onset of contagious disease affecting public health and disrupting services.

Additional resource on the All In Diary web site

Emergency Handbook © UNHCR 2016 (online and mobile app);
Emergency Pocket Guide © CARE 2009 - also French, Spanish, Arabic

Web links for further information:

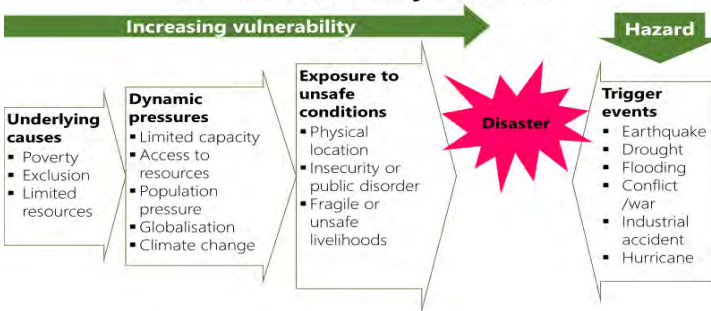
Disaster Management tools: <http://www.adpc.net>
http://tilz.tearfund.org/en/resources/publications/pillars/preparing_for_disaster/

Managing disaster risk

The risk and impact of disasters depends on the nature of hazards in a specific location and the vulnerability of the people exposed to them.

Exposure to one set of hazards is likely to increase vulnerability to the next unless measures are taken to strengthen resilience. Climate change contributes to disaster risk through weather related risks, sea and temperature rises, and pressure on access to water, agriculture and ecosystems.

$$\text{Hazard} + \text{Vulnerability} = \text{Disaster}$$



Resilience is the ability of individuals, groups or systems to resist, absorb, cope with and recover from hazards and other shocks and continue to develop. **Build resilience through:**

Social assets - better communication, support networks, inclusion, conflict resolution

Physical assets - stronger structures, water supply, sanitation

Institutional capacity - better planning, resources, responsiveness, accountability

Political capacity - better leadership, participation, representation

Environmental assets - sustainable use of land and natural resources

Human capacity - better understanding of food security, health, education

Economic assets - access to land, finance, markets and employment and good diversity, flexibility and income from livelihoods

Measures to reduce disaster risk

Disaster Risk Reduction (DRR)

measures to reduce disaster risks and vulnerabilities, make adaptations for climate change and minimize the impact of hazards.



- **Identify, analyse and manage risk** in all humanitarian and development programming including assessing hazards, vulnerabilities and capacities.
- **Risk reduction measures** such as environmental management (e.g. water, land, forest), social, economic and livelihood opportunities (e.g. cash transfers, skills development), protection of critical services, flood control, adherence to construction standards, land-use and urban planning.
- **Address imbalances in rights and power** to reduce vulnerability.
- **Secure public commitment to address risks** e.g. through government policy and legislation, community action and organisational development.
- **Enable early warning systems** e.g. forecasting, public alerts and information.
- **Raising awareness and knowledge** of risks.

Sendai Framework for Disaster Risk Reduction 2015 - 2030

Outlines agreed global targets and priorities to reduce disaster risks through a range of economic, social, cultural, environmental and political measures.

Additional resources on All In Diary web site

CBDRR – Handbook for local facilitator © VRCS 2013
Towards Resilience: Guide to DRR & CCA © CRS 2013
No Accident – Resilience and the inequality of risk © Oxfam 2013
Public awareness and public education for DRR © IFRC 2011

Web links for further information

DRR resources: <http://www.preventionweb.net/english/http://www.unisdr.org>
Sendai Framework for DRR: <http://www.wcdrr.org/home>

Climate Change Adaptation (CCA)

Climate change is increasing weather related hazards and pressure on water availability, agriculture and ecosystems.

Climate change adaptation involves:

- adapting current practices to take account of increased temperatures, sea levels and changes in rainfall patterns;
- managing and reducing the risks associated with more frequent, severe and unpredictable extreme weather events.



Photo: Drought-resistant rice. Credit: CIAT/N. Palmer

Hazards	Potential impact	Adaptation activities
Rising temperatures	<ul style="list-style-type: none"> ▪ Reduced agricultural yields ▪ Increased heat-related mortality, insect infestation, demand and impact on water resources and risk of bushfires ▪ Declining air quality in cities 	<ul style="list-style-type: none"> ▪ Promote use of drought-resistant crops, agroforestry and conservation farming techniques (for greater water retention) ▪ Improve protection of water sources to reduce losses
Extreme rainfall	<ul style="list-style-type: none"> ▪ Increased frequency or severity of flooding, contaminated water sources, soil erosion ▪ Damage to or loss of housing, infrastructure, crops, livestock ▪ Risk of death, injury, infectious and respiratory diseases ▪ Disruption to commerce, transport, public services 	<ul style="list-style-type: none"> ▪ Construct flood defences, protect water supply and sanitation systems, improve drainage ▪ Move housing and infrastructure away from flood-prone areas. Identify 'safe places' for people and livestock ▪ Promote raised-bed agriculture
Changing rainfall or seasons	<ul style="list-style-type: none"> ▪ Land degradation, lower yields, crop damage, risk of bush fires ▪ Food and water shortages ▪ Loss of livestock, malnutrition, and water- and food-borne diseases. ▪ Migration 	<ul style="list-style-type: none"> ▪ Diversify and increase yield of existing livelihood activities ▪ Facilitate access to weather forecasts and early warnings ▪ Promote crop diversification, conservation farming methods, and rainwater harvesting
Storm	<ul style="list-style-type: none"> ▪ Damage to housing, crops, trees, infrastructure and communications ▪ Risk of death, injury and disease through contaminated water or food ▪ Withdrawal by insurers of risk coverage in vulnerable areas 	<ul style="list-style-type: none"> ▪ Use safe and storm-resistant materials and building designs e.g. avoid iron roof sheets ▪ Support government and community public awareness and early warning measures ▪ Identify 'safe places' for shelter and storage during storms
Rising sea levels	<ul style="list-style-type: none"> ▪ Salinisation of irrigation and freshwater systems, affecting availability of safe water ▪ Risk of drowning ▪ Damage to coastal areas and loss of housing, crops, livestock 	<ul style="list-style-type: none"> ▪ Sustainable water sources for humans, livestock, livelihoods ▪ Facilitate access to saline-resistant crop varieties ▪ Construct coastal and sea defences e.g. mangroves

Measures to mitigate the effects of climate change

- Assess vulnerability and integrate climate adaptation measures in disaster risk reduction plans.
- Build government and community disaster risk management capacity.
- Minimise soil erosion and deforestation through alternative cooking fuels, crop diversification and conservation agriculture methods.
- Support watershed management, rainwater harvesting and flood and wind resistant structures.
- Minimise risks of flood damage and water contamination through appropriate hygiene promotion and sanitation.
- Avoid using materials which cause soil, shoreline, or forest degradation.

Additional resources on All In Diary website

Climate Guide, © 2007 Red Cross/Red Crescent Climate Centre
Tackling the limits to adaptation, © 2012 CARE Intl & Action Aid
Quick Guide to Climate Change Adaptation © 2009 IASC

Web links for further information

IPCC: <http://www.ipcc.ch/>
CCA toolkits: <http://careclimatechange.org/tool-kits>
IFRC - <http://www.climatecentre.org/site/publications?type=3>

Urban humanitarian challenges

Urban residents are often among the world's most vulnerable, living in precarious informal settlements and slums which are prone to natural disasters and destruction during conflict.

Urban – rural considerations

Growth of cities	More people are migrating to urban areas, leading to increased population density, informal, unplanned and potentially unsafe housing in vulnerable areas e.g. flood plains, steep slopes.
Concentration of resources and services	Concentrated resources, assets and services can increase the impact of disasters, conflict and violence in urban areas. Although if not destroyed, they also form part of the resilience and capacity of urban centres to respond to emergencies.
Complex community settings	Social structures in urban areas are highly complex and there are rarely 'homogenous' communities to work with. Urban dwellers rely heavily on these structures for protection, housing, access to services and livelihoods. Any assistance needs to recognise and support existing structures to be effective.
Unplanned settlements and poor infrastructure	Increasing numbers of IDPs, refugees and other undocumented migrants in urban areas creates additional challenges to already marginalised and vulnerable communities which host them leading to social tensions and pressure on local government.
Urban-rural linkages	Rural populations often depend on urban markets for food and income but urban areas also depend on rural production and offer employment opportunities for rural labour.
Traditional focus on rural	The majority of tools, approaches, policies and practices for humanitarian response are designed for rural settings so appropriate adaptation of tools and approaches is essential.

In urban disasters, humanitarians need the knowledge and capacity to:

- assess structural damage to complex structures and water, electricity, telecoms and sanitation infrastructure;
- undertake urban and spatial planning; rehabilitation of housing and infrastructure in dense, poorly-served environments;
- analyse urban vulnerability and community resilience;
- identify and address the dynamics of violence in an urban setting;
- adopt appropriate beneficiary-targeting approaches;
- identify and protect land use and tenure patterns;
- facilitate urban disaster risk reduction and preparedness planning;
- work through public-private sector partnerships;
- collaborate with national and municipal authorities, civil society and development actors.

Resilient cities have:

- Homes which adhere to building codes and neighbourhoods with organised services and infrastructure.
- Inclusive, competent and accountable local government.
- Understanding of disaster hazards, risks and vulnerabilities.
- People empowered to participate, and local knowledge, capacities and resources.
- Monitoring and early warning systems to protect community assets, infrastructure and individuals.
- Ability to respond and restore basic services to resume social, institutional and economic activity.
- Understanding of how to develop resilience and mitigate the risk of disasters and climate change.

Drawn from How To Make Cities More Resilient – A Handbook for Local Government Leaders © UNISDR 2012

Additional resources on the All In Diary website	Web links for further information
Meeting Humanitarian Challenges in Urban Areas, © IASC 2010	Urban humanitarian resources:
Meeting the Urban Challenge, © ALNAP 2012	http://www.urban-response.org
How To Make Cities More Resilient – A Handbook for Local Government Leaders, © UNISDR 2012	https://www.unisdr.org/we/campaign/cities
	Global urban data: http://unhabitat.org/urban-knowledge/

Conflict and fragility

The increasing frequency and scale of conflicts has forced millions to flee their homes and had a devastating impact on civilians, communities, infrastructure and development.

Countries with weak, or no state capacity or legitimacy, often referred to as '**fragile states**' are more vulnerable to conflict. Effective **steps towards peace** rely on inclusion, enhancing state capacity and peace building. However, these efforts can also undermine state legitimacy and contribute to further conflict.

The conflict cycle



- **Understanding the root causes of conflict is vital** - interventions should address them, not reinforce them.
- At a minimum – **ensure your intervention does no harm.**
- A conflict may skip some stages, and flow into or repeat others.
- A country may experience 2 or 3 different stages at the same time.

Who is responsible for those affected by conflict?

International Humanitarian Law (IHL) applies in armed conflict, whether international or non-international conflict, or occupation. Legal obligations related to **humanitarian access** differ depending on the nature of the conflict but consent of the parties to the conflict is required in all cases. In summary:

1. **States and non-State armed groups** are responsible for meeting the basic needs of civilians under their control (or occupation).
2. **Humanitarian agencies and third countries** have the right to offer assistance and this cannot be seen as a breach of sovereignty
3. In any situation, parties to the conflict need to consent to relief interventions.
4. Parties to the conflict **must allow and facilitate rapid and unimpeded passage of humanitarian relief for civilians in need.**

Denial of assistance and humanitarian access may constitute a war crime under **International Criminal Law** if, for example, it leads to starvation.

Key questions for conflict analysis

Context

- What is the political, economic, and socio-cultural context and emergent issues?
- What areas are affected?
- Is there a history of conflict?

Causes

- What are the causes of the conflict?
- What could trigger further outbreaks?
- What factors can contribute to peace?

Actors

- Who are the main actors and what are their interests and relationships?
- What are the capacities for peace and who might spoil peace efforts?

Dynamics

- What are current conflict trends?
- What are the windows of opportunity?
- What scenarios can be developed from the analysis?

Also refer to the *Conflict Sensitive Approaches* page

Impact of conflict

- Cumulative degradation of assets, infrastructure and resilience
- Mass displacements
- Increased risk of epidemics
- Mental health concerns due to stress, violence and trauma
- Declining physical health due to poor nutrition, injury and illness
- Localised violence and criminality
- Increased discrimination

Strategies to mitigate risk of conflict

- Increase understanding and respect for human rights and international law
- Establish and maintain dialogue with parties to conflict at all levels
- Advocate for warnings and precautions before launching attacks
- Focus on early interventions to mitigate tension, suspicion and insecurity and promote peace, inclusion, recovery and reconstruction

Additional resources on the All In Diary website

Conflict Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding © Conflict Sensitivity 2018
Oxford Guidance on the Law Relating to Humanitarian Relief Operations in Situations of Armed Conflict, © OCHA 2017

Web links for further information

ICRC: <https://www.icrc.org/en/war-and-law>
Safer World: <https://www.saferworld.org.uk>
Oxford guidelines: <https://reliefweb.int/oxford-guidance>
Conflict Dynamics: <http://www.cdint.org/humanitarian-access/>

Linking relief, rehabilitation, development

Disasters represent a major threat to sustainable development but a joined up approach can reduce disaster risk.

Linking relief, rehabilitation and development (LRRD) seeks to mitigate the risk of humanitarian programming undermining development work and enables development programming to build on humanitarian knowledge and take disaster risk reduction measures into account.

How is relief and development activity linked?

The Disaster Cycle is a process that moves from immediate life-saving activities, often led by local responders, through to response and rehabilitation activities which may involve substantial support from international agencies in helping to restore basic services and 'Build Back Better'. Once the levels of need and vulnerability are reduced, longer-term development can follow or resume. However, this staged approach does not reflect reality and can leave gaps between relief and development activities because:

- These interventions are designed differently in terms of mandates, goals, funding, timeframes, approaches, and procedures, etc.
- They require different skills sets and responses which may be managed by different agencies or parts of an organisation
- Donor funding may be restricted to specific timeframes or activities
- Government requirements may differ with greater bureaucratic hurdles or demands on development programming

Also for those affected, their situation is an on-going cycle of risks and uncertainties, often starting long before the disaster impact.

Key issues in LRRD

- **Put disaster-affected people first.** Recognise and appreciate local capacities (skills, knowledge and resources) and involve beneficiaries, host communities and local authorities in decision-making at all stages.
- **Facilitate local ownership** through building on existing national and local development plans, policies, priorities, projects and capacities in project design and planning at all stages.
- **Take a long-term view.** Even in the immediate 'life-saving' phase, take account of and seek opportunities to support longer term sustainable development e.g. community managed water or sanitation provision. Plan for phasing out or handover over responsibilities from the start.
- **Coordinate and collaborate across all sectors** with government, humanitarian and development actors in all aspects of assessment, planning and implementation to fully understand and adjust to the changing context and differing vulnerabilities.
- **Seek opportunities to strengthen resilience and reduce disaster risk** e.g. through community based disaster risk management, effective land use and water resource management, safer construction, and efforts to foster social cohesion and reconciliation between conflicting groups.

Community Based Disaster Risk Management (CBDRM)

Involves:

- Hazard, risk, vulnerability and capacity assessments
- Identifying and developing local capacities e.g. for search and rescue, medical care, construction, community leaders
- Setting up disaster committees and decision-making structures
- Undertaking scenario planning and community level disaster plans
- Mitigating potential disaster impacts e.g. designated shelters or protected areas, stockpiles, water storage
- Developing early warning and community level public awareness, information sharing and communication
- Supporting diversification of livelihoods e.g. access to land, resources, training.

Additional resources on All In Diary website

Preparing for disaster: a community based approach © DRC 2005
The Road to Resilience © IFRC 2012
Disaster Preparedness for Effective Response © UNOCHA 2008
Remaking the case for LRRD © ODI 2014

Web links for further information

LRRD research and case studies
<http://www.urd.org/The-Linking-relief-rehabilitation>
LRRD – Remaking the case
<https://www.alnap.org/remaking-the-case-lrrd>

Contingency planning

Contingency planning is used to analyse the effects of potential crises and identify appropriate preparedness measures.

Contingency plans can be used in preparing for natural disasters, conflict or broader threats such as financial crises or political instability. They can be:

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

Risk analysis and contingency planning

Risk assessment and analysis is an on-going process involving staff, partners and beneficiaries.

- Keep high impact risks prominent through updates, posters on office walls etc
- Keep adding new risks as they arise and encourage broad staff and community participation
- Maintain a risk register or mitigation tool with responsibilities for review and management of risks communicated to all staff
- Regularly assess risks and assign a status e.g. using the traffic light approach (Red=High; Orange=Medium; Green=Low). If the risk has passed or been managed out then remove it

Key questions

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

Using contingency plans In the disaster cycle



Contingency plans:

- inform **needs assessments** through analysis of likely disaster impacts;
- save time and provide a basis for rigorous **response planning**;
- change over the course of an **emergency response**;
- identify risks to long term **recovery**;
- form part of emergency **preparedness and disaster mitigation**;
- inform and contribute to community or organisational **learning**.



Basic steps in contingency planning

1: Assess situation

Identify hazards, vulnerabilities and capacities of those at risk.

Develop scenarios that accommodate changes in context.

Define assumptions, triggers and potential disaster impact.

2: Plan what your response would be

Determine the actions needed in addressing each scenario.

Consider the resources needed.

Develop and test contingency plans through simulations or desk exercises.

3: Conduct preparedness

Specify the preparedness measures needed. Implement and monitor who will do what, how and when?

4: Review

Review the scenarios, contingency plans and follow up on completion of preparedness.

Additional resources on the All In Diary website

Contingency planning guide © IFRC 2012
Contingency Planning and Humanitarian Action: A Review of Practice. HPN Paper 59 © ODI 2007

Web links for further information

IFRC: <http://www.ifrc.org/en/what-we-do/disaster-management/preparing-for-disaster/disaster-preparedness-tools/contingency-planning-and-disaster-response-planning/>

Environmental concerns

Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.

Environmental threats during response	<ul style="list-style-type: none"> ▪ To life – through hazardous chemicals, infrastructure e.g. dams, nuclear plants ▪ To health - through toxic waste and damage to water sources
Environmental threats to early recovery	<ul style="list-style-type: none"> ▪ To livelihoods – damage to forests, soil, pastures, wetlands, reefs, water sources ▪ To security – fragility of ecosystem and threat to human security, increased conflict over limited resources

Impact of disaster response and recovery on the environment

Conversely disaster response and recovery activities also pose a serious threat to the environment and early analysis of the potential impacts is needed to identify mitigation strategies. Factors affecting the severity of impact include:

Geographic	<ul style="list-style-type: none"> ▪ Numbers affected or displaced and population density ▪ Extent of disaster area and availability of resources
Social	<ul style="list-style-type: none"> ▪ Support from host communities and level of self-sufficiency ▪ Cultural norms and respect for environment ▪ Social / power structures and livelihood options
Environmental	<ul style="list-style-type: none"> ▪ Environmental resilience to withstand impact and recover ▪ Ability to absorb waste

Environmental impact risks by sector

Protection	Sexual and gender based violence can occur during fuel collection
Health	Poor management of chemicals, water, healthcare waste, corpses.
WASH	Damage to aquifers; water contamination from sewage / salination; poor rehabilitation of wells; over extraction of water;
Shelter, Non Food Items	Unsustainable construction materials e.g. timber, burnt bricks, sand; inappropriate site selection or design; deforestation and soil erosion
Camp coordination management	Land degradation; loss of biodiversity; improper waste and chemical disposal; unsustainable use of fuel and materials; poor management/decommissioning of camps and pit latrines.
Logistics	Inadequate disposal of construction, packaging, oil, fuel, tyres; procurement of goods produced in an unsustainable way.
Early recovery	No environmental impact assessment and mitigating plan; improper land use, building /infrastructure designs and urban planning; unsustainable use of natural resources for reconstruction/ livelihoods; unequal access to resources.

Mitigating the risks of environmental impact

- Identify the presence and means for safe disposal of hazardous materials
- Take appropriate measures for safe disposal of sanitation and emergency waste
- Assess capacity and protection needs for water sources in the short and long-term
- Determine energy consumption demands and available resources
- Assess long-term impact of size, siting and potential expansion of camps
- Seek green procurement and ways to minimise transport pollution
- Work within all applicable standards and guidelines e.g. Sphere; Hyogo Framework
- Engage expert guidance in assessments, material selection and project design

Additional resources on the All In Diary website
 Environment and Humanitarian Action © Joint UNEP/OCHA
 Environment Unit 2014
 Environment Marker © OCHA & UNEP 2014
 FRAME Toolkit: Module IV Community Environmental Action
 Planning, © UNHCR, CARE 2009

Web links for further information

Resources: <http://www.usaidgems.org/>
 UNEP: <http://www.unep.org/disastersandconflicts/>
 Training: <https://www.urd.org/Environment-training-toolkit>
<http://green-recovery.org/>
 Environmental Emergencies Centre: <http://www.eecentre.org/>

Hazards which threaten the environment

Floods

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

Storms and Winds

- damage crops and infrastructure

Fires

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

Droughts

- lead to wind erosion
- cause 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; increase basic needs

Others

- hazardous materials
- hail or snow
- disease
- volcanoes

Gender

Disasters impact differently on women, men and children and humanitarian programmes should be designed to meet the needs of all safely and equally.

In a crisis, particularly conflicts, men, women, girls and boys react differently and have different needs, vulnerabilities, concerns and capacities to recover. Traditional roles are disrupted, existing inequalities may worsen and new inequalities arise e.g. women may become sole provider, be at risk of gender based violence [GBV]; men may suffer loss of livelihood and status and be at risk of coercion into conflict; children have greater risk of disease, GBV, loss of education; and women and children may be used to shield combatants.

Minimum Standards for Mainstreaming Gender Equality*

Gender equality programming supports equal access to and participation in humanitarian services by all diverse members of a crisis-affected population.

- 1. Adopt a gender equality policy** – which institutionalises a commitment to gender equality in operations and programming
- 2. Develop organisational culture and capacity for gender equality** – promote a shared commitment to gender equality by ensuring staff have the proper understanding, skills and support.
- 3. Conduct and utilise gender analyses** – for every project, engaging a diverse range of stakeholders and using findings to inform partnerships, design, implementation
- 4. Allocate budget resources for gender equality** – to mainstream and capacity building needs
- 5. Utilise sex- and age- disaggregated data** – for all applicable programmes and organisational data collection processes
- 6. Develop gender equality indicators** – to measure progress to gender equality
- 7. Do No Harm** – perform risk assessments and develop corresponding mitigation and response strategies
- 8. Ensure accountability** – monitor organisational practices and programming.

**The Gender Practitioners Collaborative, 2017*

Tools to support gender equality programming

CARE Rapid Gender Analysis Toolkit : Rapid Gender Analysis provides, in five steps, essential information about gender roles and responsibilities, capacities and vulnerabilities, together with programming recommendations.

IASC Gender and Age Marker (GAM) – being rolled out in 2018, this is a simple, practical tool which helps determine if an activity or programme is designed well enough to ensure that women, girls, men and boys will benefit equally from it or that it will advance gender equality in another way.

ADAPT & ACT framework encourages targeted action against gender-based discrimination in line with the following minimum standards. The framework is an acronym for: *Analyze gender differences; Design services for all; Access for women, girls, boys and men; Participate equally; Train women and men equally; Address GBV in sector programs; Collect, analyse and report SADD; Target actions based on gender analysis; and Coordinate actions with all sector partners.*



Gender Based Violence (SGBV)

Unaccompanied girls and adolescent boys, single heads of households, child mothers, child spouses, women and girls living with disability and LGBTI individuals are most at risk of GBV.

GBV includes causing or threatening physical, sexual or mental harm, threats, coercion and deprivations of liberty.

All humanitarian stakeholders have a duty to protect those affected by crises by ensuring that their services reduce the risk of GBV and are tailored to the specific needs of different groups to prevent and mitigate GBV.

LEARN how to integrate gender equality into programmes and practise gender analysis through IASC's free e-learning gender course <http://www.iasc-elearning.org/home/>

Additional resources on the All In Diary web site

The Gender Handbook for Humanitarian Action, © IASC 2017
Minimum Standards for Mainstreaming Gender Equality, The Gender Practitioners Collaborative, 2017
Guidelines for Integrating GBV Interventions in Humanitarian Action
© IASC 2015

Web links for further information

Gender & Disaster Network: <http://www.gdonline.org>
GenCap Project
<http://www.humanitarianresponse.info/themes/gen-cap>
IASC: <https://interagencystandingcommittee.org/gender-and-humanitarian-action>

Working with older people

Older people are highly vulnerable to disasters, but their breadth of experience can be invaluable in response and recovery efforts.

However, there is evidence that the needs of older people are routinely neglected in humanitarian protection, programming and funding. The risks they face, particularly those with pre-existing or newly acquired functional or communication difficulties are often exacerbated by emergencies.



Vulnerability and risks to older people

Worsening of pre-existing exclusion, marginalisation, isolation and poverty

- being separated, or lack of support from family or community
- unable to leave or return home so isolated and neglected
- death or separation of family members can leave older people to care for children

Being victim of abuse or neglect

- abuse, rape, robbery and confinement of older people go unchallenged

Invisibility to humanitarian actors

- discrimination and lack of consultation and participation
- seen as 'poor investment' for programmes because they are perceived as unable or unwilling to learn, or high risk as may die

Lack of age-friendly assistance

- specific health and nutrition needs, mobility and psychosocial needs often not understood or prioritised in humanitarian responses
- those physically less able find it difficult to secure food, water, fuel and access to services or possibility to escape from unsafe situations

Loss of property rights and personal documentation

- no documentation; poor family tracing services; land tenure systems break down

Taking the needs of older people into account

Incorporate the Humanitarian Inclusion Standards for older people and people with disabilities* in design, planning and implementation of all humanitarian action.

Disaggregate data - collect, analyse and use sex, age and disability disaggregated data as the basis for response planning.

Identify and locate older people - through records, checks, outreach, communities.

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

Meet basic needs - facilitate access to shelter, fuel, culturally acceptable and appropriate clothing, food, cooking utensils; extra blankets or clothes for warmth; appropriate health services, water, latrines, livelihood support.

Enable mobility - develop outreach and incorporate home visiting into assessment, programmes and monitoring; provide easily accessible service delivery points; 'fast track' queues for most frail and vulnerable; consider issues using trucks for transport.

Address social, psychosocial and family needs - extend family tracing services; provide psychological support; strengthen family and community structures; raise awareness of risks of abuse, robbery, intimidation.

Recognise and support the participation of older people - as an important source of local knowledge, community and family care, involvement and support.

Protect people's rights - protect housing, land and property rights.

Older people have a wide range of skills, capacities and roles which can support recovery:

- Income generation and financial support to their family
- Child care for 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 can assist targeting and distribution of relief
- Historical knowledge can assist in assessing damage and impact of disasters.

Adapted from 'Older people in emergencies', HelpAge, 2012

Additional resources on All In Diary website

Humanitarian inclusion standards for older people and people with disabilities, © CBM International, HelpAge International and Handicap International 2018*
Older voices in humanitarian crises: calling for change © HAI 2016
Nutrition for older people in emergencies © HAI 2013

Web links for further information

Technical guidance:
<http://www.helpage.org/what-we-do/emergencies/older-people-in-emergencies/>

People with disabilities

15% of the world's population live with disabilities. Conflict and disasters can cause disability and can render people with disabilities more vulnerable and unable to access humanitarian assistance. No one should be excluded from humanitarian action.

Nature of disability	Support that may be needed
Physical e.g. Loss of limbs; mobility (temporary or long-term)	<ul style="list-style-type: none"> - Dry shelter, extra blankets, warm clothing and bedding, assistive devices, hygienic kit - Personal support; adapted environment (ramp, handrails) - Separate queues e.g. for rations/latrines/water
Visual e.g. Total or partial loss of vision	<ul style="list-style-type: none"> - Established landmarks, good lighting, unobstructed access routes and hand rails - Personal assistance, magnified information or braille - Separate queues
Hearing e.g. Total or partial loss of hearing	<ul style="list-style-type: none"> - Hearing aids and batteries, use of visual aids and picture exchange for communication - Separate queues
Mental illness e.g. Learning difficulties such as Downs Syndrome, bipolar disorder	<ul style="list-style-type: none"> - Access to appropriate medication - Continuum of care (avoiding changes in care/medication) - Use of simple language, speak slowly, personal assistance - Separate queues - see also '<i>Mental health and psychosocial support</i>' page
Psychosocial e.g. Post-traumatic stress	<ul style="list-style-type: none"> - Access to appropriate medication and psychosocial support - Continuum of care
Hidden disabilities e.g. Epilepsy, HIV/AIDS	<ul style="list-style-type: none"> - Access to appropriate medication and continuum of care - Support for family and long term carers, personal assistance

Key inclusion standards for people with disabilities and older people*

These standards help to successfully identify and reach those most at risk.

1: Identification : ensure access to humanitarian assistance and protection that is participative, appropriate and relevant to needs.

2: Safe and equitable access : to humanitarian assistance.

3: Resilience : ensure these groups are not negatively affected, are more prepared and resilient, and are less at risk as a result of humanitarian action.

4: Knowledge and participation : ensure all know their rights and entitlements, and participate in decisions that affect their lives.

5: Feedback and complaints : enable access to safe and responsive feedback and complaints mechanisms.

6: Coordination : ensure access to and participation in humanitarian assistance that is coordinated and complementary.

7: Learning : organisations collect and apply learning for more inclusive assistance.

8: Human resources : staff and volunteers have appropriate skills and attitudes to implement inclusive humanitarian action, and older people and people with disabilities have equal opportunities for employment and volunteering in humanitarian organisations.

9: Resources management : people with disabilities can expect that humanitarian organisations are managing resources in a way that promotes inclusion.

Additional resources on All In Diary website

Humanitarian inclusion standards for older people and people with disabilities, © CBM International, HelpAge International and Handicap International 2018*
Living with disability and disasters, UNISDR Survey, 2014

Web links for further information

<https://humanity-inclusion.org.uk/en/reports>
<http://www.asksources.info/topics/humanitarian>

Disability inclusion in disaster management

Disability inclusion in all phases of disaster management (disaster risk reduction, preparedness, prevention and mitigation, disaster relief, rehabilitation and recovery) is crucial.

Disaster

preparedness can:

- build knowledge and capacities of governments, organisations, communities and individuals to anticipate disability impact
- include disability contingency planning and training
- include stockpiling of mobility aides and other devices along with general supplies
- plan for accessible evacuation and public information in alternative formats.

Risk reduction, often done concurrently with preparedness, can incorporate reducing exposure to hazards that can cause disability along with decreasing the vulnerability of people with an existing disability.

HIV and AIDS

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

Key groups vulnerable to HIV and AIDS in emergencies

Women and girls

- Post-disaster and conflict situations increase the risk of gender-based violence (GBV) and victims of GBV are at a higher risk of infection.
- Loss of livelihoods, separation, poverty and the disruption of family and social support structures can lead women into commercial sex work or unsafe sex practices for money, food or protection.

Children and young people

- Children and young people are also vulnerable to GBV and transactional sex which increase during crises.
- Traumatic events that take place in humanitarian contexts can harm young people's mental health and increase the incidence of drug and alcohol abuse and unsafe sex.
- Education is disrupted, meaning other channels to deliver basic HIV prevention messages to young people must be found.

Sex workers

- High levels of poverty, lack of livelihood opportunities, separation of families, breakdown of communities and social norms that often accompany humanitarian crises can lead to sex being sold or exchanged for shelter, food and protection.
- Presence of armed groups, armies, other uniformed services and aid workers can also lead to an increase in sex work.

Men who have sex with men

- Men who have sex with men often have no access to HIV treatment and prevention services.
- Loss of support networks can lead men who have sex with men to not prioritise their health and be unable to access relief goods.

Impact of disasters on those affected by HIV and AIDS

- HIV undermines the resilience and coping capacity of communities, making them more susceptible to disaster and slower to recover.
- People living with HIV and AIDS, and their carers, are at high risk of malnutrition, illness and poverty following disaster as they have fewer livelihood opportunities, inadequate access to food and nutrition and greater susceptibility to disease.
- People living with HIV and AIDS are highly vulnerable to stigma and discrimination, particularly when displaced, so confidentiality is essential.
- Inadequate or disrupted health services undermine treatment, medication for opportunistic infections and home-based or palliative care. Disrupted access to antiretrovirals (ARVs) can lead to rapid progression of HIV and 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.



HIV = AIDS

Interventions to address risks

Protection/prevention

- Integrate protection in registration, water, sanitation, shelter, camp management
- Educate about HIV, AIDS and safer sex
- 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
- Water, sanitation and hygiene services to reduce disease spread
- Work-based HIV and AIDS policies

Treatment/support

- Psychosocial support
- Medical services, antiretrovirals and essential drugs
- Social and education facilities, including child-friendly spaces
- Targeted nutritional programmes
- Livelihood opportunities e.g. agricultural inputs, construction skills,
- Community-based care programmes

Additional resources on All In Diary website:

Prevent and Protect: Linking HIV and child protection response © UNICEF and World Vision International, 2015
HIV and Social Protection Guidance Note, © UNAIDS 2011
Guidelines for addressing HIV interventions in emergency settings, © IASC 2010

Web links for further information

AIDS and HIV in humanitarian situations:
<http://www.aidsalliance.org>
https://www.unicef.org/aids/index_56119.html
<https://www.avert.org/professionals/hiv-programming/emergencies-conflicts-and-hiv-response>



Education

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

What is education in emergencies?

There are approximately 50 million out-of-school children and adolescents living in conflict-affected countries. Protracted conflicts can mean families displaced for up to 20 years. This can leave whole generations uneducated, disadvantaged and unable to provide for the future and well-being of their families and society. Education in emergencies gives hope to children and youth to envision and build a secure future:

- Providing safe places, ensuring physical protection against the risks of sexual or economic abuse or recruitment to fighting or criminal groups.
- Enabling psychological recovery for children and youth through offering a sense of normality, stability and hope after the distress and shock of experiencing a conflict or disaster.
- Addressing every individual's right to an education and to future economic stability through the development of basic life skills.
- Enabling opportunities that are conflict-sensitive and 'building 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.

INEE Minimum Standards for Education

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 curriculum, training, instruction and assessment.
- **Teachers and other education personnel:** administration and management of human resources in education, including recruitment and selection, conditions of service, and supervision and support.
- **Education policy:** policy formulation and enactment, planning and implementation and coordination.

These Inter-Agency Network for Education in Emergencies (INEE) standards were adopted as 'companion Sphere standards'. See 'Sphere Standards' page.

Additional resources on All In Diary web site:

Minimum Standards for Education: Preparedness Response Recovery © INEE 2010
Safe Schools Declaration – a Framework for Action, GCPEA 2017
Implementing the Guidelines: for Protecting Schools and Universities from Military Use during Armed Conflict, GCPEA, 2017

Web links for further information

Global Coalition to Protect Education from Attack:
<http://www.protectingeducation.org>
INEE: <http://www.ineesite.org/en/education-in-emergencies>
UNHCR: <http://www.unhcr.org/pages/49c3646cda.html>



Refugee education

Refugee children and youth are often excluded from school due to:

- Exclusionary legal or policy frameworks
- Missing identity-related documentation required for school enrolment or examination eligibility
- Language barriers
- Being over-age
- Capacity of schools
- Discrimination and bullying
- Gender attitudes
- Early pregnancy and/or marriage
- Poverty and child labour

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

UNHCR have a mandated responsibility for the education of refugee children and adolescents.

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:

- consider how different groups among the affected populations normally obtain and use food, and the coping strategies used during shortages
- consider short-term (acute) and longer-term (chronic) food insecurity issues
- avoid negative effects on local economy, social networks, livelihoods, environment
- Consider the role of markets to ensure access to food.



Photo: Irin News

Food security interventions include:

- Food aid
- Institutional and school feeding programmes
- Food or cash transfer schemes
- Home based care and food aid for people living with HIV/AIDS
- Support to boost agricultural production e.g. irrigation, seeds, production techniques
- Livestock support programmes
- Microfinance
- Vocational training and education
- Market mapping, analysis and development and value chain development

What affects food security?

Availability	Access	Utilisation
<p>Natural disaster - affects production and harvests e.g. drought, pest and disease outbreaks, floods</p> <p>Conflict - affects food importation, causes population movements, interferes with harvest and planting seasons</p> <p>Agricultural labour - affected by HIV/AIDS, migration, temporary displacement etc.</p> <p>Agricultural inputs - insufficient or inadequate seed, fertiliser, tools, loss of productive land etc.</p>	<p>Physical barriers - e.g. insecurity, poor roads or lack of transport, ill health, disability, older population</p> <p>Market price - lack of functioning markets, increasing food prices or fall in income from sale of other goods affects ability to buy or exchange goods or services for food</p> <p>Land - people have limited or no access to land to grow food</p> <p>Income - unemployment or rising costs affect household income levels</p>	<p>Ill health - many diseases, e.g. HIV/AIDS, affect absorption of nutrients so improved dietary requirements are needed</p> <p>Food storage and preparation - can affect the quality and nutritional value of food</p> <p>Culture, norms, beliefs - can affect the use and acceptance of some foods and who has access to certain foods</p> <p>Lack of potable water - resulting in diarrhoea and loss of nutrients</p>

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

- Reduce the amount, diversity and frequency of food eaten
- Gather wild food (fruits, roots etc) and consume seeds and immature produce
- Reduce expenditure on non-essential and non-food items
- Borrow money or sell other productive assets and services, including livestock
- Sell or hire out productive land, tools, or livestock to others
- Send family members out to waged employment, including children

Assessing food security

To understand the severity of the situation, and the reasons, consider :

- what the immediate and underlying causes are and the impact on people
- how widespread and severe food insecurity is and is it temporary or not
- how available are resources e.g. land, labour, knowledge
- who can access these resources and how
- what 'normal' food security situation is; how it has changed over time: why.

See also 'Needs Assessments' and 'Nutrition' pages and Sphere Handbook.

Additional resources on All In Diary web site:

Food Security and nutrition in emergencies © 2016 IFRC/J Hopkins
Key Recommendation for improving nutrition through agriculture and food systems, UN Steering Committee on Nutrition, 2015
Developing Response Analysis Framework, © FAO, 2011

Web links for further information

<http://www.fao.org/emergencies/resources/tools/en/>
<http://www.enonline.net/resources/search?tag=17>
<http://www.wfp.org/food-security>
www.fsnnetwork.org

Health

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

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 but also rebuilding disaster-resilient health facilities.

Direct disaster impacts on public health

Injury and trauma due 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

Diarrhoeal diseases, acute respiratory infections, measles and vector-borne diseases can contribute to excess mortality and morbidity. Strategies to mitigate the risks include:

- Address environmental health risks e.g. vectors, contaminated water
- Shelter planning e.g. avoiding overcrowding, effective ventilation, drainage
- Enable access to and adequate quantities of safe water
- Provide sanitation services and measures to address unsafe practices
- Support public health information in relation to disease outbreaks, control and treatment
- Develop procedures for detection, monitoring and control of outbreaks
- Immunise against measles and other preventable diseases

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. See [UNFPA MIS Package](#), 2015.

Nutrition - Refer to 'Nutrition' page

International health care standards & surveillance

Sphere Minimum Standards in Health Action:

<http://www.spherehandbook.org/en/how-to-use-this-chapter-4/>

Child Growth Standards and identification of severe acute malnutrition in infants and children: <http://www.who.int/childgrowth/en/>

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

Weekly Epidemiology report: <http://www.who.int/wer/en/>

Additional resources on All In Diary website:

First Aid in Armed Conflicts & other violent situations © ICRC 2010
Emergency Risk Management for Health © WHO 2012
Management of dead bodies after disasters, 2nd ed © PAHO 2016

Web links for further information

WHO - <http://www.who.int/hac/techguidance/en/>
PAHO: <http://www.paho.org/hq> MSF: <http://www.refbooks.msf.org/>
Health Cluster: http://www.who.int/hac/global_health_cluster/en/
http://www.hesperian.org/publications_download.php#hiv

Support existing health systems and coordinate essential health service provision:

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

- **Prioritise** health services that address main causes of 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 and support existing health information management systems** and share information and surveillance data with health cluster, authorities and others.

Hygiene promotion (HP)

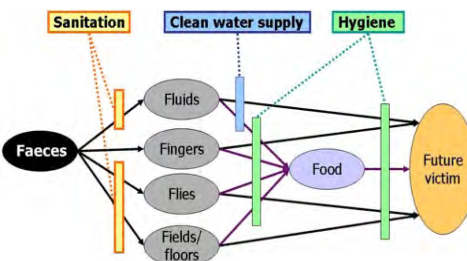
Relocation or disruption of familiar practices can lead to deterioration in existing hygiene behaviour, contributing to an increased risk of disease transmission and epidemics.

How disease is spread and transmitted

Bacteria in faeces can be spread via fluids, fingers, flies, fields or floods to food and other people.

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

The F-diagram of disease control and transmission



How to prevent the spread and transmission of disease

- **Safe disposal of faeces**, including child faeces through appropriate use, cleaning and maintenance of sanitation facilities
- **Hand washing** after defecation and before food preparation can reduce diarrhoeal incidence by 47% and respiratory infections by 24%. Ensure hand-washing facilities, with soap (or an alternative such as ash or sand).
- **Storage** and safe use of drinking water e.g. covered water containers
- **Control of flies**, mosquitoes and other disease vectors
- **Hygiene items**: Identification, selection and distribution of appropriate hygiene items e.g. soap, buckets with covers, sanitary items.

Menstrual Hygiene: Special consideration should be given to menstrual hygiene. Breaking the taboo around menstrual hygiene and providing gender-sensitive facilities (a private and safe space with sufficient clean water and hygienic disposal receptacles that are ecologically sound), assures the well-being and dignity of women and adolescent girls.

How to plan an effective Hygiene Promotion campaign

Coordination: Collaboration, coordination and sharing information across water, sanitation and hygiene stakeholders (WASH) are vital to ensure an effective approach and provision of essential, appropriate materials and facilities.

Based on a needs assessment, and coordinating with other stakeholders:

1. **set a goal** - e.g. to improve the quality of life or to reduce loss of life
2. **identify hygiene problems** - using data from initial assessment
3. **identify key behaviours linked to the problems** - e.g. hand washing; excreta disposal; attitudes to gender or environment
4. **determine the cause of the problems** - why is this problem arising?
5. **prioritise actions** - balancing improving health with available resources
6. **develop a strategy** - including methods and tools

Adapted from 'Hygiene Promotion in Emergencies'-WHO/WEDC Technical note 10 2013

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; include children, older people and people with disabilities
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, avoid frightening them
5. **Identify the best, cost-effective ways to communicate** - using existing, traditional channels
6. **Facilitators** - train facilitators from the affected community to promote good practices
7. **Use cost-effective mix of communication** e.g. mass media such as radio or leaflets and interactive methods
8. **Reach out to schools** to ensure good practices both as school and at home:
<http://www.washinschools.info/>
9. **Carefully plan, execute, monitor and evaluate**

Additional resources on All In Diary website

Managing HP in WASH programmes, WEDC Guide 13, 2014
Hygiene Promotion in Emergencies, Tech Brief 10.1 © WHO 2013
Improving menstrual hygiene management in emergencies © ALNAP/ODI 2016

Web links for further information

WASH Cluster <http://washcluster.net>
SPHERE handbook: <http://www.spherehandbook.org/en/water-supply-sanitation-and-hygiene-promotion-wash/>



Livelihoods

Livelihoods comprise the capabilities, assets (natural, material and social) and activities required for survival and future well-being.

During emergencies women and children are particularly vulnerable, often making life changing decisions (often including child labour, child marriage or transactional sex) to secure income for the family to address their basic needs.

Impact of disasters on livelihood security

Direct - physical damage	Indirect - loss of potential production
<ul style="list-style-type: none"> injuries or loss of human life death or involuntary slaughter of livestock contamination of food or water sources epidemic or endemic human and livestock disease destruction of natural environment and essential assets (homes, businesses) 	<ul style="list-style-type: none"> disruption to traditional production systems, shifts in gender roles and loss of indigenous knowledge loss of access and rights to land displacement, migration, urbanisation impact on local markets destruction of roads, bridges communications, markets etc. break down in social support structures

Assessing livelihood security

Effective assessment of livelihood security requires an understanding of:

- **Activities, assets, needs and capabilities** at the household level that provides an income to adequately address their economic needs.
- **Natural environment** e.g. what land, water, livestock or forest resources are used, what are they used for and what are the terms of ownership.
- **Market systems and supporting services** which complement livelihoods needs e.g. access to farm inputs, financial services, infrastructure and communications.
- **Institutional environment** e.g. formal policies, laws, standards, regulations, as well as informal institutions such as cultural norms, forms of local and state governance.

A detailed and contextual analysis is required to develop a set of responses that links emergency intervention to early recovery and longer-term, sustainable development.

Areas of analysis

Vulnerability context: economic, environmental, political, historical, social, cultural – trends, shocks, and seasonality

Livelihood assets: human, social, financial, natural, physical capital

Transforming structures and processes: government, private sector, laws, policies, culture, and institutions

Livelihood strategies: production, financing, processing, exchange, marketing, trade-offs

Livelihood outcomes: reduced vulnerability through improved income, economic resilience, sustainability, well-being, food and economic security, use of natural resource base

Tools for analysis

- Review of government documents, baseline data, statistics, research, evaluations
- Wealth ranking, household surveys, interviews, transects walks, proportional piling (i.e. get people to express different importance of issues to their community)
- Venn diagrams, stakeholder mapping and analysis, matrix scoring
- Calendars, focus group discussions, flow diagrams, market analysis
- Surveys, baseline data, ranking, evaluation reports and participatory monitoring

Interventions to strengthen livelihood security

- Training and improved technologies for small holder farmers, especially women
- Measures to protect land tenure rights e.g. tree planting
- Strengthen markets, inputs and services (improved seed, fertiliser, transport, road rehabilitation)
- Diversified cropping, minimal labour and fertiliser inputs
- Processing e.g. sun-drying, dairy and honey products
- Alternative energy and rainwater harvesting and storage
- Protecting or restocking livestock
- Cash based assistance
- Community-based disaster risk management
- HIV and AIDS awareness and prevention

Also refer to 'Sphere Standards' and 'Cash Based Assistance' pages.

Additional resources on All In Diary web site

Livelihoods, conflict and recovery, Secure Livelihoods Research Consortium, 2017

A conceptual analysis of livelihoods and resilience © ODI 2012 Gender and Livelihoods in Emergencies, © IASC 2006

Web links for further information

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

Mental health and psychosocial support

No one who experiences a disaster is untouched by it. A key priority is to protect and provide for people's mental health and psychosocial well-being.

Every individual will experience the same event in a different way and have different resources and capacities to cope. Well integrated and coordinated mental health and psychosocial supports that build on existing capacities and cultural norms, reach more people and are more likely to be sustained once humanitarian response ceases.

Psychosocial effects

- Initial emotional reactions including despair, hopelessness, loss of control, anger and social withdrawal are normal reactions to highly abnormal events. For most, these reactions will dissipate over time.
- These reactions depend on the nature and scale of the disaster or conflict; the culture, values, individual impacts on those affected; the pre-existing situation, and available resources and capacities to support recovery.
- Those with pre-existing conditions such as psychosis or severe depression are likely to be more severely affected and may require psychiatric care and medication.
- Workers need to be alert to those who are not recovering.

Core principles for interventions

- Human rights and dignity:** promote and protect individual rights and equity
- 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 and resettle family groups together.
- Train staff in dealing sensitively with grief, stress, confusion and suicide prevention, both within the community and within staff.
- Involve communities in the design and re-establishment of religious, social and community facilities and events.
- Allow time for culturally appropriate ceremonies and funerals.
- Organise culturally and contextually appropriate recreation for children.
- Resume educational activities.
- Engage communities in activities- include widows, orphans and familyless people.
- 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.
- Train volunteer community workers to promote community-based support.

Adapted from Mental Health in Emergencies © 2003 WHO, Dept Mental Health and Substance Dependence

Additional resources on All In Diary website

mhGAP Humanitarian Intervention Guide © WHO & UNHCR 2015
Assessing mental health and psychosocial needs and resources toolkit, © 2012, WHO and UNHCR
Building Back Better: Sustainable mental health care after emergencies © 2013 WHO

Web links for further information

Key WHO mental health publications:
http://www.who.int/mental_health/emergencies/en/index.html
IFRC Community-based Psychosocial Support Training -
<http://pscentre.org/topics/training-kit-publications/>
Support network and resources: <http://mhpps.net/>



Intervention pyramid

People are affected in different ways and need different kinds of support. All layers of the pyramid are important and should be implemented concurrently.

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.

Focused, 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.

Adapted from Mental Health and Psychosocial Support in Humanitarian Emergencies © 2010 IASC

Nutrition

Severe or chronic 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 concerns

Acute Malnutrition is measured by weight-for-height indicator, calculated by:

- MUAC: mid-upper arm circumference
- Z-scores: statistical analysis of screening to identify low weight-for-height

Acute Malnutrition is divided into Severe acute malnutrition (SAM) and Moderate acute malnutrition (MAM).

SAM is most dangerous - if left untreated can result in death. Manifests in two ways:

- Severe wasting: massive loss of body fat and muscle; extremely thin and skeletal.
- Oedema: on lower limbs; child appears puffy, irritable, weak and lethargic.

MAM - children with MAM need to be enrolled in a program to treat their malnutrition and to prevent them from deteriorating into SAM.

Stunting - chronic or long-term malnutrition causes irreversible stunted growth. Severe stunting is a life threatening condition.

Micronutrient deficiencies contribute to malnutrition, especially iron, vitamin A and iodine deficiencies (common in disadvantaged populations). Vitamin C, thiamine and niacin deficiencies may occur in emergency-affected populations.

Vulnerability

Geographical location e.g. in drought or flood-prone or conflict affected areas

Political status e.g. marginalised persons

Displaced and refugee populations with limited resources

Physiological nutritional needs particularly: low birthweight babies, 0-59-month-old children, pregnant and lactating women, older people, people with disabilities, people with chronic illness, and people living with HIV and AIDS

Care practices including feeding of infants and children can contribute to malnutrition

Nutritional status of the mother can influence children's malnutrition.

Nutrition and food assistance

Trends show a shift from food aid to food assistance:

- from in-kind food aid to local or regional procurement
- increased use of cash transfers
- increased focus on food and nutrition security to address underlying causes of malnutrition

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

(See also *Cash Transfer Programming* and *Food Security* pages).

Training materials

Harmonised training package: <http://nutritioncluster.net/training-topics/harmonized-training-package/>

Nutrition in emergencies: <http://www.unicef.org/nutrition/training/>

Infant feeding in emergencies: <http://www.enonline.net/operationalguidance-v3-2017>

Additional resources on All In Diary web site:

Nutrition Program Design Assistant © CORE Group, FANTA, Save, 2015
Scaling-up the Management of Acute Malnutrition, © ODI 2013
WASHNutrition- practical guidebook, © ACF 2017

Web links for further information

<http://nutritioncluster.net/topics/1-key-resources/>
<http://www.nutritionworks.org.uk/>
<http://scalingupnutrition.org/>



Nutrition interventions

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

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 create the need for emergency sanitation.

Excreta disposal

Defecation should be avoided in areas likely to contaminate the food chain or water supplies (e.g. groundwater sources; river banks; upstream from wells; agricultural land). **Children's faeces** are commonly more dangerous than those of adults. Consider specific needs of menstruating women, children, disabled, ill and elderly.

Key considerations for planning appropriate excreta disposal methods

Location/ physical environment	Rural or urban location and numbers of people affected. Local topography, groundwater level and soil type.
Environmental and climatic conditions	Climate and seasonal rainfall patterns. Land use and agricultural practices.
Social and cultural practices	e.g. for anal cleansing, handwashing, menstruation, disposal of children's and women's faeces, clothes washing
Technological issues	Availability of existing facilities, space, water, cleansing and construction materials. Suitability of shared facilities, visibility and protection issues, community-led options.

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

Demarcated defecation area	Used in immediate relief phase when a huge number of people need immediate facilities while procure alternatives.
Biodegradable plastic bags (PeePoo)	Used in immediate relief phase with large numbers of people, particularly in densely populated urban areas.
Trench latrines	Used in the initial response - up to two months
Simple pit latrines	Planned from the start through to long-term use
Ventilated Improved Pit (VIP)	Context-based for middle to long-term response (incorporates a chimney to reduce flies and smell)
Ecological sanitation (Ecosan) with urine diversion	Context-based in response to high water table and flood situations. Planned from the start for middle to long-term use (contains and sanitises the waste for fertiliser)
Septic tanks	Used in urban disasters from response and into recovery.

Solid waste management, drainage and vector control

Safe collection and disposal of solid, organic, hazardous waste (household, health, market and industrial) reduces breeding of vectors and pollution of water sources. Special handling, storage, treatment and disposal of health care waste (sharps, blood, body parts, infectious waste, chemicals, pharmaceuticals etc) is required, as is the management and burial of dead bodies.

Drainage must be well planned and maintained to control the flow and collection of surface water which can accumulate from households, water points, leaking toilets and sewers, rain or floods. It poses health risks from vectors, contamination of water sources, damage to latrines, dwellings, agriculture, the environment and drowning.

Vector-borne diseases are spread by vectors such as mosquitoes, other biting insects, rats and mice. Control through careful site selection (e.g. avoiding surface water where insects breed), and effective excreta, drainage and waste management.



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

Designing facilities with physically vulnerable people

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

Providing equipment and assistive devices according to needs
e.g. a moveable seat, or a commode chair.

Adapting and modifying existing facilities
e.g. adding a ramp, or a handrail, or installing a seat.

Designing and constructing facilities that are accessible for all
e.g. additional space or easy access path to ensure a wide range of users, irrespective of age or ability.

Use a combination of all three approaches as needed.

Additional resources on All In Diary website

Management of Dead Bodies after Disasters © PAHO 2016
Solid Waste Management in Emergencies © WHO 2013
Planning for excreta disposal in emergencies © WHO 2013

Web links for further information

<http://www.emergencysanitationproject.org>
http://wedc.lboro.ac.uk/knowledge/notes_emergencies.html
Water and Sanitation for the Urban Poor: <https://www.wsup.com>

Settlements

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

Options	Benefits	Limitations
Temporary individual settlement and response options		
Repair or rebuild own property	- retains established settlements and livelihoods - uses existing infrastructure	- safety - lack of capacity
Host families	- often an initial preference - shared culture, support etc.	- capacity to absorb - pressure on resources - difficult to identify to support
Rental	- can be subsidised	- available properties or money
Urban or rural self-settlement	- uses unclaimed properties or land informally (squatting)	- no legal status - difficult to provide support
Temporary communal settlement and response options		
Collective centres (e.g. temples, schools)	- rapid protection - can be pre-planned response - centralised support	- not suitable for purpose - restricts schooling /worship - short-term solution
Self-settled camps	- keep communities together and be closer to livelihoods	- vulnerabilities of site - poor services / resources / infrastructure (schools etc.)
Planned and managed camps	- can coordinate services and offer protection - often last resort for refugees and IDPs	- access to appropriate land and natural resources, and livelihoods - expensive, unsustainable

What support should be provided?

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

- Advocacy, legal and administrative : to support e.g. disputes over land rights
- Local information centres and mobile training teams : for rights, advice, consultation
- Market intervention : to ensure construction industry can support reconstruction
- Environmental and resource management: need to assess, plan and monitor
- Return and transit support items: for those who wish to return or relocate
- Infrastructure: to provide access to basic services (i.e. schools, health centres, markets etc.)
- Settlement planning support: to ensure an ordered distribution of the space (streets, public areas, location of public services, disaster risk reduction, transport etc.)
- Distribution of shelter materials

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

Guiding principles for shelter, settlement and reconstruction after disaster

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

Longer term issues for emergency settlements

After a few weeks, to ensure the health and well-being of the population you need to consider e.g. more sustainable and durable WASH facilities; regular monitoring and repair; recreational and educational facilities; protection issues; livelihood options.

Additional resources on All In Diary web site:

Urban displacement & outside of camp ©Global CCCM Cluster2014
Camp Design Planning & Construction Manual © UNOPS 2017

Web links for further information

<https://www.humanitarianlibrary.org>

Toolkit: <http://www.nrc.no/?aid=9177505#Vio0iss6H8s>

Shelter

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

Shelter design

Provide safe, healthy and appropriate living space that addresses :

- Protection against cold, heat, wind, rain
- Storage and protection of belongings
- Establishing territorial claims (ownership and occupancy rights)
- Salvage, reconstruction and social reorganisation
- Emotional security and need for privacy
- An address for the receipt of services (medical aid, food distribution etc.)
- Commuting distance to employment or support livelihoods (micro-enterprises, livestock, gardens)

Policies to avoid:

- duplication of survivors' efforts
- bulldozing rubble, burning timber which could be recycled
- importing labour for reconstruction
- importing building materials
- compulsory evacuation, especially of women and children
- relocation of survivors on land remote from work, markets, schools etc.
- creating large emergency campsites with social and environmental risks
- building imported or prefabricated temporary shelters unnecessarily

Supporting post-emergency shelter

The role of NGOs is to support the initial response and self-reliance of the survivors themselves and local organisations using salvaged materials and tools. Ensure:

- collaboration and consultation with affected households and local authorities
- accurate assessment and analysis of vulnerabilities, needs, damage, capacities
- guidance from shelter experts, local builders, architects or engineers.
- immediate, transitional and permanent sheltering are linked

Immediate shelter: Making materials available (plastic sheeting, tarpaulins, fixings and tools) supports self-help. Cash grants or vouchers can enable purchase of materials and payment for labour, though ensure availability of resources in local markets and settlement planning and building design to ensure quality and safety.

Transitional shelter: When permanent reconstruction is taking time and emergency sheltering is deteriorating, it may be necessary to provide materials and/or tool kits to repair damaged houses or build transitional shelters. These choices can facilitate longer term **reconstruction**, e.g. ease of maintenance, re-use and dismantling of transitional shelter enabling households to improve their homes over time as resources and opportunities permit.

Non-Food Items (NFI)

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

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

Most common mistakes in shelter programming

Identified by the CARE International Shelter Team

Planning

- underestimating staffing needs
- committing to build too many shelters
- failing to react to the transition from the emergency to recovery phase

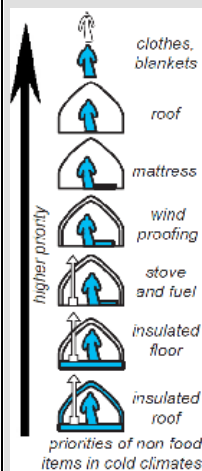
Targeting

- on the basis of building damage rather than socio-economic vulnerability i.e. ability of people and communities to recover

Coordination

- considering shelter in isolation from other sectors

Priorities of NFIs in cold climates



Selecting NFIs for Shelter; IASC, 2008

Additional resources on All In Diary web site:

Shelter after disaster, 2nd edition © IFRC and OCHA, 2015
Sustainable Reconstruction in Urban Areas, © Skat, and IFRC 2012
Selecting NFIs for Shelter, IASC Emergency Shelter Cluster 2008

Web links for further information

Shelter Cluster – <https://www.sheltercluster.org/resources>
<https://www.humanitarianlibrary.org>

Water supply

Water is essential for life, health and dignity.

Demands for and availability of water in emergencies will vary depending on:

- **nature and scale of the emergency:** flooding or drought limiting supplies
- **affected locations:** climate, seasons, water sources, security, geology, urban/rural
- **affected populations:** 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 survival needs (drinking and cooking) for all, followed by a staged approach to meeting basic needs as the situation improves.

Providing sufficient water in emergencies

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

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

Ground water sources such as springs are preferable as they require minimal treatment. Water quantity and quality are important but in emergencies, priority is given to providing sufficient quantity for survival, even if of intermediate quality. Environmental impact, sustainability and seasonal variations should be considered.

Water quantities to meet basic survival needs (Sphere Handbook)

Quantity required to meet basic needs will be highly dependent on local climate, livestock requirements, cooking and hygiene practices, differing habits of men and women, cultural and religious practices e.g. washing before prayer.

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

Quality and treatment of water in emergencies

- **Assess contamination risks and identify sanitary practices and effective treatment measures** with water and sanitation teams and affected populations.
- **Understand local norms in sourcing water.** Unprotected sources such as rivers, lakes or unprotected wells may be preferred due to taste, convenience or physical safety e.g. collecting water from the same location as washing clothes.
- Safe water can be contaminated during collection, transport or storage. **Provide suitable containers and treat at source.**
- 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. Details on options and methods in Resources below.
- Facilitate effective **promotion, community sensitisation, training and on-going monitoring** as an integral part of effective treatment and hygiene promotion.
- **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.



Image credit: Adam Bacher for Mercy Corps, Haiti

Key questions Assessment

Public health risks and local sanitation practices?

How much water for different uses by different groups?

Local skills available?

Location and protection of water sources

Nearest/most convenient water sources?

How to protect these?

Water treatment

Contamination risks? Water treatment needed?

If so, appropriate methods and likely consequences?

Water distribution

How can sufficient safe water be distributed most effectively?

Easy and safe access by all?

Transport and storage

How to store and transport for drinking and domestic use?

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

Additional resources on All In Diary website

Water supply in emergencies, © Practical Action, 2012
 Emergency treatment of drinking water at point of use © WHO 2013
 How much water is needed in emergencies © WHO 2013

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/>

Cash Based Assistance (CBA)

Cash based assistance has emerged as an effective evidence-based means of meeting needs in humanitarian response.

Forms of cash based assistance

Vouchers - paper, electronic, or some other form which can be exchanged for services or goods of a predetermined value with preselected vendors.

Cash - money which can be given physically, through mobile phones or bank transfers. Transfers can be:

- **Direct** - payment made in cash or vouchers. This may be paid to cover monthly household needs, including food, medical, school, rent, etc. through multi-purpose cash assistance (MPCA). It could also be through paid through providing labour for work, e.g. community programmes.
- **Indirect** - grants or technical support to local businesses to regenerate income and market activity including restocking, 'market-system support', rehabilitation of infrastructure.
- **Conditional** - cash must be used for a specific purpose or beneficiaries must adhere to a specific condition, e.g. enrolling children in school.
- **Unconditional** - no restrictions imposed or limits on what the cash can be used for. Increasingly this is the most common form of cash transfers.

Advantages of CBA

- Provides households with flexibility in meeting their priority needs.
- Assists in stimulating local markets and livelihood opportunities.
- Helps empower women through more control over resources.
- Promotes household and economic resilience.
- Deliveries are less visible, more dignified, using fewer intermediaries.
- Reduces costs of procurement, transport, storage.

Disadvantages of CBA

- If markets not monitored can contribute to inflation/shortages.
- Whilst transfers increase access to education, health etc., there is virtually no influence of the quality of services provided.
- Interventions are often short term and don't link to the emergency recovery continuum.
- Limits the administrative capacity of implementing organisations.
- Transfers can lead to insecurity and encourage local corruption.

Market analysis is critical to effective cash based assistance

Minimum Standard for Market Analysis*: Market analysis is a key component of response that informs the design and implementation of appropriate interventions using and supporting local markets. **Consider:**

- How can local markets supply the goods and volume needed?
- How will the market sustain supplies?
- How are price fluctuations likely to affect supply and demand and purchasing power?
- Can cash or vouchers be transferred and spent safely?
- Do local institutions have the knowledge and capacity to handle transfers?

* See 2018 Sphere Handbook Annex 1: Delivering through markets



Point to consider for effective cash based assistance

- Community and local authority acceptance
- Sustainable source of funding from taxation or donor resources
- Market mapping and analysis and a reliable supply chain
- Transparent, conflict sensitive targeting criteria
- Simple and robust delivery and verification mechanism
- Safe and flexible payment system that makes provision for poor, illiterate and vulnerable people
- Clear, appropriate and regular communication about targeting and entitlements for all those affected, including host communities
- Thorough staff orientation and training, particularly on use of new technologies

Additional resources on All In Diary web site

Minimum standards for Market Analysis © CaLP 2013
Cash Transfer Implementation Guide © Mercy Corps 2017
Cash Feasibility and Response Analysis Toolkit © UNHCR 2017
Doing cash differently © ODI 2015

Web links for further information

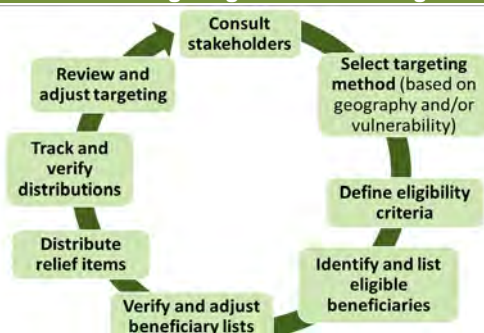
Cash Learning Partnership: <http://www.cashlearning.org/>
Cash Based Assistance Programme Quality toolbox
Operational Guidance and Toolkit for Multipurpose Cash Grants
State of the World's Cash report

Targeting and distribution of relief

An impartial, non-discriminatory, and transparent mechanism should be used to target and distribute relief items, including cash to those who are at most risk and in greatest need.

In urban environments, effective targeting, selection and prioritisation of relief is critical due to the overwhelming numbers of people in need, the challenges in identifying and verifying beneficiaries and the limited availability of resources.

Process for targeting and distributing relief items



Based on the Operational [Guidance and Toolkit for Multipurpose Cash Grants](#)

Targeting – identifying who should receive assistance based on certain criteria

Verification – basis of checking whether those selected met the criteria



Photo credit: Distribution of relief goods in Balangkayan Town, Eastern Samar, led by Mission TABANG, Mariners System 2013

Identifying, verifying and tracking beneficiaries

- Analyse vulnerability as part of selection
- Maintain regular communication with local authorities, other agencies, all affected groups and the host population
- Consider security, dignity and the risks of exploitation, abuse or malpractice in designing targeting and assessment methods
- Ensure the most vulnerable can access distributions
- Conduct spot checks to reduce inclusion and exclusion errors
- Provide clear information and a mechanism for feedback and complaints mechanism – including for those with disability
- Review targeting and distribution in line with changing needs

Methods for identifying eligible beneficiaries

Administrative	Beneficiaries are selected by outsiders using predefined criteria
Geographic	Beneficiaries are identified based on geographic areas with high levels of poverty and/or vulnerability
Self	Beneficiaries choose whether, or not to participate, depending on costs and benefits
Community based	The community and/or its leaders identify the most vulnerable; (self-targeting), details are then verified by the agency
Market based	Eligibility is based on the ability to supply goods in exchange for food, to increase supplies and/or stabilize prices for others

Planning and monitoring distributions

- Involve affected groups, local authorities and other agencies in coordinating distributions. In conflict situations this may include parties to the conflict.
- Inform all those affected, including the host population of distribution arrangements including any assessment and registration processes.
- Identify suitable locations to facilitate safe access and return of recipients.
- Consider constraints such as distance, terrain and the practicalities and cost of transporting larger items such as shelter kits or materials.
- Verify beneficiary identities and the correct distribution of relief items to minimise inclusion errors (where non-targeted persons are included) and exclusion errors (where the most vulnerable are excluded).
- Enable community feedback and complaints e.g. through complaints boxes, phone helplines, WhatsApp or Facebook platforms.
- Monitor the satisfaction, quality and use of relief items to verify suitability.

Additional resources on All In Diary website

Food Security & Vulnerability Assessment © WFP, 2009
Targeting Food aid in Emergencies, © ENN, 2004
PDM Guidelines, © UNHCR Somalia, 2011

Web links for further information

Vulnerability Analysis and Mapping Tool:
<http://vam.wfp.org/>
PDM: <https://www.sheltercluster.org/standardized-tools/library/post-distribution-monitoring-tool>

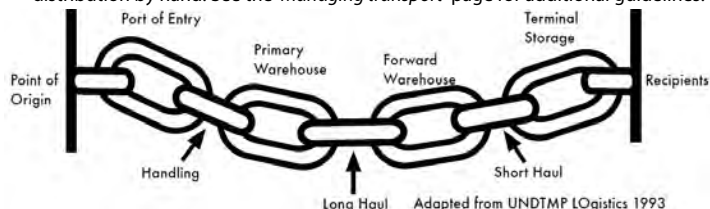
Organising logistics

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

Supply chain

A supply chain is the flow of relief goods:

- from port of entry to primary warehouse (at sea port or international airport); then
- transported long distances (over 1000km) by rail or large trucks (20–30T) to a forward warehouse closer to beneficiaries (100 – 300km); then
- taken by smaller trucks (5–6T) to terminal storage in camps or communities for distribution by hand. See the ‘Managing transport’ page for additional guidelines.



Procurement – key considerations

Transparent – fair and accurately documented procurement.

Accountable – to donors and beneficiaries for use of funding.

Efficient – meeting the right price, time, quantity, quality, place, source.

Sustainable – positive impacts on local livelihoods and markets and do no harm.

Appropriate and acceptable – to local norms, practices and context.

Green – minimise negative environmental impact and enable recycling.

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 interference, diversions and delays.
- Explore the possibility of options for shared transport with other agencies, coordinated through the logistics sector or cluster.
- 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 should provide adequate security and protection from the weather and vermin, have a dry, flat storage area and good access.
- Allow for pre-positioning and ‘buffer stock’ dependent on access or infrastructure constraints, location, transport options and seasonal demands.
- Minimise handling of goods to save time, cost, risk of delays, damage or pilferage.

Information systems – relevance and use

Planning logistics (e.g. forecasting demand, assessing storage needs)

Implementing and triggering other activities (e.g. processing orders)

Monitoring and controlling performance (e.g. against specifications, standards)

Coordinating and linking supply chain across sectors and programmes

Guidelines for sending shipments

- Use standard labelling for relief goods:

RED - Food

BLUE - Clothing & household equipment

GREEN - Medical supplies & equipment

- Clearly mark final destination in appropriate language.

- Clearly mark fragile goods, temperature, storage and handling requirements.

- Extra precautions will be needed in shipping **refrigerated and medical items**.

- Dangerous goods must be packaged in accordance with the UN Model Regulations depending on type of transport, substance and danger presented.

- Ship goods in packages that can be made into smaller items for handling by one person e.g. 25kg.

- Use clearing agent or arrange clearance with airports, finance, customs authorities.

- Check eligibility for duty free status.

- Budget for shipping, clearance, storage and transfer costs.

Space required for one metric tonne of:

Grain	2 m ³
Medicines	3 m ³
Loose blankets	9 m ³
25 family tents	4–5m ³

Additional resources on All In Diary website

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

Web links for further information

Training support: www.logisticslearningalliance.com
Advice : www.humanitarianlogistics.org
Emergency goods: www.ifrc.org/emergency-items

Managing transport

Transportation is critical to the effective provision of humanitarian assistance. It also represents one of the largest costs to humanitarian agencies, 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.



Cross cutting issues

CONFLICT SENSITIVITY

- Refuse to carry arms in all agency vehicles
- Only use military transport as a last resort (see Civil Military Liaison page)
- Check and 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

- Facilitate safer behaviour among drivers e.g. access to condoms, guest houses, multiple drivers
- Increase knowledge through driver training (http://www.ilo.org/sector/Resources/training-materials/WCMS_159263/lang-en/index.htm)

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, motor and quadbikes, 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/licenses, medical checks, driver training. ▪ Allocate responsibility for driver monitoring and supervision. ▪ Ensure any staff not employed as drivers but 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 to 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. ▪ Plan travel based on updated security information on all routes. ▪ Schedule journey times based on the safest available routes, regular breaks and unexpected delays e.g. weather, road conditions, bureaucracy and interference, road blocks, diversions. ▪ Adhere to security guidelines e.g. risk assessments, clear route plans, phone /radio checks, satellite or GPS tracking (if possible). ▪ Avoid hazards (flooding, landslides, mines) and areas of conflict.

Adapted from the Fleet Forum Fleet Safety Guide © 2008

Additional resources on All In Diary web site: Fleet Management, Logistics Operational Guide, 2015 Transport Management System Manual © Transaid 2010 Fleet Safety Guide © Fleet Forum 2008	Web links for further information Training & tools: http://www.fleetforum.org/ http://dlca.logcluster.org/display/LOG/Fleet+Management http://www.transaid.org/home/knowledge-centre/tools/
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Managing security risk

Safety and security remains a major concern for humanitarian agencies with increasing levels of violence affecting aid workers.

Security Risk Management Framework

The risks of many security threats and hazards can be reduced or avoided through analysis of the context, understanding organisational vulnerability (risk assessment) and having appropriate strategies and clear plans/procedures to mitigate the risks.

1. Situation analysis and risk assessment

As a team, analyse the operating context, key actors and the impact your work could have on the context. Identify potential threats and assess risks to safety and security.

Threat / Hazard	Probability	Impact	Risk rating P x I = R	Mitigation measures
	Assess on scale of 1 – 5 (low to high)			
e.g. armed robbery	2	3 (on organisation)	2 x3 = 6	e.g. fencing, alarms; staff training, backups
	2	5 (on individuals)	2 x5 = 10	

How acceptable are those risks? For hazards or threats with a high risk rating, identify mitigation measures that need to be taken, then re-assess the likelihood and impact to determine a residual risk level. Continuously monitor and re-assess risks.

2. Security strategies – acceptance, protection, deterrence

Agencies employ a mixture of the following three strategies in order to manage, mitigate and reduce risks to safety and security. Where risks to staff are considered too high, consider options for remote management or working with local partners.

Acceptance

Build a safe operating environment through consent, approval and cooperation from individuals, communities and local authorities

Protection

Reduce risk, but not the threat by reducing the vulnerability of the organisation (e.g. fences, guards, wall)

Deterrence

Reduce risk by containing the threat with a counter threat (e.g. armed protection, diplomatic/political leverage, temporary suspension)

It is important to understand that acceptance as a security strategy must be worked at and cannot be assumed just because of the work we do.

3. Security planning and procedures

Based on the strategy, write, share and practice agreed plans and procedures.

Standard Operating Procedures

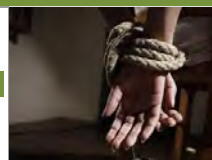
Agreed precautions and procedures to mitigate likelihood of threats and hazards identified, including who should do what, how and when.
e.g. security of communication and information, office/compound, travel

Contingency plans

Guidelines on managing security situations, including staff and resources required. Regularly review and test plans, and fully orientate all staff.
e.g. death, injury, serious illness, kidnapping, hibernation, relocation etc.

4. Post-incident management and support

Ensure timely reporting and analysis, and support staff including psychosocial needs. Also report on near misses and include these in your analysis.



Inter-agency collaboration & information sharing

- Mutual benefit by collaborating and sharing information on security.
- Share details of specific incidents and changing security situations with other agencies.
- Any information sharing should ensure no increased risk to organisation staff affected.
- Not all agencies accept same levels of risk or have same capacity to manage risk; each agency will interpret and react to a security situation in different ways.
- Actively engage in field information exchange mechanisms, e.g.:
 - informal networks
 - regular inter-agency security briefings or meetings
 - centralised security information systems such as NGO security forums.

*Adapted from RedR-IHE
Engineering In Emergencies*

Additional resources on All In Diary web site

Security to go: risk management toolkit © EISF 2017
Humanitarian Security Management, HEX No 47 © ODI 2010
Safety & Security Handbook © Care International 2004

Web links for further information

INSO: <http://www.ngosafety.org/>
Security networks: EISF: <http://www.eisf.eu/about/>
INSSA: <http://ingossa.org/>

Mine risk education

More than 80 countries are affected by the remnants of armed conflict and more than 40% of those killed or injured by landmines and exploded remnants of war (ERWs) are children.

Threats	Impacts
Detonation and explosion	Death or injury to people or livestock reduces communities' capacity to carry out everyday activities
Destruction of land / natural resources	Food insecurity as pastures and arable land unusable. Lack of access to water sources and destruction of woodland. Roads and bridges made unusable, affecting access to markets
Restricted movement	Social isolation as individuals and communities become socially and economically isolated
Trauma	Populations living in fear even long after a conflict has ended
Displacement	Refugees and IDPs prevented from returning home Rehabilitation and post-conflict reconstruction hampered

Mine action

Mine action refers to activities which reduce the social, economic and environmental impact of landmines and explosive remnants of war (ERW). As well as clearing affected land it is also about supporting people affected by landmine and ERW contamination.

International mine action standards (IMAS) provide guidance on safety, efficiency and effectiveness in mine action and promote a common and consistent approach to mine action operations. IMAS comprises five groups of activities:

- mine risk education (MRE)
- humanitarian demining, i.e. mine and ERW survey, mapping, marking unsafe areas, documenting cleared areas and, when necessary, clearance
- victim assistance, including rehabilitation and reintegration
- stockpile destruction
- advocacy against the use of anti-personnel mines (APM)

Community liaison and mine risk education (MRE)

Simply warning people about the dangers and fencing off affected land is not enough. People need to be encouraged to behave in ways that reduce risks.

MRE aims to reduce the risk of injury from mines and unexploded ordnance by raising awareness and promoting behavioural change through public information campaigns, education and training and liaison with communities.

Community engagement may begin well in advance of demining activities with a view to building capacity to assess risks, manage information and develop risk-reduction strategies. Effective systems are needed for exchanging information between national authorities, mine action organisations and communities in order to:

- enable communities to inform local authorities and mine action organisations about the location, extent and impact of contaminated areas
- enable mine action projects to address community needs and priorities
- inform communities of planned demining and related activities, such as technical surveys, marking and clearance operations, the exact locations of marked or cleared areas and risk reduction and survivor-assistance services



Actions for individuals and communities

Clearly identify affected areas - which may change as tides, floods or rainwater carry landmines to formerly uncontaminated areas.

Avoid travelling in landmine risk areas.

Develop reporting processes for sightings.

Educate children about the dangers.

Develop awareness campaigns on:

- recognising and reporting dangerous items
- areas of risk and contamination
- what to do in an emergency and how to keep others safe

Use a range of methodologies:

- face-to-face discussions and meetings
- radio and TV broadcasts
- billboards and posters
- drama and music

Train and equip community focal points and volunteers to conduct first aid and deliver mine risk education.

Additional resources on All In Diary website

Assistance to Victims of Landmines and ERW © UNICEF, 2014
Mine/ERW Risk Education © UNMAS 2010
Community Mine Action Liaison, © IMAS 2005
Landmines and ERW Safety Handbook, © United Nations 2005

Web links for further information

<https://www.mineactionstandards.org/standards/international-mine-action-standards-imas/imas-in-english/>
<http://www.mineaction.org/issues/education>
<http://www.maginternational.org/what-we-do/community-liaison/>

Remote programming

Because of security risks or denial of access, humanitarian organisations are often unable to directly reach the people who need help. Yet the humanitarian imperative demands that we make every effort to reach those who are most isolated and vulnerable.

Remote programming can involve withdrawing international personnel from the field, delegating greater programme responsibility to local staff or local partner organisations, or overseeing activities from a different location.

Possibilities	Advantages	Disadvantages	Best practice
Manage programming, and employees, from a distance but visit the project site on a regular basis	<ul style="list-style-type: none"> leadership continuity accountability, transparency, neutrality, impartiality and solidarity with local population possible 'protection by presence' staff understand context 	<ul style="list-style-type: none"> limits transfer of responsibilities to national and local staff international visits attract attention programmes at risk if international staff unable to visit due to insecurity etc. communication difficulties 	<ul style="list-style-type: none"> delegate and provide national staff with mentoring support follow sensible security procedures and keep travel arrangements confidential consider best communication options e.g. phone, skype, radio etc.
Delegate authority to national and/or local staff who assume decision-making authority	<ul style="list-style-type: none"> increases local ownership emphasises capacity-building enables sustainability allows M&E by international agency staff 	<ul style="list-style-type: none"> increases the threat to national staff security communication difficulties can undermine the perception of neutrality and impartiality can compromise accountability 	<ul style="list-style-type: none"> identify specific threats and put appropriate security measures in place for all staff consider best communication options seek support of other partners in area and elevate final decision making if needed maintain regular contact ensure robust internal controls
Community-based organisations implement part of the project (e.g. distribution)	<ul style="list-style-type: none"> partners have a vested interest in project implementation promotes capacity-building and sustainability 	<ul style="list-style-type: none"> can put some marginalised people at disadvantage capacity issues could weaken results 	<ul style="list-style-type: none"> seek perceptions and support of other partners in the location and elevate final decision making if needed provide mentoring and support with decision making
Work with commercial contractors and consultants	<ul style="list-style-type: none"> can provide otherwise unavailable technical input and guidance 	<ul style="list-style-type: none"> does little to build capacity of local organisations or partners and can be expensive 	<ul style="list-style-type: none"> promote use of local contractors / consultants to build capacity build training and skills transfer into contracts

Recommended strategies

- Develop clear policies, guidance and practical tools for remote management
- Invest in developing local partnerships to support implementation and information sharing
- Strengthen duty of care to national and local staff and partners e.g. better, more differentiated risk assessments; avoid risk transfer
- Invest in better capacity building for local staff in key skills – negotiation, leadership, technical skills etc.
- Develop and support local coordination and peer support structures
- Recruit staff, contractors, consultants with experience in remote management
- Coordinate and share lessons learned among agencies and donors

Adapted from 'Once Removed – Lessons and challenges in remote management of humanitarian operations for insecure areas', Humanitarian Outcomes 2010

Additional resources on the All In Diary website

Limited access humanitarian programming © Oxfam 2017
 Cash transfers in Remote Emergency Programming © NRC, 2016
 Breaking the Hourglass: Partnerships in Remote Management Settings
 © Feinstein International Center, 2015
 Remote programming in Humanitarian Action, EMOPS, 2012

Web links for further information

<https://www.alnap.org/system/files/content/resource/files/main/rem-ote-lit-review.pdf> - Health cluster review
 IRC Remote Management Guidelines: <http://www.orange.ngo/wp-content/uploads/2016/11/IRC-Syria-Remote-Management-Guidelines-External.pdf>

Mapping, GIS and GPS

Location information enables aid workers to view the extent of disaster damage and plan access routes. It is an assessment tool and assists in response management.

Geographical Information System (GIS) software includes mapping tools and functions to manage and exploit location information.

Global Positioning System (GPS) allows users to determine and record their location with a GPS receiver. This data can be uploaded later to a computer.



Get maps for the emergency

UN sources	Other sources	Paper Maps
OSOCC (OCHA), GDACS, UNOSAT, Logistics Cluster, WFP, Geospatial Info Section, Reliefweb	CIA World Factbook, iMMAP, MapAction, MapToGround, OpenStreetMap	Paper maps (even tourist maps) can be a valuable resource, available at airports etc.

Collect location data in the field

- Check what systems and referencing others are using to enable sharing and coordination.
- GPS units can display coordinates in two basic formats: **geographic** (or latitude, longitude) and **UTM**. UTM is useful for camp layout because it represents a metre square grid.
- Except in extraordinary circumstances, set the GPS **datum** to **WGS84** for easy sharing.
- Use the GPS to save **waypoints** of places of interest. Write down the waypoint numbers with a description in your notes as you proceed.
- Use **track log** to record your route for later access.
- Some GPS units can download data onto a computer simply with a USB link, and then shared. Others require free or low cost tools like GPS Utility.

Preparatory checks:

- Batteries and spares
- GPS is working and location is correct
- Save waypoints and tracklogs to another device, then clear
- Ensure tracklog is on

Security Considerations:

Security issues can arise with GPS technology. Check with your security officer who may, e.g. advise you not to publish geotagged images on Facebook.

Steps to exploiting GIS methods in your organisation:

1. Think about how GIS can support your information management strategy (if you don't have one, start there first.)

2. Consider what spatial information you will need:

- Base map data
- Satellite images
- Administrative boundaries, layers and settlement names
- Situational data (collected by you or others)

3. Ask partner organisations what data they collect and can share.

4. Don't select or buy GIS software until you know what you want to do with it. Start with the simplest tools and build know-how as you go along.

5. Beware of investing all GIS expertise in just one staff member.

Make your own maps

Professional-level GIS software is powerful but requires training to use. Open-source or free GIS software (e.g. Quantum GIS, ArcGIS Explorer) may also be hard to use without experience and support. Some alternatives to consider are:

Google Earth –tools (place-mark, polygon, path, etc.) can be used to overlay information on a satellite image. GPS data can be imported (as GPX files) and saved as a JPEG screen image or as a KMZ file for distribution and editing. Google Earth can be run without internet access by initially caching (saving) the landscape.

OziExplorer – a moderate cost software package that enables users to 'geo-reference' and document an image file – e.g. scanned map or aerial photograph. Once the geo-referencing has been done data can be exchanged between OziExplorer and a GPS unit.

Google My Maps – If signed in you can create a map with documentation and import geo-referenced data including place names and locations defined by coordinates. The maps may be shared and published online.

Additional resources on All In Diary website

Humanitarian Field Guide to GPS Technology, MapToGround 2015
Field Guide for Humanitarian Mapping v2, © MapAction 2011
Geoinformation for Disaster and Risk Management, © JBGIS and UNOOSA 2010

Web links for further information

www.mapaction.org <http://maptoground.cartography.id.au>
WFP Map Centre: www.wfp.org/aid-professionals/map-centre
GPS Visualizer conversion tools: www.gpsvisualizer.com
https://www.hotosm.org/mapping_in_activations

Humanitarian communications

Without information and communication people cannot access services or make the best decisions for themselves and their communities, nor hold aid agencies to account. Using a variety of media can maximise access to information and opportunities for feedback.

Communication in emergencies is essential

BEFORE - early warnings; disaster risks and vulnerabilities; preparedness measures
DURING - what to do; where to go/not go; updates on threats; assessments; mobilisation of relief; public health campaigns; coordination; access restrictions; missing persons locations

AFTER – evaluations; lessons learnt

Trends in humanitarian media

New technologies are developing all the time, though it is important to ensure they do not exclude affected populations and in particular the most vulnerable groups.

National and local media have a critical role in ensuring access to information.

Media	Uses	Limitations
Mobile telephones	Assessments, early warning, technical information, cash transfers, M&E, 2-way interaction	Needs access to phones, networks, chargers and literacy.
Social media e.g. Facebook, Twitter, YouTube, blogs	Informal dissemination of information, localised situation updates on security, access etc. Widely used.	Lack of control over content, need access, tend to focus on younger people. See http://sm4good.com .
Internet	Up-to-date dedicated websites, interactive, wide range of information.	Need access and to be web literate.
Call centres and Helplines	Timely, accurate, practical help on accessing services.	Considerable resource need from range of stakeholders.
Community radio	Local language public service announcements useful for women.	Need electricity or wind-up radios, access reduced in disasters.
Community networks	Use existing structures, leaders, meeting places. Word of mouth spreads quickly.	Can be exclusive and messages can be misinterpreted.
Media landscape guides	Comprehensive information on media and telecommunications in different countries.	Needs checked and updated in immediate aftermath of emergency.
Newspapers or publications	Disaster preparedness, public health campaigns, advocacy, job or contract opportunities.	Needs literacy and journalists.
Leaflets, posters or noticeboards	Produce and distribute in large numbers, informing or updating a passing audience, bold simple messages.	Needs distribution, regular updating, no guarantee are read, not interactive, limited information.
Story telling, theatre, games, video etc.	Strong, engaging, inter-active learning tools for public health, disaster preparedness.	Need to ensure message is clear, accurate, appropriate, not exclusive.



Photo: Action Aid

Which media to use? Consider...

- What sources of information does your target audience normally use?
- What about subgroups (*women, men, boys and girls*) as access may be vary?
- Can you use more than one medium, to increase impact?
- What technological limits might apply? (*electricity, printing, transport, computers, internet access*)
- How much information would be most appropriate for this audience? Depth?
- How quickly does the information need to be communicated?
- What time needed 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?

Additional resources on All In Diary website

Communicating in Public Health Emergencies © WHO 2017
 How to use social media to better engage people affected by crisis, CC
 ICRC/ OCHA 2017
 Communicating with Communities: first 6 weeks, CDAC, 2014
 Communication and Complex Emergencies, Adelaide University, 2015

Web links for further information

Media landscape guides: <http://cdacnetwork.org/tools-and-resources/media-landscape-guides/>
 Training: <http://www.cdacnetwork.org/learning-centre/e-learning/C4D-humanitarian> http://www.unicef.org/cbsc/index_66032.html
 DH Network: <http://digitalhumanitarians.com/about>

Advocacy and public relations

Advocacy = making a persuasive argument for a specific outcome.
Public relations = managing reputation by communicating and building good relationships with stakeholders.

Both activities should always take humanitarian principles into account and ensure no adverse consequences for the affected population.

Advocacy Benefits	Advocacy Risks
<ul style="list-style-type: none"> • increase political, human, financial support • protect the rights of the affected population • increase humanitarian access • complement and strengthen the humanitarian response • initiate long-term change: 'building back better' • policy development and change. 	<ul style="list-style-type: none"> • divert scarce resources • over-extend capacity • alienate existing support • conflict of interests with partners • undermine staff or partner security • damage to reputation (among affected population, staff, supporters) • loss of external and internal legitimacy, including loss of access.

Developing an advocacy strategy and plan

1. **Set a goal and objectives:** What is your desired outcome? What will guide the advocacy? Where will you focus your advocacy efforts? What are the key issues to advocate for?
2. **Select the target audience:** Who can bring about the change you want? What are their interests or opinions?
3. **Build support:** Which other organisations or individuals share your views?
4. **Develop the message:**
 - POINT :** Develop clear messages with evidence-based examples.
 - ACTION:** Make a specific request: What do you want advocacy targets to do?
 - WIFT :** What's In It For Them? How will they benefit?
5. **Select methods:** What are the best ways to get your message across? Is it by letter? Social media campaign? Email? One-to-one meeting? Community meeting? Newspaper? Informal networking?
6. **Develop implementation plan:** Who is the best 'messenger'? How might you follow up or reinforce your message?
7. **Monitor and evaluate:** How will you know if you have achieved your goal?

Public relations (PR)

NGOs need healthy relationships with the public to meet their goals. They need PR materials for a variety of reasons: to attract funds; describe services to beneficiaries; inform the public about accomplishments; 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, Instagram, YouTube, and blogs as cost-effective ways of reaching the general public.

Advocacy and the media

You may need to use the media to deliver your message. In every country the media is different and each organisation has different guidelines.

Decide if a media approach is best

- Advantages (large audience and credibility) versus Disadvantages (bad publicity)
- Is the time right?
- Do you have the skill?

Plan an approach

- Who is your target audience and which media are 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:** what can individuals do?

Consider

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

(See also 'Humanitarian Communications' page.)

Additional resources on All In Diary website

Engaging with the media, Sustainable Development 2015
 Advocacy and campaigning © BOND How to guide 2013
 Reporting on Humanitarian Crises © Internews 2014
 What roles does PR play for NGOs? Shree Lahiri, Reputation Today 2016

Web links for further information

UNICEF Advocacy Toolkit:
https://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf
 Social media strategy: <https://knowhownonprofit.org/how-to/how-to-develop-a-social-media-strategy-for-your-organisation>

Project management

Project management is the planning, organising and managing of resources to bring about the successful completion of specific project goals, outcomes and outputs.

The development and delivery of projects fit within overall programme priorities and should always be conducted with the protection of beneficiaries in mind. This necessitates the participation of beneficiaries in all project phases. (see also HPC page).

Project Constraints Triangle



The primary challenge of project management is to achieve the project's objectives while ensuring that the constraints triangle stays in balance.

Each of the constraints is connected to the others - any restrictions or extensions to one side will require restrictions or extensions in the others.

A successful project manager needs to manage....

1. Scope

What will the project produce and what is the work required to produce these deliverables?

4. Risk

What are the risks to the successful completion of the project?

2. Resources

What money, materials, people and effort are required to complete the project?

5. Justification

Does your project continue to provide value to project stakeholders and beneficiaries?

3. Time

What amount of time is required to complete each of the components of the project?

6. Stakeholders

How can the different stakeholder interests and relationships be managed? (from PMD Pro Disciplines)

Project Manager

Is responsible for ensuring the overall success of the project, but usually without doing the tasks directly, or even necessarily having the authority over those who are doing the tasks.

Rather, the responsibility of the project manager is to work closely with a wide array of stakeholders to complete the work of the project.

Typically this requires:

- Strong communication and diplomatic skills
- Ability to adjust to shifting circumstances and adapt programming accordingly
- Resourcefulness
- Flexibility
- Cultural sensitivity
- and good humour!

Project Management Cycle

The PMD Pro Guide illustrates the essential phases of the Project Cycle.



- **Project Identification and Design:** project teams and stakeholders work together to collect and analyse assessment data, and develop a 'Logical Framework Approach' (see page).
- **Project Set Up:** authorises the project team to mobilize resources (in time, money and human resources) for the project.
- **Project Planning:** project teams develop a comprehensive and detailed project plan that emphasises participation and prioritises ongoing monitoring and review.
- **Project Implementation:** manage the project including project communications, risks, resources and team to deliver project outputs and outcomes (on time, on budget and on schedule).
- **Project Monitoring, Evaluation, and Control:** continually compare actual performance to plan, identify and implement corrective actions.
- **End of Project Transition:** complete administrative, financial and contractual aspect of the project while ensuring that progress towards goals will be sustained amongst the beneficiary population.

PM4NGOs offer a [3 level certification training programme](#) for project practitioners.

Additional resources on All In Diary website:

Managing the Project Cycle, networklearning.org, 2017
Guide to PMD Pro Version 1.7 © 2013 PM4NGOs

Web links for further information

Project Management for NGOs: <http://www.pm4ngos.com>

Information management

Information is critical to an effective and well coordinated humanitarian response. It needs to be clear, accurate, relevant to the situation, and produced and updated regularly.

Data Collection – keep it simple

- **Collect only what you need:** consider what decisions you need to make and what information you need to make these decisions and coordinate with others
- **Use a range of methods:** reporting forms, spreadsheets, phones, apps
- **Use common formats and datasets:** to ensure data can be analysed and compared with others e.g. location reference, individual/household/village levels
- **Build relationships:** people share information if they get useful, timely information in return

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:** e.g. geographic patterns, trends over time, agency totals, validity and accuracy of 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:** e.g. email, local media, posters, hardcopy, website, maps
- **Style:** culturally accessible is the key; simple language; clear presentation

Decision Making – using the information and knowledge

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

Examples of how technology is changing disaster information management

- digital data collection tools replacing pen and paper, increasing speed and quality of data
- mass text messaging programmes to share advice
- satellite imagery in assessing damage
- solar-powered lanterns attached to chargers for all types of mobile handsets
- ‘mesh networking’ to allow mobile phones to communicate directly with each other even where there is no network coverage
- crowdsourcing information through social media with information visualised on an online map for humanitarian use
- use of #nameofdisaster on Twitter to map early information
- digital data collection to monitor distribution of supplies in remote areas
- robots being deployed for search and rescue or demining
- UAVs (aka drones) can be used to map terrain, assess damage, search and rescue and airdrop aid in inaccessible areas.

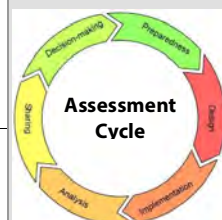
Key information in emergencies	Useful sources of information	Coordinating information
<ul style="list-style-type: none"> - Emergency and security alerts, updates, bulletins - Pre-disaster baseline information - Ongoing assessment of needs, risks, capacities and gaps - 4W (Who is doing, What, Where, When) - National plans, policies, standards, legal needs - Supply chain and budgetary information - Reports: situation (sitreps), progress, etc. 	<ul style="list-style-type: none"> - Affected population - National and local government reports and agencies - Media (news and social – local and international) - UN agencies & OCHA - Humanitarian websites - NGOs (local and international) - Assessment reports - Coordination meetings - Local weather and hazard monitoring 	OCHA produce information to support coordination of all humanitarian organisations: <ul style="list-style-type: none"> - Common Operational Datasets - Country specific websites - Humanitarian Kiosk app - Mapping - 3W Database - Contacts and meetings - Needs Assessment - Financial Tracking Service

Additional resources on All In Diary website	Web links for further information
OCHA Information Management Guidance-Sudden Onset Emergencies, © OCHA, 2015 Information Management and Communication in emergencies, © PAHO, 2009 World Disasters Report - focus on technology, © IFRC 2013	OCHA toolkit: https://www.humanitarianresponse.info/en/applications/tools UNHCR Emergency IM Toolkit: http://data.unhcr.org/imtoolkit Joint IDP Profiling Service: http://www.jips.org/en/tools/our-tools

Needs assessments

Needs assessments are carried out by organisations to identify, measure and decide how to meet the humanitarian needs of a disaster-affected community.

The Assessment Cycle model illustrates the six essential steps to consider.



Preparedness Prepare for possible assessments - who authorises; which staff and resources may be mobilised. At the onset of the emergency, consider what pre-disaster information can tell you about the affected and wider populations, in-country capacity, context and other pre-existing factors. Consider if should you intervene and if so, at what level, what priorities, actions, resources will add value.

Design Carry out an initial assessment immediately, building on pre-disaster information to assess changes caused by the disaster, factors creating or increasing vulnerability. Coordinate with others where appropriate to standardise design and enable shared data collection and findings. Participate in multi-sectoral, joint or inter-agency assessments wherever possible.

Design assessments which enable you to make decisions about your interventions, and are tailored to the context. Consider:

- coping capacity, skills, resources and recovery strategies of the affected people
- state's response plans and capacity
- impact of the disaster on people's psychosocial well-being
- current and potential safety concerns for the population and aid workers.

Implement your assessment with careful management, effective leadership and coordination with others. Credibility, reliability and comparison of findings require:

- recognised data collection methods such as direct observation, key informant interviews and community group discussions, and collecting useable, disaggregated data.
- listening to, consulting with and engaging people at an early stage including all vulnerable groups affected by the disaster as well as the wider population.
- managing community expectation – do not overpromise.
- using a standardized, transparent and clearly documented process.

Analyse the data, comparing locations and/or groups, to identify priorities and assumptions about future needs.

- ensure all sectors are considered
- disaggregate data by sex and age, and possibly other vulnerable groups
- produce timely and relevant analysis
- validate findings through cross-checking and triangulating with other sources and agencies, and Identifying gaps in your data.

Share your findings with colleagues, peers, coordinators (government, clusters or others), local and national authorities and affected communities.

Decision-making Use findings to make decisions about your agency's emergency response plan, and for funding proposals.

Key questions to consider

- How are pre-crisis vulnerabilities likely to be affected by the disaster?
- What is known about the impact of similar disasters or crises in the region in the past?
- What does this tell us about the potential evolution of the disaster?
- What coping strategies are in place? How can these be supported?
- What factors or drivers could contribute to worsening conditions?
- Is external assistance needed? What are the appropriate responses?
- What are the potential transition and/or exit strategies?

As soon as time and situation allow, initial rapid assessments should be followed by more in-depth assessments. Assessment is a process, not a single event.

See also 'Information Management' and 'Humanitarian Programme Cycle' pages.

Additional resources on All In Diary website

Sphere for Assessment, © Sphere Project 2015
Humanitarian needs assessment - Good enough guide © NRC 2014
IASC Multi-Sector Initial Rapid Assessment Guidance (MIRA), 2015
IASC Operational Guidance Note for Coordinated Assessment in Humanitarian Crises © IASC 2012

Web links for further information

ACAPS <http://www.acaps.org/>
Coordinated assessments - <http://assessments.humanitarianresponse.info>
MIRA toolbox <https://www.humanitarianresponse.info/en/programme-cycle/space/needs-assessment-mira-toolbox>

Logical framework approach

The logical framework approach (LFA) is a systematic methodology that provides a structure for designing, monitoring and managing projects.

A wide range of *logframe* matrix formats exist, varying between donors and organisations, though generally comprise of a 4x4 table.

Generic logframe matrix

Level	Indicators	Sources	Assumptions
Impact (or Overall Objective)	The extent of your contribution to long term change	How to measure your contribution	
Outcome (or Purpose)	Has intended change occurred and is sustainable?	How to measure change and sustainability	External factors needed for outcomes to contribute to the impact
Outputs	Are expected results achieved?	How to measure results	External factors which might affect outputs achieving the outcome
Activities	Have you completed planned tasks?	Proof of completed tasks	What external factors might restrict the progress of activities achieving the outputs

Definitions

- Impact:** What macro-level change will the project help to bring about?
- Outcome:** What specific change will the project bring about and who will benefit from it?
- Output:** What are the observable, measurable, tangible products and/or services to be delivered by the project?
- Activities:** What actual tasks will you do to produce the expected outputs?
- Indicators:** How will you know you have been successful?
- Sources:** What information will you use to verify your results?
- Assumptions:** What factors or conditions, particularly those that are external to the project, are necessary to achieve the project results?

How to develop a logframe matrix

- Project Structure:** Use participatory approaches to involve stakeholders, start at the top developing the Overall Objective and then consider Outcome, Outputs, Activities, Inputs.
- Indicators:** Work across the logframe, identifying Indicators and then the Sources 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?
- Check logic and assumptions:** Start from the bottom of the matrix with Activities. If Activities can be completed without impact/interference from the external factors identified under Assumptions, will the Outputs be delivered? If not, adjust the Activities as required, then move up the matrix to Outputs and repeat the process.

ANALYSIS PHASE

- Stakeholder analysis:** who is interested and influential in this project?
- Context analysis:** (e.g. PESTLE analysis) What external factors may influence the project? (*Political, Economic, Social, Technological, Legal and Environmental issues*)
- Problem analysis:** identify the core problem and use a **problem tree** to map its causes and effects.
- Objective analysis:** convert the problem tree into a **solution tree** by converting problem tree statements into positive solutions:
 - ‘Core problem’ becomes ‘core solution’
 - ‘Effects’ become a positive statement of what you want to achieve.
 - ‘Causes’ become positive actions to overcome these.

PLANNING PHASE

- Select intervention:** what type of project(s) will bring about your solutions.
- Logframe matrix:** develop a matrix and activity and resource scheduling.

Additional resources on All In Diary website

The Logical Framework Approach, © BOND, 2013
Logframe Example, CCA3, tools4dev, 2010
Guide to the LFA © EU Integration Office 2011

Web links for further information

http://betterevaluation.org/resources/guide/develop_program_theory/logical_framework : Better Evaluation
Indicators registry: <https://www.humanitarianresponse.info/applications/ir>

Fundraising

Funding for disasters is complex and can be competitive, with more and more organisations involved. Acting quickly is important but local organisations are often in the midst of the relief efforts with limited time, influence or resources to fundraise.

There is an increasing trend, facilitated through the clusters, for agencies to share assessments, identify strategic priorities through the HRP (see side panel) and coordinate fundraising through Flash Appeals. In the same way, donors pool their resources through pooled funding mechanisms, or through funding larger consortia bids.

- Be proactive in developing partnerships and engaging in coordination processes at all levels, in order to raise funds.
- Most humanitarian funding is restricted to life-saving or life-sustaining activities so ensure you approach the most relevant funding source for your projects.

Local sources:

- Local organisations and associations (e.g. Rotary Clubs)
- 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, EU, World Bank, Global Development Banks)
- Bi-lateral agencies (USAID, CIDA, DFID)
- Foreign embassies with small grant or specific sectoral funding programmes

Preparing project fundraising plan

Ultimately NGOs are responsible for finding the funding for their projects. A coherent fundraising strategy can enable you to react quickly to mobilise resources for disaster response and enhance your organisation's reputation.

Case for Support

- What problem is your organisation tackling? How does this relate to the strategic priorities within the sector?
- What experience have you had in working to solve it and how are you coordinating with and learning from others?
- What difference will you make? What will happen if you fail?
- What makes your organisation uniquely placed to address this problem?

Analyse and Plan

- What is your target and how much time do you have?
- What internal resources /capacities have you for raising funds?
- What are the external drivers that affect each funding stream?

Prospect Research

- What is the donor's connection to your organisation?
- Is there a time limit for funding applications?
- Understand your potential donor, e.g. contact them to discuss your ideas, read their website and understand the language they use and the causes they usually support etc.

The Approach

- Be clear what you want and what opportunities you can offer.
- Speak in a language that relates to the donor and demonstrate how your proposal meets their priorities and objectives.
- Demonstrate how your proposals contribute to the priorities in the HRP*.

The 'Ask'

- Match the donor's format in presenting your request.
- Be explicit and confident in your 'Ask' – after all, you are offering the opportunity to be part of something great.

Mobilising resources through the cluster system

Cluster response plans and resource requirements are pulled together by the Humanitarian Country Team into a Humanitarian Response Plan (HRP) - a useful fundraising tool.

This provides a foundation for a number of pooled funding sources (see below).

Financial Tracking Service (FTS) tracks funding allocations against HRP targets.

Pooled Funding Mechanisms

Immediate life-saving assistance can be provided using pooled funds managed by OCHA:

CERF (Central Emergency Response Fund):

- standby UN fund to jump-start critical operations
- complements other funding

CBPF (Country-based Pooled Funds):

- country-based pooled fund e.g. CHF (Common Humanitarian Fund) or ERF (Emergency Response Fund)
- funding based on HRP needs and priorities

See also 'Humanitarian Programme Cycle' page.

Additional resources on All In Diary website

A guide to fundraising © Networklearning 2008
VSO Fundraising Guide for NGOs © J. Bradshaw 2003

Web links for further information

<http://www.fundsformgos.org/>
<http://ngomanager.org/resources-2/library/>
UN Financial Tracking Service <https://fts.unocha.org>



Project proposals

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 aid sector.

Proposals are more likely to be funded if they involve the affected population, and are sustainable, based on evidence, express genuine partnership and demonstrate value for money. It is also important to align your proposal with priorities of the donors and with existing national and sector/cluster plans.

In some cases, a **Concept Note** is requested before the proposal, outlining basic facts of the project idea. They 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, coordination with other actors, innovation (how is it different from other projects?), organisational background, estimated budget and contact details*.

Proposal

A proposal has a framework that enables a donor to clearly understand your project.

Ideally, involve the affected population in the planning.

Effective *Project Management* and use of the *Logical Framework Approach* (see pages) provide the basic information for proposals.

Each donor may have its own framework but generally includes these elements:

Title page	Date, title, location, organisation
Need statement	Causes of the problem and why the project is needed
Goals and objectives	What you want to achieve?
Beneficiaries	Who will benefit?
Targets and activities	What will you do and how?
The schedule	The project timeline for each phase
The organisation	Your profile and who will manage the project
Project costs	Direct and indirect costs (per beneficiary)
Detailed budget	Detailed estimates of all costs and other funding
Monitoring & Evaluation	How will achievements be measured and verified?
Reporting plan	How often, to whom, including what?
Coordination	How will you work with other actors?
Appendices	Additional details, including your organisation

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

- Write clearly and concisely, using simple language (no jargon!).
- Ensure the requested amount is within the limits of the funding organisation.
- Ensure proposal is based on your capacities and competencies and donor priorities
- Clearly explain the logic (or theory of change) that relates your activities to the impact and benefits for the target population.
- Follow the guidelines, instructions and procedures of each donor carefully.

Additional resources on All In Diary website

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

Web links for further information

How to Write a Proposal: www.fundsforngos.org/how-to-write-a-proposal/introduction-to-proposal-writing#ixzz180CD2emM
Grant-writing tool: www.npguides.org/

Consider whether your project...

- addresses the identified needs of as many of the most vulnerable as possible?
- promotes self-reliance and sustainability?
- includes the active participation of the affected populations in assessment, implementation and monitoring?
- actively involves women in particular in the design and implementation?
- has other funding sources to ensure continuity and sustainability?
- has the ability to be replicated?
- provides value for money?
- has clear accounting and accountability?
- aims to mobilise and develop the capacity of the beneficiaries?
- complements the work/capacity of other organisations and projects?

Financial Management

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

Plan	<p>A budget is a financial plan showing the resources needed to achieve programme objectives within a given time period, setting out all expected costs of activities and all income, and should:</p> <ul style="list-style-type: none"> ▪ Be sufficiently detailed and as accurate as possible. ▪ Have the approval of your colleagues, managers, trustees, beneficiaries, and donors. ▪ 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 cash flow forecast: when money will arrive and leave the bank. 	<p>Planning a budget:</p> <ol style="list-style-type: none"> 1. Identify project or organisational objectives: <i>Involve a range of staff and stakeholders.</i> 2. Identify any limits to resources and funds available at the start. 3. Gather data e.g. <ul style="list-style-type: none"> • <i>Previous budgets</i> • <i>Cost, income and grant estimates</i> • <i>External factors such as inflation and exchange rates.</i> 4. Decide how much will be received (income): <i>Be realistic!</i> 5. Decide how much will be spent (expenditure): <i>Separate into types or cost categories.</i> 6. Construct the budget: <i>List the budget items specifically, ensuring income is at least as much as expenditure.</i> 7. Obtain approval from your trustees and any donors.
Record	<p>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. Keep receipts, invoices or authorisation forms for all transactions. Make sure another person would be able to follow the accounts by being:</p> <ul style="list-style-type: none"> ▪ Organised: follow procedures, and file documents in order. ▪ Consistent: do not change the way you do things from month to month. ▪ Up to date: fill in all proper accounting records as transactions occur. 	
Monitor	<p>Regular financial reports allow managers to assess project or programme progress. Also provide reports for both donors and beneficiaries at regular intervals.</p> <ul style="list-style-type: none"> ▪ Monitor actual income and expenditure against the budget. ▪ Check progress towards achieving the programme's objectives. ▪ Identify areas of over- and under-spend to monitor efficiency and progress towards objectives. ▪ Ask questions – for example: <i>Will it still be possible to achieve your objectives in time, and within the budget?</i> <p>If not, and changes are required:</p> <ul style="list-style-type: none"> ▪ Report concerns promptly to your manager, head office and donors. ▪ Review the budget and/or project plans with relevant stakeholders. ▪ Seek additional funding, re-allocations or project extension. 	
Control	<p>A system of controls is needed for moving funds, carrying and storing cash, signing cheques, authorising payments and managing equipment and stock. This will reduce risk of errors, misuse or theft and protect employees (from themselves and each other). It is also needed to comply with international accounting standards and national laws.</p>	

(Adapted from *Project Budgeting How to Guide*, John Cammack, © BOND, 2013)

Additional resources on All In Diary website


Financial Management Essentials © MANGO, 2016
Project budgeting, How to Guide, John Cammack © 2013, BOND
Building Financial Management Capacity for NGOs and Community Organizations, John Cammack, © 2007, Oxfam Publications

Web links for further information

FMPDPRO: <http://www.pm4ngos.com/fmd-pro/>
Financial Management for Emergencies Resources: www.fme-online.org/systems/resources.html
Guide to Financial Management for NGOs: www.mango.org.uk/Guide

Monitoring and Evaluation (M & E)

M&E are the cornerstones of good project management. They improve impact, quality and accountability of current and future projects.

Monitoring	Evaluation	Impact Assessment	QUANTITATIVE APPROACHES
<p>Monitoring is the routine collection and analysis of information to track ongoing progress against plans and check compliance to established standards.</p>	<p>Evaluations involve identifying and reflecting upon the effects of what has been completed, and judging their worth.</p>	<p>Impact assessment measures lasting changes in people's lives, including unintended and negative impacts.</p>	<p>Secondary data Review existing knowledge such as project documents, information on related projects, government records and publicly available statistics.</p>
	<p>An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both implementing organisations and donors.</p>	<p>Impact Assessment is usually conducted some time after project completion.</p>	<p>Questionnaires Particularly useful for quantitative data.</p>
<p>Monitoring requires us to:</p> <ul style="list-style-type: none"> • be clear about what to measure and who is responsible • keep recording systems simple and only collect the information needed • disaggregate data by gender, age and vulnerable groups • draw on existing information sources and use shared collection processes • involve beneficiaries in defining objectives and indicators, as well as data collection • communicate results back to relevant stakeholders. <p>It is important that findings from monitoring activities are acted upon promptly.</p>	<p>It is best to involve key stakeholders as much as possible in the evaluation process.</p> <p>Evaluation questions:</p> <ul style="list-style-type: none"> - Were the project's objectives achieved? - What changes did the project bring about? - Are the benefits likely to be maintained? - Were the project's objectives consistent with beneficiaries' needs? - Were activities implemented on schedule and within budget? 	<p>In relation to our project:</p> <ul style="list-style-type: none"> - What has changed? - For whom? - How significant was it? - Will it last? - In what ways did our project contribute to these changes? <p>Reasons to assess impact:</p> <ul style="list-style-type: none"> • improve the effectiveness of our interventions • demonstrate success to our donors, partners, the public and ourselves • be accountable to those for whom we are working by understanding the impact our efforts have on local communities • use the findings to advocate for changes in behaviour, attitude, policy and legislation at all levels. 	<p>Surveys They generally use interview techniques, measurement techniques, or a combination of both.</p>
<p>Additional resources on All In Diary website Introduction to M&E using Logical Framework Approach © Umhlaba Development Services 2017 Sphere for Monitoring and Evaluation © The Sphere Project 2015 Programme/Project Monitoring and Evaluation Guide © IFRC 2011 The Good Enough Guide © 2007, ECB Project Monitoring and Evaluating Learning Networks © 2010 INTRAC</p>		<p>Web links for further information Better Evaluation www.betterevaluation.org Monitoring and Evaluation NEWS: www.mande.co.uk Cluster Coordination Performance Monitoring: https://www.humanitarianresponse.info/en/coordination/clusters/improve-cluster-performance</p>	

Report Writing

Through reports, information can be shared, progress and successes identified, 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. Following a standard layout can save time, and allow comparison between reports over time. A standard report structure is as follows:

- **Executive summary:** Long reports need a summary at the beginning capturing key points and recommendations, plus a Table of Contents.
- **Introduction:** What the report is about; topics included; why it has been written and its aims.
- **Clarification of the issue:** What is the issue; why it needs to be addressed; what information/action is needed to address it.
- **Methodology:** A short description of how the information was obtained.
- **Conclusions:** Summarise key issues that have emerged from the analysis.
- **Recommendations:** Actions to be taken as a result of the findings.
- **Annexes:** Useful for detailed explanations, examples, literature list, etc.

Good reports seek to present data effectively for their audience so that they connect key findings to conclusions and recommendations.

Term	Definition	Example
Purpose	Why you are writing this report	Some documents are to persuade, others to inform
Audience	Who is the report aiming to influence	The level of background detail, technical detail and language will vary
Findings	A factual statement based on primary or secondary data.	<i>Community members reported daily income is below \$1 per day</i>
Conclusions	A combined interpretation of findings	<i>Community members are materially poor due to lack of income-generating opportunities</i>
Recommendations	Is there a maximum number of pages expected? Is an Executive Summary needed?	<i>Introduce micro-finance and micro-enterprise opportunities to community members to restart the market through culturally appropriate and economically viable income-generating business</i>
Actions	A specific prescription of action to address a recommendation	<i>By July 2016, conduct six pilot focus groups to identify potential micro-enterprise ideas and possible loan recipients</i>

Tips for writing the report

- collect information needed
 - arrange information logically 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
 - use charts and diagrams where possible: graphics can make points more quickly and strikingly
 - layout with space between the lines and paragraphs, and clear headings
 - proof-read for spelling, grammar and presentation mistakes
 - before sending, ask someone else to read for feedback
- Finally check:**
- are author, title and date included?
 - does it answer the questions?
 - is it logical?
 - are sections and pages numbered?
 - are photos credited and captioned?

Additional resources on All In Diary website

Report Writing Guide © CARE International, 2009
Writing effectively and powerfully, © Karen Hurt, CIVICUS, 2007

Web links for further information

<http://www.fundsfornegos.org/featured-articles/ngos-write-project-reports>
<http://networklearning.org/index.php/component/content/article?id=77:guidelin>
https://www.humanitarianresponse.info/system/files/documents/files/ELD_Reportinq_Skills_Module_4_Planning_the_Report.pdf

Handover, transition and exit

A programme ‘transition’ or ‘exit’ refers to the withdrawal or handover of all externally provided resources and services. The decision to withdraw should be made in full consultation with programme stakeholders and, where possible, be an integral part of the programme strategy from the early design phase.

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

Exit criteria: What determines “when” to exit?

It is critical, particularly in short term emergency response programmes, to plan handover, transition or exit strategies right at the start of the programme.

Criteria used to determine when and how to exit programmes 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. Avoid starting projects or programmes which will require continuous funding to keep running and where funding after the end of the original project may not be forthcoming.
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 or if the humanitarian context has evolved and no longer requires external intervention.

What are the main points an exit strategy should cover?

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

Adapted from Aid Workers Network

Three approaches to transition or exit

1. Phasing down

Gradual reduction of programme activities.

- careful planning and coordination is important.
- often a preliminary stage for Phasing out or Phasing over.

2. Phasing out

Agency's withdrawal of involvement in a programme without handing over to another institution for continued implementation.

- activities should be phased out when emergency needs no longer exist and normal services, together with ongoing development activities, can meet the needs of the population.

3. Phasing over

Agency transfers programme activities to local institutions or communities.

- during design and implementation, emphasis is placed on institutional capacity building and empowerment so that services provided can continue through local organisations.

Additional resources on All in Diary website

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

Web links for further information

Empowerment sustainability-OECD – Chapter 10
https://read.oecd-ilibrary.org/development/poverty-reduction-and-pro-poor-growth_9789264168350-en#page7
http://www.who.int/hac/techguidance/tools/manuals/who_field_handbook/11/en/index.html - WHO guidelines

Working with different cultures

Disasters bring people from very different cultures together in difficult circumstances. Visible differences include gender, race, ethnicity, nationality, religion, ability, age, economic status, political allegiance, class, caste. **Invisible roots include** beliefs, values, perceptions, expectations, attitudes, assumptions.

Patterns of cultural difference

The differences below are not right or 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 and conduct	◀ ▶	Dress code and conduct mark respect
Formal written communications, rules and consistent, uniform procedures	◀ ▶	Informal verbal communication, judgements based on individual circumstances not 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 respected	◀ ▶	People are valued more than time
Knowledge, information and resources are shared	◀ ▶	Knowledge and resources used as power

How management style and performance are measured

Decisions determined through division of tasks and responsibilities	◀ ▶	Decisions made through personal interaction and 'authority' figures
Management by objectives	◀ ▶	Management through relationships
Criticism, appraisal and ideas are a part of professional conduct	◀ ▶	Criticism, appraisal and ideas are highly personal and can be taken as offensive

Consider carefully ...

Eye contact: can be important in building trust or seen as disrespectful or offensive.

Greetings: how and when to greet people appropriately e.g. shaking hands is not always appropriate, especially between men and women.

Opening and closing conversations: who addresses whom, when, and how, and who has the right, or duty, to speak first; how to conclude conversation/meetings.

Taking turns during conversations: taking turns in an interactive way or listening without comment or immediate response, can be seen as a challenge or humiliating.

Interrupting: interruption may be the norm, particularly among equals, or among men, or it might be mistaken for argument and hostility.

Use of silence: silence before responding may be seen as deference and thoughtfulness, or as a sign of hostility. Silence may signal consent, or disagreement.

Appropriate topics of conversation: speaking openly about money, politics, religion, family relations or intimate issues may be seen as inappropriate or vulgar.

Use of humour: may build immediate rapport or be seen as a sign of disrespect.

Knowing how much to say: get straight to the point, or engage in 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 can highly influence subsequent behaviour.



Tips for a culturally sensitive approach

- Get to know the culture you are working in.
- Be aware of your own culture and how that influences you.
- Listen....and watch.
- Be patient – not everything is revealed about a culture at once.
- Consider issues from the other perspective.
- Avoid value judgements.
- Use language sensitively.
- Be inclusive, collaborative and seek different perspectives.
- Ensure you dress and act appropriately and respectfully.
- Play to people's strengths and value differences.
- Avoid domination by powerful groups.

Adapted from '24 tips for culturally sensitive programming' © UNFPA 2004

Additional resources on All In Diary website

Human Rights, culture and gender in programming © UNFPA 2009
Working with Diversity in collaboration – tips and tools, © CGIAR 2003

Web links for further information

<http://www.kwintessential.co.uk/resources/country-profiles.html> : Etiquette guides

Developing partnerships

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

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

Value of partnership in an emergency

Coverage and impact	– increases coordination and capacity to effectively assess needs and provide assistance for those affected
Exchange of ideas	– helps improve project design and innovation through sharing expertise, ideas and building on existing capacities
Advocacy and influencing	– helps tackle political or social barriers to accessing those in need and providing appropriate assistance
Solidarity and support	– important for remote working and national and local organisations dealing with trauma and insecurity
Securing resources	– donors encourage partnership and consortia bids to increase coverage and reduce administration
Sharing information	– assists in accessing information, reducing duplication or gaps in response, and promoting good practice
Developing capacity	– creates opportunities for exchange of knowledge and skills and improving understanding
Solving problems	– fosters broader research and understanding and helps in identifying appropriate, shared solutions and innovation

Partnerships work best when there is added value in working together, e.g.

- **Strategic partnerships** e.g. within clusters and consortia funding bids
- **Implementing partnerships** between international and local agencies
- **Business and NGO/UN partnerships** for technical/operational reach
- **Research partnerships** - e.g. between NGOs and academia.

Localisation and working with local partners

At the 2016 World Humanitarian Summit, the international community made a commitment to supporting 'localisation' as part of the **Grand Bargain**, through:

- Increasing investment in the capacities of local and national responders
- Working to remove barriers to partnering with local and national responders
- Supporting and complementing national coordination
- By 2020, directing at least 25% of funding to local responders, measuring this funding and adopting funding tools that facilitate local delivery of assistance

Challenges for local and national organisations in managing partnerships

- Balancing community solidarity with accountability to INGOs and/or donors
- Mismatch in organisational vision, values, culture, priorities or capacity
- Challenges in remote management and learning from international partners
- Unequal power relations, accountabilities and access to resources
- Lack of trust, weak communications and differences in ways of working



Pointers to identifying and negotiating partnerships

- What type of partnerships would strengthen your aims and capacity?
- What types should you avoid?
- Research potential partners (e.g. vision, mission, strategy, reputation, capacity and governance)
- How compatible are you? (size, values, objectives, interests)
- Is there organisational commitment from both sides?
- What can you offer and what are you looking for in a partnership? (aim for mutual benefits)
- What are your mutual expectations and understandings of the partnership? (purpose, roles, responsibilities, term, resources)
- What form of agreement is needed?

Additional resources on All In Diary website

Partnerships and Capacity Building, © INTRAC 2012
Local Partnerships Guide, © Mercy Corps 2011
Remote Partnering Workbook, © PBA, 2018

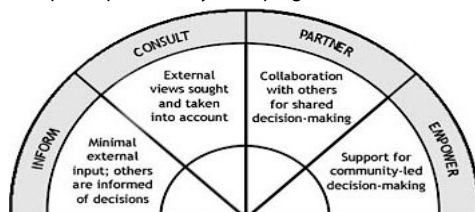
Web links for further information

Partnership Brokers Association - <http://partnershipbrokers.org/>
Remote Partnering - <http://www.remotepartnering.org/>
Defying distance - <http://www.defyingdistance.org/>

Facilitating participation

People affected by disaster have important capacities, competencies and aspirations, and ultimate responsibility for their own future and survival. Their engagement at all stages is vital.

But what level of participation are you hoping to achieve? This can range from:



- **INFORM:** Sharing information about the situation and about the response that affected people can expect including amounts of assistance, eligibility criteria and location and timing of assistance.
- **CONSULT:** Consultations and feedback to get the input of affected people on various aspects of humanitarian needs and assistance at every stage. This can also include accountability mechanisms designed to allow affected people to hold humanitarian agencies to account for their actions.
- **PARTNER:** Partnerships where affected population share in decision-making and all stages of programme activity and organisation to jointly design or implement response activities.
- **EMPOWER** where humanitarian agencies support community-led decision-making and project implementation.

Communication techniques

To maximise participation, consider wide-ranging, appropriate techniques

Meetings, focus groups, interviews	Engages community representatives in problem analysis, project design and planning. Enables an active role in management and implementation of programme activities.	<ul style="list-style-type: none"> • techniques and engagement methods to be used • location and accessibility of the project or programme • number and type of engagement events • transport requirements • childcare needs • seasonal constraints • format and content of communication and publicity materials • use of interpreters and signers • need for outreach activities
Mapping	Draws out how people see their area in relation to physical, social and economic landmarks, risks and opportunities – maps of hazards, risks, resources, mobility, opportunities etc.	
Seasonal activity calendar, daily routine and trend analysis	Explains seasonal actions of affected population to enable effective planning and likely constraints to implementation. Daily routine will help to identify suitable time of day to schedule community meetings and programmes. Trend analysis helps understand changes in communities.	
Stakeholder / interaction analysis	Identifies different groups (including marginalised) and their roles, responsibilities, interests, power, influence and coordination.	
Surveys	Identifies needs /views of large numbers in standard format.	
Capacities / vulnerability analysis	Enables groups to identify and understand their own weaknesses, capacities and vulnerabilities.	

Potential barriers to participation

- capacity and ability of different stakeholders to participate
- access to 'hard to reach groups' such as young people, older people, minority groups or socially excluded groups
- levels of community infrastructure
- contested or divided communities
- rural isolation
- gaps in information
- literacy and numeracy levels and dominance of oral culture

Design issues to consider

- techniques and engagement methods to be used
- location and accessibility of the project or programme
- number and type of engagement events
- transport requirements
- childcare needs
- seasonal constraints
- format and content of communication and publicity materials
- use of interpreters and signers
- need for outreach activities

Additional resources on All In Diary website:

Accountability to beneficiaries – checklist, v2 © 2010 MANGO
 Accountability to affected populations, IASC Task Force, 2012
 Philippines: Community Engagement Mediums in Natural Disaster
 Preparedness and Response, UNOCHA 2015

Web links for further information

ALNAP: <http://www.urd.org/Participation-Handbook>
 CDAC: <http://www.cdacnetwork.org>
 PARTICIPATORY METHODS: <http://www.participatorymethods.org>

Managing meetings

Meetings are essential to communicating in disasters. But they frequently produce limited outcomes. Following a format and process that produce results is essential.

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 objectives can be achieved.

Planning and Preparation

WHY	What are the purpose and expected objectives of the meeting? <ul style="list-style-type: none"> generate ideas find solutions / solve problems / make decisions give or share information, feedback, reports develop trust, relationships, teams Who needs to agree these objectives? What do participants want from the meeting? Is the meeting part of an on-going process?
	What topics need to be on the agenda? <ul style="list-style-type: none"> use the agenda to explain how each topic will be handled, and for how long list what people need to bring What is the best way to notify people of the meeting and circulate the agenda beforehand? Bring spare copies!
WHO	Who should attend? <ul style="list-style-type: none"> who needs to attend for decision-making Are the right people available? Is there a protocol for invitations and seating?
WHERE	Which is the best location and venue to suit everyone? <ul style="list-style-type: none"> security, travel requirements, accessibility, stigma space, equipment, ventilation, catering What is the best layout for the style of meeting – formal or informal?
WHEN	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? Will the meeting be free from interruptions?
HOW	What is the best way to start, engage all cultures, encourage contributions, and clarify purpose and expectations? <ul style="list-style-type: none"> Introductions, ground rules, ice-breakers What translation and interpretation is needed? How will you record, clarify and circulate decisions and actions? <ul style="list-style-type: none"> flipchart or whiteboard; in minutes?

When you run a meeting you are making demands on people's time and attention – use it wisely.

Virtual meetings

Facilitating a virtual meeting is more challenging than face-to-face and can be **real-time** (e.g. VOIP like skype; telephone; chat; collaborative real-time editors like GoogleDrive) or **non-real time** (e.g. email; voice messages; shared file systems like Dropbox).

Skills include:

Build trust and understanding: develop clear, shared aims and where possible meet in person.

Preparation is even more important:

- check times of day suit all across time zones
- check everyone has access to hardware and software
- ensure all information is available to everyone (agenda etc.).

Facilitation styles

Very clear facilitation is essential:

- explicitly explain the processes for contributing
- summarise often verbally and in writing if possible
- plan regular breaks to maintain attention
- engage people who are not contributing
- in real time, take names as each person speaks.

Additional resources on All In Diary website:

Facilitating consensus in Virtual Meetings, Seeds for Change 2013
A Consensus Handbook, Seeds for Change, 2013
Organising Successful Meetings, Seeds for Change, 2009

Web links for further information

Tips: <http://james.shepherd-barron.com/clusterwise-2/21-managing-effective-meetings-2/>
<https://www.seedsforchange.org.uk/resources>

Multi-language meetings

The success and quality of your meetings rely on everyone being able to contribute their views and information.

Conducting meetings either entirely in a world language* or a local language will exclude key players and reduce the effectiveness of your meetings.

* A world language is a language spoken internationally which is learned by many people as a second language. English is the most widely used.

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, or know, an 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, and what languages
2. Brief interpreters and participants
3. Consider room layout to ensure all can see each other
4. Minimise background noise
5. Ensure a clear, easy-to-follow structure for the meeting
6. Schedule regular breaks
7. Translate key materials and visual aids
8. Use small group discussions in local languages

Options of interpretation

Whispering interpreting - useful when only one or two people require interpretation, but can be distracting.

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.

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.
- Include interpretation of 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.



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 help the interpreter prepare by providing an agenda, explaining jargon, key issues, etc.
- ensure interpreters are given regular breaks (at least every hour)

PREPARATION IS KEY

Additional resources on All In Diary website:

Multi-language meeting and interpretation, COATI Guidelines on Using Interpreters, © Kwentessential Language and Culture specialists

Web links for further information

http://ec.europa.eu/dgs/scic/working-with-interpreters/index_en.htm

Quick tips on using interpreters: <http://www.justicewomen.com/>

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, and clear outcomes are essential: *What will be gained from this workshop? Who is it aimed at? Are the objectives relevant to and agreed by key stakeholders?*

In preparing for a workshop you need to consider the following:

Constraints	Administration	Activities
<p>Possible constraints include:</p> <p>Time: How much time is needed to practise the skills or resolve the problem, balanced with how much time people have to attend, and costs of the event?</p> <p>Location: Which location will maximise participation by enabling all stakeholders to attend (including e.g. beneficiaries, women and minorities)?</p> <p>Learning culture: What style of learning are participants used to?</p> <p>Language: How to ensure active participation across different languages?</p> <p>Resistance or interference: Are any topics contentious? Are permissions needed or is resistance or interference expected?</p>	<p>Good administration is essential for success:</p> <p>Venue: right rooms, accommodation, meals, refreshments, equipment</p> <p>Participants: publicity, joining instructions, their requirements (transport, meals, accommodation, interpretation, translation, special facilities for disabled), your meeting requirements (instructions, preparation, programme outlines)</p> <p>Facilitators and speakers: invitation, transport, materials, payment if appropriate, format of sessions, equipment and resources needed</p> <p>Materials: writing materials for participants, printing and collation of handouts etc., registration of participants, evaluation process</p>	<p>Varied and interesting exercises and activities maximise participation.</p> <p>Group work: mix sizes, groupings, tasks</p> <p>Visual aids and other multi-media resources: increases learning, can overcome language and cultural barriers</p> <p>Open-ended questions: why, what, how? encourage wider thinking</p> <p>Practising skills or field work: some people learn best from 'doing'. (See 'Personal and Professional Development' page)</p> <p>Action planning: encourage and capture clear actions following the workshop</p> <p>It is important to choose activities which relate to local context and are designed to support your objectives</p>



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 a 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

Stages in a Problem Solving Workshop

- | | |
|------------------------------|--|
| 1. Set the scene | clarify objectives; introductions; ice breaker |
| 2. Define the problem | what are all the issues and priorities for action? what is already working well? |
| 3. Identify causes | why are these issues and problems? |
| 4. Generate solutions | how might you resolve the problem(s)? how can you maximise what is working well? |
| 5. Agree action | who will do what, by when and how? |

Additional resources on All In Diary website:

Facilitating workshops, Seeds for Change 2012
Active listening, Seeds for Change 2009
Facilitation tools, Seeds for Change, 2010

Web links for further information

<http://www.mindtools.com/pages/article/RoleofAFacilitator.htm>
<http://www.seedsforchange.org.uk/resources>

Managing humanitarian personnel

Good people management skills are central to the success of any organization. Failure in this area can lead to low motivation, poor performance and loss of good staff. This has a cost for the organization as well as negatively impacting on the quality of projects and on accountability to communities and to donors.

Commitment 8 of the Core Humanitarian Standard states that 'communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers' and sets out the following:

Guiding questions for monitoring Key Actions

- Are the organisation's mandate and values communicated to new staff?
- Is staff performance managed, under-performance addressed and good performance recognised?
- Do staff sign a code of conduct or similarly binding document? If so, do they receive orientation on this and other relevant policies which allows them to understand it properly?
- Are complaints received about staff or partners' staff? How are they handled?
- Are staff aware of support available for developing the competences required by their role and are they making use of it?

Guiding questions for monitoring Organisational Responsibilities

- Are procedures in place for assessing human resource needs in relation to programme size and scope, in conjunction with HR?
- Does organisational planning make provision for future leadership needs and for developing new talent?
- Do staff policies and procedures comply with local employment law and follow recognised good practice in managing staff?
- Do all staff have updated job descriptions and objectives, including specific responsibilities and objectives?
- Is the rewards and benefits structure fair, transparent and consistently applied?
- Are all staff provided with an induction and updates on performance management and staff development policies and procedures?
- Are all staff (and contractors) required to sign a code of conduct (that covers the prevention of sexual exploitation and abuse) and provided with an appropriate induction on the code of conduct?
- Does the organisation have a security policy and guidelines which are location specific and known to staff?

Scaling up human resource capacity

Prepare to:

- include staff capacity needs and recruitment plans in contingency planning
- develop succession plans
- develop 'emergency' recruitment procedures
- assemble basic orientation and briefing materials
- formalise handovers
- invest in developing capacity of junior staff
- develop talent management
- approach former staff or partners

Working with volunteers

- Manage volunteer recruitment like staff recruitment with clear terms of reference and a thorough interview process
- Identify who will be responsible for managing volunteers.
- Make everyone aware of volunteer roles and responsibilities.
- Fully brief volunteers on entitlements and working conditions
- Ensure sufficient funds to cover e.g. transport, food
- Motivating and retaining volunteers is just as important as for staff

Additional resources on All In Diary website

HR Toolkit for Small and Medium Nonprofit Actors © 2017
Cornerstone ondemand/CHS Alliance
Most Important Staffing Factors for Emergency Response © ECB 2006

Web links for further information

CHS Alliance: <http://chsalliance.org>

Core humanitarian competency framework

Domains	Understand contexts and apply humanitarian principles & standards	Achieve results	Develop and maintain collaborative relationships	Operate safely and securely at all times	Manage in pressured and changing environment	Demonstrate leadership
Outcomes	Understand contexts, key stakeholders and practices affecting current and future humanitarian interventions.	Be accountable for own work and use resources effectively to achieve lasting results.	Develop and maintain collaborative and coordinated relationships with stakeholders and staff.	Operate safely and securely in a pressured environment.	Adapt to pressure and change to operate effectively within humanitarian context.	Demonstrate humanitarian values and principles and motivate others to achieve results in complex situations, independent of role, function or seniority.
Competencies and core behaviours FOR ALL STAFF in humanitarian response, informed by skills and knowledge	Understand the humanitarian context <ul style="list-style-type: none"> - Phases of response - Political and cultural context and underlying causes of crises - Gender, diversity and inclusion - Needs, skills, capacities and experience of crisis-affected people and apply these Apply humanitarian standards and principles <ul style="list-style-type: none"> - Programmes uphold national and international frameworks, standards, principles and codes - Use power responsibly - Understand own and others' roles and coordination mechanisms 	Ensure programme quality and impact <ul style="list-style-type: none"> - Understand project cycle management - Actively participate in project design & implementation - Timely, appropriate results Work accountably <ul style="list-style-type: none"> - Answerable to crisis-affected people - Manage and share information Make decisions <ul style="list-style-type: none"> - Flexibility to adapt to change - When to decide and when to involve others - Consider wider impact - Integrate planning and delegation 	Listen and create dialogue <ul style="list-style-type: none"> - Active listening and clear dialogue with crisis affected people, stakeholders and team members Work with others <ul style="list-style-type: none"> - Contribute to the team - Display empathy, respect and compassion towards crisis-affected population - Communicate regularly, responsibly, appropriately and consistently - Actively participate in networks - Challenge decisions and behaviour which breach Codes of Conduct 	Minimise risk to crisis-affected people, partners and stakeholders <ul style="list-style-type: none"> - Attend to safety of all - Identify and communicate risks and threats and mitigate these - Do no harm and minimise threats Manage personal safety and security <ul style="list-style-type: none"> - Build and sustain acceptance for work - Recognise and reduce vulnerability by complying with safety and security protocols, and local context - Always champion safety 	Adapt and cope <ul style="list-style-type: none"> - Focus on goals in rapidly changing situations - Adapt calmly - Recognise and reduce stress - Be constructive and positive under stress Maintain professionalism <ul style="list-style-type: none"> - Take responsibility for your work and impact on others - Plan and prioritise tasks while under pressure - Be ethical and professional - Show integrity - Show awareness of internal and external influences 	Self-awareness <ul style="list-style-type: none"> - Be aware of own strengths, limitations and impact - Understand own and how they complement those of others - Seek feedback and improve Motivate and influence <ul style="list-style-type: none"> - Communicate humanitarian values and encourage others - Inspire confidence - Speak out clearly for organisational beliefs and values - Use active listening - Influence others positively Critical judgement <ul style="list-style-type: none"> - Analyse and exercise judgement, initiative, creativity and tenacity

For full version, including Managers' competencies visit – <https://www.chsalliance.org/what-we-do/chcf>

Recruitment and selection

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 staff and the organisation.

RECRUITMENT

Define the requirements:

Clarify what needs to be done and risk assess. Consider options of redistributing tasks; training up current staff; short term contracts versus longer term; specialist versus generalist; local versus international; sharing recruitment with other organisations.

Job descriptions: Outline broad responsibilities involved in the job, and expected outcomes.

Person specifications: What skills, knowledge, experience, competencies, qualifications and personal qualities are essential/useful to do the job? Avoid setting discriminatory criteria.

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

Advertising: Avoid discriminating by the wording and placement of your adverts. Give clear instructions and timing.

Consider previous applicants, emails, newspapers, local radio, word of mouth but consider best options to encourage right people to apply while discouraging too many inappropriate applications

- **Avoid poaching staff** from local agencies or government.
- **Set up HR forums** so agencies can pool resources more effectively.

Applications: Standard application forms assist shortlisting. CVs are simpler and faster BUT information is not standardised and cultural differences can lead to misinterpretation.

SELECTION

Shortlist: Assess applications based on your selection criteria – watch out for bias and discrimination.

Interviews: Create a good impression of your organisation.

- Welcome the candidate and put them at ease - they will tell you more if relaxed.
- Ask open questions (*Tell me about...How do you...Why did you...Talk me through...*) to find out about their experience, skills, knowledge, and attitudes to stress, pressure, their role.
- Ask similar questions to all candidates to ensure fairness and allow for comparison.
- Avoid discriminatory questions e.g. if you ask only females *'Who looks after your children?'*
- Describe the organisation and the job.
- On closing, agree the next steps.

Tests and checks: Ask candidates for evidence of qualifications, examples of previous work or do a presentation, case study or test.

References from previous employers can be useful but ask for candidate's permission and let them know when references will be taken up, by phone if possible. If internal candidate, check performance reviews.

Making a job offer: Prepare and send the necessary documentation in accordance with local laws. Include for signature: organisational Codes of Conduct, security procedures, protection policies etc.

Induction: Planned induction and handover ensures new staff settle in and become productive quickly (see Briefing and Handover page).

Cross-cultural interviews

Tips for Interviewing candidates who belong to different cultures.

ESTABLISH RAPPORT

Explain clearly the purpose of the interview and agree mutual goals – create a cooperative climate.

FEELINGS and MOTIVES

Ask 'projective questions' if the 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

In order to gain insight into how candidates deal with difficult situations, ask them to describe their worst work experience.

STEREOTYPES and PREJUDICE

Be aware of your own bias affecting how you rate a candidate – positively or negatively.

Get contrasting views by having at least two interviewers per candidate, and have a standard format for questions and responses.

Additional resources on All In Diary website

HR Toolkit for NonProfit Actors, CODF & CHS Alliance, 2017
Staff Reward Programme Case Study – TPO Uganda, 2015
Recruitment and Selection, People in Aid 2008

Web links for further information

Competency based interviewing and Recruitment courses:
<https://disasterready.csod.com>

Briefing and handover

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

Whilst a **briefing** covers essential information on policies, procedures, broader context and job requirements, a **handover** focuses on continuity of work and passing on the day-to-day experience of the role.

"The worst scenario is being dropped in with no handover at all and receiving just rumours and opinions and at best a whistle stop tour". Richard Lorenz, Aid Workers Forum

Briefing

Every incoming post holder can benefit from a briefing covering:

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? Up-to-date information on environmental and role risks and ways to mitigate these.

Terms and Conditions:

How will I be paid? What am I entitled to?
What do I do if I have a problem?

Country orientation:

Background to the country and region.
Nature and extent of the disaster, maps and plans.

Programme orientation:

What are the aims, objectives and deliverables; the funding; the progress; the challenges of this programme? What policies and procedures are used?

Job requirements:

What are my objectives and timescales?
How will my performance be reviewed and evaluated? How does my role fit with others in the team?

Pre-departure briefing is often organised by headquarters, but a short telephone briefing from the field is helpful. A 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 (or skype) debriefing is not possible then short, written handover notes and well-ordered files are the absolute minimum.

In preparing a 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
- ongoing 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 may arise in the future, then add detail in your final few days.



Using the All In Diary as a handover tool

Recording notes and information provides a ready-made handover tool for your successor.

This can assist continuity, particularly in the early stages of disaster response.

Notes could include:

- Useful contacts
- Constraints and successful approaches to working in the local context
- Key decisions made in developing your project
- Key learning from activities to date
- Security, staff and logistical issues
- Meetings held and key outcomes
- Urgent follow-ups and outstanding challenges
- General observations and suggestions
- Local working hours, holidays and seasonal activities
- Cultural considerations
- Local facilities

Additional resources on All In Diary website

Induction, Briefing and Handover Guidelines © 2008 People In Aid
Handover checklist © 2007 People In Aid

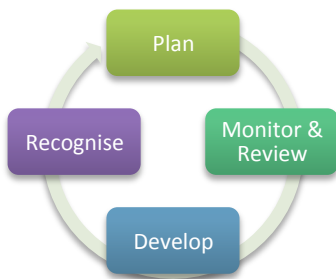
Web links for further information

<http://chsalliance.org>

Performance management

Implementing an effective performance management process can be difficult and time-consuming. However, it is one of the most powerful exercises available to an organisation. A poor approach to performance management can be very damaging to the organisational culture, the morale amongst staff and the ability to meet the objectives of your programmes.

A performance management system ensures that each staff member:



- Agrees objectives and plans for the year with their line manager and is given opportunities for merit increases and promotions.
- Regularly receives feedback on their performance and the progress they have made towards achieving planned objectives and developing competencies.
- Identifies, with their line manager, areas for improvement along with opportunities for growth via learning and development plans.
- Regularly plans for their career development with their line manager.

Giving feedback

Regular performance feedback is crucial for monitoring progress.

Constructive feedback

- encourages learning and growth
- identifies training and development needs
- brings attention to concerns and opens the door to solving them
- creates an atmosphere of teamwork and support
- fosters an environment of mutual respect and support
- allows everybody to work better together

Tips

- **be timely** (close to the event)
- **make it regular** (frequent informal feedback)
- **be specific** (on improvements required, sticking to the facts)
- **privacy** (ensure a quiet place to talk)
- **use 'I' statements** (give feedback from your perspective)
- **limit your focus** (to two issues per session; stick to behaviours that can be changed)
- **talk positives too** (a good place to start)
- **specific suggestions** (on how to improve)
- **follow-up** (to check improvements)

Performance management skills

Getting the best performance from your team calls for a blend of skills:

- **Deliver feedback.** It is important to find a balance between positive and negative feedback. Remember to keep negative feedback factual and non-judgemental, focussing on what the individual can do to improve.
- **Give praise.** Recognition for a job well done is a powerful motivator, which helps keep your team engaged and performing well. Aim to give a mixture of formal and informal praise, which can be verbal (thanking your team at a meeting) or written (an email or a card).
- **Ask the right questions.** Using a range of questioning techniques (open and probing questions) will encourage your team members to open up, and allow you to discuss performance issues in a constructive way.
- **Listen.** Two-way communication and understanding is essential, and the ability to listen and focus on what your team members are saying.
- **Identify areas for learning and development.** Finding appropriate new challenges and opportunities which will stretch skills and help staff to grow. Employees often become demotivated and disengaged by a lack of learning and development opportunities.
- **Set performance objectives.** Establish clear, achievable objectives or performance targets, using SMART objectives, which link individual goals to your mission's goals and wider organisational objectives.
- **Demonstrate positive behaviours.** Establish a positive 'performance' culture, where individuals take responsibility for their own performance.

Additional resources on All In Diary website

Performance Management Toolkit for Immunization Supply Chain Managers, UNICEF 2016
Developing an HR Strategy, People In Aid, 2009

Web links for further information

<http://www.hrea.org/learn/elearning/performance-management/>
https://www.mindtools.com/pages/article/newTMM_98.htm

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.

Increase your personal effectiveness

1. Understand what motivates and inspires you

What do you want to gain from this experience? How realistic is that? Focus on what's important to you and maintain a positive frame of mind. Stay in touch with family and friends by phone/email and carry photos/mementos.

2. Keep learning and improving yourself

What are your strengths and areas of development? How can you maintain a balance between hard work and achievement of objectives, and leisure and/or family? Develop skills of listening, empathy, clear communication and relaxation.

3. Get organised

Everything is urgent in emergencies, but an organised approach will help manage the most important priorities and minimise time wasting and stress. Develop a clear work plan and filing system. (See 'Time Management' in sidebar)

4. Maintain your health and fitness and manage your stress

A balanced diet, regular exercise and 6-8 hours sleep a day are key. Ensure regular Rest & Relaxation breaks. (See 'Staying Healthy and Managing Stress' page)

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, and ensure that you have prepared things like insurance, finances, travel and health, including vaccinations Ensure a clear briefing from the organisation, clarifying your terms and conditions, where you will be working and who will be working with you. (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 local medical, dental, banking, postal, telephone facilities Think about handover; what will you need to record and how?
After	<ul style="list-style-type: none"> Ensure a debriefing and thorough medical check up is arranged Maintain contacts that are important to you Plan talking about your work in public e.g. in meetings or press Give yourself time to adjust back to life and work

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; essential cash
- back-up important business documents and keep them safe and accessible
- keep personal documents safe and accessible for identification and finances



Time Management

Work More Efficiently

- Ensure meetings have a clear purpose and format
- Don't put things off
- Tackle important matters when alert
- Set deadlines, and reassess only if the situation changes
- Concentrate on issues both urgent AND important

Work More Effectively

- Plan your work
- Make 'to do' lists
- Build thinking time into your day
- Take regular breaks
- Plan meetings and phone calls
- Keep a neat desk
- Be patient
- Ask a buddy to give you feedback

Do more with less

- Delegate when and where necessary
- Be clear when requests are impossible
- Avoid unnecessary meetings
- Don't take on other people's problems
- Remember:

80% of your work is done in 20% of your time

Additional resources on All In Diary website

Time management handouts, InTuition Consultancy, 2011
How to Make Time to Think, 3D HR, 2009

Web links for further information

Training courses: <http://disasterready.org>
General Tools & Tips: <http://www.mindtools.com/fulltoolkit.htm>



Personal and professional development

There is increasing focus on professionalising the humanitarian sector and an expectation that humanitarian workers will continually develop their knowledge, skills and behaviours to improve their performance.

The Core Humanitarian Standard (8.3) states that staff should develop and use the necessary personal, technical and management competencies to fulfil their role and understand how the organisation can support them to do this.

How do adults learn?

70% of what adults learn is on the job (trying it out, having challenging objectives etc.)

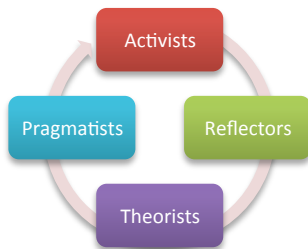
20% is through peer support (coaching, mentoring etc.)

10% is through formal learning (face-to-face training, online, reading etc.)

This model indicates that the opportunity to **apply** formal learning is essential.



Learning Styles highlight individual preferences for different learning methodologies.



Activists prefer doing and experiencing new challenges.

Reflectors prefer to read, analyse, observe and reflect.

Theorists want to understand underlying reasons, concepts, and relationships.

Pragmatists like to 'have a go' and try things to see how they work.

How do you plan your development?

Step 1 – Assess your current level of knowledge, skills and behaviour against any essential competencies for your role. Are there any gaps? *

Step 2 – Select and choose practical developmental opportunities that will support you in implementing your learning within your work.

- Does it suit your own preferred learning style described above?
- Is the method of delivery compatible with your circumstances and resources (e.g. availability of people, money, equipment, access, internet connectivity, time)?
- Is the methodology appropriate to the level of skill, knowledge or behaviour you want to develop and you are currently at?
- Will your organisation support you in applying your learning?

Where to get support

Online Training

DISASTER READY:
<https://www.disasterready.org>
CONTEXT:
<http://www.contextproject.org/>
BUILDING A BETTER RESPONSE:
<http://www.buildingabetterresponse.org/>
UNHCR E-CENTRE:
<http://ecentre.info>

Training organisations

REDR:
<https://www.redr.org.uk>
BIOFORCE:
<http://www.institutbioforce.fr/en>
HUMENTUM
<http://humentum.org>
INTRAC
<https://www.intrac.org>
pm4ngos
<http://www.pm4ngos.com>

Networking organisations and websites

START NETWORK:
<https://startnetwork.org>
NETWORK LEARNING:
www.networklearning.org
RELIEFWEB :
<http://reliefweb.int/training>
PHAP:
<https://www.phap.org/learning-pathways>
ALNAP:
<http://www.alnap.org/resource/12671>

Additional resources on All In Diary website

Building an organisational Learning & Development Framework, © CHS Alliance, 2017
 Between Chaos and Control: Rethinking operational leadership, © ALNAP/ODI 2014

Web links for further information

* Core Humanitarian Competencies Framework - <http://www.chsalliance.org/talent>
 ELRHA: <http://www.elrha.org>

Team Working

Teamwork is the essence of humanitarian work. However, building a strong sense of teamwork can be challenging when there is a mix of professions, cultures, styles and expectations, and high turnover of staff.

Team effectiveness requires:

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, recognising and sharing their skills and knowledge.

How clearly does your team understand each other's roles and responsibilities?

Discussion and decision-making procedures can be made by

- the leader
- a selected minority of the team (e.g. those with expertise on the issue)
- a majority
- team 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?

Open, honest, frequent communication: Successful teams develop effective communication processes. By developing and using the core skills outlined below, teams can engender trust and a sense of belonging in team members.

How effective are your team's communications? Do you regularly review how effectively your team feel they are working together and adapt accordingly?

Conflict management: Conflict is an inevitable ingredient of teamwork and decision-making. Check your organisation's processes, channels and procedures. Use these six steps to help your team work through its conflicts.

1. clarify and identify the cause of conflict, then try to understand each other's point of view.
2. find common goals on which all members can agree.
3. determine what the team's options are.
4. identify and remove barriers to consensus.
5. find a solution that everyone can accept.
6. make sure all parties understand what the solution means to them.

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, honest and 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 oneself, and using everyone's skills
- **Persuasion** – encourage everyone to exchange, defend and adapt their ideas



Team Development

Groups and teams go through well-recognised stages. You need to encourage teams to move through them effectively.

Forming

In early meetings, wary of sharing. *Your team needs to get to know each other; clarify expectations*

Storming

Start opening up leading to differences of opinion, challenges to leadership. *You need to manage conflict.*

Norming

Start to agree how to work together, establish rules, procedures, processes. *You need to ensure effective procedures on how to share information, handle disagreements, run meetings.*

Performing

Comfortable, open, delegating tasks, different roles. *You need to maintain effectiveness.*

Adjourning

Group task ends. *You need to create a positive ending.*

Tuckman, B. W. (1965)
'Developmental sequence in small groups'

Additional resources on All In Diary website

Building trust in diverse teams, © Oxfam for ECB Project, 2010
Teams and Team Working, 2009

Web links for further information

<http://chsalliance.org/what-we-do/people-management>

Staying safe

With humanitarian personnel working in increasingly insecure environments and attacks on aid workers rising at an alarming rate, knowing how best to protect yourself in an emergency situation has never been more important. (See 'Managing security' page)

The following advice covers some general issues you should consider and become knowledgeable of throughout your deployment. However, you need to know your context, and be aware of your organisation's security procedures.

TRAVEL

- Get a briefing on road/ security conditions
- Leave a confidential copy of your travel plan: - routes to be travelled; timeframe; planned stops
- Carry copy of passport, travel permits, ID card and emergency cash
- Take extra food, water, spares, paper
- Wearing seat belts at all times substantially reduces deaths and injuries in road traffic accidents
- Slow down. Insist drivers maintain safe but reasonable speeds
- Do NOT stop for accidents or carry armed passengers e.g. police, soldiers
- Know how to behave at checkpoints in your context before travel
- Regularly check in by radio or phone
- After each journey, debrief on the road and security conditions

HAZARDS

- In lodgings and offices, check door and window security, fire exits and any fire extinguishers, smoke detectors etc.
- Use local people's knowledge to assess the level of threat
- Assess need for protective clothing – gloves, masks, flak jacket, hard hat etc.
- Know location of secure areas and locations of team members
- Be aware of potential health issues for you and other team members
- Be aware of and alert to your surroundings, potential hazards and threats, and report them
- When out and about, be aware of personal security issues and avoid areas of potential danger e.g. *crowds, mined areas, factional border, riots, criminal activity areas, shelling*

COMMUNICATIONS

- Be familiar with your organisation's security plan and SOPs (Standard Operating Procedures)
- Get a briefing from the person responsible for security in your team
- Learn to use all equipment before travel – phones, radio, trackers etc.
- Be aware of your organisation's communications plan/comms tree:
 - reporting or call-in procedures
 - radio procedures and frequencies
 - contact and backup systems
- Maintain a points-of-contact list (internal and external)
- Keep a hard copy of the contact list in case of phone theft or flat battery
- Keep copies of plans and procedures in a safe but accessible place
- Ensure everyone knows what to do at checkpoints and in event of accidents
- Share plans with others, if safe to do

EVACUATION

Know what you should do in case of an emergency:

- Be familiar with your organisation's emergency evacuation plans and updates:
 - coordination with security focal points
 - shutdown procedures
 - assembly points
 - survival equipment and supplies
 - transportation for evacuation
 - evacuation points and routes (airport, border, specific road) marked on maps
 - vehicles prepared for evacuation
- Rehearse evacuation plan as necessary
- Check medical emergency plans, and know medical service providers
- List personal items to take or leave in an emergency and know location



Think safety and security at all times!

Be prepared:

- ensure you know the risks you will be undertaking and have given 'informed consent'
- take advantage of personal security and communications training before your assignment:

<https://www.redcr.org.uk/Our-Work/Key-Projects/Mission-Ready-Online-Security-Training>

<http://www.disasterready.org>

- brief yourself on the situation in the country or the part of the country in which you will be working

- ensure you fully understand your crisis response procedures and obtain a security briefing on your arrival

- identify specific threats

- keep updated

- avoid complacency

If you are not comfortable about an assignment or trip – don't do it

Additional resources on All In Diary website:

Personal Safety and Security Handbook © CARE International 2014.
Safety and security for national humanitarian workers © OCHA 2011
Staying alive, ICRC Handbook © ICRC, 2006

Web links for further information

General advice: <https://aidworkersecurity.org/>
<http://www.ngosafety.org>
<https://www.eisf.eu>

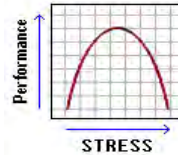
Staying healthy and managing stress

Assisting with disaster relief and response efforts is inevitably stressful. However, poor health and high stress levels affect an individual's well-being and performance, potentially putting others at risk.

Recognising stress

Pressure is positive if effectively managed, but too much pressure leads to stress, poor health and poor performance.

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'. Signs of stress may include the following:



Physical	Thinking	Emotional	Behavioural
Headaches, Pain	Bad concentration	Fear, Anxiety	Hyperactivity
Nausea	Poor memory	Guilt, Hopelessness,	Dangerous driving
Fatigue	Confusion	Depression	Overwork
Rapid heart rate	Fast/slow reaction	Resentment	Angry outbursts
Sweats, Chills	Poor decision-making	Anger, Irritability	Argumentative
Trembling	Negative attitudes	Loss of humour	Not caring for self
Nightmares		Distant from others	

Acute stress disorder can be caused through personal experience of, or witnessing of, a trauma. The symptoms normally present within a month of the trauma. They can include persistent, intrusive distressing thoughts or dreams, dissociation, negative moods, avoidance and sleep disturbances. These symptoms will often resolve themselves within a month or may progress to post-traumatic stress disorder.

Post-traumatic stress disorder can emerge at least a month or longer after experiencing trauma. The symptoms are similar to that of acute stress disorder.

Both acute stress disorder and post-traumatic stress disorder require specialised treatment and support.

Principles for managing stress - for humanitarian agencies*

1. **Policy:** agency has written, active policy to prevent or mitigate effects of stress.
2. **Screening and assessing:** ensure staff are equipped to respond to and cope with the anticipated stresses involved in their role. Monitor how staff manage stress.
3. **Preparation and training:** pre-assignment training in managing stress.
4. **Monitoring:** stress levels amongst staff monitored on an ongoing basis through 1:1s etc.
5. **Ongoing support** for staff to deal with their daily stresses. Train managers to spot signs.
6. **Crisis support and management** that provides culturally appropriate support for traumatic incidents or stressful periods of work.
7. **End of assignment support:** practical, emotional and culturally appropriate at the end of assignments or contracts.
8. **Post assignment support:** clear written policies for staff adversely affected.

Mitigating stress

Humanitarian workers are at risk of becoming run down, stressed and prone to illness. Aim to:

- Be aware of signs of stress in yourself and others
- Recognise what type of person you are and how you relax e.g. need your own space or company of others
- Develop a system for people to support and check on each other
- Talk to a colleague, friend or support person when something is bothering you
- Take leave and Rest & Recuperation (R&R) entitlements on time
- Stay in touch with family and friends
- Recognise your limits and accept them
- Make 'done' lists as well as 'to do' lists
- Try to be flexible and accept change
- Get enough sleep
- Take light exercise and maintain a healthy lifestyle
- Take regular breaks
- Do some enjoyable or fun activities
- Drink lots of water, and maintain a regular balanced diet
- Pray, meditate or relax

Additional resources on All In Diary website

Mindfulness and Wellbeing, © CHS Alliance, 2015
 * Managing Stress in Humanitarian Workers © Antares Foundation 2012
 How to manage leadership stress, © Center for Creative Leadership 2009

Web links for further information

Psychosocial Wellbeing: <http://www.headington-institute.org>
<https://www.antaresfoundation.org/>
 Health Advice: <http://www.iamat.org/index.cfm>