

## Commitment 4: Information sharing, participation and feedback

### Learning objectives:

By the end of the session, the participants will be able to:

- Identify the key elements which constitute Commitment 4 of the Core Humanitarian Standard;
- Describe the different degrees of community empowerment set out by ALNAP (2014);
- Explain why participation by affected communities is important in humanitarian action;
- Give examples of approaches which can be used to engage affected communities;
- Give real-life examples of meaningful engagement of affected communities drawn from the course materials and the participants' own direct experiences.

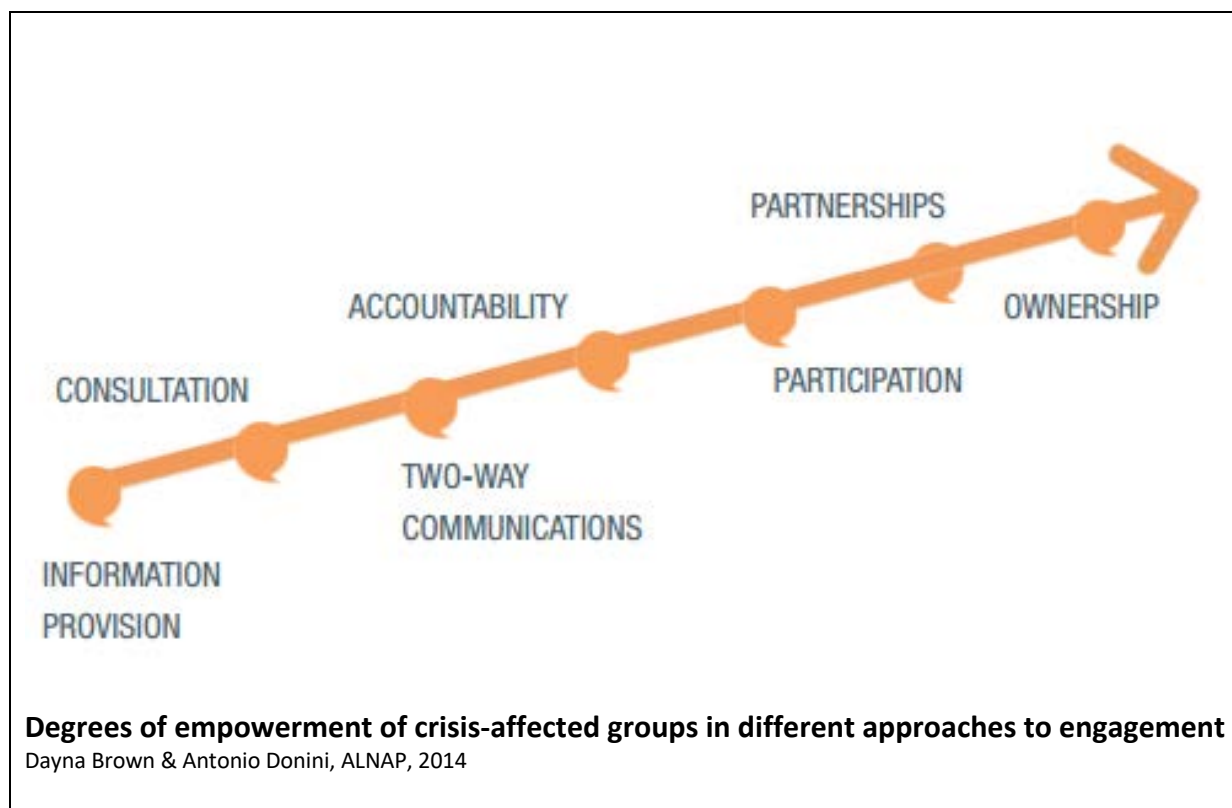
### Facilitation notes:

Timing	Activity	Materials/equip needed
Preparation ahead of session:	Draw the ALNAP 'degrees of empowerment' diagram on a piece of flipchart paper, landscape orientation, and fix it to an accessible wall or flipchart stand.	Flipchart paper Marker pens Blu-tack
05	Read through Commitment 4 in the CHS booklet. Ask participants to identify the key phrases/concepts from it. Explain that the focus of the session will be on <i>participation</i> . This brings in all the Key Actions and Organisational Responsibilities in the Commitment, and especially relevant to 4.3 and 4.6.	CHS booklet
10	Show the brief slide presentation which considers what participation means, and why organisations might want to engage with crisis-affected populations. The presentation also introduces the ALNAP 'degrees of empowerment' diagram.	Slide presentation
05	Put the participants in groups of three to five. Hand out laminated cards showing the ALNAP diagram and key to each group. Ensure they understand the diagram.	Laminated cards-ALNAP diagram
10	Begin the exercise. Share between the groups the 'options' cards which describe different community engagement methodologies. In their groups, they decide where each option sits on the ALNAP arrow. Once agreed, they fix their card to the flipchart with the diagram on the wall or flipchart stand.	Laminated cards-options
10	Once all the groups have finished with their 'options' cards, share out the 'examples' cards, which give real-life examples of community engagement in humanitarian action. Again, groups should agree together where each sits on the ALNAP arrow, and should then fix them on the	Laminated cards-examples

	large displayed version. Note: There are more 'examples' cards here than you will need - select the ones which are most relevant to your group, in terms of context or focus.	
10	Once groups have finished with their examples cards, ask them to discuss examples of community engagement from their own experience. They should agree on one or two examples they particularly like, describe them in brief on post-it notes, and, again, stick them on the ALNAP arrow in the appropriate position.	Post-it notes
05	Give the groups the opportunity to present the examples they chose from their own experience, and to say why they placed them where they did on the ALNAP arrow.	
05	Ask the group to reflect on what they have learned from the session. The key message from the session is that 'participation' as described in the CHS is that 'communities and people affected by crisis ... participate in decisions that affect them', which means that an organisation is expected to use approaches to community engagement which would fit on the higher section of the ALNAP scale of degrees of empowerment.	
<b>60</b>	<b>Total number of minutes scheduled for the session</b>	

Cards to be cut out and laminated:

### DEGREES OF EMPOWERMENT DIAGRAM



#### **Key: ALNAP 'Degrees of empowerment'**

**Providing information:** About the situation and the response, through radio, SMS, social media, information boards ...

**Consultation:** The input of people affected by crisis is sought on aspects of the humanitarian needs and assistance.

**Two-way communications:** Between aid agencies and crisis-affected people regarding needs and the quality, timeliness and relevance of the services being provided.

**Accountability:** Provision of information, consultation, participation, feedback and complaints and response mechanisms.

**Participation:** Processes that engage people and communities in different aspects of programming and humanitarian operations, including, where possible, in decision-making processes.

**Partnerships:** An international humanitarian agency works with a local civil society organisation to jointly design and/or implement response activities.

**Ownership:** The community, through local civil society organisations or other structures or institutions, designs and implements response activities themselves.

## **OPTIONS**

### **Participatory needs assessment**

Community participation in needs assessments ensures we are asking the right questions and getting the right information to design an appropriate response programme that meets people's needs. It also sets the stage for community participation right from the beginning of the process. Participatory exercises can be used to allow people to share their views and priorities. Furthermore, community representatives can be part of the needs assessment team itself. The assessment should take into account the views of marginalised groups. The community should be given feedback on the findings of the assessment and the decisions taken as a result.

### **Community-led relief distributions**

Distributions of relief goods can be organised and led by the community themselves. Community relief committees can work with the organisation to develop criteria for receiving relief, design the distribution process, arrange security, share information with the community, organise the distribution, keep records and do post distribution monitoring.

### **Community change plans**

A community change plan is a participatory process where people develop their own solutions to problems in the community. They can be used to design longer term response and recovery programmes, or to identify solutions during protracted crises. Using participatory tools, people identify and prioritise problems in their community, analyse the underlying causes and develop a community level plan with the solutions they want to implement. The plan can then be presented to humanitarian and development organisations, local authorities and other stakeholders to secure support for implementation. It is a powerful way for the community to decide and articulate their own priorities for emergency response and recovery, and to ensure they are actively controlling programmes in their communities instead of being passive recipients of aid. The analysis can also act as a baseline for participatory monitoring and evaluation, and assessing change.

### **Listening exercise**

A listening exercise is a tool to understand the views of communities about the emergency response, and aid process. It uses unstructured conversation to create a space where people can openly share their views, frustrations and questions. Local 'listening volunteers' are trained to facilitate conversations, which are then transcribed and summarised. It is a great way to hear people's views on the topics they want to talk about and not just the answer to questions that aid agencies think to ask. It would be a particularly good tool to do an interagency level, to get people's voices on to the agenda of decision makers.

### **Community review of communications and fundraising materials**

People have a right to have information about, and to participate in, all stages of an emergency response. This could include informing and consulting people about the communications and fundraising products developed using their stories and images, which are used to raise money and awareness in their names. People should be portrayed with dignity, as active participants and not passive recipients of aid. Focus groups could be held to share samples of fundraising and communications materials with communities and to seek their feedback and suggestions at various stages in the response.

### **Community help desks**

Community help desks, operated by agency staff or community volunteers, provide a way for people to share feedback or ask questions face-to-face. They can be used at distribution points or when specific activities are going on (such as cash-for-work). In longer term responses, they could also be set up on a more permanent basis in refugee camps or community sites so that people can give regular feedback.

### **Supporting community-based organisations**

Community-based organisations have an important role to play in leading responses and linking those responses to longer term change.

### **Information boards**

An information board is a way to share information on the emergency response, including activities, dates, selection criteria, budget, progress and contact details. It enables communities to monitor project progress and scrutinise bills and vouchers for money spent. Boards should be established at the very start of the programme, and updated regularly. As part of the accountability process, it demonstrates that communities have a right to information, and to ask questions about the project. Specific information posters can be displayed, for example, listing the contents of relief kits or details of activities such as training. Boards are only one means for sharing information. Depending on the context, other options may be radio, leaflets, community meetings or SMS/apps.

### Sharing budgets

Transparency about budget allocations is the first step in empowering communities to scrutinise the way money has been spent. Budgets can be displayed in accessible public places. Orientation on what the budget means and why it is being shared will help people to engage meaningfully.

### Community-led procurement

Community involvement in procurement enables them to lead and control the financial aspects of the response in their community. This involves having a community procurement committee to lead on canvassing quotes, selecting suppliers, scrutinising quality of goods delivered and maintaining records of the procurement process. The procurement committee works closely with the organisation's staff to ensure that community-led procurement is in line with procurement and financial processes.

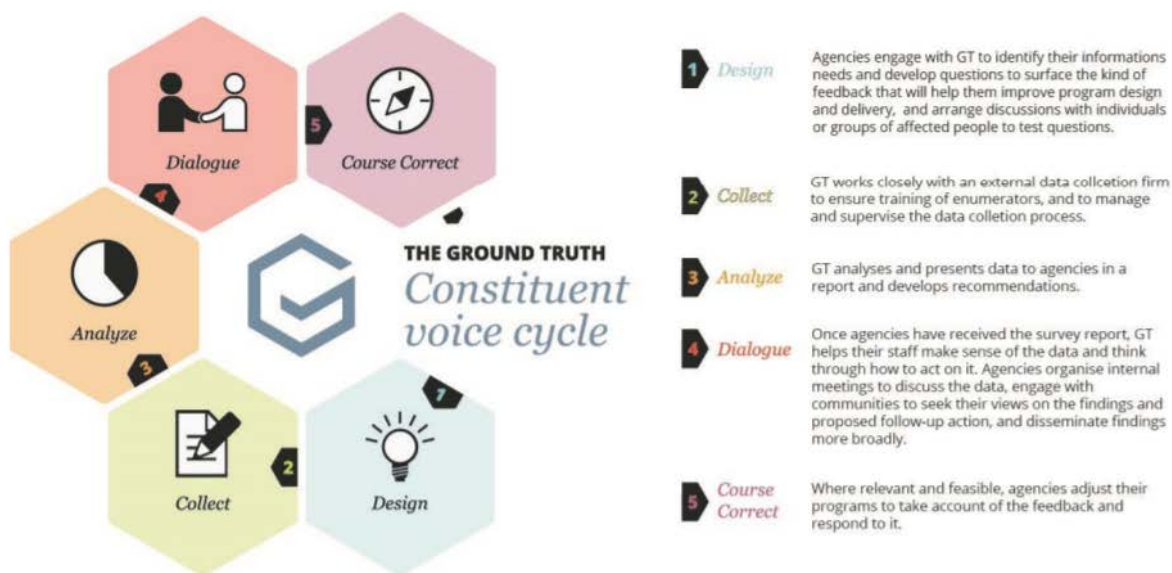
### Community conversations



Community conversations are a facilitated process for dialogue and decision making, empowering communities to identify the issues and gaps that are most relevant and significant to them. Trained local facilitators work with a cross-section of people from the community using a wide range of participatory methodologies, including storytelling, active listening, and strategic questioning. The goal is to identify shared concerns, observe, reflect, question, explore and make decisions for change together. An environment is fostered in which all those concerned work together, based on the recognition that people have valuable capacities, perspectives and knowledge, as well as an interest in change. These are validated, built on

and strengthened through the community conversations. The approach does also acknowledge that people can hold false beliefs, be misinformed or act in bad faith.

## Ground Truth Constituent Voice methodology



## Participatory evaluation

This is an approach which involves the affected community actively in decision making and other activities relating to the planning and implementation of evaluations. The community will be involved in the planning and design phases, gathering and analysing the data, identifying findings, formulating recommendations, disseminating results and preparing improvement plans to follow up on the recommendations. Potential benefits include

- Helping ensure that evaluation questions are relevant and appropriate issues are addressed
- The affected community has more of a sense of ownership over the evaluation results
- Contributes to improved communication between the organisation and the affected community.

One possible pitfall is that there is a risk to objectivity, as the findings may be skewed to fit particular agendas.

## People First Impact Method (P-FIM)

At any point of time during an intervention, the agency invites local staff who know the culture and language from local and international NGOs (or other humanitarian organisations) active in the area of intervention, as well as district officers, chiefs, teachers, women's and farmers' associations, community health workers etc, from the target population to a five-day workshop in the project area guided by an experienced trainer.

The workshop participants are trained on why and how to engage the community. In teams of three, they meet with a broad range of community groups (selected by the participants) and invite them to raise and discuss the issues most important to them. They report back to the workshop participants what they learned and identify central issues from all meetings plus relevant agency questions, which they present the following day to the same groups for further discussion. During these two-way discussions, they ask what the community already does to tackle the issue, what they think they can do, and where they require additional support.

Results are shared among workshop participants who then jointly reflect upon which lessons to be immediately acted on by one or several of the participating actors, and which to be advocated for with other stakeholders. At the same time, the fact of having been given space to discuss main issues, own actions and potentials and listen to each other as well as being listened to by the workshop participants, is empowering to the community and often leads to further community action.

The convening agency uses the insights for:

- assessment: basing the design of new projects on the capacities and priorities of the affected people
- monitoring: adjusting the program according to the additional insights into the reality of the affected people, their priorities, actions, capacities and local dynamics
- evaluation, discussing the workshop insights with key informants, and triangulating them with information from programme documents and technical studies, thus looking at the project not through an agency lens but based on an understanding of the reality of the affected people, allowing the community voice to influence all other discussions
- enhanced social accountability: building on the trustful relationship established with the affected people for ongoing dialogue and local ownership throughout the project cycle
- improved coordination: the shared inter-agency learning during the exercise brings all actors (including local and international agencies, local authorities and the affected community) closer together, facilitates a coordinated response and creates a shared responsibility.



## **EXAMPLES**

### **JORDAN: Community and faith-based organisations**

Mosques, churches and local organisations in Jordan have been well-placed to provide services to Syrian refugees, and made their premises available to provide shelter and meeting spaces. Their members have given their time, labour and financial donations to support the programmes. They are often able to access donors who would not give to the usual international NGOs, preferring to channel their funds through an organisation which shares faith values with them. Faith groups have been able to promote social cohesion by reminding the host community of their religious duty to provide sanctuary to incoming refugees. They have been well positioned, through their closeness to the community and their networks, to identify refugees who are particularly vulnerable, and to promote a well-coordinated response. They have used their legitimacy amongst the community to counsel against early marriage of girls, borrowing from religious teachings that forbid forced marriage and empower girls and women to take part in decision-making. An example is the Al-Kitab Wa Al-Sunna Association in Irbid, Jordan, which provides food items, furniture for new arrivals, cash payments, medical assistance and rent reimbursement to around 2000 Syrian refugees per month, and whose main funding coming from two Qatari organisations.



### **IRAQ: Giving choice to affected communities**

Tearfund works in camps in northern Iraq housing families who fled the fighting in Mosul. Thousands left with little or nothing. Towards the end of 2016, with winter approaching and temperatures dropping, the camp residents had an urgent need for warm clothes. Tearfund set up a 'clothes shop' in the camp. The displaced people were able to select from a choice of clothing items, paying with vouchers which they had received from Tearfund. A Tearfund representative said, 'We wanted to make people feel valued, so we created an environment which feels like a shop, not just like another distribution centre. Shopping is a normal activity that you cannot usually do in an IDP camp'.



### BEIRUT: Identity and self-help groups

Some refugees may identify groups amongst the host population as being more important for their protection than other refugees. This can be trust for marginalised groups, such as sexual and gender minorities, or sex workers. In some settings, this aspect of their identity is more relevant than their identity as a refugee – both in terms of their vulnerability, and because of the



support networks of peers available around these shared characteristics. For example, transgender women refugees in countries as varied as Ecuador, Lebanon and Uganda report that violence, including rape, is a regular occurrence, and that they are especially targeted because of their dual status as transgender individuals who are also refugees. Syrian transgender women refugees in Beirut have linked up with Lebanese LGBTI social networks and community activities. They have also formed a tightly-knit peer community of their own, mitigating their individual and collective risks through sharing referral and warning information, sharing taxis, and providing emotional support to each other.

### JORDAN: Community-based protection approach



The ICRC uses a community-based protection approach, in which it brings together members of a community and its staff in a workshop, in order to develop a greater understanding of the community's specific needs, vulnerabilities and capacities. Participants discuss the problems and threats they face, ranking them in order of importance. They then analyse the causes and consequences of the problems, making suggestions for addressing them and identifying corresponding coping strategies. After the

workshop, the ICRC will evaluate each suggestion and conduct a feasibility assessment if necessary. They then share with the community suggestions about which activities could be implemented. The community is involved in the design and implementation of the selected activities. This can be challenging to implement during acute emergencies when access and security are a concern. In such circumstances, the ICRC tries to find other ways to engage with communities. For example, in 2016, the ICRC conducted a workshop with Syrian refugees newly arrived in Jordan in order to collect information on the situation of IDPs at the Syrian border.

### YEMEN: Community centres



When Somali refugees first settled in camps in Yemen, UNHCR started running community centres to provide safe public spaces where people could meet for social events, recreation, education and livelihood programmes, and information exchange. The centres were later managed by partner NGOs. Meanwhile, some of the Somali refugees started organising themselves and initially provided computer classes for members of their community, with used computers they had acquired.

They eventually created their own association, Al Ghaith, and gradually got more involved in running activities at the community centres. When the partnership between UNHCR and the NGOs ended, Al Ghaith took over management of the community centres themselves, designing and implementing their own annual plans with financial support from UNHCR. Some community centres managed by local NGOs or refugee groups have found ways to generate income in order to reduce their dependency on external funding. In Egypt, a Syrian refugee women's association managing community centres is running a successful catering business for local Egyptians and Syrians alike. Similarly, a committee of persons with disabilities running a community centre in Kigeme camp in Rwanda generates income through screenings of football matches and renting of rooms for events.

### SYRIA: The White Helmets/Syria Civil Defence



The White Helmets, officially known as Syria Civil Defence, is an organisation of 3000 volunteers operating from more than 100 local civil defence centres across rebel-controlled Syria. They started in 2012, as the war in Syria escalated, when small groups of civilian volunteers from affected communities self-formed to assist neighbours injured in bombardment or trapped under the rubble of destroyed buildings. Their mission is 'to save the greatest number of lives in the shortest

possible time and to minimize further injury to people and damage to property'. The bulk of their activity consists of urban search and rescue in response to bombing, medical evacuation, evacuation of civilians from danger areas, and essential service delivery. As well as providing rescue services, SCD undertakes repair works such as securing damaged buildings and reconnecting electrical and water services, clearing roads, teaching children about unexploded ordnance hazards, as well as firefighting and winter storm relief. Nearly 200 Syrian Civil Defence volunteers have been killed since the organisation started. They receive training, funding and support from international partners, including donor governments in Western Europe, the US and Japan, the Turkish AKUT Search and Rescue Association, and a variety of NGOs, private individuals, and public fundraising campaigns.



### **EL SALVADOR: Supporting a children's campaign initiative**

Children's groups participating in Plan International's child-centred Disaster Risk Reduction programme were eligible to apply for small grants, of up to \$500, to fund actions they prioritised to reduce their community's vulnerabilities to disasters. One group in El Salvador identified dengue fever as one of the primary preventable causes of illness and death in their community. They learned that it is spread by mosquitoes laying eggs in stagnant water. Armed with that knowledge, they started a clean-up campaign to reduce breeding grounds for mosquitoes, urging households to be more careful in their waste management and to drain or chemically treat any standing water. Finding their small grant would not stretch to cover all the activities they had planned, took the initiative to raise funds themselves through cooking and selling traditional foods, and by asking each household to contribute to a fumigation campaign. The mayor of the town acknowledged the value of the work done by the children, and the public health department were able to confirm a significant reduction in dengue fever cases compared to neighbouring areas.



### **BANGLADESH: Children's groups work on disaster risk reduction**

Plan Bangladesh and partner organisation, POPI, supported children's groups in Hatibhanda sub-district. Parts of this area become submerged by flood water during the monsoon season. Many families are forced to move to higher grounds, disrupting their lives and their children's schooling. Children also lose safe places in which to play and can be subject to disease and hunger as their parents' livelihoods become affected. Each community's child-led disaster risk reduction (DRR) group was facilitated to conduct an analysis of the hazards, risks and vulnerabilities faced in their communities. They then developed a DRR action plan with recommendations on managing and mitigating the risks affecting their wellbeing. The children went door-to-door to advise community members about the importance of disaster preparedness. They encouraged them to store dry food, firewood, portable stoves, first aid materials, candles and soap. The children impressed local authorities with their skills, especially in raising awareness. Eventually the work of such children's groups led to the participation of children being formally incorporated into the local government area Disaster Management Committees across the country.



### THE PHILIPPINES: Building back safer with the community

Catholic Relief Services provided assistance in shelter construction as part of the recovery efforts in the Philippines following the devastation caused by Typhoon Haiyan in 2013. Their review of the programme included significant consultation with communities and local staff, as well as key informant interviews. The findings demonstrated the effectiveness of offering choices to affected people. In this programme, beneficiaries were offered a choice between receiving a cash transfer to build their own house, or having the house built for them. Those who opted for cash had to participate in pre-construction meetings and training on 'build back safer' techniques and hygiene promotion. For those who chose the second option, there was a further choice between three different designs of house (see photographs). The direct-build option was often preferred by poorer and more vulnerable families, and those in remote locations with more restricted local markets and transport access. The provision of options allowed for more of the specific needs of each family to be met. It also led to a high level of satisfaction amongst the families involved, as they had a sense of ownership over the decisions made.



### SRI LANKA: Consultation in programme design

Two months after the 2004 tsunami, an international organisation conducted action research with children and communities in Sri Lanka to determine the direction of its psychosocial support. The findings were that many children and adults had found ways to cope with the initial shocks, and their concerns were centred more on the future than the past. As a result of these findings, the organisation designed and implemented programmes which focused on getting the lives of children and adults back to normal through the support of education, permanent housing and income-generation projects. The organisation chose to avoid short-term psychosocial activities which were being provided through the government system. Instead, it supported teachers and counsellors in school to provide children with continuing long-term support.



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### INDIA: Community participation in post-disaster reconstruction

The Maharashtra Emergency Earthquake Rehabilitation Program (MEERP) was set up in response to the 1993 Maharashtra earthquake. The programme ensured that beneficiaries were formally consulted at all stages of implementation. The programme envisaged that every village created a village-level committee headed by the *Sarpanch* (head of village council), and that membership on



the committee included women and disadvantaged groups. The committees were heavily involved in the decision-making for the project, including the selection of beneficiaries, identification of relocation sites, layout of the village, design of houses and provision of amenities. While project management unit officials were initially sceptical of the process, they later came to recognise that it was effective in dealing with difficulties that arose during implementation. Participation also had a positive psychological effect on communities, helping them to overcome their trauma. Over time, the

participatory process improved channels of communication between the communities and the government.



### DEMOCRATIC REPUBLIC OF CONGO: Community protection committees

For more than 20 years, armed conflict has devastated large swathes of the Democratic Republic of Congo (DRC). Hundreds of thousands of people have lost their lives, and many survivors have fled their homes to other provinces or to neighbouring countries. Civilians in many parts of the eastern provinces face constant threats of forced displacement, sexual violence, abduction and extortion. Oxfam have been working in this eastern part of the country to help local people assert their rights and seek protection from abuses by those in positions of power. The programme uses a community-based approach, centring on a structure called the Community Protection Committee (CPC), made up of six men and six women elected by their communities. A 'Women's Forum' is also established to focus on protection issues that particularly affect women. In addition, 'Change Agents' are elected from further remote villages or locations, in order to expand the geographical impact of the CPC's work. These structures help conflict-affected communities identify the main threats they face, and the actions they can take to mitigate them. Oxfam also facilitates links with local authorities (through monthly coordination meetings), and provides training to civilians and authorities on legal standards and laws relating to protection issues. Promoting a process of non-confrontational dialogue, and strengthening women's voices within it, has reduced abuses, improved gender equality and developed more positive relationships between citizens and those in power.



### TONGA: Youth in community-based disaster risk reduction



*Youth workers displaying Youth Groups' community hazard and resource maps in Tongatapu, Tonga.*

A key method of preparedness is raising awareness around disasters and understanding local strengths and vulnerabilities. This youth leadership project covered several Pacific island countries. Youth workers ran community mapping exercises with young people in their communities, and the young people then undertook community consultation about the map. Further actions taken as a result of the exercise included getting youth involved in early warning systems, developing a community emergency checklist and setting up plans to assist vulnerable people with evacuation. A 'map exhibition' was held in each country, where the students displayed the maps and talked about the disaster risk reduction issues in their community with key stakeholders, including National Disaster Management Office staff. The project resulted in young people taking an active role as agents of change.

### **SUDAN: Community-led protection initiative**

People affected by crisis are challenging the conventional INGO approach to protection, saying that it does not take into account the traditions and concerns of local people, and that it may not always recognise – and sometimes undermines – local coping strategies. Since the outbreak of civil war in 2011 in Sudan's South Kordofan and Blue Nile states, the civilian population has experienced intense aerial bombardment and ground attacks. More than 4000 bombs and missiles have hit predominantly civilian targets, including villages, schools and hospitals.



International humanitarian actors, media representatives and local traders are prevented by the government from accessing the opposition-controlled areas. In the absence of any effective international assistance and protection, in a community-led initiative, local NGOs and a women's association have supported half a million people by providing basic survival and self-protection guidance, and by building awareness. They offer four-day preparedness, safety and first aid training courses to volunteers, who commit to, in turn, training their constituencies when they go back to their communities. As a result, casualties have been significantly reduced, and people are able to cope better with the bombings and with the fear of the bombings. The leadership demonstrated by women in this traditionally patriarchal society setting has led to increased respect from traditional leaders and local authorities, and their being invited to be involved in customary courts when there are cases related to gender-based violence.

### **SAMOA & VANUATU: Voices of youth**



Students from Loto Taumafai, a school for students with disabilities in Apia Samoa, filming on set.

In Samoa and Vanuatu, high school students were offered training on climate change and media communications, which was followed up by an extended period of mentorship. Students wrote scripts and went on field trips to get hands-on experience by interviewing community members and seeing the climate change issues first hand. They then created media products including video, radio, online and newspaper stories. These were shown on national television, radio and online. They showcased their work to policy makers at the Pacific Media Summit. The project provided an engaging way of capturing the attention of younger audiences and conveying how climate change issues relate to their lives.



### SIERRA LEONE: Monitoring citizen voices during the Ebola crisis



During the 2014 Ebola outbreak in West Africa that claimed over 11,000 lives, Ground Truth Solutions sought to listen to the voices of those most affected by the epidemic. In partnership with an international NGO, over nine months, they administered weekly surveys to provide decision-makers with regular, real-time feedback. The surveys targeted the general population in affected regions of the country, frontline aid workers, people in quarantine, and individuals whose homes had been decontaminated.

The findings were shared widely, and directly influenced the way agencies working in Sierra Leone implemented their programmes, for example:

- When the quarantine survey revealed that people were receiving ample quantities of food but their water needs were not adequately met, agencies responded by ensuring the provision of additional water for washing and cooking to quarantined households.
- Survey data pointed to increasing levels of discrimination after people came out of the 21-day quarantine period, agencies worked with local religious and spiritual leaders to help combat this.
- A question seeking to find out why everyone was not respecting quarantine restrictions highlighted the importance of emphasising community solidarity in framing messages about the importance of quarantine in the fight against the disease.
- Responses also pointed to some of the reasons that led people to ignore the restrictions – for example, the packages provided to quarantined households lacked appropriate food for children and for people with special dietary requirements.

The feedback helped aid managers understand better both the psychology of people in quarantine and how best to meet their needs while ensuring more effective quarantine restrictions. Including beneficiary perceptions in the way aid was provided contributed to a more effective response.

### SOMALILAND: Digital cash transfers



An organisation in Somaliland used digital cash transfers to help families to meet their immediate needs during a period of severe drought. Money was transferred to people's registered mobile phone-based accounts. It could then be withdrawn through local agents of the phone company. People were free to decide what to use the money for, and when. One project participant said, 'We can decide and buy what food and how much water we need or whether to invest in hay for a lamb or education for a child. The market

will deliver; we know the traders and the main roads are good'. Almost 2000 families in Somaliland received \$140 each to help meet their most immediate needs for three months.

### **FIJI: Flood early warning systems and community disaster preparedness**



*Community members developing their own hazard maps.*

Disaster Management Office, but it was later handed over to the communities. This improved the sustainability of maintenance and continued operation of the gauges.

This pilot project was implemented in Ba, Fiji, to develop a system in which residents are able to evacuate appropriately in time of disaster. The project introduced a local flood warning system for communities to develop their 'self-help' capacities. Simple rain gauges were built at low cost with locally-available materials. Community members learned how to maintain and operate the rain and river water level gauges. Evacuation drills were held. The communities operated the gauges and disseminated local flood information. This was enhanced by improved flood information from the National Disaster Management Office and the Fiji Meteorological Service. Initially, the equipment was owned by the National

### **TUVALU: Child-centred climate change adaptation programme**



*Inclusion of young people in DRR and CCA community planning in Tuvalu.*

initiatives, including installation of water tanks, mangrove planting, food gardens, formation of village disaster committees, simulation exercises and establishment of early warning systems.

The programme aimed to enhance children and their communities' awareness of their vulnerability to disaster in several Pacific island countries. Awareness-raising activities included workshops and trainings, awareness campaigns, radio talk shows, and oratory and poetry competitions. Then, using a participatory method, communities and children undertook community vulnerability analysis to identify solutions and implement measures to reduce risks associated with disasters and climate change. Through the provision of seed funds, and in partnership with relevant government stakeholders, children and their communities undertook locally appropriate risk reduction and adaptation

