



Women's Refugee Commission
Research. Rethink. Resolve.



Strengthening the Role of Women with Disabilities in Humanitarian Action: **A FACILITATOR'S GUIDE**

February 2017



Research. Rethink. Resolve.

The Women's Refugee Commission (WRC) improves the lives and protects the rights of women, children and youth displaced by conflict and crisis. We research their needs, identify solutions and advocate for programs and policies to strengthen their resilience and drive change in humanitarian practice.

Acknowledgments

This facilitator's guide was researched and developed by Boram Lee, disability program officer of the WRC, and piloted in collaboration with organizations of women with disabilities in the Africa and South Asia. Contributions and feedback were provided by Emma Pearce and Dale Buscher.

Thank you to the Network of African Women with Disabilities, Women Challenged to Challenge in Kenya, the South Asia Disability Forum, the African Disability Alliance and the Special Talent Exchange Program for their participation in the project.

The WRC is deeply grateful to the women with disabilities who provided input and feedback after participating in the pilot trainings, as well as the women leaders responsible for organizing and facilitating the sessions.



Australian Government
Department of Foreign Affairs and Trade



Cover photo: Participants at a Humanitarian Action Training in 2016 organized by the National Forum of Women with Disabilities in Islamabad, Pakistan. © SADF/ STEP

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Vision for the future

This activity is meant to position the women as change agents in humanitarian action and incorporate the lessons from the simulation. Participants will brainstorm about the changes they'd like to see in their world. This will also be an opportunity to clarify objectives for the training. (30 minutes)

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This module explains what a humanitarian crisis is and the different types of crises. (15 minutes)

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Optional activity: **Presentation by a humanitarian actor**

A humanitarian actor such as a UN Agency (e.g., OCHA or UNHCR) or an NGO can be invited to offer a presentation of its work as well as answer questions about how organizations for women with disabilities can collaborate with it. (30 minutes)

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Acronyms and abbreviations

ADCAP	Age and Disability Capacity Building Programme
ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
DPO	Disabled people's organizations
GBV	Gender-based violence
GenCap	Gender Standby Capacity Project
HPC	Humanitarian Program Cycle
IASC	Inter-Agency Standing Committee
IDP	Internally displaced person
ICRC	International Committee of the Red Cross
INGO	International nongovernmental organization
NAWWD	Network of African Women with Disabilities
NFI	Non-food items
NGO	Nongovernmental organization
OCHA	UN Office of Coordination of Humanitarian Affairs
SADF	South Asia Disability Forum
UN	United Nations
UNCRPD	United Nations Convention on the Rights of People with Disabilities
UNHCR	United Nations High Commissioner for Refugees
WFP	World Food Program
WRC	Women's Refugee Commission



Introduction



An estimated 9.8 million persons with disabilities are forcibly displaced worldwide as a result of persecution, conflict and generalized violence.¹

They are among the most “at-risk” and socially excluded groups in any refugee and displaced community. They are often not identified in data collection or included in needs assessments, and thus are not considered in program design or implementation.²

Increasingly, women and girls with disabilities are understood to experience multiple and intersecting forms of discrimination, based on age, gender and disability as well as other factors, such as nationality and socioeconomic status. This discrimination is exacerbated in conflict and displacement situations, where they face a variety of human-rights violations, including violence, abuse and exploitation.³

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) provides the human-rights framework for the empowerment of women and girls with disabilities, as both agents and beneficiaries of humanitarian action. Article 6 recognizes the multiple forms of discrimination faced by women and girls with disabilities, and requires state parties to ensure their full development and empowerment. Furthermore, the CRPD mandates that state parties must ensure the protection and safety of women and girls with disabilities in situations of risk and humanitarian crises (Article 11); that protection services are age-, gender- and disability-sensitive (Article 16); and that international cooperation is “inclusive of and accessible to persons with disabilities” (Article 32).⁴

When provided space and an opportunity, women-led community-based organizations, such as organizations of women with disabilities, can play a critical role in supporting humanitarian actors to effectively incorporate the concerns of women and girls with disabilities in protection strategies and to mitigate risks to them and their communities.⁵ For example,



representative women's organizations can participate in meetings held at the local and national levels to advocate for the inclusion of women and girls with disabilities in services and assistance. Consultations by the Women's Refugee Commission (WRC) with organizations of women with disabilities underlined the interest and need to expand and strengthen knowledge, networking and alliances in order for these groups to meaningfully engage in humanitarian processes at global, regional and national levels.

Working in partnership with regional networks of women with disabilities, the WRC has developed a Facilitator's Guide for training, entitled **Strengthening the Role of Women with Disabilities in Humanitarian Action**. Designed for women leaders of organizations of persons with disabilities (DPOs), this Facilitator's Guide helps provide training to members, colleagues and/or partners. It is intended to enhance the capacity of women with disabilities to effectively advocate on women's and disability issues within relevant humanitarian forums at national and regional levels by:

- **increasing understanding of the humanitarian system**
- **helping participants identify gaps and opportunities for inclusion of women and girls with disabilities within the humanitarian system**
- **developing advocacy plans to strengthen their inclusion**

What to keep in mind when using the Facilitator's Guide:

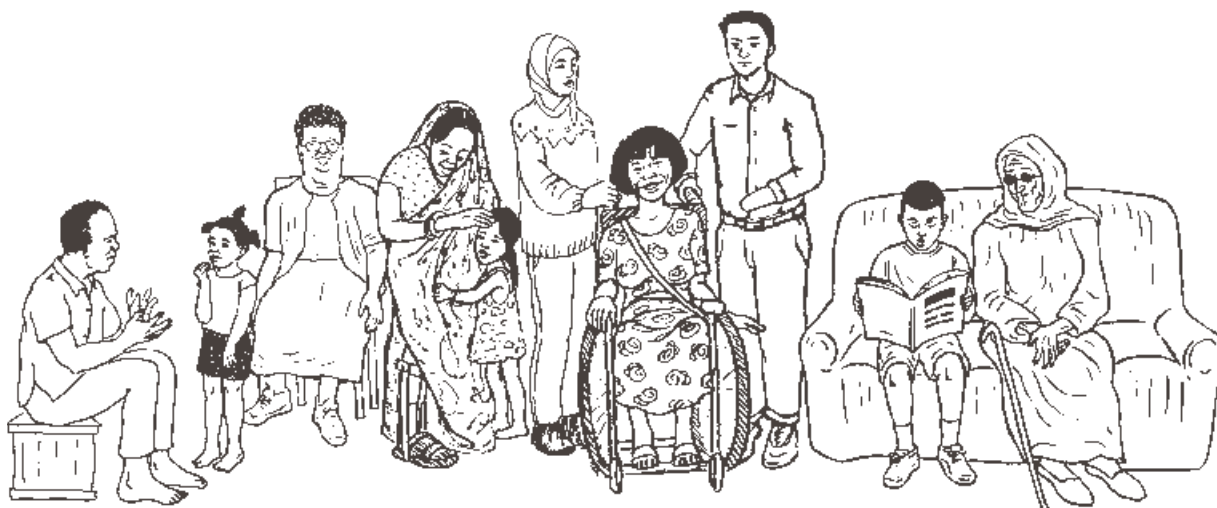
- 1.** We think this training module is most effective when carried out alongside capacity development related to gender equality and disability rights. It helps women with disabilities analyze how dominant and patriarchal power structures and disability factors can prevent their full access to and participation in society, and it positions the effects of humanitarian crises within these pre-existing narratives.
- 2.** This guide was developed in consideration of participatory training methods to promote active and experiential adult learning.⁶ Participatory training is best facilitated in an environment which:



- encourages people to be active
- promotes and facilitates people's discovery of personal meaning
- recognizes people's right to make mistakes
- accepts differences
- tolerates ambiguity
- encourages openness, self-respect and mutual respect
- is a cooperative process
- encourages peer-ship among learners

3. Activities are mostly designed to be appropriate for persons with various types of disabilities. Otherwise, some suggested adaptations for participants with different types of disabilities are included in the guide. However, every individual will have different needs, and organizers should consult directly with participants, before and throughout the course of training, about how to best support their learning needs. For some sessions, PowerPoint slides have been developed, but alternative modes of presentation should be considered for participants with visual impairments.

4. As with any global-training resource, this Facilitator's Guide should be adapted for the local context. Humanitarian actors and UN agencies operating in the country might be better positioned to indicate the most reliable, up-to-date resources on the humanitarian situation in a country.⁷



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SESSION 1

 60 minutes

Introducing Humanitarian Issues– Setting the Stage

Activity 1.1: Protection simulation with balloons⁸

Purpose of this activity

- Introduce humanitarian crisis as a simulation and present key concepts
- Share previous experiences from the group on humanitarian issues

Resources required

- “Rights & Resources” tags (see preparation + Annex 2)
- 20 balloons filled with air

Preparation

1. Cut out Rights & Resources tags, fold them in half with the text hidden on the inside, punch a hole in the corner and tie a string through the hole long enough to tie the tags around people’s hands or necks like the photo on the side
2. Blow up 20 balloons, and tie or tape them to one corner of the room.

Adaptation note: for participants with visual impairments, place one or two small paperclips inside the balloons as they are being blown up so that participants can hear the balloons as they move.

Methodology

- Group simulation
- Roundtable discussion



Facilitator's notes:

This session is meant to serve as an icebreaker while also helping participants to start thinking about what happens in a humanitarian crisis.

- In any emergency, there will be (i) **affected persons**, (ii) **perpetrators**, (iii) **protection actors/aid agencies** and (iv) **external actors/observers**.
- Every affected person possesses **rights, assets, and resources** that are at stake during an emergency and can be violated by perpetrators, but also assets and resources are something that can be used to protect themselves and their communities.
- For persons with disabilities, and women and girls with disabilities in particular, discussions should highlight the barriers they might face during a time of crisis, as well as affirm the valuable experiences and perspectives that participants (as women with disabilities) already have that can contribute to humanitarian action.

Process:

1. Set up the room according to the instructions mentioned above. Place the inflated balloons in one corner of the room and hold on to the Rights and Resources tags, with strings attached, until it's time to give them out.
2. Divide participants into four groups. Ask each group to move to a different corner of the room. This is easiest if

facilitators use the existing table groups where participants are seated. Explain that each group will be given limited or no information and must act according to that information, as soon as they receive further instructions.

3. Give each group the following instructions:

- **Group 1:**
Advise them to step outside the room, taking their pens with them, and await further instructions.
- **Group 2:**
Advise them to move to the corner of the room where the balloons are located. Give all the Rights & Resources tags with the string loops attached to Group 2. Ask each member to take a handful of tags and hang or tie the tags on their arms or wrists, or around their necks. Advise them not to open the tags but to ensure that the tags and the balloons are safe.
- **Group 3:**
They must do everything they can to keep the people with the balloons and the tags safe.
- **Group 4:**
Ignore Group 4. Do not provide any information or instructions to Group 4.



4. To start the exercise, return to Group 1 and ask them to enter the room. Instruct them to burst or pop as many balloons and grab as many paper tags as possible *without touching anyone*.

5. Depending on how the situation unfolds, allow the game to continue for a few minutes, then call a stop to it. Facilitators ask participants to keep any balloons or paper tags that they managed to grab or save and return to their seats in their groups.

6. Facilitate a plenary discussion, asking each group to explain who they think they were representing in the game and what they experienced.

- Explain that the balloons represented lives and the paper tags represented **rights, assets and resources**.
- Explain that the four groups represented **(i) affected persons, (ii) perpetrators, (iii) protection actors/aid agencies and (iv) external actors/observers**.
- Ask each group to explain what happened from their perspective. What happened to them? What did they try to do? Was there anyone trying to assist them? How did they feel? Depending on the group, ask them to point out who they thought the other groups were? How might this situation be different for women, men, girls and boys with disabilities?

- Ask the perpetrators how many balloons they burst and how many tags they retrieved. Ask them to open the tags and read out the assets and resources they managed to take from the victims. This loss of rights and resources highlights the vulnerability of the affected persons following a crisis.
- Ask the victims how many balloons they managed to save, and how many tags they have remaining. Ask them to open the tags and read out the assets and resources they still possess, even though they have experienced a major crisis. This highlights the existing capacity for protection that remains with the vulnerable community: no matter how devastated, they still have some capacities and resources for self-protection.
- To conclude the plenary discussion:
 - explain that the exercise is meant to simulate what often happens in a humanitarian crisis
 - ask the women for examples they may have from their own experiences in humanitarian action
- Close this session by highlighting that the women already have valuable experiences that they can share and others can learn from in the training today. Women and girls with disabilities may face unique concerns in a humanitarian crisis, but they also bring valuable perspectives and experience!





Activity 1.2: Vision for the future

Purpose of this activity

- Brainstorm about the changes that they, as women with disabilities and leaders in our communities, would like to see in humanitarian action in our countries
- Clarify objectives for the day

Resources required

- Flip-chart stand, flip chart
- Markers

Methodology

- Circle activity

Process:

1. Ask participants to relax, sit in a comfortable position, close their eyes and breathe deeply and comfortably.

2. In this relaxed position, ask participants to think about the simulation that just happened and the experiences of women with disabilities who might have been affected by a humanitarian crisis. Ask participants to stay in this position and reflect for a few minutes. Ask them to think about what change they would like to see in their world in 10 years. Inform participants that they will be sharing their thoughts with the group.

3. After a couple of minutes, ask participants to open their eyes. Begin the process yourself by saying, “In 10 years, I would like...,” then describe one or two concrete and positive changes you would like to see in society or in your community and/or family.

4. The person next to you should continue by saying, “And I would like to see...” and then describe one or two specific, positive changes important to her for society, her community, and/or her family. Continue with the next woman in the circle and the one after, until everyone has spoken.



5. Ask the participants:

- Which changes do you want to address the most? Which issues do you want to address first?
- Which changes seem doable in the proposed time? Which seem unrealistic in the proposed time?
- Which changes might be hindered by a humanitarian crisis?

Clarify the learning objectives of the day

Then clarify the learning objectives for the training, which are to:

- increase understanding of the humanitarian system
- identify gaps and opportunities, within the humanitarian system, for inclusion of women and girls with disabilities affected by crisis
- develop advocacy plans to strengthen the inclusion of women and girls with disabilities affected by crisis or conflict



SESSION 2

The Humanitarian System and Processes

This session is the most content-heavy component of the module, and may be accompanied by a PowerPoint presentation (refer to Annex 3 in separate attachment). You may also choose to have an assistant or volunteer write some of the key definitions on a flip chart for you in advance.

 15 minutes

Activity 2.1: Definition and types of humanitarian crises

Purpose of this activity

- Define humanitarian crisis, the different types of crises

Resources required

- PowerPoint slides (Annex 3) + video projector or flip chart/flip-chart stand
- Tape
- Markers

Preparation

The room will need to be set up for video projection if PowerPoint slides are being used. If flipcharts will be used, facilitators might want to save time by writing out the definitions in advance

Methodology

- Presentation and discussion

Facilitator's notes:

- *Definition of a humanitarian crisis:* an event or series of events that represents a critical threat to the

health, safety, security or well-being of a community or other large group of people, usually over a wide area.⁹



- *Types of humanitarian crises* include:
 - *natural disasters*, which can be geophysical (e.g., earthquakes, tsunamis and volcanic eruptions), hydrological (e.g., floods, avalanches), climatological (e.g., droughts), meteorological (e.g., storms, cyclones) or biological (e.g., epidemics, plagues). One real-life example is the 2004 Indian Ocean earthquake and tsunami.
 - *man-made emergencies*, such as armed conflicts, plane and train crashes, fires and industrial accidents. An example is the 2010 BP oil spill off the coast of Louisiana in the United States, caused by a deepwater gas explosion on an oil rig.
 - *a complex emergency*, which is defined as “a humanitarian crisis in a country, region or society where there is total or considerable breakdown of authority resulting from internal or external conflict and which requires an international response that goes beyond the mandate or capacity of any single agency and/or the ongoing United Nations country program.”¹⁰ The Syrian crisis is considered a complex emergency. (Descriptions of examples are on PowerPoint slides 3-6).

Process:

1. Ask the participants to reflect back on Session 1. What types of humanitarian crises have participants experienced?

Write these on the flip-chart paper.

2. Briefly present the definition of humanitarian crisis and the different types of crises. *Show slides 2 to 6.* Elicit examples from participants about real-life examples of humanitarian crises they are aware of.
3. Explain that the numbers of people displaced by conflict, wars and persecution are at its highest level—65.3 million in 2015—and are increasing at an accelerated rate, due to three major factors: large-scale conflicts are lasting longer, such as those in Somalia and Afghanistan; new or reignited conflicts occur more often, such as those in Syria, South Sudan and the Central Africa Republic; the return and reintegration of refugees and internally displaced persons is decreasing, leaving a great many people in limbo.¹¹ Thus, this training focuses on *conflict-driven emergencies*.
4. Emphasize that a humanitarian crisis can affect women, men, girls and boys with disabilities in different ways. As examples, women and girls with disabilities may experience greater gender-based violence because of their disability and gender. Men with disabilities may experience loss of livelihood due to their displacement. Boys and girls with disabilities may not be able to attend school in their new environment after having to flee violence or conflict.





30 minutes

Activity 2.2: Humanitarian objectives and principles

Purpose of this activity

- Understand humanitarian objectives and principles

Resources required

- PowerPoint slides or flip-chart stand and flip chart
- Tape
- Markers

Preparation

The room will need to be set up for video projection if PowerPoint will be used, or if using flip charts, facilitators might save time by writing out some key definitions in advance

Methodology

- Presentation and discussion

Facilitator's notes:

Humanitarian action is guided by **principles** and **standards** of behavior that all humanitarian organizations commit to abide by.¹² The most foundational are mentioned here.

- *The Humanitarian Imperative* takes precedence to ensure that all actions are designed to prevent or alleviate human suffering.¹³
- *Humanity*: human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and ensure respect for human beings.¹⁴
- *For example*, a violation of the humanity principle occurs when a state denies humanitarian aid to a particular community because they are seen to be supportive of a political group that opposes the government. This violates the principle that everyone has a right to humanitarian aid.
- *Impartiality*: humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no adverse distinction on the basis of nationality, race, gender, disability, religious belief, class or political opinion.¹⁵



This principle includes both being needs-based (where resources are not sufficient, priority is always given to those most affected) as well as the *principle of non-discrimination* (no one should be discriminated against based on their sex, age, disability, ethnicity, identity, etc). The state is responsible in ensuring that aid is delivered in an impartial way.¹⁶

- For example, a service provider denying reproductive services for a woman with disability because of her disability is a violation of the principle of impartiality and the principle of non-discrimination.
- *Independence*: humanitarian action must be autonomous from the political, economic, military or other objectives that any actor may hold with regard to the areas where humanitarian action is being implemented.¹⁷
 - For example, humanitarian organizations that accept funds from a donor that has political or economic interests in the intervention can be seen as lacking independence.
- *Neutrality*: humanitarian assistance should be provided without engaging in hostilities or taking sides in controversies of a political, religious or ideological nature.¹⁸
 - For example, if a humanitarian actor brings assistance to populations in

areas controlled by only one of the opposing sides in a conflict, this can be perceived as a demonstration of political support.

Process:

1. Split participants into smaller groups (or just ask each table to work together). Ask them to discuss what the objective of humanitarian action is. What are we trying to achieve in humanitarian action? Each group should agree on one or two objectives to present back to the plenary group.
2. Go around to each group and report back on what was the agreed objectives. If it wasn't mentioned, explain that the primary motivation of any response to a crisis is to save lives, alleviate human suffering and support the right to life with dignity. Explain that this is called the **Humanitarian Imperative** and it's the first article in the Code of Conduct of the Red Cross, which means that this principle comes first before all else. *Show slide 7.*
3. Ask participants if they are familiar with humanitarian principles and ask them to identify some. Explain that humanitarian principles are grounded in human rights and reflect shared core values and standards of behavior by humanitarian agencies and the people working for them.



4. *Present slides 8-12.* Explain that there are a number of **humanitarian principles** but the most commonly agreed upon are:

- a.** *Humanity:* the right to receive humanitarian assistance and to offer it, which should be enjoyed by everyone. This is the Humanitarian Imperative, as explained in the facilitator's notes.
- b.** *Impartiality:* acting on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or political opinion, among other factors, including disability.
- c.** *Independence:* action must be autonomous from the political, economic, military or other objectives that any actor may hold with regard to areas where humanitarian action is being implemented.
- d.** *Neutrality:* humanitarian organizations should not take sides in hostilities or disagreements that involve politics, race, religion or ideology. Action cannot favor any side of an armed conflict.

5. Ask participants to share examples of these different principles in their own work. Some possible examples are included in the facilitator's notes.

6. Highlight that at least 600 humanitarian organizations have signed a code of conduct to this effect and/or have incorporated these principles in the charters or codes of conduct of their respective organizations.¹⁹ Many times, newly hired staff members are asked to sign a document to attest that they are bound by these codes of conduct while working for the organization. Emphasize that these principles, and the organizations that abide by them, are what make a response to an emergency **humanitarian** in nature.

Humanitarian principles can be difficult to fulfill in reality, as gaining access to affected populations sometimes means working in areas that are controlled by armed forces engaged in a conflict. These are, however, the standards that organizations strive to uphold, and we should always identify and mitigate any threats to these principles in our work.

7. Close by asking participants to brainstorm about why humanitarian principles might be important to their work with women and girls with disabilities affected by crisis.





45 minutes

Activity 2.3: Protection mainstreaming²⁰

Purpose of this activity

- Introduce participants to the concept of protection mainstreaming, its key elements and the importance and benefits of a protection-mainstreaming approach

Resources required

- PowerPoint slides (Annex 3) or flip-chart stand and flip chart
- Tape
- Markers

Preparation

The room will need to be set up for video projection if PowerPoint is used (slides 13-17). If using flip charts, save time by preparing some flipcharts with key definitions in advance. If the protection mainstreaming video will be played, it might be helpful to have the YouTube link pre-loaded. It may also be useful to use speakers.

Adaptation note: for hearing-impaired participants, please be sure that sign-language interpretation is happening at the same time. Otherwise, have another laptop with an Internet connection available. Once you load the YouTube video page (<https://youtu.be/W01dgbxpyOU>), click the “...more” icon to find the “TRANSCRIPT” link. Click on this and the live transcription of the video will appear underneath.

Methodology

- Presentation and discussion



Facilitator's notes:

- **Protection** is “all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e., human rights law, international humanitarian law, refugee law).”²¹
- **Protection mainstreaming** is the process through which fundamental human-rights principles, including *non-discrimination, meaningful access to services and assistance, and safety and dignity*, are recognized and realized in program design and implementation.²²
- All humanitarian actors and sectors of humanitarian intervention have a duty to mainstream protection because they are bound by humanitarian principles.
- Elements of **protection mainstreaming** include:
 - *Prioritizing the safety and dignity of affected populations*: the safety of affected populations should always be the first concern in humanitarian action. But being safe is not enough if people do not have their dignity; people need to feel valued and have a sense of self-respect. Prioritizing safety and dignity also entails reducing risk and ensuring that humanitarian action “does no harm.”²³



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- *Non-discrimination and meaningful access to assistance and services:* programs should ensure that all people have a meaningful opportunity to attain their rights by accessing available services and assistance. Conflict and divisions within society often emerge from discrimination resulting in one group being unable to access services. Vulnerable individuals may face more challenges in accessing services or face discrimination within the community in which they live. Such barriers exist in many different forms, including logistical, social/cultural, lack of security, and a lack of information on services available.²⁴
- *Accountability:* the process of using power responsibly and taking account of, and being held accountable by, different stakeholders, primarily those who are affected by the exercise of such power.²⁵
- *Participation and empowerment:* ensuring that beneficiaries of programs are actively involved or even take full control of the humanitarian intervention. As well as receiving information, people have the right to participate in decisions that affect them. Special attention must be paid to ensure the participation and consultation of the most marginalized members of society, who are often excluded from decision-making processes.²⁶

Process:

1. Ask participants if they understand the term “protection.” And what about “protection mainstreaming”? Present and go over the definition of both concepts *as per slide 13*.
2. Emphasize that humanitarian actors, regardless of which organization or type of service they are providing, should be mainstreaming protection in their work. As discussed in the previous session, all humanitarian actors are obligated to respect humanitarian principles and therefore have a duty to be sure that protection is mainstreamed.
3. Go over the key elements of protection mainstreaming. Show this video produced by the Global Protection cluster (available on YouTube), which illustrates what protection mainstreaming is and the obligation for humanitarian organizations to incorporate protection principles in their work:
<https://youtu.be/W01dgbxpyOU>.
The video is approximately 3.5 minutes.
4. To review, ask participants what the key elements of protection mainstreaming are, as shown in the video. And ask them to describe them. *Show slides 14-17* or present the definitions on a flip chart.
5. Close by asking participants what protection mainstreaming means for their work with women and girls with disabilities affected by conflict.

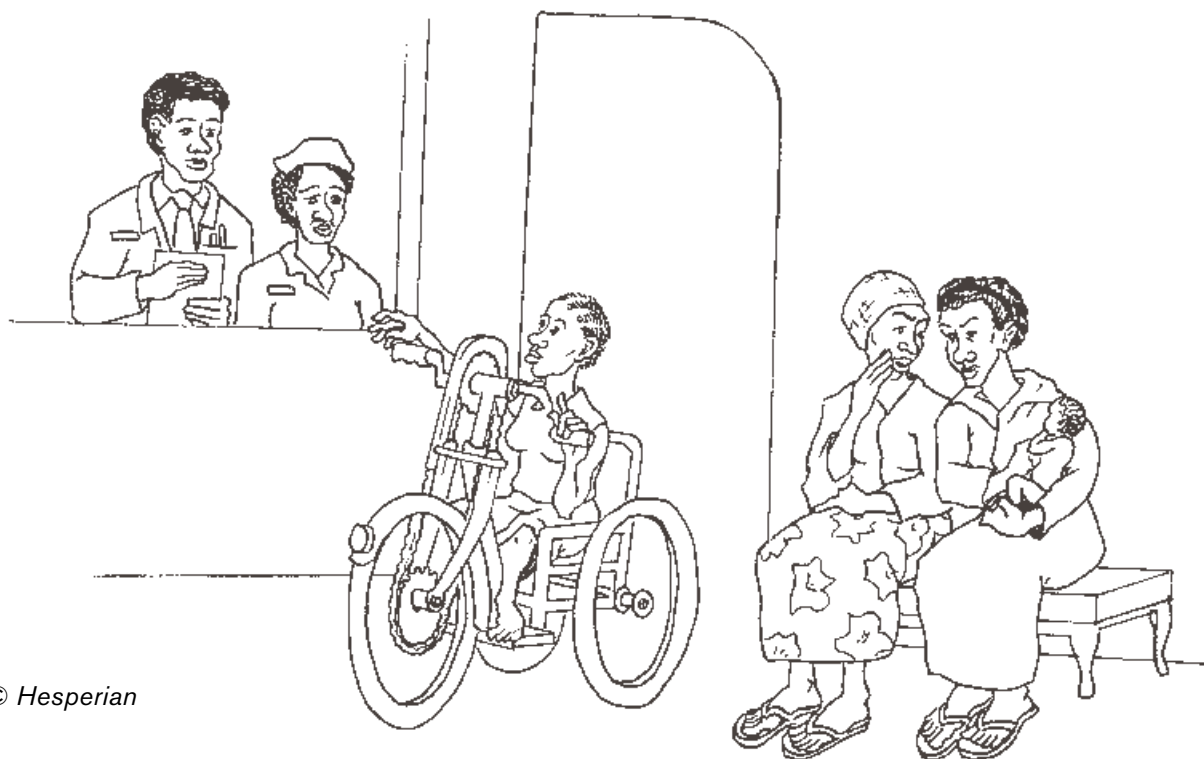


The following are a sample of different responses. Make sure to point out some of these if they are not raised by participants.

- Since women and girls with disabilities might face greater risks due to the conflict, including violence and exploitation, GBV actors should make special effort to reach out to them to ensure they are targeted for violence-prevention and response activities in order to **prioritize their safety and dignity as well as ensure non-discrimination and meaningful access to services and assistance.** However, by targeting women and girls with disabilities, this should not cause tensions within the community but

act in wider consultation with the community so as to ensure that actors **“do no harm.”**²⁷

- Women and girls with disabilities might have less access to services and assistance, or the services and assistance provided might not be appropriate for their needs. If this is the case, women and girls with disabilities should be provided an opportunity to complain and offer feedback to humanitarian actors. In turn, humanitarian actors should consult with them to ensure that the services and assistance provided are appropriate for their needs. This is consistent with ensuring **accountability and participation and empowerment.**



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30 minutes

Activity 2.4: Mapping humanitarian stakeholders

Purpose of this activity

- Identify key stakeholders in humanitarian action

Resources required

- Flip-chart stand, flip chart
- Tape
- Various colored markers

Preparation

The stakeholders diagram can be printed out in advance as a handout, or facilitators can also draw out the diagram on flip chart before or during the course of the discussion. A slide with the diagram is also included in the PowerPoint Annex 3 (slide 19).

Methodology

- Presentation and discussion

Facilitator's notes:

- *Stakeholders in humanitarian emergencies* include:
 - affected populations (women, men, girls and boys with different needs, vulnerabilities and capacities who are affected by disasters, conflict, poverty or other crises at a specific location)
 - UN humanitarian agencies
 - national NGOs, including national Red Cross and Red Crescent societies
 - host governments
 - donors
 - humanitarian arms of regional intergovernmental organizations
 - International Committee of the Red Cross (ICRC)
 - international NGOs



- *Affected communities and populations in humanitarian crises* can be refugees or internally displaced persons (IDPs).
- A *refugee* is defined as a person who has been forced to flee his or her country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, he or she cannot return home or is afraid to do so. War and ethnic, tribal and religious violence are leading causes of people fleeing their countries.²⁸
- An IDP is defined as a person who has been forced to flee his or her home for the same reason as a refugee, but remains in his or her own country and has not crossed an international border.²⁹
- **Women and girls** have less social power and influence, control of resources and participation in public life as a result of socially determined gender roles and structural inequality between men and women. Women and girls *with disabilities* face intersectional discrimination on the basis of gender and disability, among other factors, adding further barriers to their access to services and assistance and participation society. In a humanitarian

setting, these pre-existing conditions for women and girls with disabilities will be further exacerbated if they are forcibly displaced, and related factors include the breakdown of social networks and increased basic and material needs.

- Depending on the particular crises, some of these stakeholders might have greater or lesser roles or presence. Organizations of women with disabilities can be either national NGOs or regional/international NGOs.

Process:

1. Draw a circle on flip-chart paper with **“Affected Communities”** written in the middle.
2. Ask participants: Who is part of the affected community? What groups make up the affected population? Participants will probably mention men, women and children. Ask about groups that might be hidden in the community, such as adolescent girls, survivors of violence, persons with different types of disabilities, caregivers, LGBTI individuals. Write these on the flip-chart paper in the circle.
3. Explain that affected communities and populations can be categorized as **refugees** or **internally displaced persons (IDPs)**. Explain the difference as presented in the facilitator's notes above and on *slide 18*.



4. Highlight that the affected population is made up of people who will have different levels of status and power in the community, and therefore different access to assistance and protection in a humanitarian crisis. They also play different roles in humanitarian action, with some taking on leadership roles and representing the affected community in consultations with humanitarian actors.

5. Ask participants: How are status and power different for women and men, and how about for women with disabilities? How might this affect their role in humanitarian action?

6. Now ask participants: Who else is involved in humanitarian action? Participants will probably mention the names of UN agencies, international and local NGOs, civil-society organizations, local and national government offices, donors, etc. Write these on the flip-chart paper around the circle that represents the affected population.

7. Share diagram 1 representing the humanitarian actors, highlighting the diversity and range of actors engaged as a slide or as a handout or pictured as *slide 19*.

8. Go over the various stakeholders as listed in the facilitator's notes. Provide some explanations as to who some of the stakeholders might be, such as national NGOs, UN agencies, etc. Also go over other stakeholders pictured in yellow including diaspora groups or military forces. Explain that in different contexts, different stakeholders and actors can play greater or lesser roles. Ask participants for examples they might be aware of how or why this might be true.

9. Emphasize as well that certain groups highlighted in yellow in the diagram, such as some religious institutions, private-sector entities, etc., may have a role in responding to humanitarian situations, but emphasize that humanitarian response is not the *main function* of these groups and they might not necessarily abide by the various humanitarian principles.



Diagram 1: Humanitarian stakeholders map



Source ALNAP³⁰

10. Close this session by emphasizing that it's the responsibility of all stakeholders to work together to ensure that the needs of affected communities are addressed.

Ask participants where organizations of women with disabilities fit within this diagram of stakeholders. They will likely be among the national NGOs.





60 minutes

Activity 2.5: Mapping the humanitarian program cycle

Purpose of this activity

- Understand the elements of a humanitarian program cycle (HPC) and the different activities that can occur within a cycle

Resources required

- Flip-chart stand, flip chart
- PowerPoint slides, laptop + LCD projector
- Tape
- Markers
- Humanitarian scenario card set (per Annex 4)

Preparation

PowerPoint slides 20-26 include some key definitions as per the facilitator's notes. The facilitator will also need to prepare the humanitarian scenario cutout cards in advance. Refer to Annex 3.

Adaptation note: for participants with visual impairments, consider the following options:

- Share the PowerPoint slides and scenario exercise in soft copy, so participants can follow along on their screen readers, but make sure the text content is taken out of the boxes
- Have the exercise printed in Braille
- Partner visually impaired participants with participants who are able to read the cards together so they can work through the activity together

Methodology

- Presentation and discussion
- Group work



Facilitator's notes:

Elements of the **Humanitarian Program Cycle (HPC)** include:³¹

a. Coordination: in a humanitarian context, coordination involves bringing together humanitarian actors to ensure a coherent and principled response to emergencies. The aim is to assist people when they most need relief or protection. Effective coordination underpins all elements of the HPC. In emergencies that involve refugees, UNHCR leads the coordination of the humanitarian response, while in other contexts OCHA will be the lead agency, coordinating the response with the Humanitarian Coordinator who is responsible for leading the efforts of all UN and non-UN humanitarian organizations.³²

b. Needs assessment also involves analysis and planning:

- *Needs assessment* provides the data for humanitarian-response planning, including the numbers of the target population, the staffing and the funding requirements. Assessments are coordinated, carried out jointly and shared with all humanitarian stakeholders working in a particular region or country.
- *Analysis* of the needs, vulnerabilities and capacities of affected people is also undertaken. This analysis is based on existing information and on needs assessments, as referenced in

the facilitator's notes. UN agencies, humanitarian organizations, national authorities and community representatives participate in the data collection, and then identify and agree on the immediate needs and issues. Every organization involved in the response applies these findings to their programming.

- *Response planning* is based on the findings of needs assessments and analysis. Strategic objectives and priority activities are developed, and include the partners involved in implementation and the funding requirements. The planning process should be done in consultation with the government, development actors, civil society and affected people. A response plan is disseminated broadly among humanitarian responders to guide programming, project planning and resourcing. Every humanitarian emergency will have a response plan developed on a yearly or multi-year basis; some cover several regions, such as the Refugee and Resilience Plan for the region responding to the Syrian crisis.³³

c. Resource mobilization: This is about fund-raising for the humanitarian response, as outlined in the humanitarian response plan. A “flash appeal” may be issued, which provides an overview of urgent life-saving needs. Pooled funding mechanisms



(including any country-based pooled funds) are developed to raise funds in accordance with the top priorities set in the humanitarian response plans. Pooled funds are multi-donor humanitarian financing mechanisms and are managed by OCHA at the country level under the leadership of the Humanitarian Coordinator. Donor contributions to each country-based pooled fund are not earmarked and are allocated by the Humanitarian Coordinator through an in-country consultation process.³⁴

d. Implementation and monitoring, plus evaluation: This is a continual process to ensure that humanitarian

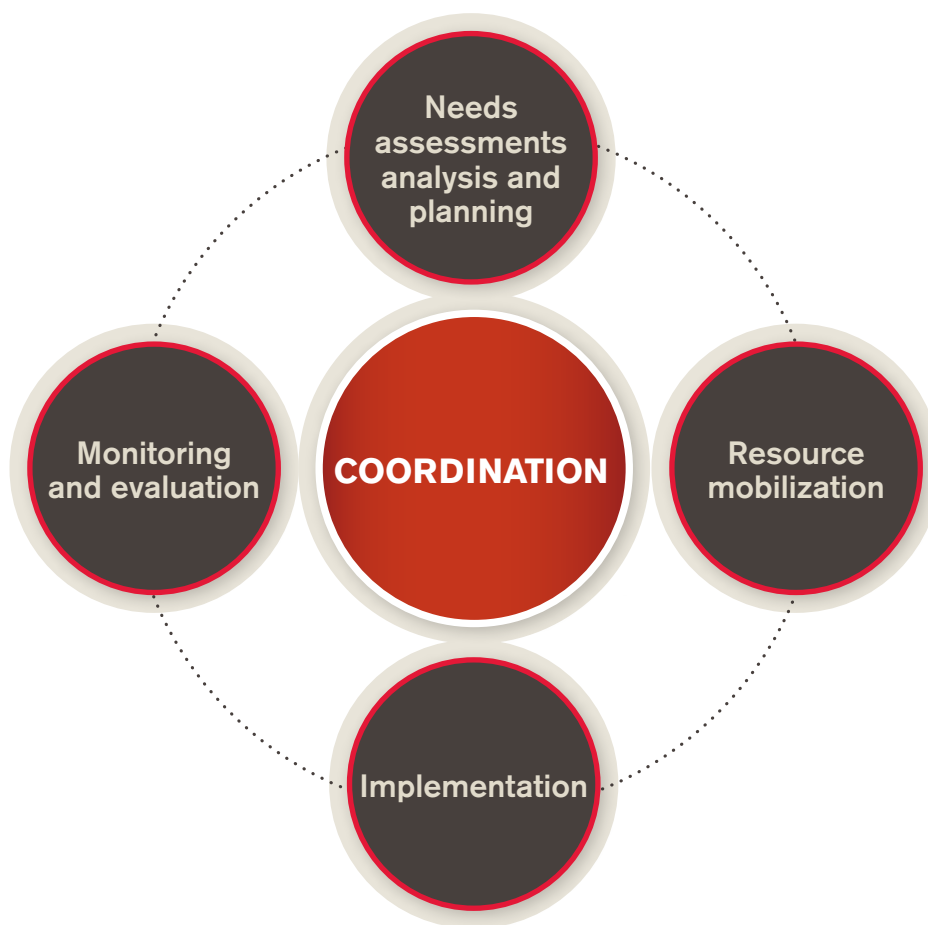
actors have the evidence to adopt short- and long-term strategies. It helps ensure that organizations involved in the response remain accountable to affected people, national authorities, donors and the general public.

Process:

This session is built around a humanitarian scenario exercise (see Annex 4).

1. Take signs from the Headings from Humanitarian scenario card set and stick them around the room as per the below example or as pictured on slide 20.

PREPAREDNESS EMERGENCY RESPONSE EARLY RECOVERY



2. Explain that in a humanitarian crisis, there are different phases around which we organize and operate, and they might look familiar because they resemble a project-management cycle. Read the below elements out loud as they are posted on the wall, and ask participants if they are able to describe what these entail:

- needs assessment, analysis and planning
- resource mobilization
- implementation
- monitoring and evaluation.³⁵

(definitions are also included in slides 21-26)

3. Explain that there will also be **coordination** of stakeholders across all of these phases. Read out loud the emergency scenario (have a few print-outs handy so that participants can also read along at the same time). In this activity, we are going to talk about the types of activities that happen across a humanitarian response. (See Annex 4 for the humanitarian scenario.)

4. Split participants into smaller groups or pairs, and give them each a selection of cards from the Humanitarian Activities card set. Ask participants to read their activity, and stick them on the wall under the phase in the humanitarian cycle to which they apply.

5. Move around the room, discussing the different activities listed under each cycle. Clarify any that may be confusing and/or that may cross over more than one phase.

6. Ask participants to think about different activities that are not listed on the cards but that relate to gender or women and girls and that might also take place under the various elements. Below is a sample of various responses.

7. Needs assessment: protection actors can carry out focus-group discussions with women and girls, including those with disabilities, to find out what kind of protection concerns they might have and to make recommendations that inform the design of their programs.

- Implementation: health actors make sure that women and girls with disabilities are targeted for the provision of sanitary materials and hygiene kits.
- Resource mobilization: education actors conduct home visits to register children with disabilities for school.



Activity 2.6: Coordination mechanisms

Purpose of this activity

- Identify the main coordination mechanisms

Resources required

- Flip-chart stand, flip chart
- Tape
- Markers
- Sticky notes

Preparation

To illustrate the different sectors and what they do, print out the various logos for the clusters or sectors in advance. Otherwise, an assistant can draw what these look like on a flip chart as they are being discussed. For sample cut-out logos of clusters, refer to Annex 5.

Adaptation: for visually impaired participants, be sure that facilitators describe what these logos look like. For example, the shelter logo looks like a house with a roof, as shown on the left.



Methodology

- Presentation and discussion
- Group work

Facilitator's notes:

- Coordination involves humanitarian actors (both UN and non-UN) working together in order to avoid gaps and duplication in assistance to affected communities and provide a clear point of contact to ensure an accountable and appropriate humanitarian response.
- In a humanitarian crisis, the coordination system is organized around **clusters** or **sectors**. Both clusters and sectors bring different UN and non-UN actors that provide the same service or assistance together in the same sectors of humanitarian intervention. Clusters or sectors include, but are not limited to, health, shelter,



water and sanitation, education, food, livelihoods and protection. The clusters or sectors that are active in a country or response will depend on the priority needs identified.

- In refugee situations, UNHCR usually takes the overall lead in coordinating the sectors, which are organized into “sector working groups.” In other types of humanitarian emergencies, the **cluster system** is under the overall leadership of UN OCHA. In complex emergencies or “mixed situations,” where both refugees and host populations require assistance, a shared leadership model has been developed, with OCHA and UNHCR in the lead.³⁶
- Gender should be mainstreamed across a humanitarian response and is often coordinated through a gender theme group, such as the gender-based violence (GBV) sub-working group/cluster. Such groups are often established under the protection sector/cluster. To ensure that gender mainstreaming takes place, a gender adviser may be deployed. The Gender Standby Capacity Project (GenCap) also has advisers who can provide support and help ensure a gender-sensitive and equal approach to humanitarian operations.³⁷ In a refugee or IDP response, UNHCR, UNFPA and the international NGOs leading the gender-based-violence response can also be good points of contacts for civil-society organizations.

Process:

1. Introduce this last activity: as coordination crosses over other phases of the humanitarian cycle, we want to spend some time talking about the common coordination mechanisms.
2. Ask participants as a large group to identify the sectors mentioned in the previous scenario activity. Stick the logos or icons representing these sectors on the wall as people mention them. Use logos cut out from Annex 5.
3. Ask participants as a large group about any sectors that may be missing from the case study. Post the logos or icons representing these sectors on the wall as people mention these. Ensure that health, water and sanitation, shelter, education, livelihoods, food and protection are all mentioned.
4. In the same small groups or pairs as the previous activity, ask participants which humanitarian actors were involved in the activity described. Write the answer on a sticky note, and post the actor under the appropriate sector.
5. Ask participants if they know of any actors that were not mentioned in the activity but, based on their experience, are involved in the different sectors. Be sure that relevant government ministries are listed in addition to NGO and UN counterparts.



6. Coordination is often built around sectors or clusters. Clarify the difference between a cluster and a working-group system as per the definitions mentioned in the facilitator's notes for this section.

7. While the structure of the humanitarian system will change with the context, different UN agencies, government bodies and INGOs will often take leadership roles in specific sectors. For example, UNHCR will often lead the protection cluster/working group, especially in refugee settings. In some contexts, as in Turkey, the government has taken on a very strong leadership role in coordinating the humanitarian response with NGOs.

8. As per the learning points above, ask participants if they are aware of how issues affecting women and girls are coordinated in the humanitarian system. Make sure they name at least one modality or mechanism (e.g., through the GBV task force, a protection working group, the establishment of a gender adviser). Depending on the time available, it might be good to discuss and share experiences about what kind of interaction/engagement the participants might have had with gender focal points within the humanitarian system.

9. Close by raising the following points to lead us into the next session: these mechanisms have important implications for those who are advocating on cross-cutting issues, such as women and girls with disabilities.

- Ask probing questions: What has been the role of disabled people's organizations (DPOs) within a structure like the one presented here? What sectors have they been involved with in the past? Where might there be space for DPOs in the future?
- Emphasize that it's important we understand the different sectors and stakeholders involved, and identify our allies and targets for advocacy. This will be the focus of Sessions 3 and 4 on advocacy.

Optional Activity:
Example from a Humanitarian Partner (30 minutes)

Invite a humanitarian partner (e.g., UNHCR, OCHA, Gender Capacity Advisors or another agency) to share information about their organization and the role they play in humanitarian responses.



SESSION 3

Advocacy 101— Problems and Solutions³⁸

 60 minutes

Activity 3.1: Identify & prioritize the issues

Purpose of this activity

- Identify needs and issues affecting women and girls with disabilities in humanitarian crises

Resources required

- Flip charts, flip-chart paper, marker pens, Post-it notes, colored markers

Preparation

Revisit the needs and issues/challenges identified in the Humanitarian Scenario activity (2.5); make a note of those to be discussed during the session. A sample of various responses have also been included below in the facilitator's notes.

Adaptation: ensure that visually impaired participants are integrated in groups with seeing participants, that they are supported and that a consensus is obtained during group discussions on what gets recorded on the flip charts

Methodology

- Group work

Facilitator's notes:

This session is meant to help us explore the main issues and challenges facing women and girls with disabilities

in a humanitarian crisis identified in activity 2.5, which comes before developing solutions.



Some of the **needs and challenges that women and girls** disabilities may be facing in the scenario include, but are not limited to:

Needs	Issues/challenges
<p>Specific dietary needs (e.g., different types of food for those who have difficulty swallowing).</p> <p>Safety/protection from GBV.</p> <p>Women and girls who can't move may need additional space and privacy in shelters, extra blankets and extra heating.</p> <p>Access to health care, including rehabilitation.</p> <p>Hygiene/sanitary needs, including extra water, cloth and soap for those who require assistance with personal hygiene.</p> <p>Information on sexual and reproductive health, and GBV prevention and response services.</p>	<p>Representation in decision-making processes relating to the humanitarian response (e.g., among the community leaders and/or within the cluster/working-group system).</p> <p>Overlooked in health surveys, due to stigma and discrimination.</p> <p>Not identified in registration processes for the large numbers of newly internally displaced.</p> <p>Environmental barriers in camps and settlements, which lead to isolation in homes.</p> <p>Loss of family and community-support networks</p> <p>Not prioritized for the limited food in households.</p> <p>Humanitarian actors may not recognize women and girls with disabilities as vulnerable to GBV, and therefore do not share information about this topic.</p> <p>Access to information on services/assistance in accessible formats.</p> <p>Lack of livelihoods/educational opportunities.</p>



Process:

- 1.** Explain the objectives for this session.
- 2.** Divide the participants into four small groups and ask each group to revisit the scenario and mapping from the previous session. They should think about and discuss:
 - a.** potential needs of women and girls with disabilities in the scenario
 - b.** main issues/challenges that women and girls with disabilities may face in this scenario
- 3.** Different colored Post-it notes should be used to record the needs and issues/challenges.
- 4.** The participants should decide who will be presenting their findings back to the whole group.
- 5.** For feedback, groups should remain standing and walk to each flip chart to hear each group's findings. Set a time limit of 3 minutes per group.
- 6.** With the group's agreement, cluster similar issues together so that the identified issues don't repeat.

Break for 5 minutes

- 7.** During the break, set up each of the flip charts on the wall so that they are visible to everyone.
- 8.** Hand each participant four stickers each to vote on the key issues they have just come up, and select the top four issues they would like to focus on. Come up with recommendations over the next day. When making their selections, ask participants to think about their role as organizations of women with disabilities and the actions they could take to make their solutions a reality.
- 9.** Review the top four issues, and provide an opportunity to receive feedback. How did the participants make their final selection?



Activity 3.2: Develop a problem tree

Purpose of this activity

- Identify and analyze the causes and impacts of key issues facing women and girls with disabilities in humanitarian crises

Resources required

- Flip charts, flip-chart paper, A4 paper, marker pens, Post-it notes, colored markers
- Prepared flip-chart templates of causes and impacts and a problem-tree template

Preparation

Have plenty of flip-chart paper available to distribute to groups for the causes and impacts and the problem-tree exercises. Ensure that the facilitator is comfortable with the flip-chart templates as detailed in the facilitator's notes. Keep the flip-chart copies that the groups worked on for the next exercise.

Adaptation: ensure that visually impaired participants are integrated in groups with seeing participants, and ensure that they are supported and that a consensus is obtained during group discussions on what gets recorded on the flip charts

Methodology

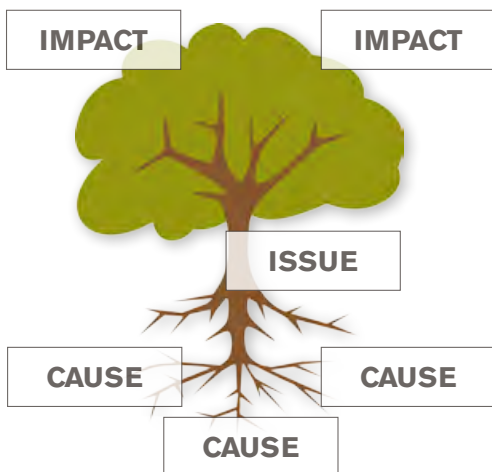
- Group work

Facilitator's notes:

- Flip-chart template of causes and impacts:

Needs	Impacts

- Flip-chart template of problem tree:



- In advocacy, **causes** are factors that lead to a particular issue or challenge.
- **Impacts** are what happens as a result of the causes.

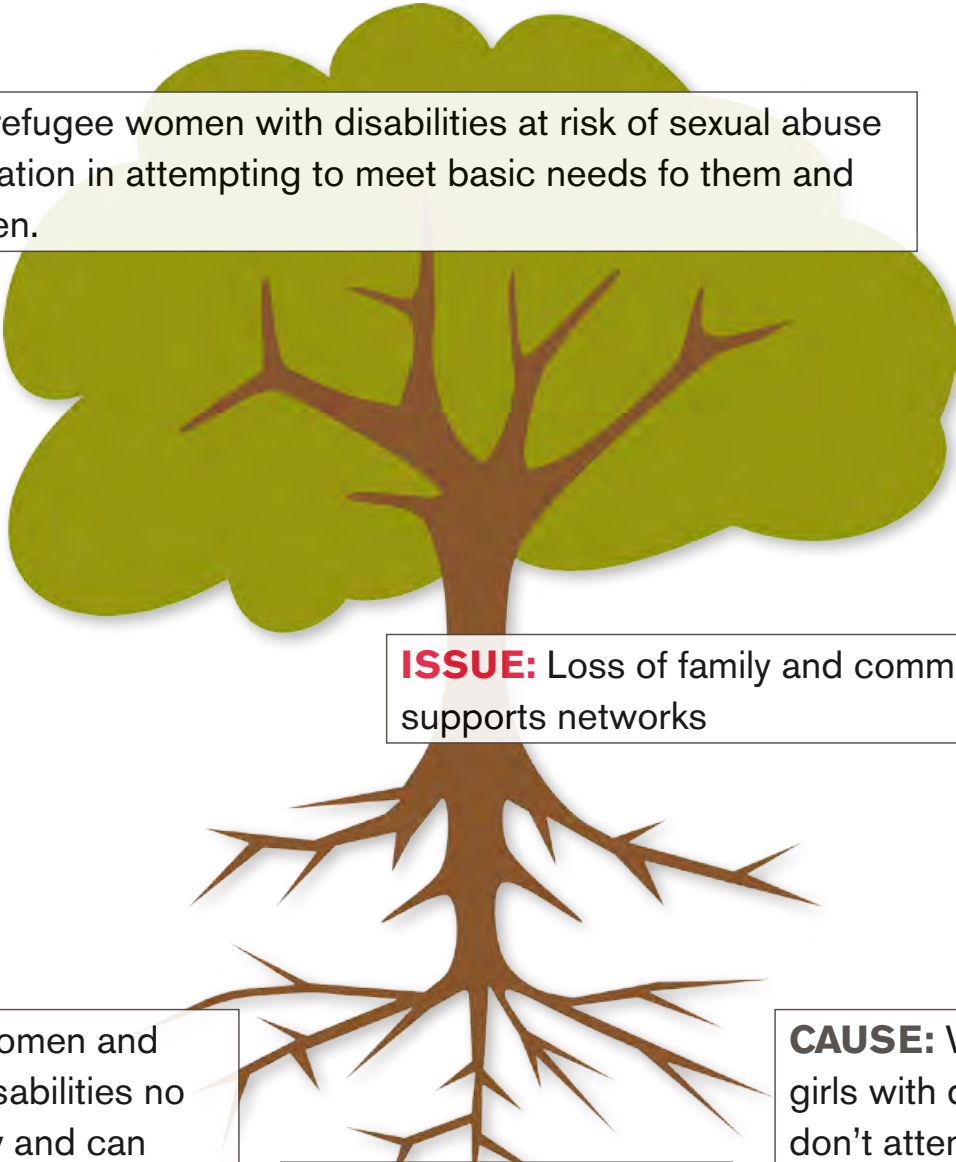
Process:

1. Staying in the small groups, explain that they will be looking more closely at the key issues identified and will be thinking about causes and impacts on women and girls with disabilities. Each group will work on one issue from the top four selected.
2. First, each group will write the issue clearly on a piece of A4 paper as a problem statement. This should be brief, clear and focused on women and girls (e.g., “Women and girls with disabilities are not...” or “Women and girls with disabilities do not have access to...,” etc.)
3. Then divide the flip chart in half lengthwise as per the Causes and Impacts table pictured in the facilitator’s notes, and discuss the following points in small groups (30 minutes):
 - **the causes or influencing factors that lead to the issue**
 - **the impacts of the issue on the lives of women and girls with disabilities**
4. Explain that participants will list the causes/influences on Post-it notes and put them on the left side, and then list the impacts on different-colored Post-it notes and stick them on the right side.

Note: to help the group identify the root causes, ask: Why does this happen? Why is this the situation?
5. Share a template of a tree on a flip chart with each group, and ask the groups to stick their issue/challenges on the trunk, the causes and influences on the roots, and the impacts on the branches.
6. See example problem tree developed from an issue identified from previous activity: Issue: loss of family and community-support networks.
7. Explain to the participants that they will need to come up with a quick and creative way to get feedback and share their problem-tree ideas with the group. Each group will have a maximum of 4 minutes for their feedback. Groups may use art or can choose to represent a different part of the tree. (20 minutes)
8. Allow time for comments and questions.



Example problem tree:



IMPACT: refugee women with disabilities at risk of sexual abuse and exploitation in attempting to meet basic needs for them and their children.

ISSUE: Loss of family and community supports networks

CAUSE: Women and girls with disabilities no longer know and can call upon their neighbors and others living in their community

CAUSE: Families have become separated during displacement

CAUSE: Women and girls with disabilities don't attend the same community meeting places as other women and girls





90 minutes

Activity 3.3: Storyboard solutions

Purpose of this activity

- Guide the process of developing solutions for issues identified in the problem-tree exercise; analyze the causes of the problems and identify the impacts of these solutions on women and girls with disabilities affected by humanitarian crisis

Resources required

- Flip charts, flip-chart paper, A4 paper, marker pens, Post-it notes, writing markers

Preparation

Have available the flip charts with the problem trees from the previous exercise

Adaptation: storytelling or short plays or dramas can be developed instead for visually impaired participants or depending on people's learning preferences.

Methodology

- Group work

Facilitator's notes:

- It might be useful to have people stay in the same groups for the storyboard exercise. Have the problem trees developed in the previous exercise available.
 - **Storyboarding** is a way of using images or frames to tell a story, like a film director preparing a movie.
- Participants may choose to come up with stories or dramas instead.
- The following template is a good way to do some advance preparatory work to initiate the storyboarding process. The following table is an example of responses based on the scenario exercise from activity 2.5.



1. Solutions

1. Women and girls with disabilities should be prioritized for family-tracing and reunification services.
2. Women and girls with disabilities need to have stronger peer networks in their community.
3. Women and girls with disabilities need to have the same access as others to community meetings.

2. Which stakeholders will you target? Are there opportunities/activities already under way in the scenario that you can take advantage of?

1. Local government and protection actors. They are currently planning strategies to handle new influxes of people, and could include identification and referral to family-tracing and reunification services.
2. GBV sub-working group. There may be some NGOs in this group that are conducting women's protection and empowerment activities.
3. Community leaders and NGOs. These stakeholders are sharing information and having meetings with the community on all kinds of topics.

3. What can we do as organizations of women with disabilities?

1. Contribute to the development of guidelines and standard operating procedures relating to identification and to family-tracing and reunification services.
2. Consult with the GBV sub-working group to ensure that the protection risks, needs and skills/capacities of women and girls with disabilities are being considered in community activities.
3. Work with local leaders and NGOs to ensure that displaced women and girls with disabilities are represented in community and peer-support groups

4. Outcomes for women and girls with disabilities affected by humanitarian crisis

Displaced women and girls with disabilities have access to appropriate family and community-support networks, reducing risk of sexual abuse and exploitation



Process:

1. Building on the problem-tree exercise, explain that we are going to think about the solutions they want to focus on, capturing their ideas on a storyboard. If participants are not familiar with a storyboard, explain that it is a way of using images to tell a story, like a film director preparing a movie.

2. In groups, discuss the following four questions (written on flip-chart paper as per the table below)

- i.** Thinking about the causes identified at the roots of your problem tree, what solutions would you propose for this issue?
- ii.** Which stakeholders will you target? Are there opportunities/-activities already under way in the scenario that you can take advantage of?
- iii.** Within our organizations, what could we as women with disabilities do to put these solutions into practice?
- iv.** If these solutions are implemented, how would they improve the lives of women and girls with disabilities?

Provide about 30 minutes to discuss the answers (see example in the facilitator's notes).

3. When they have finished discussing and taking notes, hand out A4 paper and colored pens and explain that they will be drawing their ideas for these four questions as four panels of a storyboard. Their panels can include captions or words to explain the drawing.

4. Each answer should be a different sheet of A4 paper, numbered 1, 2, 3, 4.

5. When they have finished, they can stick their sheets onto a flip chart (see table below).

4. Impacts of these solutions on women and girls affected by humanitarian crisis?

Allow about 20 minutes.

6. Gather everyone together and give each group three minutes to present back to the plenary group. Allow for questions and comments.

7. Debrief question for the group: what was easier—coming up with ideas for yesterday's problem tree or coming up with solutions today? Why?

1. Solutions	2. Which stakeholders will you target? Are there opportunities/activities already under way in the scenario that you can take advantage of?:
3. What can we do as organizations of women with disabilities?	4. Impacts of these solutions on women and girls affected by humanitarian crisis?



SESSION 4

Advocacy 101- Developing and communicating our messages

 60 minutes

Activity 4.1: Communicating our messages

Purpose of this activity

- Identify effective advocacy skills and improve understanding of what advocacy is

Resources required

- Flip charts, flip-chart paper, A4 paper, marker pens, Post-it notes, writing markers

Preparation

Before this session (perhaps the day before or during a long break):

- Identify three volunteers and give them a different topic/ solution that is connected to women and girls with disabilities affected by crisis and conflict and for which they will advocate to the rest of the participants
- Select from the solutions that were generated during the previous exercise or the previous day, to add relevance.
- Tell the volunteers that the participants will be divided into three groups for an advocacy exercise after lunch. Each group will have 3 minutes to convince the other groups of the value/ importance/usefulness of their solution before moving on to the next group. At the end of the exercise, the participants will vote for the idea or solution they think was most effectively presented (on the basis of advocacy, rather than the strength of the idea).
- Brief volunteers that they should:
 - think of convincing arguments of why their idea is best
 - come up with effective ways in which to deliver their message
 - think of ways to keep their audience's attention and get their message across in a short time.

Methodology

- Presentations by volunteers



Facilitator's notes:

- *Definition of advocacy:* a set of organized activities designed to influence the policies and actions of others to achieve change³⁹
- *Skills/qualities necessary for good advocacy:*
 - listening
 - talking persuasively
 - identifying the right people to talk to
 - finding the right information
 - analyzing information
 - presenting your views clearly
 - prioritizing which issues to focus on
 - influencing people
 - persistence
 - finding the right opportunity

Process:

Part A

(group activity—30 minutes)

1. Since we have already discussed whom we want to communicate with, explain that we now want to think about how we communicate our messages.
2. Ask for three volunteers to act as different humanitarian stakeholders. Preferably these should be stakeholders who were identified earlier in the exercise. For example:

Stakeholder 1: the Humanitarian Coordinator who is trying to raise the \$405 million required to meet current humanitarian needs.

Stakeholder 2: local authorities who are trying to identify the shelter needs of individuals and households who might be at risk in winter.

Stakeholder 3: the gender-based-violence (GBV) sub-working group who gave a presentation to shelter and food security organizations on how to safely identify and refer survivors of gender-based violence.

3. Identify three women leaders who will meet with each of these stakeholders and try to convince them of an idea to improve access to services and inclusion of women and girls with disabilities in humanitarian action. A timekeeper will clap his or her hands or signal to everyone at the end of 3 minutes that they must move on to the next stakeholder.
4. At the end of the exercise, ask the stakeholders and observers to vote on which leader made the strongest argument. Write up the three ideas (solutions on flip chart), and ask participants to put a sticker next to the



solution they are voting for. Ask them to vote based on the strength of the arguments and advocacy skills for each idea/solution advocated by the women leaders.

Part B

(large-group discussion—30 minutes)

5. While one of the facilitators is counting the votes, start the group discussion. Ask the following questions and collect a few ideas on flip-chart paper:

- a.** Why did you vote for your chosen solution?
- b.** What factors convinced you to make your choice?

6. Explain that what the women leaders were doing was advocacy.

7. Ask the following question and collect a few ideas on flip-chart paper:

- a.** What skills/qualities do you think are necessary for good advocacy?

8. If not already suggested, add the following skills to the list from the facilitator's notes from point 2.

9. Put up the flip chart with the definition of advocacy and let the group take a minute to read it. Leave space for any comments and questions.

10. Ask participants to name other prominent women's leaders they have heard of or know personally, and ask what makes them effective advocates?

11. Finish the session by announcing the final votes and thank the three volunteers for their efforts. Optional: the facilitator can have some sweets available to distribute as a prize for participants.





Activity 4.2: Deciding on core messages and recommendations

Purpose of this activity

- Practice skills and concepts related to advocacy and agree on key messages that will form the basis of their advocacy planning

Resources required

- Flip charts, flip-chart paper, A4 paper, marker pens, sticky dots or small Post-it notes, writing markers

Preparation

Take the flip charts developed from the previous sessions and post them around the room for the gallery walk.

Adaptation: have visually impaired participants paired with seeing participants so that seeing participants can describe what is noted on each flip chart and can help the visually impaired record their recommendations as well as vote for their selections with sticky dots.

Methodology

- Gallery walk
- Group work

Facilitator's notes:

If not done already, be sure that the outputs/flip charts from the previous sessions are displayed around the room to be referred to in this session. Ensure that visually impaired participants are paired with seeing participants and that the seeing participants are comfortable with helping them throughout this activity.

Recommendations made in the course of this activity can be shared in a final training report or can be taken forward in developing organization-wide advocacy plans.



Process:

- 1.** Explain that we are going to use the advocacy and communication skills already discussed, determine the core recommendations they want to share from this workshop and communicate them to a wider audience: through a report, at events and through their own advocacy conducted at national and local levels.
- 2.** Ask the group to follow you around the room for a quick recap of the main exercises that were covered over the last two days.
- 3.** Explain that we are going to divide participants into four small groups (these can be new groups or pre-existing groups) and assign a leader to each group. Divide the group into four teams.
- 4.** Explain that each team is now free to walk around and look at what they have done over the past week. They should find a space in the room or outside with their facilitator to discuss and write down their *core recommendations—the ones they think will significantly improve the lives of women and girls with disabilities affected by humanitarian crisis.*
- 5.** These recommendations should be written on flip-chart paper. Remind the group that the recommendations need to be brief and clear—no more than one or two sentences.
- 6.** Tell the group they have 30 minutes to complete this task.
- 7.** Bring everyone back to the whole group near the recommendations, post the flip-chart papers on the wall and ask for feedback from each group. Allocate 3 minutes per group.
- 8.** Explain that these recommendations will be put together in a brief that they can use for advocacy on behalf of women and girls with disabilities affected by crisis and conflict at national, regional and global levels.
- 9.** Explain that to help us select the recommendations, they will vote with sticky dots.
- 10.** Each person should be given five sticky dots. Ask them to put a dot by each of their top choices for recommendations.



SESSION 5

Closing and evaluation



50 minutes

Purpose of this activity

- Evaluate results of the training
- Affirm mutual learning by participants and facilitators

Resources required

- Post-training questionnaire
- Post-it notes, pens

Preparation

The post-training questionnaires will need to be prepared and printed out in advance.

Adaptation: for visually impaired participants, have some assistants available who can read the questions out loud and help participants fill out the forms

Methodology

- Written exercise
- Sharing

Process:

Part 1:

Post-training questionnaire (see Annex 1) (20 minutes)

Distribute the post-training questionnaire to participants, emphasizing its importance in ensuring that their feedback is documented so the training contents are improved for future participants.

Remind the participants that they don't need to put their names on the paper, but they should use the same number, symbol or picture as they did in the pre-training questionnaire.



Part 2:

Participatory evaluation: what did we learn from the other women in this workshop?⁴⁰
(30 minutes)

Have participants write their names on a small piece of paper or Post-It note, fold it in half and put it into a bowl. Have everyone, including the facilitator, pick a name from the bowl. (If someone pulls her own name, have her trade with another person.)

Make sure everyone has a sheet of paper and a pen or pencil. Ask everyone to write on top of the sheet the name of the person on their Post-It note, and then ask everyone to record the one or

two most important things learned from that person about leadership, advocacy, humanitarian experiences and engagement, or something entirely different. Take 5 or 10 minutes to do this.

Reconvene the group, and have everyone identify the woman she picked and what was learned. This should be a group-affirming activity, so let everyone take her time and share stories about each other.

Be sure to document these.



Participants at the end of a regional workshop on “Strengthening Humanitarian Action” for Women DPO leaders held in Nairobi, Kenya. © Rose Ogola/ UN Women





Annex 1: Pre- and post-training questionnaires

Purpose of this activity

- Evaluate results of the training

Resources required

- Copies of the questionnaire

Facilitator's notes:

The pre-training questionnaire is best conducted in advance of the training, giving you time to analyze the level of knowledge among the participants and adapt the training contents accordingly. It is also an opportunity to identify the experiences that participants may have and can be shared with others throughout the course of the training, as well as a way to gauge their interests and priorities in the upcoming training.

The proposed formats can be adapted/revised according to the topics or modules that were covered and what your organization decides is important to know.

Depending on the time available, organizers may wish to send the pre-training questionnaires to participants in advance to allow time to prepare and adjust content accordingly.

Explain to participants that the purpose of this questionnaire is to identify current interests, experiences and training needs. A similar questionnaire will be repeated again at the end of the training. This allows us to identify strengths and gaps that may require us to conduct further training in the future, as well as to improve the current training package.

Participants do not need to put their names on the questionnaire. They should put a number, picture or symbol on the paper—anything they like, but it must be unique to them. This will allow us to compare the pre-training questionnaire with a post-training questionnaire and determine the changes in knowledge.



I. Pre-training questionnaire format

Part 1.

1. How do you define a humanitarian crisis? Also, name at least three types of crises.

.....
.....
.....
.....
.....

2. What is the first and foremost principle in the Code of Conduct?

(Circle the right answer.)

- a. "The humanitarian imperative."
- b. "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."
- c. "Aid will not be used to further a particular political or religious standpoint."
- d. "We shall endeavor not to act as instruments of government foreign policy."
- e. "We shall respect culture and custom."

3. Identify and describe at least two humanitarian principles.

i.....
.....
.....
.....

ii.....
.....
.....
.....



4. Name at least three humanitarian stakeholders.

- i.
- ii.
- iii.

5. Put the following elements of the humanitarian program cycle in the correct order: resource mobilization / implementation / monitoring and evaluation / needs assessments, analysis, and planning

- i.
- ii.
- iii.
- iv.

6. Name at least two strategic sectors of humanitarian coordination that are relevant for women and girls.

- i.
- ii.

7. What role can organizations of women with disabilities (DPOs) play in humanitarian action?

.....

.....

.....

.....

8. What skills or qualities are necessary for good advocacy?

.....

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Part 2.

1. Please describe any previous experience you have had working in humanitarian situations.

.....
.....
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.....
.....

2. What previous advocacy experience have you had? Please describe.

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.....

3. What are some challenges to advocating on behalf of women and girls with disabilities in humanitarian contexts? What are your recommendations for how they can be addressed?

.....
.....
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.....

4. What would you like to achieve by attending this training on “Strengthening the Role of Women with Disabilities in Humanitarian Action?”

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Thank you for completing this questionnaire.



II. Post-training questionnaire format

Part 1.

1. How do you define a humanitarian crisis? Also, name at least three types of crises.

.....

.....

.....

.....

.....

2. What is the first and foremost principle in the Code of Conduct?

(Circle the right answer):

- a. "The humanitarian imperative."
- b. "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."
- c. "Aid will not be used to further a particular political or religious standpoint."
- d. "We shall endeavor not to act as instruments of government foreign policy."
- e. "We shall respect culture and custom."

3. Identify and describe at least two humanitarian principles.

i.....

.....

.....

.....

ii.....

.....

.....

.....



4. Name at least three humanitarian stakeholders.

- i.....
- ii.....
- iii.....

5. Put the following elements of the humanitarian program cycle in the correct order: resource mobilization / implementation / monitoring and evaluation / needs assessments, analysis, and planning

- i.....
- ii.....
- iii.....
- iv.....

6. Name at least two strategic sectors of humanitarian coordination that are relevant for women and girls.

- i.....
- ii.....

7. What role can organizations of women with disabilities (DPOs) play in humanitarian action?

.....

.....

.....

.....

.....

8. What skills or qualities are necessary for good advocacy?

.....

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Part 2.

1. Please rate the workshop on the following topics by placing an 'x' in the relevant boxes for each activity from one to five.

1 = Poor/not useful
5 = Excellent/very useful

	1	2	3	4	5	Comments
Protection simulation with balloons						
Vision for the future						
Humanitarian scenario exercise						
Definition and types of humanitarian crises						
Humanitarian objectives and principles						
Protection mainstreaming						
Mapping humanitarian stakeholders						
Mapping the humanitarian program cycle						
Coordination mechanisms						
Advocacy 101—problems and solutions						
Advocacy 101—developing and communicating our messages						

Comments:

.....

.....

.....

.....

.....



2. What are some challenges to advocating on behalf of women and girls with disabilities in humanitarian contexts? What are your recommendations for how they can be addressed?

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.....

3. Adaptability: was the training contents and facilitation adapted to your learning needs? Why or why not? Please provide any recommendations on how the training can be improved in the future.

.....
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4. Any other comments:

.....
.....
.....
.....
.....

Thank you for completing this questionnaire.

Please send back to:

.....



Annex 2: Protection simulation with balloons - materials for interactive exercise

Rights & Resource Tags:

You can use scrap paper and a marker pen to create these tags, each of which contains a different right or resource that may be 'destroyed', 'violated' or taken away from individuals and communities in situations of disaster or conflict. Each tag should be folded in half and stapled together so that the writing inside the card cannot be seen. Each tag should be hole-punched in the corner, and a long piece of soft string or cotton should be threaded through the hole and tied in a large loop to enable the tag to be hung around someone's arms, legs or neck, as pictured to the right.





FOOD

WATER

CLOTHING

HEALTH CARE

MEDICATIONS

SHELTER

EDUCATION

LIVELIHOOD







**FREEDOM OF
MOVEMENT**

**PERSONAL
DOCUMENTATION/
IDENTIFICATION**

**PERSONAL
BELONGINGS**

MONEY

TRANSPORT

COMMUNICATIONS

**ACCESS TO
SOCIAL SERVICES**

**ACCESS
TO FRIENDS**







**ACCESS TO
RELATIVES**

**ADULT FAMILY
MEMBERS/
CAREGIVERS**

**OLDER
FAMILY MEMBERS**

**FAMILY MEMBERS
WITH DISABILITIES**

**CHILDREN UNDER
5 YEARS OLD**

**INCOME-
GENERATING
ADULTS**

**HEALTHY
CHILDREN OVER 5
YEARS OLD**

LIVESTOCK

CROPS

ACCESS TO LAND





Annex 4: Humanitarian scenario + cutout card set

After 23 years of conflict, the country of Aclium has the largest and most protracted humanitarian crisis in history, resulting in both refugee and internally displaced populations. During the past 10 years, almost 6 million refugees have returned to Aclium to mainly towns and cities forming informal tented settlements.

The coming winter is projected to be one of the coldest on record, with temperatures expected to be -20°C . NGOs have expressed urgent concern that the tents and plastic sheets normally given out to affected Acliumians are inadequate. At the current funding level, large proportions of the displaced population will be without adequate shelter, particularly some 28,000 families who are considered at high risk.



© Women's Refugee Commission







Needs assessment, analysis and planning

The World Food Program (WFP) reports in a food-security assessment that 35 percent of the population lack access to affordable and nutritious food.

Humanitarian organizations are coming together to develop a plan to agree on what the objectives will be and the activities to be implemented in the following year.

Resource mobilization

The Humanitarian Coordinator announces the total funds needed to address the humanitarian situation for the year amounts to \$405 million.

The British government puts out a call for proposals for NGOs to apply for funding to address humanitarian needs in Aclium for the next year.







Implementation

The International Committee of the Red Cross (ICRC) negotiated with different warring factions for a “health cease-fire” for two months, allowing for the World Health Organization and partners to survey the population for measles, polio and tetanus across the country.

United Aid (an NGO) and the World Food Programme (WFP) organized a meeting with tribal leaders to announce cuts in food rations.

Coordination

The gender-based-violence (GBV) sub-working group gave a presentation to shelter and food-security organizations on how to safely identify and refer survivors of gender-based violence.

The government of Aclium co-chairs a monthly meeting with UN agencies and NGOs to discuss how to handle the influx of new internally displaced Acliumians.







Monitoring and evaluation

Every month, humanitarian organizations report on progress toward meeting targets set at the beginning of the year, including the number of women, men, girls and boys reached with assistance.

All health providers report on the same health indicators to provide a complete public-health profile for the country.

Preparedness

Shelter actors work with local authorities to identify individuals and households who are “vulnerable” and may be in need of extra blankets and heating fuel during the winter.

NGOs share information on the numbers of blankets and other non-food items available before the winter.





Annex 5: Cut-outs of sample cluster logos





Annex 6: Sample three-day agenda

DAY ONE			
Topic	Activity	Time	Learning outcome
Registration, welcome and inauguration		8:00–9:00 a.m.	
Pre-training evaluation	Written exercise	9:00–9:30 a.m.	<ul style="list-style-type: none"> Identify current interests, experience and training needs
Session 1: Introducing humanitarian issues	Activity 1.1: Balloon-simulation exercise	9:30–10:30 a.m.	<ul style="list-style-type: none"> Introduce humanitarian crisis as a simulation and key concepts Share previous experiences in the group about humanitarian issues
Coffee/tea break		10:30–11:00 a.m.	
	Activity 1.2: Vision for the future	11:00–12:45 p.m.	<ul style="list-style-type: none"> Brainstorm about changes that we, as women with disabilities and leaders in our communities, would like to see in humanitarian action in our countries Clarify objectives for the day
Session 2: Humanitarian systems and processes	Activity 2.1: Definition and types of humanitarian crises	12:45–1:00 p.m.	<ul style="list-style-type: none"> Define humanitarian crisis, the different types of crises
Lunch break (followed by icebreaker to be led by one of the participants)		1:00–2:00 p.m.	



DAY ONE (cont.)

Topic	Activity	Time	Learning outcome
Optional presentation by humanitarian actor	Presentation by Inter-Agency Gender Taskforce Chair, UN Women, followed by Q&A	2:00–2:45 p.m.	<ul style="list-style-type: none"> • Understand the role of humanitarian actors and obtain guidance on the best way to collaborate with them
	Activity 2.2: Humanitarian objectives and principles	2:45–3:15 p.m.	<ul style="list-style-type: none"> • Understand humanitarian objectives and principles.
Coffee/tea break		3:15–3:30 p.m.	
	<p>Activity 2.3: Protection-mainstreaming activity</p> <p>2.4: Mapping humanitarian stakeholders</p>	3:30–4:45 p.m.	<ul style="list-style-type: none"> • Introduce the concept of protection mainstreaming • Identify the key stakeholders in a humanitarian system
Debrief exercise and closing for the day		4:45–5:00 p.m.	



DAY TWO

Topic	Activity	Time	Learning outcome
Refresh from the previous day, and review objectives for the day		9:00–9:30 a.m.	
Session 2: Humanitarian systems and processes (cont.)	Activity 2.5: The humanitarian program cycle	9:30–10:30 a.m.	<ul style="list-style-type: none"> • Understand the elements of a humanitarian program cycle (HPC) and the different activities that can occur within a cycle.
Coffee/tea break		10:30–11:00 a.m.	
	Activity 2.6: Coordination mechanisms	11:00–11:30 a.m.	<ul style="list-style-type: none"> • Identify the main coordination mechanisms
Session 3: Advocacy 101– problems and solutions	Activity 3.1: Identify and prioritize the issues	11:30–12:30 p.m.	<ul style="list-style-type: none"> • Identify needs and issues affecting women and girls with disabilities impacted by humanitarian crises
	Activity 3.2: Problem-tree analysis (part 1)	12:30–1:30 p.m.	<ul style="list-style-type: none"> • Analyze the causes and impacts of issues identified
Lunch break (followed by icebreaker to be led by one of the participants)		1:30–2:30 p.m.	
	Activity 3.2: Problem-tree analysis (part 2)	2:30–3:00 p.m.	<ul style="list-style-type: none"> • Analyze the causes and impacts of issues identified
	Activity 3.3: Storyboard solutions (part 1)	3:00–4:00 p.m.	<ul style="list-style-type: none"> • Develop ways to address the identified issues
Debrief exercise and closing for the day		4:00–4:30 p.m.	



DAY THREE

Topic	Activity	Time	Learning Outcome
Refresh from the previous day and review objectives for the day		9:00–9:30 a.m.	
	Activity 3.3: Storyboard solutions (part 2)	9:30–10:00 a.m.	<ul style="list-style-type: none"> • Conduct a stakeholder analysis
Session 4: Advocacy 101–developing messages for advocacy	Activity 4.1: Communicating our messages	10:00–11:00 a.m.	<ul style="list-style-type: none"> • Increase understanding of what advocacy is and of effective advocacy skills
Short coffee/tea break		11:00–11:15 a.m.	
	Activity 4.2: Deciding on core messages and recommendations	11:15–12:30 p.m.	<ul style="list-style-type: none"> • Develop and agree on key messages for advocacy
Lunch break (followed by icebreaker to be led by one of the participants)		12:30–1:30 p.m.	
Plenary discussion on next steps, AOB		1:30–2:30 p.m.	
Closing & Evaluation	Participatory exercise and written work	2:30–3:30 p.m.	<ul style="list-style-type: none"> • Affirm learning and evaluate outcomes of the workshop

* Icebreakers have not been included but should be integrated throughout the two days, according to the discretion of the facilitator as to the energy levels of participants. Some examples of good icebreakers can be found here:

https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf



Annex 7: Glossary of terms

Accountability: the process of using power responsibly—taking account of, and being held accountable by, different stakeholders, and primarily those who are affected by the exercise of such power.⁴¹

Affected populations and communities: the totality of women, men, girls and boys with different needs, vulnerabilities and capacities who are affected by disasters, conflict, poverty or other crises at a specific location.⁴²

Advocacy: a set of organized activities designed to influence the policies and actions of others to achieve change.⁴³

Complex emergencies: “a humanitarian crisis in a country, region or society where there is total or considerable breakdown of authority resulting from internal or external conflict and which requires an international response that goes beyond the mandate or capacity of any single agency and/ or the ongoing United Nations country program.”⁴⁴

Coordination: in a humanitarian contest, coordination involves bringing together humanitarian actors to ensure a coherent and principled response to emergencies. The aim is to assist people when they most need relief or protection.⁴⁵

Cluster: groups of humanitarian organizations, both UN and non-UN, in each of the main sectors of a humanitarian action, e.g., water, health and logistics. They receive designation by the Inter-Agency Standing Committee (IASC) and have clear responsibilities for coordination.⁴⁶

Early recovery: a multi-dimensional process of recovery that begins in a humanitarian setting. It is an integrated and coordinated approach, using humanitarian mechanisms, to gradually turn the dividends of humanitarian action into sustainable crisis recovery, resilience building and development opportunities.⁴⁷



Gender: refers to the social differences between females and males that are learned and, though deeply rooted in every culture, are changeable over time and have wide variations both within and between cultures. “Gender” determines the roles, power and resources for females and males in any culture.⁴⁸

Gender-based violence (GBV): any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e., gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion and other deprivations of liberty. These acts can occur in public or in private.⁴⁹

Humanitarian action: action taken with the objective of saving lives, alleviating suffering and maintaining human dignity during and after human-induced crises and natural disasters, as well as action to prevent and prepare for them.⁵⁰

Humanitarian emergency: an event or series of events that represents a critical threat to the health, safety, security or well-being of a community or other large group of people, usually over a wide area.⁵¹

Humanitarian program cycle (HPC): the way in which humanitarian actors work together to help people affected by disasters and conflict. The HPC includes needs assessment, analysis, response planning, resource mobilization, implementation, and monitoring and evaluation.⁵²

Humanity: human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and ensure respect for human beings.⁵³

Impartiality: humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no adverse distinction on the basis of nationality, race, gender, disability, religious belief, class or political opinion.⁵⁴

Inclusion: in humanitarian action, inclusion refers to actions taken to ensure the right to information, protection and assistance for all persons affected by crisis, irrespective of age, sexual and gender identity, disability status, nationality or ethnic, religious or



social origin or identity. Inclusive action focuses on identifying and removing barriers so that those individuals and groups who are more vulnerable, marginalized and/or excluded can participate in decision-making and benefit from humanitarian action on an equal basis as others.⁵⁵

Independence: humanitarian action must be autonomous from the political, economic, military or other objectives that any actor may hold with regard to areas where humanitarian action is being implemented.⁵⁶

Natural disaster: a major adverse event resulting from natural processes of the Earth; examples include floods, hurricanes, tornadoes, volcanic eruptions, earthquakes, tsunamis, wildfire and other geologic processes.⁵⁷

Neutrality: humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.⁵⁸

Non-discrimination and meaningful access to assistance and services: humanitarian programs ensure that all people have a meaningful opportunity to attain their rights by accessing available services and assistance. Conflict and divisions within society often emerge from discrimination and result in one group being unable to access services. Vulnerable individuals may face more challenges in accessing services or face discrimination within the community in which they live. Barriers to access exist in many different forms, including logistical, social/cultural, lack of security and a lack of information on services available.

Participation and empowerment: ensuring that beneficiaries of programs are actively involved or even take full control of the humanitarian intervention. As well as receiving information, people have the right to participate in decisions that affect them. Special attention must be paid to ensure the participation and consultation with the most marginalized members of society, who are often excluded from decision-making processes.

Preparedness: knowledge and capacity developed by governments, recovery organizations, communities and individuals to anticipate, respond to and recover from the impact of potential,



imminent or current hazard events or emergency situations that call for a humanitarian response.

Protection: all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e., human-rights law, international humanitarian law, refugee law).⁵⁹

Protection mainstreaming: the process through which fundamental human-rights principles, including non-discrimination, meaningful access to services and assistance, safety and dignity, are recognized and realized in program design and implementation.⁶⁰

Refugee: someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, a refugee cannot return home or is afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.⁶¹

Safety and dignity: safety of affected populations should always be the first concern in humanitarian action. But being safe is not enough if people do not have their dignity: people need to feel valued and to have a sense of self-respect. Prioritizing safety and dignity also entails reducing risk and ensuring that humanitarian action “does no harm.”⁶²

Sectors: based on the Refugee Coordination Model, UNHCR brings together both UN and non-UN partners to coordinate responses in the main areas of humanitarian response (health, food, shelter, etc). Sector-coordination arrangements are fluid and adapt to changes in need, performance and context.⁶³ Membership in a sector working group is open to host government entities, UN agencies, international NGOs, national NGOs and other civil-society actors that are committed and able to providing refugee protection and assistance in line with the established principles and standards.⁶⁴

Stakeholders: people, groups of people or organizations that have an interest or concern in a particular context.⁶⁵



Annex 8: Additional resources

ADCAP (2015). *Minimum Standards for Age and Disability Inclusion in Humanitarian Action*. Retrieved from http://reliefweb.int/sites/reliefweb.int/files/resources/Minimum_Standards_for_Age_and_Disability_Inclusion_in_Humanitarian_Action_0.pdf

CHS Alliance, Group URD and the Sphere Project (2014). *Core Humanitarian Standard on Quality and Accountability*. Retrieved from <https://corehumanitarianstandard.org/files/files/Core%20Humanitarian%20Standard%20-%20English.pdf>

Charter on the Inclusion of Persons with Disabilities (May 2016). Retrieved from <http://humanitariandisabilitycharter.org/>

IASC (August 2015). *Guidelines for integrating gender-based-violence interventions in humanitarian action*. Retrieved from https://interagencystandingcommittee.org/system/files/2015-iasc-gender-based-violence-guidelines_full-res.pdf

IASC (December 2006). *Women, girls, boys, and men: different needs, equal opportunities- IASC Gender Handbook*. Retrieved from https://interagencystandingcommittee.org/system/files/legacy_files/IASC%20Gender%20Handbook%20%28Feb%202007%29.pdf

Inter-Agency Working Group on Reproductive Health in Crises (2010). *Field Manual on Reproductive health in humanitarian settings*. Retrieved from <http://iawg.net/wp-content/uploads/2016/07/IAFM-2010.pdf>

IRC (February 2013). *Protection Mainstreaming Training Facilitator's Guide*. Retrieved from http://www.globalprotectioncluster.org/_assets/files/aors/protection_mainstreaming/IRC_Protection_Mainstreaming_Training%20_Facilitators_Guide_March_2013_EN.pdf



Endnotes

- ¹ This figure, for 2015, is based on global estimates that 15 percent of the 65.3 million people who were forcibly displaced worldwide as result of persecution, conflict, generalized violence and human rights violations may be persons with disabilities in 2015. UNHCR (July 2016), *Global Trends: Forced Displacement in 2015*, accessed at <http://www.unhcr.org/576408cd7>, and WHO (2011), *World Report on Disability*, accessed at http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf?ua=1
- ² Women's Refugee Commission (2008). *Disabilities Among Refugees and Conflict-affected Populations*. <https://www.womensrefugeecommission.org/populations/disabilities/research-and-resources/document/download/609>
- ³ Women's Refugee Commission & International Rescue Committee (2015). *"I See That It Is Possible": Building Capacity for Disability Inclusion in Gender-based Violence Programming*, <https://www.womensrefugeecommission.org/disabilities/resources/document/download/945>
- ⁴ United Nations (2006), *Convention on the Rights of Persons with Disabilities*, <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
- ⁵ Women's Refugee Commission (May 2016), *Working to Improve Our Own Futures: Inclusion of Women and Girls with Disabilities in Humanitarian Action*, accessed at <https://www.womensrefugeecommission.org/populations/disabilities/research-and-resources/document/download/1342>
- ⁶ For more information, refer to Lammerink and Bolt (2002), *Supporting Community Management: A Manual for Training in Community Management in the Water and Sanitation Sector*, retrieved from <http://www.ifrc.org/PageFiles/95747/B.b.02.%20Supporting%20Community%20management-%20Manual%20for%20the%20water%20and%20sanitation%20sector.pdf>
- ⁷ UN OCHA's website publishes regular snapshots of the humanitarian situation in most countries: <http://www.unocha.org/where-we-work/all-countries>
- ⁸ Simulation adapted from exercise developed by Hadia Nusrat, UN Women-Pakistan (hadia.nusrat@gmail.com).
- ⁹ Humanitarian Coalition (accessed January 2017), "What Is a Humanitarian Emergency?," retrieved from <http://humanitariancoalition.ca/media-resources/factsheets/what-is-a-humanitarian-emergency>
- ¹⁰ IASC (30 November 1994), *Working Group XVIth Meeting: Definition of Complex Emergency*, retrieved from https://interagencystandingcommittee.org/system/files/legacy_files/WG16_4.pdf
- ¹¹ UNHCR. *Global Trends: Forced Displacement in 2015* (June 2016), accessed at <http://www.unhcr.org/576408cd7.pdf>



- ¹² Humanitarian principles are based on the Code of Conduct of the Red Cross and Red Crescent Society (signed by nearly 600 humanitarian organizations) and the Humanitarian Charter as set out by the SPHERE Project and incorporated in the charters and codes of conduct of individual humanitarian organizations. The full document can be found here:
<https://www.icrc.org/eng/assets/files/publications/icrc-002-1067.pdf>
- ¹³ Sphere Project (2011), *The Humanitarian Charter*, accessed from
<http://www.sphereproject.org/download/543ac00499ed2>
- ¹⁴ CHS Alliance (2014), *Core Humanitarian Standard on Quality and Accountability*, p. 8, retrieved from <https://corehumanitarianstandard.org/the-standard>
- ¹⁵ Ibid.
- ¹⁶ Jean Pictet, *The Fundamental Principles of the Red Cross: Commentary*, ICRC, Geneva, 1979, available at:
www.icrc.org/eng/resources/documents/misc/fundamental-principles-commentary-010179.htm
- ¹⁷ CHS Alliance (2014). *Core Humanitarian Standard on Quality and Accountability*, p. 8. Retrieved from <https://corehumanitarianstandard.org/the-standard>
- ¹⁸ Ibid.
- ¹⁹ The full text can be found here:
<https://www.icrc.org/eng/assets/files/publications/icrc-002-1067.pdf>
- ²⁰ Adapted from the IRC *Protection Mainstreaming Facilitator's Guide*, July 2013,
http://www.globalprotectioncluster.org/_assets/files/aors/protection_mainstreaming/IRC_Protection_Mainstreaming_Training%20Facilitators_Guide_March_2013_EN.pdf
- ²¹ Gioiosi Caverzasio, Sylvie (2001). *Strengthening Protection in War: A Search for Professional Standards*, Geneva, ICRC, p 19.
- ²² For more information, refer to IRC (February 2013), *Protection Mainstreaming Facilitator's Guide*, accessed at: http://www.globalprotectioncluster.org/_assets/files/aors/protection_mainstreaming/IRC_Protection_Mainstreaming_Training%20Facilitators_Guide_March_2013_EN.pdf
- ²³ Ibid.
- ²⁴ Ibid.
- ²⁵ CHS Alliance (2014), *Core Humanitarian Standard on Quality and Accountability*, p. 19, retrieved from <https://corehumanitarianstandard.org/the-standard>
- ²⁶ IRC (February 2013), *Protection Mainstreaming Training Facilitator's Guide*, p. 50, retrieved from http://www.globalprotectioncluster.org/_assets/files/aors/protection_mainstreaming/IRC_Protection_Mainstreaming_Training%20Facilitators_Guide_March_2013_EN.pdf
- ²⁷ Ibid.



- ²⁸ UNHCR (accessed 1/19/17), "*What Is a Refugee?*," from <http://www.unrefugees.org/what-is-a-refugee/>
- ²⁹ Ibid.
- ³⁰ ALNAP (2015), *State of the Humanitarian System Summary Report*, p. 5., accessed from <http://www.alnap.org/pool/files/alnap-sohs-2015-report-summary.pdf>
- ³¹ IASC (August 2015), *Reference Module for the Implementation of the Humanitarian Program Cycle, Version 2.0*, accessed from https://interagencystandingcommittee.org/system/files/hpc_reference_module_2015_final_.pdf
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