



ALL IN DIARY

Essential Guide to
**HUMANITARIAN
GOOD PRACTICE**

5th
Edition



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Foreword

Welcome to the 5th Edition of the All In Diary. In this new edition we have updated all 77 pages and packed them full of the most up-to-date information and recommendations for further reading. Once again, these updates have been supported by a wide range of peer reviewers with a wealth of humanitarian expertise and field experience.

We acknowledge with huge respect the work of humanitarian field workers in this increasingly complex, dangerous and unpredictable world. We hope that All In Diary helps make your efforts even more effective in meeting the needs of communities and people affected by crises around the world.

With all good wishes from All In Diary Trustees

Message from Martin McCann, Chief Executive, RedR UK

2016 marks the 10th anniversary of the All In Diary.

It was an idea which grew out of the authors' experience after the 2004 Asian Tsunami. They found that, while many excellent tools exist, there was no one place where best practice humanitarian information is summarised in a format that is particularly focussed on front line national and international humanitarian workers. So they set about filling this gap.

But what makes All In Diary unique is that everything is integrated into a diary, enabling you to carry these resources with you into the field – logging notes and activities, while also quickly finding information.

And All in Diary gives everyone access to the same knowledge. This can enable humanitarian responses to become more consistent; responders to collaborate better; and accountability to be improved.

The reputation of All In Diary is growing. There are many stories of individual field workers who always take their copy into the field with them; organisations who ensure all their Emergency Response team have copies to take on deployment; international NGOs who print copies in-country and distribute to their national partners; organisations who use All In Diary as a key resource on their intranets.

I hope you will help the All In Diary continue to grow by sharing your stories with the authors and your colleagues of how the diary has helped you be a better humanitarian worker.



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



All In Diary provides you with the most up-to-date, clear and succinct guidance on topics across the humanitarian sector. It also includes references to current, relevant resources and practical tools.

It is designed to be used as a:

Diary

to log appointments, record information, manage activities.

Information Resource

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

Handover tool

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

Evaluation and learning tool

to record notes and lessons learnt as your programme develops

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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.

Neither the Authors nor the Contributors accept any responsibility for :

- a) the accuracy or completeness of the information set out in the All In Diary
- b) any confusion, difficulty or liability arising from interpretation or application of the content

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Contents

1. General information		6. Sectoral guidance	
1.1	Foreword.....	1	
1.2	Terms of use.....	2	6.5 Livelihoods.....
1.3	Contents.....	3	6.6 Mental health & psychosocial support... 41
1.4	Explaining the information pages.....	4	6.7 Nutrition.....
1.5	Sources of relief news and information.....	5	6.8 Sanitation.....
1.6	Finding out about local context.....	6	6.9 Settlement.....
1.7	All In Diary explained.....	82	6.10 Shelter.....
			6.11 Water supply.....
			46
2. Humanitarian principles		7. Operational guidance	
2.1	International law and principles.....	7	7.1 Managing security risk.....
2.2	Guiding principles and standards.....	8	7.2 Mine risk education.....
2.3	Code of Conduct.....	9	7.3 Organising logistics.....
2.4	Core humanitarian standard.....	10	7.4 Managing transport.....
2.5	Principles and accountability.....	11	7.5 Distribution of relief goods.....
2.6	Conflict sensitive approaches.....	12	7.6 Mapping, GIS and GPS.....
2.7	Refugees and internally displaced persons....	13	7.7 Cash transfer programming.....
2.8	Protection.....	14	7.8 Humanitarian communication.....
2.9	Child protection.....	15	7.9 Advocacy and public relations.....
			55
3. Humanitarian frameworks		8. Managing projects	
3.1	Sustainable development goals.....	16	8.1 Project management.....
3.2	Humanitarian architecture.....	17	8.2 Information management.....
3.3	UN and international organisations.....	18	8.3 Needs assessments.....
3.4	Humanitarian programme cycle.....	19	8.4 Logical framework approach.....
3.5	Cluster coordination.....	20	8.5 Fundraising.....
3.6	Civil military coordination.....	21	8.6 Proposal writing.....
3.7	The Sphere Project.....	22	8.7 Financial management.....
3.8	Sphere standards.....	23	8.8 Monitoring and evaluation.....
3.9	Sphere minimum standards.....	24	8.9 Report writing.....
			8.10 Remote programming.....
			8.11 Handover, transition and exit.....
			66
4. Understanding disasters		9. Managing stakeholders	
4.1	Disaster cycle.....	25	9.1 Working with different cultures.....
4.2	Managing disaster risk.....	26	9.2 Developing partnerships.....
4.3	Climate change adaptation.....	27	9.3 Facilitating participation.....
4.4	Urban humanitarian challenges.....	28	9.4 Managing meetings.....
4.5	Linking relief, rehabilitation & development.	29	9.5 Multi-language meetings.....
4.6	Contingency planning.....	30	9.6 Facilitation and running workshops....
			72
5. Cross cutting issues		10. Managing people	
5.1	Environmental concerns.....	31	10.1 Managing humanitarian personnel.....
5.2	Gender.....	32	10.2 Core humanitarian competencies.....
5.3	HIV and AIDS.....	33	10.3 Recruitment and selection.....
5.4	People with disabilities.....	34	10.4 Briefing and handover.....
5.5	Working with older people.....	35	10.5 Personal planning and effectiveness....
			10.6 Personal & professional development... 78
			10.7 Team working.....
			10.8 Staying safe.....
			10.9 Staying healthy and managing stress....
			81
6. Sectoral guidance			
6.1	Education.....	36	
6.2	Food security.....	37	
6.3	Health.....	38	
6.4	Hygiene promotion.....	39	

Explaining the information pages

Subject title

- over 75 topics

Chapter title

- 10 chapters

The screenshot shows a page titled "Managing Security Risk" under the heading "5.1 TECHNICAL GUIDANCE". The main content includes a sub-heading "Safety and security remains a major concern for humanitarian agencies with increasing levels of violence affecting aid workers." and a section "Security Risk Management Framework". A table with columns "Threat / Hazard", "Likelihood", "Impact", "Risk rating", and "Mitigation measures" is present. Below the table are sections for "Situation analysis and risk assessment", "Security strategies", "Operational planning & procedures", and "Post-incident management and support". A diagram illustrates three strategies: PROTECTION, ACCEPTANCE, and DETERRENCE. A sidebar on the right titled "Inter-agency collaboration & information sharing" contains several bullet points. At the bottom, there is a "References" section with various links and a "Checklist for future publications" section.

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.allindiary.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://countryanalysis.eiu.com>

- 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.

GeoNet - <http://geonetwork-opensource.org>

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

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://fsi.fundforpeace.org/fsi-decadetrends>

- 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 the humanitarian principles.
6. Makes the best possible use of resources.
7. Uses the best knowledge and skills to achieve an effective and timely response.

Briefing papers on these seven criteria of success in humanitarian action set out recommendations from the Global Forum for Improving Humanitarian Action which will be considered at the World Humanitarian Summit in 2016. Available: <http://www.alnap.org/what-we-do/effectiveness/global-forum>

International law and principles

BINDING LEGAL INSTRUMENTS

International Human Rights Law (IHRL)

- Sets out what individuals can expect from governments
- States are bound to **respect, protect and fulfil** the rights set out in treaties. These commitments continue to apply in emergency situations, including conflict.
- Universal Declaration of Human Rights, adopted by UN General Assembly in 1948. "All human beings are born free and equal in dignity and rights."

International Humanitarian Law (IHL)

- Aims to limit **effects of conflict** on people and property and protect the vulnerable.
- Specifically protects those not directly involved in fighting e.g. civilians, medical personnel, and those no longer able to fight e.g. wounded, or sick combatants, or prisoners of war.
- Comprises the Hague and Geneva Conventions and additional treaties and case law.

International Refugee Law (IRL)

- Sets out entitlements to international protection and the obligations of receiving states, for persons who can no longer access the protection of their country of origin.
- The 1951 Refugee Convention defines minimum standards for assisting those with refugee status. Together with the 1967 Protocol it covers three main subjects:
 - definition of refugee and terms for cessation of or exclusion from refugee status
 - legal status of refugees in the country of asylum, their rights and obligations
 - states' obligations in exercising their duties under the Convention.

Domestic Law

Humanitarian actors are still required to abide by domestic law in any type of emergency. Most countries do not have specific laws in place for facilitating and regulating international relief. This can contribute to problems such as unnecessary red tape or poor quality and coordination from some international agencies.

NON-BINDING GUIDING PRINCIPLES

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

Introduces the humanitarian imperative and that people are assisted on the basis of need. It also expands the principle of humanity to address the importance of neutrality, impartiality and independence in the provision of aid. (See 'Code of Conduct' page)

Sphere Humanitarian Charter

Reinforces the humanitarian imperative and principles in the Code of Conduct. (See 'Sphere' pages). In particular, it champions the right to life with dignity (IHRL); distinction between civilians and combatants (IHL); non-refoulement and the ban on forcible or coerced displacement (IHLR; IRL).

Do No Harm

The 'Do No Harm' principle sets out six steps through which humanitarian agencies should better understand and minimize the harm they may be inadvertently doing, simply by being present and providing assistance.

Guiding Principles on Internal Displacement

As no international law or treaty applies to Internally Displaced Persons (IDPs), the Guiding Principles on Internal Displacement were developed in 1998. They are not legally binding but set out specific rights of IDPs as derived from existing international law.

What is a Rights Based Approach (RBA)?

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

It involves increasing the capacity of beneficiaries (as rights-holders) to claim their rights, and the capacity of humanitarian agencies and governments (as duty bearers) to fulfill these 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
- value of advocacy or lobbying to raise awareness of rights abuses and promote the principles of good humanitarian practice
- value of collaboration with local organisations and social movements
- 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
Introduction to the Guidelines for Domestic Facilitation and
Regulation of International Disaster Relief © IFRC 2011

Web links for further information

ICRC – International Humanitarian Law: <http://www.icrc.org/eng/ihl>
The Brookings-Bern Project on Internal Displacement
<http://www.brookings.edu/projects/idp.aspx>
Do No Harm: <http://www.principletopractice.org/from-principle-to-practice/do-no-harm/>

Guiding humanitarian principles and standards

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

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

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

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

<p>ASSESSMENT CAPACITIES PROJECT (ACAPS) Good Enough Guide to Humanitarian Needs Assessment. www.acaps.org</p>	<p>ACTIVE LEARNING NETWORK FOR ACCOUNTABILITY & PERFORMANCE (ALNAP) Network committed to improving performance through increased learning and accountability www.alnap.org/</p>	<p>EMERGENCY CAPACITY BUILDING PROJECT (ECB) Good Enough Guide to Impact Measurement and Accountability in emergencies. www.ecbproject.org</p>	<p>GRUPE URD Quality assurance mechanism and tool for humanitarian action - Quality Compas www.compasqualitye.org</p>	<p>INTER AGENCY STANDING COMMITTEE (IASC) Five commitments on accountability to affected populations. www.interagencystandingcommittee.org</p>
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Code of Conduct

This code is 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.

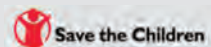
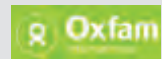
Disaster-affected communities have a right to expect those who seek to assist them to measure up to these standards.

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 August 2015, **587** 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/>

Core humanitarian standard

The Core Humanitarian Standard on Quality and Accountability (CHS) was launched in 2014 as a result of the joint initiative involving Groupe URD, HAP International, People In Aid and the Sphere Project. CHS replaces 2010 HAP Standard in Accountability and Quality Management, People In Aid Code of Good Practice and Core Standards section of the Sphere Handbook (whose upcoming revised edition will integrate CHS fully).

The CHS describes the essential elements of principled, accountable and high-quality humanitarian action, and sets out nine commitments that organisations and individuals can use to improve the **quality** and effectiveness of the humanitarian assistance - by using it as a voluntary code to align with their own internal procedures, and also as a basis for verification of performance.

Guidance notes and key indicators have been developed to provide clarification on the key actions and organisation responsibilities laid out in the CHS.

CHS also facilitates greater **accountability** to communities and people affected by crisis. Knowing what humanitarian organisations have committed to will enable them to hold those organisations 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 and 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.



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

Humanitarian Accountability Report, CHS Alliance, 2015
Core Humanitarian Standard, CHS Alliance, 2014
CHS Guidance notes and indicators © CHS Alliance et al, 2015

Web links for further information

CHS: <http://www.corehumanitarianstandard.org>
CHS Alliance: <http://chsalliance.org>
Sphere Project: <http://SphereProject.org/CHS>



Principles and accountability

Being accountable to all stakeholders while adhering to a range of humanitarian principles is challenging. The complexity of disaster contexts means that humanitarians are often faced with practical and moral dilemmas in trying to meet these obligations while preventing and alleviating suffering.

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 have to be accountable in a number of ways:

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

Tensions can exist between these accountabilities, and accountability mechanisms can become complex. Traditionally there has been a strong focus on upward accountability but recent concern about accountability to affected populations has resulted in improvements in beneficiary engagement in design, delivery and evaluation of programmes, and in use of feedback mechanisms. A principled approach however is essential in all these relationships.

Ethical dilemmas

The Code of Conduct sets out broadly the ethics of humanitarian action. Supplementary guidelines and initiatives have also been developed to enhance the quality of humanitarian assistance, and accountability to beneficiaries and funders. Allow time to consider properly and analyse these issues before determining an appropriate response. Remember, doing nothing is as much a choice as taking a specific action.

Guiding principles

Core principles:

- **Humanity**
- **Impartiality**
- **Neutrality**

Other principles:

- **Independence**
- **Participation**
- **Empowerment**
- **Respect and dignity**
- **Accountability**
- **Sustainability**

Examples of ethical or moral dilemmas

- When does working with parties to a conflict move from practical negotiation e.g. around access, to condoning ethnic or religious violence or rights abuses?
- How can an agency be impartial if access constraints or insecurity limit its ability to reach the most vulnerable or badly affected?
- How might the humanitarian imperative perpetuate conflict?
- Should agencies provide assistance for IDPs or refugees when this contributes to or perpetuates conditions that violate their rights? E.g. forced displacement into camps, restrictions on movement etc
- How might the priorities and interests of institutional donors influence the nature of humanitarian assistance provided?
- When does meeting food aid needs undermine efforts to protect livelihoods and sustain local producers and markets?
- Should an agency highlight and raise awareness of rights abuses or other abuses if this may lead to expulsion and even greater suffering amongst those it is seeking to help?
- When does presenting images of misery and suffering in disasters undermine the principles of humanity and dignity?
- When does accountability to donors take precedence over the needs, views and concerns of beneficiaries e.g. for costly interventions?
- When should international principles and values take precedence over local cultural practices and norms?

Humanitarian accountability

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

Effective accountability and responsible use of power requires:

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

Additional resources on All In Diary website

Challenging Operations: An Ethical Framework to Assist Humanitarian Aid Workers in their Decision-making © PLOS 2014

Web links for further information

<http://www.elac.ox.ac.uk/Humanitarian%20Ethics/index.html>



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 can increase 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.

Adopting a conflict sensitive approach reduces conflict and harm by:

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

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
- Identify triggers e.g. elections; arrest of key leader or political figure; 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

The overall objective of negotiations with an armed group should be to secure cooperation in reaching an agreement that will facilitate or enhance humanitarian action. Such negotiations must be undertaken in accordance with international law and the core principles of humanity, neutrality and impartiality that underpin all humanitarian action.

Humanitarian negotiations should in no way indicate recognition or support for the views of armed groups. However, ongoing dialogue and negotiation may be needed in order to:

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

In some situations a more cautious approach may be needed, for example when:

- negotiations could negatively impact humanitarian conditions
- armed groups attempt to use negotiations to enhance their perceived legitimacy
- armed groups play humanitarian actors off against each other for their own gain.



Guiding principles for a conflict sensitive approach

- Invest in detailed analysis of the history, underlying causes and influences on the conflict.
- Recognise the potential, and the risks and limits, of external influence in conflict.
- Actively engage with all groups or factions within the affected population in an impartial and constructive way.
- Identify vulnerable groups (e.g. youth, children, minority groups) and engage key stakeholders and potential peacemakers (e.g. women).
- Work in partnership with other actors and contribute to a coordinated and coherent overall approach.
- Be transparent and clearly communicate your intentions.
- Do no harm and incorporate mechanisms by which you can be held accountable for your actions.
- Use timely, creative, flexible and incentive-driven approaches.

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

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

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



Refugees and internally displaced persons

The number of people forced to leave their homes due to natural or man-made disaster, general insecurity or violation of human rights has grown alarmingly over recent years - almost 60 million people. Of these, 45% are trapped in situations of displacement for 5 years or more. This protracted displacement is a growing concern.

UN agencies and NGOs provide an array of services for refugees, IDPs and other vulnerable people – food, water, shelter, protection, legal advice, education and health care. But the status of individuals can be key as agencies and donors have different mandates, and some may support only refugees or IDPs. Also, levels of protection and support provided by national government may differ. Coordination is key, and focusing on providing care on the basis of need rather than status.



Photo credit: Abu Shouk, Darfur, Reuters

Refugees

Refugees have fled their homes and **crossed an international frontier**.

Host governments are primarily responsible for protecting refugees but UNHCR is mandated by the international community to ensure protection and basic services for refugees in their country of asylum.

Refugees are protected under international law. (1951 Refugee Convention) which applies to all states, including those not party to the convention.

The most important right stipulates that an asylum country cannot forcibly return (refoul) or discriminate against refugees and is obliged to ensure the same social and economic rights as their own citizens.

National legislation may constrain refugee rights e.g. identity papers.

Internally displaced persons (IDPs)

IDPs have not crossed an international frontier, but have also fled their homes.

IDPs legally remain under the protection of their own government, but it is often government they are fleeing from. So protecting IDPs is challenging, with no single mandated agency nor universal legal treaty.

2012 **Kampala Convention** provides legal protection for IDPs in Africa reaffirming national governments' primary responsibility for IDPs.

It also comprehensively addresses different causes of internal displacement; recognises critical role of civil society organisations and host communities; obliges government to assess both the needs of IDPs and host communities.

Additional resources on All In Diary website

Running Effective Migrant Resource Centre Handbook © IOM 2015
Refugee Innovation, Humanitarian Innovation Project, 2015
Handbook on Protection of IDPs, Global Protection Cluster, 2010
NGO Partnerships in Refugee Protection, UNCHR 2004
Protecting Refugees & the role of UNHCR © UNHCR 2014
Protecting Refugees: Field Guide for NGOs © UNHCR 1999

Asylum-seeker claims to be a refugee, but has not yet been definitively assessed.

National asylum systems, or in some cases, UNHCR, decide who qualifies for international protection. Those judged not to be refugees, nor in need of any other form of international protection, can be sent back to their home countries.

Stateless person is not considered a national by any state. The consequences can be extremely grave since, without a nationality, a person is unable to exercise their rights.

Returnees were refugees, who have recently returned to their country of origin. The term also applies to IDPs who return to their previous place of residence. They may need interim support while re-integrating.

Migrants choose to move to improve their lives (work, education, family or other reasons) and are treated differently under national and international laws than refugees. Unlike refugees, who cannot safely return home, migrants face no such impediment to return.

Web links for further information

UNHCR Refworld <http://www.refworld.org>
IOM: <http://www.iom.int>
IDMC: <http://www.internal-displacement.org/>
Refugee Studies Centre - <http://www.rsc.ox.ac.uk/>
IDP Guiding Principles: www.idpguidingprinciples.org

UNHCR UN High Commission for Refugees

- is mandated to ensure protection and basic services for refugees by their country of asylum;
- may also support some IDPs, asylum seekers, stateless people, returnees and host communities;
- is lead agency for the following clusters in conflict-related crises:
 - Protection
 - Camp coordination and Camp Management (CCCM)
 - Shelter

IOM International Organisation for Migration

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

Protection

Protection is central to all humanitarian action. The way we design and implement a humanitarian response will determine whether vulnerable groups are at greater risk – or kept from harm. Humanitarian actors risk becoming part of the problem if they don't understand how their own actions can affect people's safety.

Not all humanitarian agencies are expected to implement protection programmes on their own. However, protection mainstreaming aims to incorporate protection principles, meaningful access, safety and dignity in all aspects of humanitarian aid. Factoring protection in from the outset can reduce risk, avoid perpetuating threats and doing further harm. **This is the responsibility of all humanitarian actors.**

What is protection mainstreaming?

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. Accountability

Set up appropriate mechanisms through which affected populations can measure the adequacy of interventions, and address concerns and complaints.

4. Participation and empowerment

Support the development of self-protection, capacities and assist people to claim their rights, including - not exclusively - the rights to shelter, food, water and sanitation, health and education.

Global Protection Cluster – Brief on Projection Mainstreaming © 2012. See also 'The Sphere Project – Protection Principles'

How do we mainstream protection?

- Understand who is at risk and why, and people's rights
- Consider consequences of action or inaction on threats
- Minimise risk of abuse by humanitarian teams
- Include protection considerations in each sector and at all stages of the project cycle
- Ensure vulnerability and potential risks are considered in all programmes and projects
- Ensure participation of all groups
- Ensure teams 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 sectors and mandates (through clusters/sectors) to enhance protection in practice

Additional resources on the All In Diary website

Protection Mainstreaming Training Package, Global Protection Cluster 2014
 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>
 Sphere: <http://spherehandbook.org/en/how-to-use-this-chapter-5/>
 ICRC <http://www.icrc.org/eng/what-we-do/protecting-civilians>
 ProCap: www.humanitarianresponse.info/en/coordination/procap
 PHAP: <https://phap.org>



Common risks and threats

Personal violence

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

Deprivation

- Loss of assets by theft and destruction.
- Seizure of land and violation of land rights.
- Discrimination and deprivation of rights to health, education, property, water and economic opportunity.

Limited movement & restricted access

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

Child protection

Emergencies can have devastating effects on children's safety and well-being. Child protection responses are urgent and can be life-saving.

What can happen to children in emergencies?

- **Neglect** can be due to loss of parents and other caregivers, increased distress amongst 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 on families can increase the level of violence within the family, and lead to negative coping mechanisms, such as child marriage, and self-harming. Separated children can be at heightened risk of violence and neglect. Violence includes political and military violence such as the use of mines.
- **Sexual violence:** increases in emergencies, exposing children to injury, death, sexually transmitted diseases and early pregnancy.
- **Psychosocial distress and mental disorders:** crises can induce severe and chronic stress: toxic stress can cause significant physical, emotional and developmental damage to children.
- **Child labour:** when families lose their livelihoods education is often disrupted and protection mechanisms are eroded, leaving children at risk of the worst forms of child labour, e.g. becoming associated with armed forces or groups, working on the street, child trafficking and sexual exploitation.
- **Justice for children:** rates of detention may increase in emergencies and boys and girls in detention are at high risk of torture, sexual violence and other forms of violence. Children who have survived violence often have limited or no recourse to justice or redress.

What can be done?

- **Advocate** with governments, donors, parties to conflict, other sectors and decision-makers e.g. child protection actors may advocate against use of orphanages and international adoption, as girls and boys are usually safer and better cared for in a family environment in their own communities.
- **Raise awareness** on child protection concerns e.g. work with beneficiaries, wider population, parents and local communities to develop public awareness campaigns against child trafficking during and after emergencies.
- **Promote behavioural change** and implement activities to develop life skills for children and their families to build resilience and enable better prevention and response to child protection concerns e.g. support parents raising children in difficult and stressful circumstances with positive parenting programmes, promoting alternatives to violence discipline to help keep children safe.
- **Build capacity** for key workers and service providers at all levels on child protection issues, e.g. pilot training programmes for local 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 or those needing alternative arrangements for their safety, including children released from armed forces or groups, or from detention.
- **Lead case management** whereby vulnerable children are identified and referred to essential services (medical support, interim care, psychosocial support, legal assistance, safety and security, etc.) accompanied by a trained caseworker.
- **Provide structured social activities** for children, facilitated by their own community e.g. child friendly spaces where children can access free and structured play, recreation, leisure and learning. Other psychosocial support activities include mass communication about positive coping methods, activation of social networks, women's groups and youth clubs, and psychological first aid.



Every child has the right to a normal childhood.

In emergencies:

Children's vulnerability varies with age, gender, disability and other factors (separation from caregivers, ethnic origin, religion, status, etc).

Pre-existing protection problems can worsen, new ones emerge and the child protection system (including social structures and positive behaviours) are weakened.

Listen to children and their caregivers to identify priorities and keep listening

Start child protection programmes on day one

Mainstream child protection into all humanitarian action

Additional resources on All In Diary website

A Matter of Life and Death – report by Child Protection Working Group, CPWG 2015

Web links for further information

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

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 desertifications and 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

Transforming our world – the 2030 Agenda for Sustainable Development

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

The Agenda:

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

Millennium Development Goals Report, © United Nations Department of Economic and Social Affairs, 2015
Projecting progress – Reaching the SDGs by 2030, © ODI 2015

Web links for further information

<https://sustainabledevelopment.un.org/>
<http://post2015.org/>



Humanitarian architecture

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

- more countries 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.

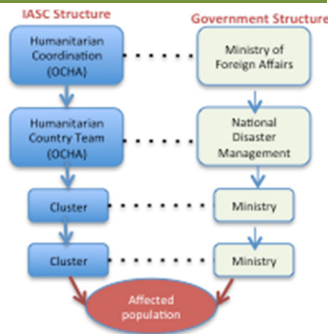
Whilst they often have an overwhelming advantage in bringing relief to communities, coordination is key, with international aid agencies and local organisations working in partnership to ensure consistency in standards and accountability.

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 enough capacity to respond to large-scale disasters, limiting need for international humanitarian assistance, e.g. Chinese earthquake 2008.

Collaborative model – already some capacity and resource for domestic responses, and where national and local actors may be unwilling to hand over leadership to international actors. National or subnational actors may seek to play a leadership role on issues such as coordination, e.g. Ethiopian drought 2015.

Comprehensive model – appeal for international assistance 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. This is deemed a Level 3 emergency, e.g. Nepal earthquakes 2015.

Constrained model – political interests limit humanitarian space by the actions of different parties – 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

Future of NGOs in the Humanitarian Sector, © Humanitarian Futures Programme 2013

The State of Humanitarian System, © ALNAP, 2015

Primary role of governments in humanitarian action-rhetoric or reality? © Hofmann & Domingó, 2015

Web links for further information

<http://www.unocha.org/publications/asiadisasterresponse/InternationalHumanitarianArchitecture.html> - UN OCHA

<http://globalhumanitarianassistance.org/>

<http://odi.org/programmes/humanitarian-policy-group/principles-politics-humanitarian-system>

UN and international organisations

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

In disaster situations which are beyond the capacity of national authorities, the UN and its agencies may be called upon to provide and coordinate humanitarian assistance, protect and support those affected by disaster.

Key UN Agencies in the field

OCHA – Office for the Coordination of Humanitarian Affairs

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

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
PAHO is WHO's regional office for the Americas. 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 and assistance for refugees, stateless persons, internally displaced persons (IDPs), particularly in conflict-related emergency. www.unhcr.org

FAO – Food and Agriculture Organisation of the UN

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

UNDP - United Nations Development Programme

Assists disaster-prone countries in contingency planning, disaster mitigation, prevention and preparedness measures. The Resident Coordinator (Country Head of UNDP) may coordinate initial relief efforts at national level. www.undp.org

International Red Cross and Red Crescent Movement

ICRC - International Committee of the Red Cross

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

IFRC - International Federation of Red Cross and Red Crescent Societies

Coordinates relief provided by National Societies for victims of natural disasters or outside conflict zones

National Red Cross and Red Crescent Societies

Help vulnerable people within own borders.



IASC brings together international organisations working to provide humanitarian assistance as a result of natural disasters, conflict-related emergencies, global food crises and pandemics.

By coordinating activities, members improve overall service delivery, share resources, pool analysis and disseminate best practice.

Participants use the forum to agree on system-wide policies to achieve a better overall response, while respecting organisations' individual mandates.

Includes key UN agencies and IOM.

Involves NGOs through:

- InterAction www.interaction.org/
- Steering Committee for Humanitarian Response (SCHR) <http://schr.info>
- International Council of Voluntary Agencies (ICVA) www.icva.ch

Additional resources on All In Diary website

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

Web links for further information

IASC: <http://www.humanitarianinfo.org/iasc/>;
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 for the delivery of aid to meet the needs of affected people quickly, effectively and in a principled manner. It is a coordinated series of actions undertaken to help prepare for, manage and implement a humanitarian response.

Each individual organisation's piece of the response must fit together and contribute to the overall expected results. Organisations are required to act with the collective in mind, to collaborate with each other, share information and hold each other accountable for working toward better decisions and improved outcomes for the affected population.

The HPC consists of six sequential elements and two 'enablers' – Coordination and Information Management. It is essential for humanitarian agencies to coordinate their assessments and response plans through involvement with the relevant cluster in the HPC process. (See also 'Cluster Coordination' and 'Information Management' page)

Stage of HPC	Primary Output	Agency benefits
2. Needs assessment and analysis	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.
3. Strategic response planning	Humanitarian Response Plan (HRP): draws on HNO to define the overarching strategy for the response and identify key priorities; cluster plans specify what clusters will do to contribute to strategic objectives.	Use HRP and cluster plans to check own strategy and project plans reflect sectoral priorities. Engage with cluster to ensure own plans are incorporated in flash appeals and pooled funding bids.
4. Implementation and monitoring	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.
5. Resource mobilisation	Country-based pooled funds (CBPF) and Central Emergency Response Fund (CERF): pooled funding mechanisms, fundraising for HRPs	Clusters play an important role in facilitating funding allocations from pooled funds to partners to fulfill their cluster response plan.
6. Operational peer review and evaluation	Operational Peer Review (OPR): an internal, inter-agency management tool identifying areas for improvement. Inter-agency Humanitarian Evaluations (IAHE): independent assessment of results of collective response.	OPR is an internal report for HCT and IASC, though key actions for other actors may be shared. IAHE can provide actionable recommendations for future responses to specific individuals or agencies.

Humanitarian Dashboard: Provides a graphical overview of needs, response monitoring and gaps at the cluster level in an easy format.

1. Emergency response preparedness (ERP)

ERP involves anticipating likely emergencies and pre-planning key components of the response.

It is a continuous process.

Primary outputs

- **Risk analysis and monitoring** generating a country risk profile, identifying vulnerable groups. This informs preparedness actions and Contingency Plans.
- **Minimum preparedness actions** to be taken ahead of time to ensure the HPC can be implemented effectively. Include risk monitoring, establishing coordination arrangements, preparing for joint assessment, monitoring, information management, and operational capacity. ☒
- **Contingency planning and advanced preparedness actions** such as identifying capacities, key logistic requirements and pre-positioning of relief supplies for initial response.

Agency benefits

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

See also pages on 'Needs Assessment', 'Fundraising', 'M&E'

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 Camp 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.

At sub-national level

Sub-national coordination is critical where the response takes place in remote areas or over large territory. Sub-national and local clusters can better access local knowledge and work alongside local government and organisations.

Sub-national clusters offer ideal opportunities for shared leadership between national authorities and national NGOs as well as UN agencies and international NGOs.

At 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.

Where possible, co-leadership with relevant government bodies and NGOs is strongly encouraged.

At global level

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

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, 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, and contribute key information and messages to HC/HCT; undertake advocacy on behalf of cluster members and affected population.

Minimum commitment for participation in clusters

- commitment to Principles of Partnership*
- readiness to participate and be accountable
- understand duties & responsibilities of cluster
- active participation in cluster
- capacity and willingness to contribute to cluster's strategic response plan and activities
- consistent engagement of senior staff member
- 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
 Reference Module for the implementation of the Humanitarian Programme Cycle, IASC 2015
 Cluster Coordination Performance Monitoring © GCCP 2014
 Working together in the field for effective humanitarian response – ALNAP Working paper ©ALNAP/ODI 2015

Web links for further information

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

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.

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

Guidelines on working with the military

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

- 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, the Code of Conduct and other international guidelines.

Humanitarian space -

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 and independence.

Challenges for civil military coordination

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

- Increased 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', such as protection, distribution of relief and basic services.
- Increased need for protection of humanitarian agency staff or assets by military forces when facing challenges such as access, threats to staff security.
- Globalisation and social media which may bring perceptions on working with the military from one context to negatively influence another.

This 'blurring' of roles has led to:

- The erosion of humanitarian space and the separation between 'humanitarian' and 'military' operations.
- The need for greater understanding of differing mandates, capacities and limitations between humanitarian agencies and military actors.
- The need for a formalised process of civil-military coordination and liaison for humanitarian operations where military actors are also involved.

Additional resources on All In Diary website

Guidelines on the use of foreign MCDAs in disaster relief – Oslo Guidelines, revision 1.1 2007
 UN Humanitarian Civil-Military Coordination – UNOCHA 2012
 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:
<http://www.unocha.org/what-we-do/coordination-tools/UN-CMCoord/overview>

The Sphere Project

Humanitarian Charter and Minimum Standards in Humanitarian Response

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

- **Humanitarian Charter** - the cornerstone of the Handbook
- **Protection Principles** – a set of four essential principles
- **The Core Humanitarian Standard** – which applies to all aspects of response. This replaces the six Sphere Core Standards (see CHS page)
- **Minimum Standards** - in four key life-saving areas.



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.

The Sphere Project or 'Sphere' was initiated in 1997 by a group of humanitarian NGOs and the International Red Cross and Red Crescent Movement.

2 core beliefs

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

Protection Principles – applicable in all aspects of response

The four principles and supporting guidance notes outline the manner in which **all** humanitarian agencies and staff should work with affected populations. To ensure their safety, dignity and rights.

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

Using Sphere in practice

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

Additional resources on All In Diary website

Humanitarian Charter and Minimum Standards in Humanitarian Response. © The Sphere Project 2011
CHS and Sphere Core Standards comparison, 2015

Web links for further information

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

Sphere Standards

Sphere Standards adopt the following specific format:

Core and minimum standards – qualitative and universal in nature and specify the minimum levels to be attained in humanitarian response across four technical areas.

Key actions – suggested inputs and practical activities needed to help meet the standards.

Key indicators – ‘signals’ to show whether a standard has been attained:

- help measure and communicate results of key actions
- relate to the achievement of minimum standards.

Key actions and indicators always need to be understood within the context of the emergency.

Guidance notes –

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

How to use Sphere Standards in the field

The Handbook is designed for use in disaster response but may also be useful in disaster preparedness and humanitarian advocacy. It is applicable in many contexts: natural disasters; armed conflict, slow- and rapid-onset situations, rural and urban environments, developing and developed countries.

Sphere can play a vital role in humanitarian response in a number of different ways. For example, in the context of a water and sanitation and hygiene operation in a refugee camp setting, Sphere could be used to:

Support **assessments and M&E** – designing and implementing assessments, as well as providing a common basis for analysing and monitoring progress in meeting humanitarian needs.

Establish the **minimum standards** of assistance to which refugees are entitled, e.g. quality of water; appropriateness and adequacy of toilet facilities.

Establish **how aid agencies should work** with the affected population, e.g. consulting with the community about decisions on provision of water, sanitation and hygiene promotion - including women’s groups, in particular, about the best way to provide services to ensure they are not put at risk, and ensuring they can participate in key decisions.

For **advocacy** with local authorities and others e.g. if a camp needed more land in order to provide a sufficient number of latrines, staff can use Sphere standards to show that this is an internationally agreed standard to which they must adhere, and that extra land for latrines is therefore necessary.

Watch video on Sphere Handbook: <https://www.youtube.com/watch?v=xuqFG1Fm1vw>
See also *Cross Cutting Issues* page re ADCAP (Age & Disability Capacity Building) Standards.

Additional resources on All In Diary website

Sphere Training Package © Sphere Project 2015
Minimum Economic Recovery Standards © 2010 The SEEP Network
Livestock Emergency Guidelines and Standards © 2009 LEGS

Web links for further information

<http://www.sphereproject.org/learning/e-learning-course/>
<http://www.sphereproject.org/blog/minimum-standards-for-age-and-disability-inclusive-humanitarian-responses/>

Meeting the standards

If key actions/indicators cannot be met:

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

Sphere companion standards

Minimum Standards for Education (INEE)

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

Minimum Standards for Child Protection in Humanitarian Action

(Child Protection Working Group) - more predictable, accountable, effective child protection (see Child rights and protection page)

Minimum Economic Recovery Standards (SEEP Network)

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

Livestock Emergency Guidelines and Standards

(LEGS)
- guidelines for livestock emergency interventions.

Sphere minimum standards

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

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 in a disaster are normally local communities and organisations. The international community may be called on to assist when:

- National government does not have the capacity to respond and requests assistance.
- There is no functioning national government.

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 death, damage and suffering.

Complex emergencies

- Arise from a significant breakdown in authority due to internal or external conflict.
 - Require an international response beyond the mandate or capacity of any single agency.
 - Characterised by intermittent periods of peace and violence.
 - Require careful consideration of conflict sensitivities, vulnerabilities and civil military liaison.
- ### Man-made disasters
- May include industrial or technological accidents and large forest fires.
- ### Pandemics
- Involve rapid-onset of contagious disease affecting public health and disrupting services.

Type of response

Determined by the disaster scale, type and complexity and the available capacity.

UN classifications are:

- L3** - large scale response requiring international system wide support.
- L2** - emergency response requiring additional regional or international capacity.
- L1** - emergency response within the capacity of a country programme.

The disaster cycle



Links between disaster stages

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

Stages after a disaster

RESPONSE

- Immediate **RELIEF** focuses on saving lives and preventing immediate further loss of life e.g. search and rescue, critical medical care, food distribution, safe drinking water.
- Affected population are often first responders.
- High risk of mortality.
- Short-term provision of emergency services immediately following a rapid-onset disaster or during a slow-onset emergency.
- Ongoing **RESPONSE** focuses on reducing vulnerability and meeting basic needs e.g. family tracing, food, nutrition, health care, sanitation, water, shelter.

RECOVERY

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

Stages before a disaster

MITIGATION

- Lessens the impact of hazards and related disasters.
- Important in disaster and conflict-prone settings.
- **MITIGATION** measures include public awareness and training, environmental and land use controls.
- **PREVENTION** measures include reinforced structures, physical barriers, restrictions and regulations.

PREPAREDNESS

- Provisions to reduce vulnerability and increase government and civil society capacity to anticipate, respond to and recover from the impact of disasters.
- **EARLY WARNING** measures are important for natural disasters.
- Other measures: risk/vulnerability assessments, preparedness or **CONTINGENCY PLANNING**, public information /communication systems, stockpiling, designated shelters.

Additional resource on the All In Diary web site

Handbook for Emergencies-Third Edition © UNHCR 2007;
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 is dependent on the nature of hazards in a particular 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 there are measures put in place to increase household and community resilience. Climate change is further contributing to disaster risk through increased weather related risks, sea and temperature rises, and pressure on access to water, agriculture and ecosystems.



Hazards are potential threats which may be natural, such as earthquakes, or man-made, such as industrial accidents or conflict.

Vulnerabilities arise when people such as the poor, socially excluded or those affected by previous disasters are forced to live in unsafe locations or an unsafe manner.

Building local resilience

Resilience = ability of individuals, groups or systems to resist, absorb, cope with and recover from hazards and other shocks and stresses, and continue to develop.

Resilience-enhancing activities include:

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

Physical assets – better structures, water supply, sanitation

Institutional capacity– better planning, resources, responsiveness, accountability

Political capacity – better leadership, participation, representation

Environmental assets – better land use, access to natural resources, sustainability

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

Economic assets – better income security, access to markets and employment, livelihoods diversity and flexibility, financial services, land tenure

Measures to reduce disaster risk



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

DRR strategies can also provide opportunities for adaptation to climate change.

Measures are needed to reduce disaster risks and impacts, and make adaptations for climate change in preparing for, responding to and recovering from disasters.

- **Identify, analyse and manage risk** as a fundamental part of all humanitarian and development programming including assessing changing 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
- **Challenge and 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, information management, public alerts.
- **Raising awareness and knowledge** of risks through training, education, research, information

Sendai Framework for Disaster Risk Reduction 2015 - 2030

This Framework outlines 7 clear targets and 4 global priorities to prevent new and reduce existing disaster risks through a series of integrated and inclusive economic, social, cultural, environmental, and political measures. These apply to governments, civil society, humanitarian and development agencies. It builds on progress made under the Hyogo Framework for Action (2005-15).

Additional resources on All In Diary web site

Critical guidelines: community-based Disaster Risk Mgt © ADPC 2006
Towards Resilience: Guide to DRR & CCA © Catholic Relief Services 2013
No Accident – Resilience and the inequality of risk © Oxfam 2013
Sendai Framework for Disaster Risk Reduction, © UNISDR 2015

Web links for further information

DRR and climate change adaptation – resources:
<http://www.preventionweb.net/english/>; <http://www.unisdr.org>
Humanitarian early warning : _____
http://www.wmo.int/pages/index_en.html

Climate change adaptation

Climate change is altering the nature of disaster risk, through increasing weather related hazards and vulnerabilities such as pressure on water availability, agriculture and ecosystems.

Climate change adaptation (CCA) 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.

Hazards	Potential impact	Adaptation activities
Rising temperatures 	<ul style="list-style-type: none"> ▪ Reduced agricultural yields due to heat stress ▪ Increased heat-related mortality ▪ Increased infestation by insects ▪ Increased risk of bushfires. ▪ Increased water demand and impact on water resources ▪ Declining air quality in cities 	<ul style="list-style-type: none"> ▪ Increase access to drought-resistant crop varieties ▪ Promote agroforestry and conservation farming techniques to increase organic content of soil (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 ▪ Damage to / loss of housing, infrastructure, crops, livestock ▪ Soil erosion, adverse effect on surface and ground water and natural resources ▪ Risk of death, injury and infectious, respiratory and skin diseases ▪ Disruption to commerce, transport, public services 	<ul style="list-style-type: none"> ▪ Construct flood defences ▪ Improve drainage ▪ Re-locate housing and infrastructure away from flood-prone areas ▪ Protect water supply and sanitation systems to prevent damage and contamination ▪ Promote raised-bed agriculture ▪ Identify 'safe places' for shelter and storage for people and livestock during floods
Changing rainfall or seasons 	<ul style="list-style-type: none"> ▪ Land degradation, lower yields, crop damage and 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 productivity of existing livelihood activities ▪ Provide easy access, timely and reliable weather forecasts and early warnings ▪ Promote crop diversification, conservation farming methods, and rainwater harvesting
Storm 	<ul style="list-style-type: none"> ▪ Damage to housing, physical and communications infrastructure, crops and trees ▪ 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 storm-resistant building and infrastructure design and materials e.g. avoid corrugated iron roof sheets ▪ Support government and local communities in facilitating public awareness and early warning systems ▪ 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"> ▪ Develop sustainable water sources for human, livestock, livelihood use ▪ Facilitate access to saline-resistant crop varieties ▪ Construct coastal and sea defences e.g. mangroves
Additional resources on All In Diary website Climate Guide, © 2007 Red Cross/Red Crescent Climate Centre; Tackling the limits to adaptation, © 2012 CARE International & Action Aid; Quick Guide to Climate Change Adaptation © 2009 IASC		Web links for further information IPCC: http://www.ipcc.ch/ UNFCCC: http://unfccc.int/essential_background/items/2877.php Climate change adaptation toolkits: http://careclimatechange.org/tool-kits/drr_cc_emodules/ IFRC - http://www.climatecentre.org/site/publications?type=3



Mitigating the effects of climate change

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

Urban humanitarian challenges

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

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

Urban – rural considerations

Growth of cities	More people are migrating to urban areas, compared to sparsely populated rural areas, leading to increasing population density, creation of informal, unplanned and potentially unsafe housing in areas vulnerable to hazards e.g. flood plains, steep slopes
Concentration of resources and services	Concentration of resources, assets and services in cities can lead to worse impacts of disasters, conflict and violence. Though if not destroyed, these are also part of the resilience and strengths of urban centres to respond to emergencies
Complex community settings	Urban dwellers rely heavily on community support for protection, housing, access to services and livelihoods. Humanitarian assistance needs to support existing institutional and social frameworks. However, social structures are highly complex and there are rarely 'homogenous' communities to work with.
Unplanned settlements and inadequate infrastructure	Increasing migration of IDPs, refugees and other undocumented migrants to cities is creating additional challenges to already marginalised, vulnerable communities in informal settlements and slums which host most of these migrants. Pressure on urban administrations and governance is a growing issue.
Urban-rural linkages	Rural production plays an important part in supporting urban markets and family members who have moved to the city. Rural populations often depend on urban markets for food and wages.
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-serviced 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 sensible building codes, and have neighbourhoods with organised services and infrastructure.
- inclusive, competent and accountable local government.
- a shared understanding of disaster hazards, risks and losses, including who is vulnerable.
- people empowered to participate, and local knowledge, capacities and resources are valued.
- monitoring and early warning systems to protect infrastructure, community assets and individuals
- ability to respond and quickly restore basic services to resume social, institutional and economic activity.
- understanding that the above are also essential in building resilience to adverse environmental changes, including 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

Meeting Humanitarian Challenges in Urban Areas, © IASC 2010
Meeting the Urban Challenge, © ALNAP 2012
Urban violence and humanitarian challenges, © EUISS-ICRC Colloquium, 2012
How To Make Cities More Resilient – A Handbook for Local Government Leaders, © UNISDR 2012

Web links for further information

Urban humanitarian resources:
<http://www.fmreview.org/technology/48-50.pdf>
<http://www.urban-response.org>
<http://www.unisdr.org/campaign/resilientcities/toolkit/essentials>
Global urban data: <http://unhabitat.org/urban-knowledge/>



Linking relief, rehabilitation & development

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

How are relief and development activities linked?

When disaster strikes, the local population and government are generally the first responders. International agencies may also be called in to provide relief aimed at meeting immediate life saving needs. The subsequent rehabilitation phase aims to restore basic services, ideally 'Building Back Better' in order to reduce levels of vulnerability and disaster risk. These improved conditions should then allow for longer-term development programmes to follow or resume. (see 'Managing disaster risk' page)

However, this staged approach is problematic as it leaves gaps between the relief and development phases because:

- relief and development interventions are designed differently in terms of goals, mandates, timeframes, procedures, partnerships etc.
- humanitarian response requires specific skills sets and responses which are often managed by different parts of an organisation
- donor funding may only allow funding for certain phases or activities
- government requirements may differ with greater bureaucratic hurdles or demands on development programming

Also disaster-affected people do not see their situation in phases. It is an on-going cycle of risks and uncertainties, often starting long before the impact of the latest disaster.

Improving LRRD

Linking relief, rehabilitation and longer-term development (LRRD) interventions seeks to ensure that humanitarian programming does not undermine development work and that development programming is building on humanitarian knowledge and results, irrespective of the size or scale of a disaster. LRRD should:

- be included in management, policy, funding, operational strategy and implementation
- address underlying causes of vulnerability such as poverty, that disasters and conflicts generate, by laying the groundwork for sustainable development
- enable greater effectiveness and lower costs across all assistance efforts.

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.** Avoid duplication or substitution of existing systems or services. Instead, build 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.** Be aware of limitations of short-term 'life-saving' funding and response activities and seek resources to help meet sustainable development needs e.g. community managed water or sanitation provision. Make provision for phasing out or handover of responsibilities at the start of short-term relief interventions;
- **Coordinate and collaborate across all sectors.** Comprehensive coordination is needed 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 management, safer construction, effective land use and water resource management, reconciliation between conflicting groups.

Community Based Disaster Risk Management (CBDRM)

Save time, resources, avoid mistakes and reduce conflict, through:

- Undertaking hazard, risk, vulnerability and capacity assessments
- Identifying needs of vulnerable groups
- Identifying and developing local standby capacities e.g. for search and rescue, medical and care for the vulnerable, construction workers, community leaders, administrators
- Setting up disaster committees and decision-making structures
- Undertaking scenario planning and community level disaster plans
- Mitigating potential disaster impacts e.g. through designated shelters/protected areas, stockpiles, grain banks, water storage
- Developing early warning and community level information sharing and communication systems
- Running public awareness programmes
- Supporting diversification of livelihoods e.g. through access to land, water, training, funding

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 linking relief, rehabilitation and development © ODI 2014

Web links for further information

LRRD research and case studies:
<http://www.urd.org/The-Linking-relief-rehabilitation>
Sustainable livelihoods framework:
<http://ifad.org/sla/framework/index.htm>

Contingency planning

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

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

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

Risk analysis and contingency planning

Risk assessment and analysis needs to be an on-going process involving staff, partners and beneficiaries.

- Always keep high impact risks in mind through updates, posters on office walls etc
- Keep adding new potential risks as they arise and encourage broad staff, agency and community participation
- Set up a risk register or mitigation tool with clear responsibilities for review and ongoing management of risks agreed across all staff or agencies (for inter-agency contingency planning)
- Consider traffic light approach for indicating the status of each risk (Red=High; Orange=Medium; Green=Low)
- Assess risk regularly and if a certain risk has passed or been managed out then remove it from the risk register

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



Basic steps in contingency planning

Keep the process simple, practical and realistic.

1: Assess what might happen

Identify and analyse potential hazards. Determine risks based on the context and identify the vulnerabilities and capacities of those at risk.

Develop scenarios around likely risks with enough flexibility to 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 human resources, material and supplies, funding and time.

Develop contingency plans and test them with staff and partners through simulations or desk-based exercises.

3: Carry out preparedness actions

Specify the preparedness measures needed in order to implement the contingency plans effectively. Implement the measures needed, and monitor who will do what, how and by when?

4: Review and follow up

Regularly review the scenarios, contingency plans and follow up on completion of preparedness measures.

Additional resources on the All In Diary website

Inter-Agency Contingency Planning Guidelines for Humanitarian Assistance © IASC 2007
 Contingency planning guide © IFRC 2012
 Contingency Planning and Humanitarian Action: A Review of Practice. HPN Paper 59 © ODI 2007

Web links for further information

Interagency Toolkit-
<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

- **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

- **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"> ▪ Number of people 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 and sustainability to withstand impact and recover ▪ Ability to absorb waste |

Environmental impact risks by sector

Health	Poor management of chemicals, water, healthcare waste, dead bodies.
WASH	Damage to aquifers; water contamination from sewage / salination; poor rehabilitation of wells; over extraction of water; inappropriate systems e.g. septic tanks.
Shelter	Unsustainable construction materials e.g. timber, burnt bricks, sand; inappropriate site selection or design; deforestation and soil erosion; improper disposal of waste or debris.
Camp 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	Poor management and disposal of oil, fuel, tyres; improper waste disposal, procurement of goods produced in an unsustainable way.
Early recovery	Failure to conduct environmental impact assessment and plan mitigating activities; inappropriate land use, building /infrastructure designs and urban planning; unsustainable use of natural resources for reconstruction/ livelihoods; unequal access to resources.

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 the capacity and protection needs for water sources in the short and long-term
- Determine energy consumption demands and available resources
- Assess the long-term impact of the size, siting and potential expansion of IDP/refugee camps
- Seek opportunities for green procurement and ways to minimise transport pollution
- Work within all applicable standards and guidelines e.g. Sphere; HFA
- **Expert guidance in environmental assessments, material selection and project design**

Additional resources on the All In Diary website

Guidelines for rapid environmental impact assessment in disasters
 © Benfield Hazard Research Centre & CARE 2005
 Disaster Waste Management Guidelines © OCHA & UNEP 2011
 Humanitarian action and the environment © UNEP, OCHA 2007
 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: <http://www.urd.org/Environment-training-toolkit>
<http://green-recovery.org/>
 Environmental Emergencies Centre: <http://www.eecentre.org/>
 ProAct: <http://www.proactnetwork.org/>

Hazards which threaten the environment

Floods

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

Storms and Winds

- damage crops and infrastructure

Fires

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

Droughts

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

Landslides

- damage infrastructure
- contaminate water

Earthquakes

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

Conflicts

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

Others

- hazardous materials
- hail or snow
- disease
- volcanoes

Gender

Women, girls, boys and men play different roles and have unequal access to power and resources. 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
- have different needs, vulnerabilities, capacities and concerns
- face differing and heightened risks and changes to traditional roles e.g. coercion of men into conflict, gender based violence [GBV], forced prostitution, women as sole provider, women and children used to shield combatants.

Framework for gender equality programming

What is 'Gender'

- socially constructed identities, roles and expectations associated with males and females

Gender analysis

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

ADAPT and ACT Collectively to ensure gender equality

Analyse gender roles and responsibilities

- Understand and observe cultural context and practices e.g. power relations, gender roles, decision making and forms of association, differing needs and capacities of men, women, boys and girls.

Design services to meet needs of all

- Be aware of possible physical and human barriers to accessing services

Access ensured for all

- Monitor and be aware of who is benefiting

Participate equally for all

- Consult with all affected groups, ensuring equal participation of men and women in consultations, including people of all ages with disability and all aspects of humanitarian programming

Train women and men equally

- Avoid stereotypes: involve men in gender role shifts e.g. engaging men in family care, reproductive health
- Tailor events to take into account women's commitments e.g. children including children with disability

Address GBV in programmes

- Put preventative programmes in place to reduce the risk of GBV – e.g. lighting around latrines; timing of distributions

Collect, analyse and report SADD - 'sex/age/disability disaggregated data'

- Know the specific and different needs of women, girls, boys and men, children, adults and older people
- Understand coverage and gaps

Target actions based on gender analysis

- Provide for differing needs of, and threats to men, women, boys and girls in the design of shelter, water, sanitation, recreational, medical interventions, including people of all ages with disability
- Provide equal access to education, training/skills development, information.
- Provide protection and assistance to mitigate the risk of one group does not benefit at the expense of another.

Coordination actions with all partners

- set up gender-balanced humanitarian gender working groups to ensure coordination and mainstreaming in all sectors.
- ADAPT and ACT collectively to ensure gender equality programming

From OCHA Gender Toolkit –2013 <http://reliefweb.int/report/world/ocha-gender-tool-kit>



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

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

IASC Gender Marker

A simple, practical tool which rates on a scale of 0-2, whether or not a humanitarian project is designed to ensure that women/girls and men/boys will benefit equally or it will advance gender equality in another way.

If the project has the potential to contribute to gender equality, the marker predicts whether the results are likely to be limited or significant.

<http://www.globalprotectioncluster.org/en/areas-of-responsibility/age-gender-diversity/gender/the-iasc-gender-marker.html>

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

Gender Handbook in Humanitarian Action © 2006 IASC
Gender based violence in humanitarian settings © 2005 IASC
Pocket Guide to Gender © INEE 2010
Gender sensitive approaches to Disaster Management © 2010 IFRC

Web links for further information

Gender & Disaster Network: <http://www.gdonline.org>
UN Women: <http://www.unwomen.org/>
GenCap Project
<http://www.humanitarianresponse.info/themes/gencap>



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.

Vulnerability to HIV and AIDS in emergencies

Who is vulnerable?

Mobile populations (refugees and IDPs)

Returnees

Children without primary caregivers

Female and child-headed households

Host communities

Male and female sex workers and people who inject drugs

Humanitarian workers

Military or peace-keeping personnel

Long distance truck drivers

Migrant workers

What contributes to their vulnerability?

- Post-disaster and conflict situations increase the risk of gender based violence (GBV), and the subsequent increase in the transmission of HIV, particularly among displaced populations,
- HIV prevalence increases with population movements and displacement. This trend can continue into longer term recovery through returning populations.
- Increased engagement in unprotected sex due to unfamiliarity with their surroundings and the removal of social or cultural constraints.
- Loss of livelihoods, separation, poverty and the disruption of family and social support structures can lead people into commercial sex work or unsafe sex practices for money, food or protection.
- Displaced children are highly vulnerable due to exposure to new social, cultural, livelihood situations.
- Inadequate or disrupted health services prevent access to condoms, post-exposure prophylaxis and screened blood, increasing risks of transmission.
- Deterioration in public health, poor sanitation and limited access to clean water increase the incidence of disease and opportunistic infections.

Impact of disasters on those affected by HIV and AIDS

HIV **undermines the resilience and coping capacity** of communities, making them more susceptible to disaster and slower to recover.

People living with HIV and AIDS, and their carers, are at high risk of malnutrition, illness and poverty following disaster as they have **fewer livelihood opportunities, inadequate access to food and nutrition** and greater **susceptibility to disease**.

People living with HIV and AIDS are highly **vulnerable to stigma and discrimination**, particularly when displaced, so **confidentiality** is essential.

Inadequate or disrupted health services **undermine** treatment, medication for opportunistic infections and home-based or palliative care. Disrupted access to 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.



Interventions to address HIV and AIDS-related risks

Protection/prevention

- Integration of protection, e.g. in registration, water, sanitation, shelter, camp management
- Education about HIV and 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 services
- Water, sanitation and hygiene promotion services to reduce spread of disease
- Work-based HIV and AIDS policies

Treatment/support

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

Additional resources on All In Diary website:

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

Web links for further information

AIDS and HIV in humanitarian situations:
<http://www.aidsalliance.org>
http://www.unicef.org/aids/index_fight.html
<http://www.avert.org>

People with disabilities

People with disabilities represent 15-20% of the poorest people in the world. Conflict and disasters can cause disability and they render people with disabilities more vulnerable.

How disasters contribute to disability

- Injuries resulting from conflict or disaster impact are common and may lead to immediate disability or long-term disability if left untreated.
- Trauma and psychological disorders are the most common disabilities in natural disasters. (see also 'Mental health and psychosocial support' page)

Nature of disability Support that may be needed

Physical e.g. Loss of limbs; difficulty moving. May be temporary or long-term	<ul style="list-style-type: none"> - Dry shelter, extra blankets, warm clothing and bedding, assistive devices, hygienic kit - Personal support and adapted environment (ramps, handrails, etc.) - 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
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

Reducing vulnerability of people with disabilities in emergencies

- Support implementation of the Minimum Standards for Age and Disability.
- Engage directly with disability organisations and support the active participation of people with disabilities e.g. in meetings and policy-making initiatives.
- Monitor the changing needs of people with disabilities, including those with hidden and mental impairments.
- Be prepared for increased emotional distress or trauma. Some types of disability may affect people's awareness or understanding of the situation.
- Guard against social stigma, isolation, insecurity, exploitation, verbal or violent abuse.
- Establish appropriate early warning and search and rescue systems.
- Collect sex, age and disability disaggregated data.
- Ensure that relief workers understand and are sensitive to disability issues.
- Provide shelter, water, sanitation, medical and social facilities, and relief distribution arrangements that are accessible and appropriate for people with disabilities.
- Use different channels of communication to reach all groups i.e. those with hearing, visual, learning, mental and hidden impairments.

Additional resources on All In Diary website

Disasters, disability and rehabilitation © WHO 2005
Mainstreaming disability into disaster risk reduction training manual © Handicap International 2009
Disability Checklist for Emergency Response © Handicap International 2006
Minimum Standards for Age and Disability © ADCAP, 2015

Web links for further information

Convention on rights for people with Disabilities:
<http://www.un.org/disabilities/default.asp?id=1546>
Resources on disability and inclusion:
http://www.asksource.info/?sourcesearch/cf/keylists/keylist2.cfm&opic=dis&search=QL_DISEM05
<http://www.handicap-international.org.uk/resources/library>



It is important to address the specific needs of people with disabilities alongside the needs of the rest of the community, to avoid inequality and exclusion.

-Always respect the dignity and wishes of people with disabilities, whatever kind of disability it is.

-Be patient with those affected by mental illness or psychosocial impairment, and do not treat them as if they will not understand, as this can cause violent behaviour.

-Always ask the person with the disability for advice on how best to meet his/her needs.

-Always try to find a regular caregiver or family members as they know best how to manage that person's special needs.

-Do not separate a person from his or her assistive aids/devices (wheelchairs, canes, crutches, glasses, hearing aids, medications etc.)

Also Refer to:

- Minimum Standards for Age and Disability
- INEE Pocket Guide to Supporting Learners with Disabilities

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*

* Older people as defined by the UN refers to persons over 60.

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

Being victim of abuse or neglect

- verbal and emotional 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

Destruction of families and communities and undermining of support networks

- death or separation of family members can leave older people to care for children

Lack of access to services

- 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

Housing, land and property rights ignored

- lack of documentation; poor family tracing services for adults; land tenure systems break down

Taking the needs of older people into account

Independence | Participation | Care | Self-fulfilment | Dignity

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

Incorporate the Minimum Standards for Age and Disability in the 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 the most frail and vulnerable; consider problems of 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 - recognise role 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.

The degree to which these are recognised and supported impacts on their ability to survive and recover.

- Income generation and financial support to their family
- Child care for other dependants and sick family members
- Housekeeping and guarding
- Disaster coping strategies
- Recovery and reconstruction
- Traditional healing and crafts
- Motivation of others and personal courage in adversity
- Taking a beneficiary leadership role
- Preservation and transmission of culture, stories, activities
- Family and community conflict resolution
- Community knowledge that can assist in targeting and distribution of relief.
- Historical knowledge that can assist in assessing the damage and impact of disasters.

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

Additional resources on All In Diary website

Minimum Standards for Age and Disability, © ADCAP 2015
Older People in Humanitarian Crises and disasters © HAI 2013
Older people in emergencies –reducing risks © HAI 2012
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/>

Education

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

What is education in emergencies?

There are now 37 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 build back better education systems to improve the access to and quality of education.
- Facilitating community-wide learning in critical issues such as peace building, conflict resolution, environmental conservation, hygiene promotion, human rights and inclusion of excluded groups.

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
 Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, 2014
 Safe Schools Declaration, Inter-governmental commitment, 2015
 INEE Guidance Note on Conflict Sensitive Education © INEE 2013
 Education Under Attack 2014, GCPEA

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>



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 enrollment 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:

- Take into account 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.

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</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 and needs improved dietary requirements</p> <p>Food storage and preparation – can affect the quality and nutritional value of food</p> <p>Culture, norms, beliefs – can affect the use and acceptance of some foods 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 how severe the situation is, and the reasons, consider :

- immediate and underlying causes and the impact on people
- how widespread and severe food insecurity is and whether it is temporary or not
- availability of resources e.g. land, labour, knowledge and how households meets food needs
- who can access these resources and how
- how the 'normal' food security situation is, how it has changed over time and why.

Phases of a food security assessment

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

Collection of secondary information – key informants, documents, websites

Collection of primary information – observation, interviews, focus groups

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

Conclusions – decide whether to intervene, how and by whom

Additional resources on All In Diary web site:

Emergency Food Security Assessment Handbook © 2009 WFP
 Developing Response Analysis Framework, FAO, 2011
 Key Recommendation for improving nutrition through agriculture and food systems, UN Steering Committee on Nutrition, 2015

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



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

Global Food Security Cluster is co-led by FAO and WFP:
<http://foodsecuritycluster.net>

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. As mortality rates approach pre-emergency levels, a wider range of health services can be introduced.

Different types of disaster present additional problems as outlined below:

Effect on public health	Earth-quakes	High Winds (no flooding)	Tidal waves/ flash floods	Slow-onset floods	Land-slides	Volcanoes
Deaths	Many	Few	Many	Few	Many	Many
Severe injuries	Many	Moderate	Few	Few	Few	Few
Communicable diseases risk	Potential risk following all major disasters – probability rising with overcrowding and deteriorating sanitation					
Damage to health and water facilities	Severe	Severe (light for Water)	Severe but localised	Severe (light for Water)	Severe	Severe
Food shortage	Rare	Rare	Common	Common	Rare	Rare
Major population movements	Rate	Rare	Rare	Common	Common	Common

Adapted from PAHO, Natural Disasters - Protecting the Public's Health, 2000

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
- Effective 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
- Public health information in relation to disease outbreaks, control and treatment
- Procedures for detection, monitoring and control of outbreaks
- Immunisation 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](#).

Nutrition - Refer to 'Nutrition in Emergencies' page

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.

International health care standards & surveillance

Sphere Minimum Standards in Health Action

Child Growth Standards and identification of severe acute malnutrition in infants and children.

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:

Communicable Disease Control in Emergencies © WHO2005
First Aid in Armed Conflicts & other violent situations © ICRC 2010
Emergency Risk Management for Health © WHO 2012
Inter-agency field manual on reproductive health in humanitarian settings © IAOWG on Reproductive Health 2010

Web links for further information

WHO - <http://www.who.int/topics/emergencies/en/>
PAHO: <http://www.paho.org/hq> MSF: <http://www.refbooks.msf.org/>
Health Cluster: http://www.who.int/hac/global_health_cluster/en/
ICRC: <http://www.icrc.org/eng/what-we-do/health/index.jsp>
http://www.hesperian.org/publications_download.php#hiv

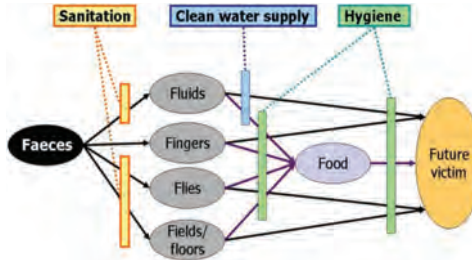
Hygiene promotion

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

Bacteria in faeces can be spread via fluids, fingers, flies, fields or floors 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



Coordinated water, sanitation and hygiene (WASH) Response

Hygiene promotion (HP) is vital to a successful WASH response. It empowers people to mitigate water, sanitation and hygiene-based diseases, and facilitates participation and accountability in WASH programmes. Key factors in achieving a coordinated response are:

- collaboration and coordination across WASH stakeholders and mutual sharing of available information and knowledge
- mobilisation of affected communities
- provision of essential materials and facilities (including hygiene-related non-food items)

There are a range of community-led approaches that help people make the best use of water, sanitation and hygiene-enabling services and manage the operation and maintenance of these facilities.

Key practices to target in hygiene promotion

- Safe disposal of faeces including child faeces
- Appropriate use, cleaning and maintenance of sanitation facilities
- Proper storage and safe use of water
- Control of flies, mosquitoes and other disease vectors
- Identification, selection and distribution of appropriate hygiene items e.g. sanitary items

Hand washing

Hand washing with soap (or an alternative such as ash) after defecation and before food preparation can reduce diarrhoeal incidence by 47% and respiratory infections by 24%. (Fewtrell et al., 2005).

Coordinate clear messages and provide hand-washing facilities, including provision for children, older people and people with disabilities.

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.

Principles of hygiene promotion in emergencies

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

From WHO Technical note 10 – Hygiene Promotion in Emergencies

Tools and approaches for effective Hygiene Promotion

PHAST - Participatory Hygiene and Sanitation Transformation

Community Approaches to Total Sanitation

Community Led Total Sanitation (CLTS), School Led Total Sanitation (SLTS), School Sanitation Hygiene Education (SSHE) <http://www.communityledtotalsanitation.org/>

WASH In Schools -

<http://www.washinschools.info/>

Additional resources on All In Diary website

Hygiene Promotion in Emergencies Briefing Paper, WASH Cluster HP Project, 2007
Hygiene Promotion in Emergencies, Tech Brief 10.4 © WHO 2011
Menstrual hygiene in emergencies © WaterAid 2012
Guidelines for Public Health Promotion in Emergencies © Oxfam 2006

Web links for further information

WASH Cluster resources : <http://washcluster.net/tools-and-resources/>
Hygiene and Sanitation in Schools http://www.unicef.org/wash/schools/files/WASH_in_Schools_in_Emergencies_Guidebook_for_Teachers.pdf

Livelihoods

Natural disasters and conflict reduce people's capacity to make or sustain a living by destroying assets and undermining livelihood activities and capabilities.

Women and children are highly vulnerable and may take significant risks, including child labour or transactional sex to gain access to food or money for basic essentials. Food aid can add to livelihood insecurity particularly where food is locally available but people lack the money to buy it, or goods or labour to exchange for it.



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 transfer programming (see page)
- Community-based disaster risk management
- HIV and AIDS awareness and prevention

Also refer to 'Sphere Standards' page.

Impact of disasters on livelihood security

Direct – physical damage

- injuries or loss of human life
- death or slaughter of livestock
- contamination of food or water sources
- epidemic or endemic human and livestock disease
- destruction of natural environment and essential material assets

Indirect - loss of potential production

- disruption to traditional production systems, shifts in gender roles and loss of indigenous knowledge
- loss of access and rights to land
- displacement and urbanisation
- distortion of local markets through food aid
- destruction of physical infrastructure (roads, communications, markets etc)
- break down of social support structures

Assessing livelihood security

Effective assessment of livelihood security requires an understanding of:

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

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

Areas of analysis

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 and links in the market chain, trade-offs.

Livelihood outcomes: improvement in income, well-being, food security, use of natural resource base; reduced vulnerability

Tools for analysis

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

Additional resources on All In Diary web site

Household Livelihoods Security Assessment – toolkit for practitioners © CARE 2002
Gender and Livelihoods in Emergencies, © IASC 2006
Cash transfer programming in emergencies, Good Practice Review 11 © ODI 2011

Web links for further information

IFRC library: <http://www.livelihoodscentre.org>
www.ifpri.org; www.fao.org;
www.agromisa.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 also depend on the nature and scale of the disaster or conflict; the culture, values, individual impacts on those affected; the pre-existing situation, and available resources and capacities to support recovery.
- Those with pre-existing conditions such as psychosis or severe depression are likely to be more severely affected and may require psychiatric care and medication.
- Workers need to be alert to those who are not recovering.

Core principles for interventions

- 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.
- 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 including widows, orphans and those without families in activities.
- Provide calm, simple public information on normal reactions to stress and trauma.

Psychosocial provisions:

- Manage psychiatric conditions within the existing primary health care system and assist with provision of drugs and treatments, appropriate to the local context.
- Support acute mental health conditions through listening and compassion, access to basic services, family and community support, and protection from distress.
- Provide training and promote non-intrusive community-based emotional support through volunteer community workers.

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

Additional resources on All In Diary website

Psychological first aid: Guide for field workers © WHO 2011
Assessing mental health and psychosocial needs and resources toolkit, © 2012, WHO and UNHCR
Mental Health and Psychosocial Support in Humanitarian Emergencies © 2010 IASC

Web links for further information

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

Severe acute malnutrition (SAM) – is most dangerous and 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:** present on lower limbs. Child appears puffy, irritable, weak and lethargic.

Moderately acute malnutrition (MAM)– defined by a weight-for-height indicator, calculated using:

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

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
- 0-24-month-old children
- pregnant and lactating women
- older people, the disabled and people with chronic illness
- 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

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

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

Infant feeding in emergencies: <http://lessons.enonline.net>

Additional resources on All In Diary web site:

Toolkit for Addressing Nutrition in Emergencies, © GNC2008
From Food Aid to Food Assistance © WFP 2010
Scaling-up the Management of Acute Malnutrition, © ODI 2013
Essential Nutrition Actions, © WHO 2013

Web links for further information

<http://www.enonline.net/>
<http://www.nutritioncluster.net>
<http://www.nutritionworks.org.uk/>
<http://scalingupnutrition.org/>



Nutrition in Emergencies interventions

- early warning systems to predict 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 micronutrients (vitamins and minerals)
- promotion of breastfeeding during emergencies
- expansion of non-food interventions (e.g. education; income generation; health)
- use of Sphere standards (see Sphere minimum standards page)
- 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; banks of rivers; upstream from wells; agricultural land). **Children's faeces** are commonly more dangerous than those of adults and the specific needs of menstruating women, children, the disabled, the ill and the elderly must be taken into account.

Key considerations for planning appropriate excreta disposal methods

Location and 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	Hygiene practices and levels of awareness (e.g. for anal cleansing, handwashing, menstruation, disposal of children's and women's faeces, methods of 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 (www.communityledtotalsanitation.org)

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

Demarcated defecation area (sheeted-off)	Used in immediate relief phase when a huge number of people need immediate facilities and time is needed to procure or construct 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) latrines	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

The safe collection and **disposal of solid, organic and hazardous waste** (household, health care, market and industrial) reduces the 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.

Surface water can accumulate from household and water point wastewater, leaking toilets and sewers, rainwater or floodwater. It poses health risks from vectors, contamination of water sources, damage to latrines, dwellings, agriculture, the environment and drowning. Drainage must be well planned and maintained to control the flow and collection of surface water.

Vector-borne diseases are spread by vectors such as mosquitoes, other biting insects, rats and mice. They can be controlled 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

Excreta disposal for physically vulnerable people in emergencies © Oxfam 2007

Management of Dead Bodies after disasters © PAHO 2006
WASH in Health Facilities in emergencies © WHO 2012

Web links for further information

Technical support: <http://www.watersanitationhygiene.org/>
<http://www.emergencysanitationproject.org>
http://wedc.lboro.ac.uk/knowledge/notes_emergencies.html
Water and Sanitation for the Urban Poor: 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 (squating)	- 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 - very expensive; unsustainable

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

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

Additional resources on All In Diary web site:

Shelter after disaster, 2nd edition © IFRC and OCHA, 2015
Safer homes, stronger communities © World Bank 2010

Web links for further information

www.sheltercentre.org <http://humanitarianlibrary.org>
Toolkit: <http://www.globalccmcluster.org/tools-and-guidance/>

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

Shelter

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

Shelter design

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

- Protection against cold, heat, wind and rain
- Storage of belongings and protection of property
- 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 of employment or support livelihoods (micro-enterprises, livestock, vegetable 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 risks of adverse social and environmental effects
- 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, transition 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 the purchase of materials and payment for labour, though needs to ensure availability of resources in local markets and effective 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. Choices made at each stage 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 (NFIs)

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

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

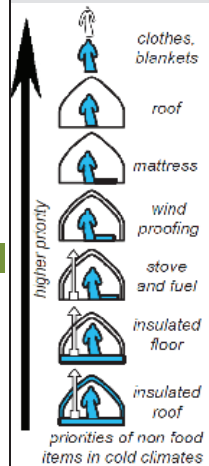
Targeting

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



Source: Tents: A guide to the use and logistics of family tents in humanitarian relief, UNOCHA 2004

Additional resources on All In Diary web site:

Shelter after disaster, 2nd edition © IFRC and OCHA, 2015
The IFRC shelter kit, IFRC Global Shelter Programme, 2009
Selecting NFIs for Shelter, IASC Emergency Shelter Cluster 2008

Web links for further information

Shelter Cluster – <http://www.sheltercluster.org>
Shelter case studies: <http://www.sheltercasestudies.org/>

Water supply

Water is essential for life, health and dignity.

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

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

In severe emergencies there may be 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 and quality of sources e.g. boreholes, wells, rivers, rainfall collection
- rehabilitation required e.g. urban pumped/piped supplies, cleaning wells after flooding
- quantities needed for different groups e.g. for survival, basic hygiene, livestock
- proximity to the affected population and potential risks in water collection
- social, political or legal considerations such as 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)

The quantity of water required to meet basic needs will be highly dependent on the local context including 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

- Jointly **assess contamination risks and identify sanitary practices and effective treatment measures** with water and sanitation teams and the affected population.
- **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. Appropriate options will depend on existing sanitary conditions, potential environmental impacts (deforestation or land degradation), water quality and hygiene practices. (See resources below for specifications including boiling, chlorination, solar disinfection, ceramic filtration, slow sand filtration and flocculation / disinfection).
- 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.

Additional resources on All In Diary website

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

Web links for further information

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



Image credit: Adam Bacher for Mercy Corps, Haiti

Key questions

Assessment

What are the public health risks and local sanitation practices?

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

What local skills are available?

Location and protection of water sources

Where are the nearest/most convenient water sources?

How can they be protected?

Water treatment

What are the contamination risks?

Is water treatment required?

If so, where, and what is an appropriate method of treatment and what are the likely consequences?

Water distribution

How can sufficient safe water be distributed most effectively?

Can water be easily and safely accessed by all?

Transport and storage

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

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

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 security 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. Identify potential threats and assess risks to safety and security.

Threat / Hazard	Likelihood	Impact	Risk rating (R = L x I)	Mitigation measures
	Assess on scale of 1 – 5 (low to high)			
List possible hazards and threats	Rate likelihood based on your vulnerability	Rate impact on organisational assets: reputation, programmes, staff	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)	6	e.g. fencing, alarms reduce likelihood; staff training, backups reduce impact
	2	5 (on individuals)	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

Aid 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.

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

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

Standard operating procedures

Agreed precautions and procedures for how staff will mitigate the likelihood of threats and hazards identified, including who should do what, how and when.

e.g. communication and information security, office/compound security, travel safety.

Contingency plans

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.

e.g. death, injury, serious illness, kidnapping, hibernation, relocation and evaluation

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

- 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 judgements 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-IHE
Engineering In Emergencies

Additional resources on All In Diary web site

Safety & Security Handbook © Care International 2004
Davis, J., Security to go: risk management toolkit © EISF 2015
Humanitarian Negotiations with Armed Groups, © OCHA 2006
Humanitarian Security Management, HEX No 47 © ODI 2010

Web links for further information

Resources: <http://www.securitymanagementinitiative.org/>
<http://www.disasterready.org/staff-safety>
Security networks: EISF: <http://www.eisf.eu/about/>;
INSO: <http://www.ngosafety.org/>; 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 and 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). It is not just about clearing affected land but 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 to promote a common and consistent approach to mine action operations. Mine action 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 of landmines 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. These may change as coastal tides, floods or rainwater carry landmines to previously uncontaminated areas.

Avoid travelling in areas of known landmine risk.

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

Understanding Landmines and Mine Action © Robert Keeley, 2003
Strategy of the UN on Mine Action 2013-2018
Community Mine Action Liaison, © UNICEF 2005
Emergency Mine Risk Education Toolkit, © UNICEF 2008
Landmines and ERW Safety Handbook, © United Nations 2005

Web links for further information

<http://www.mineactionstandards.org/standards/international-mine-action-standards-imas/imas-in-english/>
<http://1155627.sites.myregisteredsite.com/lsp/unmas/>
<http://www.mineaction.org/issues/education>
<http://www.the-monitor.org/en-gb/home.aspx>

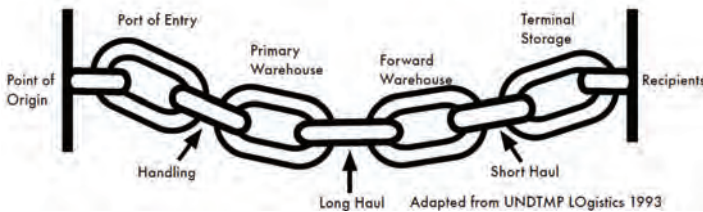
Organising logistics

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** into a **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 guidelines on transportation.



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 or vermin, have a dry, flat storage area and good access.
- Allow for pre-positioning and 'buffer stock' depend 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

Additional resources on All In Diary website

Logistics Operations Guide (LOG) © 2007 UNJLC
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
http://www.supply.unicef.dk/catalogue/Emergency_Items.pdf

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.

Additional precautions will be needed in shipping refrigerated and medical items.

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

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

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

Check eligibility for duty free status.

Budget for shipping, clearance, storage and transfer costs.

Space required for one metric tonne of:

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

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.



Basic vehicle safety management model

Management policy

- 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

- Provide a Driver's Handbook setting out agency policies, procedures, road safety guidance and driver responsibilities (e.g. security incidents).
- Adopt rigorous driver selection and induction e.g. testing, vetting references/licences, medical checks, driver training.
- Allocate responsibility for driver monitoring and supervision.
- Ensure staff driving on behalf of the organisation are also vetted, inducted and regularly assessed.

Vehicle safety

- Make adequate provision for vehicle safety, security and operating requirements (fuel, spare parts, drivers, workshops, storage)
- Make appropriate acquisition arrangements e.g. purchase, leasing, rental or short term use, and ensure vehicles are 'fit for purpose' and have all necessary safety and security features.
- Ensure all vehicles (own, lease, hire) are regularly inspected and maintained in line with the organization and manufacturer's requirements.

Journey management

- Keep road journeys to a minimum and encourage alternative means of communication and transport where practical.
- Get updated security information on all routes and prepare travel plans.
- Schedule journey times based on the safest available routes, regular breaks and unexpected delays e.g. weather, road conditions, bureaucracy and interference, road blocks or 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.

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/Resource/training-materials/WCMS_159263/lang-en/index.htm)

Adapted from the Fleet Forum Fleet Safety Guide © 2008

Additional resources on All In Diary web site:

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

Web links for further information

Training & tools: <http://www.fleetforum.org/>
<http://www.ethicalcargo.org/>
<http://www.transaid.org/>

Distribution of relief goods

All projects which involve the distribution of relief items should strive for an impartial, non-discriminatory, transparent mechanism for targeting those who are at most risk and in greatest need. * e.g. food, clothes, shelter materials, blankets, water containers, cooking items.

Efficient and equitable distribution methods should be planned in consultation with the affected population. The population should be informed of any such distributions and any registration or assessment process required to participate.



When is registration of beneficiaries required?

Advisable	Not Advisable
<ul style="list-style-type: none"> Coordinate with others to avoid duplication and gaps in registration or distributions When entitlements are highly valued by beneficiaries When required by authorities or for access to specific programmes e.g. supplementary or therapeutic feeding For programmes longer than response phase 	<ul style="list-style-type: none"> Where systematic registration cannot be achieved Where physical or political constraints restrict access to the target population With continuing population movement When vested interests threaten those entitled to register When beneficiaries or host communities can manage their own recovery With short-term assistance

Designing a targeting scheme

Targeting is the process of defining, estimating and identifying who gets what based on vulnerability mapping undertaken during needs assessments.

Mechanisms	Targeting process	Effects
Market-based targeting	Individuals choose to buy or sell goods or services in the market e.g. <i>cash-based, local procurement</i>	Relatively easy to implement but needs accurate analysis of existing market systems
Self targeting	Individuals decide for themselves whether to take advantage of offered assistance	Cost effective but can exclude vulnerable groups or expose them to stigma or abuse
Community targeting	Traditional leaders' knowledge of communities and existing structures used to target assistance	May lead to exclusion of those outside the system e.g. orphans, minority groups
Administrative targeting	Government and NGOs define priorities and priority areas and match needs with resources	Criteria and indicators may be inaccurate or irrelevant; may undermine dignity or be intrusive

Distributing food and non-food items

- Effective distribution requires efficient coordination within sectors, between sectors and involving all stakeholders, including the affected population.
- In conflict situations coordination may include parties to the conflict. (see *Civil-Military Coordination page*)
- Identify, in consultation with local sources, the most suitable locations for safe access and safe return of recipients.
- Walking distances involved, the terrain and the practicalities and cost implications of transporting larger goods such as shelter support items should be considered.
- Monitor distributions to minimise inclusion errors (where non-targeted population are included) and exclusion errors (where targeted population cannot access relief)
- Monitor use of provided NFIs to ensure appropriateness

Developing criteria and mechanisms

- Undertake a thorough analysis of vulnerability
- Relevance and validity of indicators are key
- Involve and include men, women, children and representatives of vulnerable groups
- Do not undermine dignity, increase vulnerability or risk exploitation or abuse through the design of targeting mechanisms
- Enable vulnerable individuals and households to access both information and the distributions
- Establish a grievance process
- Establish a reporting system to share information
- Update targeting and distribution systems regularly to ensure effective on-going coverage
- Build on existing services and systems where possible
- Consider exit, handover or phase-out strategies

Additional resources on All In Diary website

Vulnerability Analysis and Mapping (VAM) Food Security Analysis Factsheet, © WFP, 2010
 Emergency Food Security Assessment Handbook © WFP, 2009
 Targeting Food aid in Emergencies, © ENN (2004)
 Counting & identification of beneficiary populations © ODI GPR 1997

Web links for further information

Vulnerability Analysis and Mapping Tool: <http://vam.wfp.org/>
 Country Assessment reports by WFP: <http://www.wfp.org/food-security/reports>
 Targeting for Nutritional Improvement: <http://www.fao.org/docrep/008/y5702e/y5702e0a.htm>

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 Information 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.
- Additionally use the **track log** feature to record your route for later access.
- Some GPS units can download data onto a computer simply with a USB link, and shared with others. Other units 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 the work 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

MapAction resources/support: www.mapaction.org
WFP Map Centre: www.wfp.org/aid-professionals/map-centre
GPS Visualizer conversion tools: www.gpsvisualizer.com
MapToGround resources: maptoground.id.au

Cash transfer programming

Evidence from crises around the world shows that cash transfers can be a better way to help people, even in some of the most complicated contexts. *Report from the High Level Panel on Humanitarian Cash Transfers, Sep 2015*

Cash transfers involve providing cash or vouchers directly to households, as an alternative or complementary form of humanitarian assistance. They are a cost-effective and appropriate way of addressing humanitarian needs in many contexts yet still make up only 6% of all international aid provided.

Forms of cash transfer programming (CTP)

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 (in cash or vouchers) is provided. This may be as a wage for work, usually in public or community programmes.
- **Indirect** – ‘market-system support’, rehabilitation of infrastructure, grants to local businesses to restock etc, technical expertise to local businesses.
- **Conditional** – conditions around what beneficiaries can use the funds for e.g. reconstruction of houses. There may be stipulations on what recipients have to do before they can get the funds, e.g. enrolling children in school.
- **Unconditional** - no restrictions or limits on what the money can be used for though people can be encouraged to use them for a certain service or goods.

Advantages of CTP

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

Disadvantages of CTP

- If not monitored can contribute to inflation of local currencies.
- Has the potential to be ‘wasted’ on goods that do not directly support household welfare.
- Increases access to education, health etc but does not influence the quality of resources provided.
- Households can become dependent.
- The administrative capacity of implementing organisations is limited.
- Transfers of cash can lead to security or corruption risks.

I. Mungcal, Momentum Builds for Use of Cash Transfers in Humanitarian Aid Programs, 2011

Market analysis is critical before implementing CTP – consider:

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



Preconditions for success in cash programming

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

S. Bailey and P. Harvey, Cash Transfer Programming in emergencies, HPN GPR11, 2011

Use of new technologies

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

Potential barriers :

- technology
- investment costs
- resistance to adopting new approaches
- time, resource and capacity constraints
- political barriers re data protection, risks etc.
- legislation

Collaboration with other agencies and capacity development of stakeholders is key to effective cash transfer programming.

Additional resources on All In Diary web site

Requirements for Market Analysis in Emergencies © CaLP 2013
Cash For Work, © 2013 Save the Children
Bailey S et al, CTP in emergencies, HPN GPR11 © ODI 2011
Delivering Money-Cash Transfer Mechanisms © CaLP 2010

Web links for further information

EMMA toolkit- <http://emma-toolkit.org/about-emma/>
Cash Learning Partnership: <http://www.cashlearning.org/>
Short video on CTP: <http://www.cashlearning.org/resources/video-library/cash-in-emergencies---ifrc>



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; location of missing persons

AFTER - evaluations; lessons learnt

Trends in humanitarian communications

New technologies are developing all the time, though it is important to ensure they do not exclude the affected population 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 web literate.
Call centres and Helplines	Timely, accurate, practical help on accessing services.	Needs considerable resource input from range of stakeholders.
Community radio	Public service announcements local languages, useful for women.	Need electricity or wind-up radios, access reduced in disasters.
Community networks	Use existing structures, leaders and 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 process, regular updating, no guarantee they are read, not interactive, limited information.
Story telling, theatre, games, video etc.	Strong learning tools for public health, disaster preparedness, engaging and inter-active.	Need to ensure message is clear, accurate, appropriate, not exclusive.



Photo: Action Aid

In deciding 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 variable?
- 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 do you have to prepare and develop?
- Is there a standard message for a mass audience?
- Do you need feedback?
- Do you need a permanent record?
- Does the message need regularly updating?
- How can the impact be monitored?

Additional resources on All In Diary website

Communicating with Communities during first 6 weeks of emergency response, CDAC, 2014

Communication and Complex Emergencies, Adelaide University, 2015
Improving communication between humanitarian aid agencies and crisis-affected people, © ODI, HPN 74, 2013

Code of Conduct: use of SMS in disasters, GSMA Disaster Response2013

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/>
www.internews.org/global-issues/humanitarian-information

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:** What do you want your advocacy targets to do? Make a specific request.
 - 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

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

In every country the media is different and each organisation has different guidelines.

Decide if a media approach is best

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

Plan an approach

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

Consider

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

(See also 'Humanitarian Communications' page.)

Additional resources on All In Diary website

Advocacy and Campaigning © BOND How to guide 2013
 Reporting on Humanitarian Crises © Internews 2014
 Online Social Networking and NGOs, © Joanna Mosham 2009
 Dealing with the Media, Seeds of Change 2009
 Strategic Social Media for Small NGOs, ICAD-CISD 2013

Web links for further information

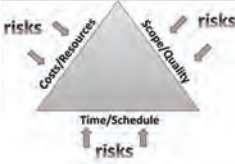
UNICEF Advocacy Toolkit:
http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf
 Communication is aid:
<https://www.youtube.com/watch?v=O6bB0y8DdYY>
<http://www.charitycomms.org.uk/search?utf8=✓&query=advocacy>

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 project goals, objectives and outputs should always be conducted with the protection and well being of beneficiaries in mind. This necessitates the participation of beneficiaries in all project phases.

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?

2. Resources

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

3. Time

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

4. Risk

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

5. Justification

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

6. Stakeholders

How can the different stakeholder interests and relationships be managed?

(from PMD Pro Disciplines)

Project Management Cycle

The PMD Pro Guide illustrates the essential phases of the Project Cycle from initiation to completion.

- **Project Identification and Design:** project teams and stakeholders work together to collect and analyse assessment data, before developing a 'Logical Framework Approach' (see [LFA page](#)).
- **Project Initiation:** 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 iteration.
- **Project Implementation:** managing the project as well as 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.



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!

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

Additional resources on All In Diary website:

Guide to PMD Pro Version 2 © 2011 PM4NGOs
Project Cycle Management Guidelines © European Commission 2004
Project Cycle Management, Guidance Note 5, © Provention 2007

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 agencies to 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

Key information in emergencies

- 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 requirements
- Supply chain and budgetary information
- Reports: situation (sitrepos), progress, etc.

Useful sources of information

- 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

Coordinating information

OCHA produce information to support coordination of all humanitarian organisations:

- Common Operational Datasets
- Country specific websites
- Humanitarian Kiosk (app for your mobile phone)
- Mapping
- 3W Database
- Contacts and meetings
- Information Needs Assessment
- Financial Tracking Service

<http://www.unocha.org/what-we-do/information-management/im-services>

Additional resources on All In Diary website

Information Management and Communication in emergencies, © PAHO, 2009
 Guidelines on Common Operational Datasets in disaster preparedness and response, © IASC, 2010
 World Disasters Report - focus on technology, © IFRC 2013

Web links for further information

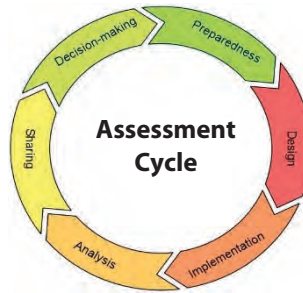
OCHA toolkit:
<https://www.humanitarianresponse.info/en/applications/tools>
 UNHCR Emergency IM Toolkit: <http://data.unhcr.org/imtoolkit>
 Joint IDP Profiling Service: <http://www.jips.org/en/tools/our-tools>

Needs assessments

A coordinated approach to the assessment of an emergency and prioritisation of the needs of affected people is the foundation for a coherent and efficient humanitarian response – assessing the context, impact, risks to life with dignity and the capacity of the affected people and relevant authorities to respond.



1. **Preparedness** - even before an emergency, your organisation should prepare for possible assessment.
2. **Design** assessments to meet specific decision-making requirements, coordinating with others where appropriate to standardise design.
3. **Implement** your assessment with careful management, effective leadership and coordination with others.
4. **Analyse** the data to determine facts that will direct you towards identifying priorities and assumptions that will help define future needs.
5. **Share your findings** with colleagues, peers, clusters, authorities and affected communities.
6. **Decision-making** – use findings to make decisions about your agency's emergency response and for funding proposals.



Principles of needs assessment

When conducting needs assessments ensure that:

- resources are sufficient
 - community expectations are managed
 - methods are valid and transparent
 - assessments are coordinated, and avoid 'assessment fatigue' within the affected communities
 - coverage is adequate
 - data is usable and relevant
 - local capacities are assessed
 - assessment considers gender
 - analysis provides context
 - analysis is timely
 - findings are shared
 - process is continuous
 - teams include men and women, as well as native language speakers
- (adapted from The Good Enough Guide to Needs Assessment 2013)
- See also 'Information Management' and 'Humanitarian Programme Cycle' pages.

Key actions for post-disaster assessments

- Find and use pre-disaster information about capacity, the affected and wider population, context and other pre-existing factors.
- Carry out an initial assessment immediately, building on pre-disaster information to assess changes caused by the disaster, factors creating or increasing vulnerability.
- Participate in multi-sectoral, joint or inter-agency assessments wherever possible (see MIRA link below)
- Disaggregate data by, at the very least, sex and age. Other possibilities include disability and other vulnerable groups.
- Listen to all vulnerable groups affected by the disaster as well as the wider population.
- Gather information systematically, using a variety of methods such as direct observation, key informant interviews and community group discussions.
- Triangulate with information gathered from a number of sources and agencies.
- Assess the coping capacity, skills, resources and recovery strategies of the affected people.
- Assess the state's response plans and capacity.
- Assess the impact of the disaster on people's psychosocial well-being.
- Assess current and potential safety concerns for the disaster-affected population and aid workers.
- Carry out a follow-up assessment as soon as time and the situation allow.
- One size does not fit all. Tailor your assessment to the context.

Additional resources on All In Diary website

IASC Multi-Sector Initial Rapid Assessment Guidance (MIRA), 2015
 IASC Operational Guidance Note for Coordinated Assessment in Humanitarian Crises © IASC 2012
 Good enough guide to needs assessment © ECB & ACAPS 2013
 Sphere for Assessment, unpacked © Sphere Project 2015

Web links for further information

Coordinated assessments - <http://assessments.humanitarianresponse.info>
 ACAPS <http://www.acaps.org/>
 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 logframe matrix is developed during the project design stage, is subsequently updated throughout implementation and remains an essential resource for project evaluation. A wide range of logframe formats exists, varying between donors and organisations. A generic logframe matrix is typically formed around a 4 x 4 table.

Generic logframe matrix

Level	Indicators	Sources	Assumptions
Impact (or Overall Objective)	How will we know that we've achieved our goal?	Sources of information to verify indicators	External factors and conditions needed:
Outcome (or Purpose)	How will we know that we've achieved our expected outcome?	Sources of information to verify indicators	- for outcomes to contribute to the impact.
Outputs	How will we know that we've achieved our deliverables?	Sources of information to verify indicators	- for outputs to bring about the outcome.
Activities	How will we know that we've completed our planned tasks?	Sources of information to verify inputs	- for activities to bring about our outputs.

Definitions

- Impact:** What macro-level change will the project help to bring about?
- Objective:** 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 log frame, 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 and if the assumptions at one level holds, you can logically move up to the next level. IF you carry out the activities AND the assumptions at that level are not present THEN will the planned outputs be delivered? If not, adjust the planned activities, move on and repeat at the next level.



LFA Stages

- **Context analysis:** (e.g. PESTLE* analysis) What external factors may influence the project?
- **Stakeholder analysis:** Who is interested and influential in this project?
- **Problem analysis:** 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.
- **Select intervention:** What type of project(s) will bring about your solutions.
- **Logframe matrix:** develop a matrix for your project.

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

Additional resources on All In Diary website

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

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) 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 a fundraising strategy

Ultimately NGOs are responsible for finding the funding for their projects, and successfully mobilising resources for disaster response requires a coherent fundraising strategy. A planned fundraising strategy can also enable you to react quickly and enhance your organisation's reputation.

Case for Support	<ul style="list-style-type: none"> • 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 if you succeed? What will happen if you fail? • What makes your organisation uniquely placed to address this problem?
Analyse and Plan	<ul style="list-style-type: none"> • What is your target? • How much time do you have? • What internal resources and capacities do you have for raising funds? • What are the external drivers that affect each funding stream?
Prospect Research	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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'	<ul style="list-style-type: none"> • 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.

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/>
<https://fts.unocha.org> - UN Financial Tracking Service

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.

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

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

Pooled Funding Mechanisms

Immediately 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.



Proposal writing

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

<p>A proposal has a framework that enables a donor to clearly understand your project.</p> <p>Ideally, involve the affected population in the planning.</p> <p>Effective <i>Project Management</i> and use of the <i>Logical Framework Approach</i> (see pages) provide the basic information for proposals.</p> <p>Each donor may have its own framework but generally includes these elements:</p>	Title page	Date, title, location, organisation.
	Background context	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
	Monitoring & Evaluation	How will achievements be measured and verified?
	Reporting	How often, to whom, including what?
Coordination	How will you work together with other actors?	
Appendices	Additional details, as necessary.	

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 your 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.

Get to know and understand your donors.

Consider, does your project...

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

Additional resources on All In Diary website

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

Web links for further information

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



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.
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>Financial reports allow managers to assess project or programme progress and should be provided for both funders 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 organisational efficiency and progress towards objectives. ▪ Ask questions and take action - <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>

Planning a budget:

1. Identify project or organisational objectives: *Involve a range of staff and stakeholders.*
2. Identify any limits to resources and funds available at the start.
3. Gather data such as:
 - a. *Previous budgets*
 - b. *Cost, income and grant estimates*
 - c. *External factors such as inflation and exchange rates.*
4. Decide how much will be received (income): *Be realistic!*
5. Decide how much will be spent (expenditure): *Separate into types or cost categories.*
6. Construct the budget: *List the budget items specifically, ensuring income is at least as much as expenditure.*
7. Obtain approval from:
 - a. *Your trustees*
 - b. *Any donors.*

(Adapted from Project Budgeting How to Guide, John Cammack. See link below)

Adapted from [Getting the Basics Right](#) © MANGO Guide 2010 and *Financial Management for Emergencies*, © 2005 John Cammack, Timothy Foster and Simon Hale

Additional resources on All In Diary website

Project budgeting, How to Guide, John Cammack © 2013, BOND MANGO Health Check, v3 © 2009, MANGO Building capacity through financial management, John Cammack © 2007, Oxfam Publications

Web links for further information

Financial Management for Emergencies Resources- free download of checklists and templates: www.fme-online.org/systems/resources.html Guide to Financial Management for NGOs: www.mango.org.uk/Guide



Monitoring and evaluation

M&E are fundamental aspects of good programme management. They improve impact, quality and accountability of current and future projects.

Monitoring

Monitoring is the routine collection and analysis of information to track ongoing progress against plans and check compliance to established standards.



Monitoring requires us to:

- be clear about what to measure and who is responsible
- keep recording systems simple and only collect the information you need
- 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.

It is important that findings from monitoring activities are acted upon promptly.

Evaluation

Evaluations involve identifying and reflecting upon the effects of what has been completed, and judging their worth.

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.

It is best to involve key stakeholders as much as possible in the evaluation process.

Evaluation questions:

- 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?

Impact Assessment

Impact assessment measures lasting changes in people's lives, including unintended and negative impacts.

Impact Assessment is usually conducted some time after project completion.

In relation to our project:

- What has changed?
- For whom?
- How significant was it?
- Will it last?
- In what ways did our project contribute to these changes?

Reasons to assess impact:

- 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.

QUANTITATIVE APPROACHES

Secondary data

Review existing knowledge such as project documents, information on related projects, government records and publicly available statistics.

Questionnaires

Particularly useful for quantitative data.

Surveys

They generally use interview techniques, measurement techniques, or a combination of both.

QUALITATIVE APPROACHES

Focus groups

Useful for exploring a range of views. Single sex groups are appropriate in some situations.

Interviews

Time consuming but provide deeper understanding.

Complaints and feedback mechanisms

Can address potential problems, increase accountability and credibility.

Most significant change

Ask, "What was the most significant change for you in this project?"

Additional resources on All In Diary website

Programme/Project Monitoring and Evaluation Guide © IFRC 2011
 The Good Enough Guide © 2007, ECB Project
 Sphere for Monitoring and Evaluation © 2015 The Sphere Project
 Monitoring and Evaluating Learning Networks © 2010 INTRAC
 Evaluation Humanitarian Action using OECD/DAC Criteria © ODI

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>

Report Writing

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

Following a standard layout can save time, and allow comparison between reports over time. A standard report structure is as follows:

- **Introduction:** What is the report about? Which topics are included? Why has the report been written? What are the aims of the report?
- **Clarification of the issue:** Explain what the issue is, why the issue needs to be addressed, and what information/action is needed to address it.
- **Methodology:** Include a short description of how the information was obtained.
- **Conclusions:** Summarise the key issues that have emerged from the analysis.
- **Recommendations:** What actions should be taken as a result of the findings?
- **Annexes:** Useful for detailed explanations, examples, literature list, etc

Adapted from Guidelines for Writing Reports, Ula van Ginneken

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.	Community members reported daily income is below \$1 per day
Conclusions	A combined interpretation of findings	Community members are materially poor due to lack of income-generating opportunities.
Recommendations	Is there a maximum number of pages expected? Long reports need an Executive Summary at the beginning capturing the key points, and a Table of Contents	Introduce micro-finance and micro-enterprise opportunities to community members to restart the market through culturally appropriate and economically viable income-generating business.
Actions	A specific prescription of action to address a recommendation.	By July 2016, conduct six pilot focus groups to identify potential micro-enterprise ideas and possible loan recipients.

Adapted from Project/Programme Monitoring and Evaluation Guide, IFRC

Writing the report

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

Finally check:

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

Additional resources on All In Diary website

Report Writing Guide © CARE 2009
Report Writing – a Take Away Guide, © Multi-media publishing,
Guidelines for Writing Reports, 2008, Network Learning

Web links for further information

<http://www.fundsfornbos.org/featured-articles/ngos-write-project-reports> Guidelines for Writing NGO Reports:
OCHA Humanitarian Reports: www.unocha.org/about-us/publications/humanitarian-reports



Remote programming

Humanitarian organisations are increasingly faced with situations where their staff cannot directly reach those in need due to unacceptable security risks or denial of access. Yet, the humanitarian imperative demands that every effort is made to reach those most isolated and vulnerable.

Remote programming involves withdrawing or reducing (mostly) international personnel from the field, delegating greater programme responsibility to local staff or local partner organisations, and overseeing activities from a different location. There are a number of different remote programming possibilities, each with their own benefits and risks.

Types of remote programming	Potential benefits	Potential risks	Action to mitigate
Senior agency staff manage programming and employees from a distance, and visit the project site on a regular basis.	<ul style="list-style-type: none"> leadership continuity accountability, transparency, neutrality, impartiality solidarity with local population possible 'protection by presence' understanding context 	<ul style="list-style-type: none"> limits transfer of responsibilities to national and local staff international visits attract attention leads to risk of suspension or withdrawal 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 for decision-making follow sensible security procedures and keep travel arrangements confidential consider best communication options e.g. phone, skype, radio
National and/or local staff 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 put appropriate security measures in place for all staff consider best communication options seek perceptions and 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 project (e.g. aid 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
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 for remote programming

- Develop clear agency policies, guidance and practical tools for remote management.
- Invest in developing partnerships at local level to support implementation and information sharing.
- Strengthen duty of care to national and local staff and extend to national partner organisations e.g. better, more differentiated risk assessments.
- 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 international staff, contractors, consultants with experience in remote management.
- Avoid risk transfer as a policy priority.
- Coordinate and share lessons learned among agencies and donors.

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

Additional resources on the All In Diary website

Once Removed, Humanitarian Outcomes 2010
 Instruction note for ECHO staff on Remote Management, 2013
 Breaking the Hourglass: Partnerships in Remote Management Settings
 © Feinstein International Center, 2015
 Remote programming in Humanitarian Action, EMOPS, 2012

Web links for further information

Remote Control Project Management in Insecure Environments:
<http://www.alnap.org/resource/7595.aspx?tag=523>

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.

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

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

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
<http://www.oecd.org/dac/povertyreduction/50158268.pdf>
WHO guidelines
http://www.who.int/hac/techguidance/tools/manuals/who_field_handbook/11/en/index.html



Working with different cultures

Disasters bring people from very different cultures together in difficult circumstances.

Visible differences: gender, race, ethnicity, nationality, religion, ability, age, economic status, political allegiance, class, caste.

Invisible roots: beliefs, values, perceptions, expectations, attitudes, assumptions.

Patterns of cultural difference

The differences below are neither right nor wrong – just different understandings.

How status, relationships and communication can differ

Status based on competence and position, truth based on logic	↔	Status based on personality and connections
Equitable treatment is more important than dress and conduct	↔	Dress code and conduct mark respect
Formal written communications, rule compliant and consistent, uniform procedures	↔	Informal verbal communication, judgements based on individual circumstances not standards and 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 a humiliation.

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. Following a discussion, silence may be a sign of consent, or of 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: whether to get straight to the point in meetings, or engage in pleasurable wrap-up. Age and social standing can influence how much is appropriate to say.

Sequencing elements during conversation: the right question, asked in the right way, but asked too soon or too late, according to custom, can highly influence subsequent behaviour.



Tips for a culturally sensitive approach

Get to know the culture you are working in.

Read about and be aware of your own culture and how that influences you.

Be patient – not everything is revealed about a culture at once.

Listen....and watch.

Consider issues from the other perspective.

Avoid value judgements.

Use language sensitively.

Be inclusive, collaborative and seek different perspectives.

Engage opposing viewpoints and approaches.

Ensure you dress and act appropriately and respectfully.

Play to people's strengths and value differences.

Avoid domination by powerful groups.

Adapted from UNFPA – 24 tips for culturally sensitive programming

Additional resources on All In Diary website

Human Rights, culture and gender in programming © UNFPA 2009
24 Tips for Culturally Sensitive Programme © UNFPA 2004
Working with Diversity in collaboration – tips and tools, © CGIAR
Gender & Diversity program 2003

Web links for further information

<http://www.kwintessential.co.uk/resources/country-profiles.html> : Etiquette guides
<http://www.kwintessential.co.uk/cultural-services/articles/culture-teams.html> - Multicultural teams



Developing partnerships

Effective partnership relies on equitable participation, shared decision-making, and mutually taking and accepting responsibility.

Working in partnership is essential to effective collaboration and maximising the coverage and impact of relief efforts. They work best when added value has been identified through working together rather than on one's own.

Partnerships in emergencies can take different forms:

- **Strategic partnerships** e.g. within clusters and consortia funding bids
- **Implementing partnerships** between international and local agencies
- **Business and NGO/UN partnerships** – a growing trend
- **Research partnerships** – e.g. between humanitarian agencies and academia.

Value of partnership in an emergency

Providing services: increases capacity to support those affected

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

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

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

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

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

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

Solving problems and fostering Innovation: through collaborative ventures that find integrated solutions via cross-sector innovations

Pointers to identifying and negotiating partnerships

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

Potential pitfalls of international and local NGO partnerships

- INGO role as donor and dependence on external funding
- Mismatch in organisational capacity and culture
- Unequal accountability demands and access to resources
- Staff turnover and absence of organisational commitment
- Contrasting values and stakeholder expectations.
- Insufficient time to build trusting relationships

Additional resources on All In Diary website

Ensuring Successful Partnerships-A Toolkit, © Interaction, 2006
 Strengthening Partnerships for Effective Humanitarian Action, GHP, 2010
 Principles of Partnership Poster, UNICEF, 2008

Web links for further information

Partnership Guide: <http://www.elrha.org/ep/the-online-guide-for-effective-partnerships>
 Partnering Tools: <http://thepartneringinitiative.org/tpi-tools>
 ODI: <http://odihpn.org/humanitarian-exchange-magazine/issue-50/humanitarian-partnerships-what-do-they-really-mean>



Principles of Partnership (PoP)

Equality - *mutual respect*

Transparency - *communication*

Responsibility - *commit only to what you can deliver*

Results-Oriented - *focus on action*

Complementarity - *build on diversity and enhance local capacity*

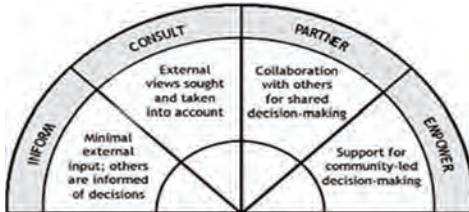
Increase awareness and understanding of the PoP by including them as a basis for:

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

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:



- **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.
- **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.
- **Partnerships** where affected population share in decision-making and all stages of programme activity and organisation to jointly design or implement response activities.
- **Empowerment** where humanitarian agencies support community-led decision-making and project implementation.

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

Communication techniques

To maximise participation, it is important to consider wide-ranging, appropriate techniques

Meetings, focus groups, interviews	Facilitates engagement of community representatives in problem analysis, project design and planning. Enables communities to take an active role in management and implementation of programme 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 highlight likely constraints to implementation. Daily routine will help to identify suitable time of day to schedule community meetings and programmes. Trend analysis helps to understand changes in communities.
Stakeholder / interaction analysis	Identifies different groups (including marginalised) and their roles, responsibilities, interests, power, influence and coordination.
Surveys	Identifies needs and views of large numbers in standard format.
Capacities / vulnerability analysis	Enables groups to identify and understand their own weaknesses, capacities and vulnerabilities.

Additional resources on All In Diary website:

Accountability to beneficiaries – checklist, v2 © 2010 MANGO
Accountability to affected populations, IASC Task Force, 2012
Community-based Approach in UNHCR Operations, UNHCR, 2008
Philippines: Community Engagement Mediums in Natural Disaster Preparedness and Response, UNOCHA 2015

Web links for further information

ALNAP Participation Handbook 2009
<http://www.urd.org/Participation-Handbook>
CDAC: <http://www.cdacnetwork.org>
UNICEF: http://www.unicef.org/eapro/the_participation_of_children_and_young_people_in_emergencies.pdf
<http://www.participatorymethods.org>
<http://www.barefootguide.org>

Managing meetings

Meetings are essential to communicating in disasters. But they frequently produce limited outcomes. Creating a format and process that produce results is key.

The role of the chair is to facilitate the meeting in such a way that the collective wisdom of the attendees is tapped into, while keeping discussions in line with the meeting's objectives.

The participants' role is to prepare for, and engage constructively in meetings, so that results can be accomplished.

Planning and Preparation

WHY	<p>What are the purpose and expected outcomes of the meeting?</p> <ul style="list-style-type: none"> ▪ Generate ideas ▪ Find solutions / solve problems / make decisions ▪ Give or share information, feedback, reports ▪ Develop trust, relationships, teams <p>Who needs to agree these objectives? What do participants want from the meeting? Is the meeting part of an on-going process?</p>
WHAT	<p>What topics need to be on the agenda?</p> <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 <p>What is the best way to notify people of the meeting and circulate the agenda beforehand? Bring spare copies!</p>
WHO	<p>Who should attend?</p> <ul style="list-style-type: none"> ▪ who needs to attend for decision-making <p>Are the right people available? Is there a protocol for invitations and seating?</p>
WHERE	<p>Which is the best location and venue to suit everyone?</p> <ul style="list-style-type: none"> ▪ security, travel requirements, accessibility, stigma ▪ space, equipment, ventilation, catering <p>What is the best layout for the style of meeting – formal or informal?</p>
WHEN	<p>When is the best time for this meeting? Is there a clear start and finish time which is culturally acceptable to all? Is there sufficient time to achieve the objectives? What breaks will be needed? Is it free from interruptions?</p>
HOW	<p>What is the best way to start, engage all cultures, encourage contributions, and clarify purpose and expectations?</p> <ul style="list-style-type: none"> ▪ Introductions, ground rules, ice-breakers <p>What translation and interpretation is needed? How will you record, clarify and circulate decisions and actions?</p> <ul style="list-style-type: none"> ▪ on a flipchart or whiteboard; in minutes?

When you run a meeting you are making demands on people's time and attention – use it wisely.

Tips for effective meetings

Ensure relevant information is available and/or circulated before.

– ensures critical decisions can be made, and people can come prepared.

Clarify, and get agreement on, purpose, agenda and timing.

– helps set a purposeful tone to the meeting, and helps keep to the agenda.

Start and finish on time

– avoids time wasting and helps ensure people take the meeting seriously.

Agree ground rules

– encourages respectful behaviours.

Take time to build trust and involve everyone

– good introductions, setting ground rules, use of small discussion groups all encourage open and honest discussion and debate.

Keep to the agenda

– avoids time wasting and keeps focus on the purpose.

Record agreed actions

– encourages commitment to action and purposeful meetings.

Ask for feedback on how to improve meetings

– enables better meetings.

Additional resources on All In Diary website:

A Consensus Handbook, Seeds for Change, 2013
 Organising Successful Meetings, Seeds for Change, 2009
 Better Ways to Manage Meetings, Walker B., © RedR 2005

Web links for further information

Tips: <http://james.shepherd-barron.com/clusterwise-2/21-managing-effective-meetings-2/>
 Tools- <http://www.seedsforchange.org.uk/free/resources#grp2>

Multi-language meetings

The success and quality of your meetings rely on everyone being able to contribute their views and information.

Conducting meetings either entirely in a world language* or a local language will exclude key players and reduce effectiveness.

* A world language is a language spoken internationally which is learned by many people as a second language. English is the most widely used.



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

Tips for using interpreters

- where possible use someone who is trained in interpretation
- choose someone who is impartial, with no vested interest in the topic, but with an understanding of the content
- if possible choose someone who is representative of the group (gender, ethnic background etc)
- ask others who they might recommend
- take time to prepare the interpreter by giving them an agenda, explaining jargon, key issues, etc.
- ensure they are given regular breaks (at least every hour)

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.

See <http://www.kwintessential.co.uk/translation/interpreting-equipment.html>

Combining Translation and Interpretation

Selective interpreting

- Prepare translated key points and agendas on flipchart, handouts or PowerPoint
- Incorporate small group discussions in different languages to encourage sharing of views and ideas
- 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.

PREPARATION IS KEY

Additional resources on All In Diary website:

Multi-language meeting and interpretation, COATI Guidelines on Using Interpreters, © Kwintessential 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.

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 to consider 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 enable all stakeholders to attend (including e.g. beneficiaries, women and minorities) to maximise participation?</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 (<i>transport, meals, accommodation, interpretation, translation, special facilities for disabled</i>), your meeting requirements (<i>instructions, preparation, programme outlines</i>)</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: <i>why, what, how?</i> encourage wider thinking</p> <p>Practising skills or field work: some people learn best from 'doing'. (See <i>'Personal and Professional Development page'</i>)</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>

Facilitator's job is to make it easy

A facilitator:

- is objective and neutral
- ensures clear objectives and structure
- manages the time
- keeps an overview and focus on the outcomes
- ensures discussions are relevant
- clarifies everyone's understanding
- ensures actions are agreed and recorded

AND

- keeps the event flowing
- listens and observes to ensure everyone is participating
- creates relaxed atmosphere by setting the scene and ice breakers
- manages the pace, suggesting breaks and allowing time for informal discussion
- encourages participation, creative ideas and individual thinking through use of questions, techniques and exercises

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.redr.org.uk/objects_store/training_competency_framework.pdf
<http://www.seedsforchange.org.uk/resources>



Managing humanitarian personnel

Poor people management can lead to low motivation, poor performance and the loss of good staff. Each of these has a cost for the organisation and a negative impact on the quality of projects and on accountability to communities and to donors.

Commitment 8 of the Core Humanitarian Standard (CHS) states: "Communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers" and sets out the following organisational responsibilities:

Engage the necessary management and staff capacity and capability to deliver ongoing and new programmes.

How can you ensure the right staff are recruited and deployed at the right time to meet programme objectives?

Do you have a clear human resources strategy?

Do you have the resources to employ, manage, support and train them?

Develop staff policies and procedures which are fair, transparent, non-discriminatory and compliant with local employment law.

Do your policies and practices aim to attract and select the widest pool of suitably qualified candidates?

Are your processes clear, fair and consistent?

Are your staff policies and practices in writing and understood by all?

Are they applied consistently to all staff and take into account relevant legal provisions and cultural norms?

Are they fair, effective and transparent?

Ensure job descriptions, work objectives and feedback processes are in place so that staff have a clear understanding of what is required of them.

Do all staff have clear work objectives and performance standards?

Are managers trained and supported to manage well?

Are reporting lines clear?

Are all staff informed and consulted on matters which affect their employment?

Do managers and staff understand how to communicate and participate?

Set out a code of conduct that establishes, as a minimum, the obligation of staff not to exploit, abuse or otherwise discriminate against people.

Is this code of conduct written in clear terms?

Are all staff aware of it and implications of not abiding by it?

Implement policies to support staff to improve their skills and competencies.

Are all staff given induction and briefing?

Do staff know what training and development they can expect and are opportunities offered fairly?

Ensure policies are in place for the security and the wellbeing of staff.

The security, good health and safety of your staff are a prime responsibility of your organisation, so:

Do you have clear written policies?

Do they include assessment of security, travel and health risks and plans?

Are managers and staff clear and trained in their responsibilities?

Scaling up human resource capacity

Finding and preparing new personnel can be challenging and they need to 'hit the ground running'. Prepare to:

- include 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

Volunteers can provide vital extra capacity and assist with programmes at community level:

- Manage volunteer recruitment in the same way as staff recruitment with clear terms of reference and a thorough interview process.
- Identify who will be responsible for managing volunteers.
- Make everyone in the organisation aware of volunteer roles and responsibilities.
- Ensure volunteers are fully briefed on their entitlement and working conditions.
- Ensure there are sufficient funds to cover volunteer activities e.g. transport, food.
- Motivating and retaining volunteers is just as important as for staff.

Additional resources on All In Diary website

People In Aid Code of Good Practice © 2003 People In Aid
Most Important Staffing Factors for Emergency Response © ECB 2006
Enhancing Quality in HR Management © 2004 People In Aid

Web links for further information

CHS Alliance: <http://chsalliance.org>
CARE Academy: <http://careacademy.org>



Core humanitarian competencies

Domains	1: Understand contexts and apply humanitarian principles	2: Achieve results 3: Develop and maintain collaborative relationships	4: Operate safely and securely at all times	5: Manage yourself in pressured and changing environments	6: Demonstrate leadership in humanitarian response
Outcomes	Understand operating contexts, key stakeholders and practices affecting current and future humanitarian interventions.	Be accountable for your work and use resources effectively to achieve lasting results.	Operate safely and securely in a pressured environment.	Adapt to pressure and changes in the environment to operate effectively within a 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	Understand the humanitarian context <ul style="list-style-type: none"> - Phases of response - Political and cultural context - Gender and diversity - Needs, skills, capacities and experience of crisis-affected people 	Facilitate programme quality and impact <ul style="list-style-type: none"> - Project cycle mgmt - Effective projects and programmes - Timely, appropriate results - Answerable to crisis-affected people 	Listen and create dialogue <ul style="list-style-type: none"> - Active listening and clear dialogue with stakeholders - Work with others - Contribute to the team - Share useful information - Actively participate in networks 	Minimise risk to communities, partners and stakeholders <ul style="list-style-type: none"> - Attend to safety of all - Identify and communicate hazards and threats - Do no harm and minimise threats 	Self-awareness <ul style="list-style-type: none"> - Be aware of own strengths, limitations and impact - Understand your and your team's skills - Seek feedback and improve
For all staff in humanitarian response, informed by skills and knowledge	Apply humanitarian standards and principles <ul style="list-style-type: none"> - Programmes uphold national and international legal frameworks, standards, principles and codes - Use power responsibly - Understand your role and coordination mechanisms 	Work accountably <ul style="list-style-type: none"> - Manage and share information - Make decisions - Flexibility to adapt to change - When to decide and when to involve others - Consider wider impact 	Work with others <ul style="list-style-type: none"> - Challenge decisions and behaviour which breach Codes of Conduct - Foster collaborative, transparent and accountable relationships - Use negotiation and conflict resolution skills 	Manage personal safety and security <ul style="list-style-type: none"> - Build and sustain acceptance for your work - Reduce vulnerability - Always champion safety 	Motivate and influence <ul style="list-style-type: none"> - Communicate humanitarian and organisational values - Inspire confidence - Use active listening - Influence others positively
Additional behaviours <p>For 1st level line managers</p>	Apply humanitarian standards and principles <ul style="list-style-type: none"> - Assess and analyse key issues in humanitarian situations and take action - Develop organisational response in relation to context - Respect international humanitarian law and treaties - Actively participate in coordination 	Make decisions <ul style="list-style-type: none"> - Set standards and follow agreed procedures - Clarify roles and responsibilities - Collaborate with others to avoid duplication and maximise resources - Provide regular feedback and information - Document lessons learned - Engage and share with crisis-affected people 	Work with others <ul style="list-style-type: none"> - Provide feedback to all - Establish clear objectives - Monitor performance - Agree ways of working at distance - Build trust - Foster collaborative, transparent and accountable relationships - Use negotiation and conflict resolution skills 	Manage personal safety and security <ul style="list-style-type: none"> - Do risk assessments with all - Show understanding of and participate in wider UMN/NGO security coordination - Develop contingency plans - Monitor security risks, understanding and actions - Support team members in a crisis 	Motivate and influence <ul style="list-style-type: none"> - Help others manage stress by own self-care and profiting work - Promote well-being and 'duty of care' - Set realistic deadlines and goals - Enable others to carry out roles and responsibilities - Monitor transparency - Learn from experience - Adapt leadership style to time frame and changes - Maintain strategic perspective with awareness of detail - Be decisive and adapt - Take informed and calculated risks

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.

See CHS 8: Communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers.

RECRUITMENT

Define the requirements: Clarify what needs to be done. Consider options of redistributing tasks; training up current staff; short term contracts versus longer term; specialist versus generalist; local versus international; sharing recruitment/liasing 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 to do the job?

Avoid setting criteria that discriminate against different backgrounds, religions, gender. Consider what is really needed to do the job and how you will assess these.

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 where you place adverts. Give clear instructions and timing. Decide whether you will recruit internally before going external.

Consider best options to encourage the right people to apply while discouraging too many inappropriate applications, e.g. *previous applicants, emails, newspapers, local radio, word of mouth.*

- **Avoid poaching staff** from local agencies or government.
- **Set up HR forums** so agencies can pool resources more effectively.

Applications: A standard application form will help shortlisting. CVs are simpler and faster BUT information is not standardised and cultural differences can lead to misinterpretation

* **Competencies** focus on individual achievements which can be related to work performance. Even if a candidate may not have previous experience, they may have all the necessary technical and personal traits, or experience in another setting.

SELECTION

Shortlist: Assess applications on the basis of the competencies and requirements – watch for bias and discrimination.

Interviews: Create a good impression of your organisation.

- Welcome the candidate and put them at ease as 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.
- 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.

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.

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 a useful but ask for candidate's permission and when references will be taken up. If internal candidate, check performance reviews.

Making a job offer: Prepare and send the necessary documentation in accordance with local laws, and including, 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. Ensure all members of the team are informed of new team members

Cross-cultural interviews

Interviewing candidates who belong to different cultures can bring additional challenges. Here are some considerations to neutralise the impact of cultural differences:

ESTABLISHING RAPPORT

Take time to explain clearly the purpose of the interview and agree mutual goals – creating a cooperative climate.

FEELINGS and MOTIVES

Ask 'projective questions' if 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 prejudices about accent, appearance, etc.

ASSESSING BEHAVIOUR

Have a standard format to record questions and responses for all interviewees. Ask yourself at the end of the interview whether certain behaviours could impact on the way the candidate performs the job or if they are really tapping into your personal prejudices.

Additional resources on All In Diary website

Core Humanitarian Competencies Guide, cbha 2011
Managing Others, Pick up & go guide, © Oxfam 2006
Recruitment & Selection Manual, J. Satterthwaite, VSO 2007

Web links for further information

Competency based interviewing online: <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?

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 in this diary provides a ready-made handover tool for your successor.

This can assist continuity, particularly in the early stages of disaster response.

Notes could include:

- Useful contacts
- Constraints and successful approaches to working in the local context
- Key decisions made in developing your project
- Key learning from activities to date
- Security, staff and logistical issues
- Meetings held and key outcomes
- Urgent follow-ups and outstanding challenges
- General observations and suggestions
- Local working hours, holidays and seasonal activities
- Cultural considerations
- Local facilities

Additional resources on All In Diary website

Induction, Briefing and Handover Guidelines, © 2005 People In Aid; Handover checklist © 2007 People In Aid

Web links for further information

<http://chsalliance.org>



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**
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)*



Time Management

Work More Efficiently

- Ensure meetings have a clear purpose and format
- Don't put things off
- Tackle important matters when you are most alert
- Set deadlines, and reassess only if the situation changes
- Concentrate on issues which are both urgent AND important

Work More Effectively

- Plan your work
- Set realistic priorities
- Make 'to do' lists
- Build thinking time into your day
- Take breaks through the day
- Plan meetings and phone calls
- Keep a neat desk
- Be patient
- Ask a buddy to give you feedback

Do more with less

- Delegate when and where necessary
- Be clear when requests are impossible
- Discourage unnecessary meetings
- Don't take on other people's problems
- Remember the 80:20 rule:

80% of your work is done in 20% of your time

Personal planning for emergency assignments in the field

Before	<ul style="list-style-type: none"> • Consider how you will cope with conditions in the field. You might be living in a tent with no privacy and poor sanitation, eating emergency rations, dealing with death and destruction and giving psychological support to others, all in an insecure environment. • Prepare your travel, health, finance, insurance, personal paperwork, luggage and other belongings. • Ensure a clear briefing from the organisation, clarifying your terms and conditions, where you will be working and who you will be working with. <i>(See 'Briefing and Handover' page)</i>
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

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.

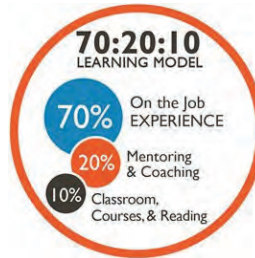
How do adults learn?

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.



Honey and Mumford's 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, 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? (See *Core Humanitarian Competencies* page).

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?

Additional resources on All in Diary website

Learning & Training Policy Guide © People in Aid 2008
Between Chaos and Control: Rethinking operational leadership,
© ALNAP/ODI 2014
Core Humanitarian Competencies Guide, CBHA, 2011

Web links for further information

<http://www.odihpn.org/the-humanitarian-space/news/announcements/blog-articles/the-push-for-change-in-humanitarian-learning-and-development>
ELRHA: <http://www.elrha.org>

Where to get support

Online Training

UNHCR E-CENTRE:
<http://www.the-ecentre.net/resources/1-1-1.cfm>
CONTEXT:
<http://www.contextproject.org/>
DISASTER READY:
<http://www.disasterready.org/about>
BUILDING A BETTER RESPONSE:
<http://www.buildingabetterresponse.org/>

Training organisations

REDR: <http://RedR.org.uk>
BIOFORCE:
<http://www.institutbioforce.fr/sip.php?rubrique30>
MANGO
<http://www.mango.org.uk>
INTRAC
<http://www.intrac.org>
pm4ngos
<http://www.pm4ngos.com>

Networking organisations and websites

START NETWORK:
<http://www.start-network.org>
NETWORK LEARNING:
www.networklearning.org
PHAP:
<https://www.phap.org/learning-pathways>
ALNAP:
<http://www.alnap.org/resource/12671>
GUARDIAN GLOBAL DEVELOPMENT PROF NETWORK:
<http://www.theguardian.com/global-development-professionals-network>
RELIEFWEB:
<http://reliefweb.int/training>

Team Working

Teamwork is the essence of humanitarian work. However, building a strong sense of teamwork is particularly 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 others' 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?

Conflict management Conflict is an inevitable ingredient of the decision-making process, but it can destroy the process if it is not managed correctly. Use these six steps to help your team work through its conflicts.

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.

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?

Core skills for building trust

- **Listening** – and understanding each other's points of view
- **Sacrifice** – being prepared to give and take
- **Sharing** – information, skills, resources
- **Communication** – open and honest, respectful
- **Language** – increase inclusion by agreeing a common language(s); avoid jargon; speak in a positive manner
- **Hard work and competence** – working for the team and not just oneself, and using everyone's skills
- **Persuasion** – encourage everyone to exchange, defend and adapt their ideas

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>



Tuckman's Group Development model

Groups and teams go through well-recognised stages. You need to encourage teams to move through them as quickly as possible.

Forming

Early meetings; wary of sharing. *Your team needs to get to know each other; clarify expectations*

Storming

Start opening up; difference of opinions, 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',



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 also '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.



From RedR UK- Personal Security for Humanitarians training course

TRAVEL

- o Get a briefing on road and security conditions
- o Ensure someone has a copy of your travel plan:
 - routes to be travelled
 - planned stops; points of contact at stops
 - timeframe for trip

(In some contexts this may need to be confidential)

- Carry a copy of your passport, travel permits, organisational ID card and emergency cash
- Take extra food, water, spares, paper, etc.
- Wearing seat belts at all times substantially reduces deaths and disabling injuries in road traffic accidents
- Slow down in vehicles. If you have drivers, insist they maintain safe but reasonable speeds
- Do NOT stop for roadside accidents or carry armed passengers e.g. police, soldiers
- Seek advice on 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

- o Be familiar with your organisational security plan and SOPs (Standard Operating Procedures)
- Get a briefing from the person responsible for security in your team
- Learn to use all comms equipment before you travel – phones, radio, sat phone, etc.
- Be aware of your organisation's communications plan or communication 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, in event of an accident etc.
- Share plans with other teams, if safe to do so

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 methods for evacuation
 - evacuation points and routes (airport, border, specific road) marked on maps
 - vehicles equipped and 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 location of those items

Think safety and security at all times!

Be prepared:

- take advantage of any personal security and communications training before your assignment
- ask for information on security issues before signing your contract
- brief yourself on the situation in the country or the part of the country in which you will be working
- obtain a security briefing on your arrival
- identify specific threats
- keep updated
- avoid complacency

If you are not comfortable about an assignment or trip – don't do it

Additional resources on All In Diary website:

Safety and security for national humanitarian workers © OCHA 2011
Staying alive, ICRC Handbook © ICRC, 2006
Quick run bag © Safer Edge 2013

Web links for further information

Training : <http://redr.org.uk/en/Training-and-more/mission-ready-cfm> <http://www.disasterready.org/staff-safety>
General advice: <https://aidworkersecurity.org/>
<http://www.ngosafety.org> <https://www.eisf.eu>



Staying healthy and managing stress

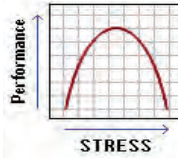
Assisting with disaster relief and response efforts is inevitably stressful. However, poor health and high stress levels affect an individual's well-being, performance and can put others at risk.

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, pains	Bad concentration	Fear, anxiety	Hyperactivity
Nausea	Poor memory	Guilt, hopelessness	Dangerous driving
Fatigue	Confusion	Depression	Overwork
Rapid heart rate	Fast or 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

- Policy:** agency has a written and active policy to prevent or mitigate the effects of stress.
- Screening and assessing:** capacity of staff to respond to and cope with anticipated stress in the role.
- Preparation and training:** pre-assignment in managing stress.
- Monitoring** stress levels amongst staff on an ongoing basis through 1:1s etc.
- Ongoing support** for staff to deal with their daily stresses.
- Crisis support and management** that provides culturally appropriate support for traumatic incidents or stressful periods of work.
- End of assignment support** – practical, emotional and culturally appropriate at the end of assignments or contracts.
- Post assignment support** - clear written policies for staff adversely affected.

Adapted from © Antares Foundation (2012) 'Managing stress in humanitarian workers'

Additional resources on All In Diary website

Managing Stress in Humanitarian Workers – guidelines for good practice © Antares Foundation 2012
 Managing Stress in the Field, © IFRC 2009
 How to manage leadership stress, © Center for Creative Leadership 2009

Web links for further information

Psychosocial Wellbeing: <http://www.headington-institute.org>
<https://www.ataresfoundation.org/>
 Health Advice: <http://www.iamat.org/index.cfm>
<https://www.interhealthworldwide.org/>

Advice for individuals in mitigating stress

Humanitarian workers are at risk of becoming run down, stressed and prone to illness. You can mitigate these risks through simple measures.

- Be aware of the signs of stress in yourself and others
- Recognise what type of person you are and how you relax e.g. needing your own space or the company of others
- Develop a system for people to support and check on each other
- Talk to a colleague, friend or support person when you feel bothered by things
- Take your leave and Rest & Recuperation (R&R) entitlements on time
- Stay in touch with family and friends
- Recognise your limits and accept them
- Focus on what has been done or achieved, rather than what has not been done
- Try to be flexible and accept change
- Get enough sleep
- Practise light exercise and maintain a healthy lifestyle
- Take regular breaks
- Do some pleasurable or humorous activities
- Drink lots of water, and maintain a regular and balanced diet
- Pray, meditate or relax

Adapted from Wellness Briefing for Relief Workers – Save the Children, Haiti, 2010



All In Diary explained

All in Diary was established in 2006 by Linda Richardson and Gill Price who passionately believe that enabling both national and international humanitarian workers to access the same information in the field helps to bring everyone onto the same page – and thereby improve quality, increase accountability and enhance collaboration of humanitarian responses.

Evaluations and feedback on All In Diary have highlighted:

- the significant need for this information among local organisations (NGOs, CBOs and government) and affected communities
- that the simple, clear design, format and contents of the All In Diary are seen as unique and highly relevant
- that combining essential humanitarian information with a practical diary and field notebook improves personal planning and enhances understanding and action.

The direction and day to day operations of the All in Diary are provided, on a voluntary basis, by our five Trustees: Linda Richardson, Gill Price, Rosemary Tucker, Magdalena Wos. Perry Seymour, all of whom have many years experience in the humanitarian sector.

However, All In Diary is supported by a significant number of individuals and organisations without whom the success of the diary would not be possible.

Peer reviewers: All In Diary continually responds to feedback from field users and updates the content fully every two years. These updates are reviewed by a wide range of professionals within the sector who voluntarily provide feedback to ensure the information is a true reflection of current issues, standards and resources.

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- e.g. Asian NGO Magazine, Forced Migration Review

Translations: Over time, All In Diary has been translated, on a voluntary basis, by both individuals and organisations into 9 languages – French, Spanish, Arabic, Bangla, Bahasa, Korean, Urdu, Tamil and Sinhala. Our challenge now is to update many of these to the 5th edition.

Thank you to everyone who supports and helps us in creating the All in Diary. If you are interested in more information about the All in Diary please email us on: info@allindiary.org



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