



ACT Alliance/Paul Jeffrey

# Training Handbook

## Introduction to the Core Humanitarian Standard on Quality and Accountability (CHS)

Updated version – December 2022

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## Notes for the User

### Overall learning objectives:

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

- Differentiate accurately between the humanitarian principles of humanity, impartiality, independence, and neutrality, and explain their importance;
- List the nine commitments of the Core Humanitarian Standard and explain how each contributes to the delivery of a quality humanitarian response;
- Give examples of good practice in applying the Core Humanitarian Standards and its nine commitments, drawn from their own experience and more widely from the sector;
- Act as advocates and peer leaders on the importance of quality, accountability and good people management in humanitarian action.

### Scope:

The overall duration of a course, comprising an introduction to the Core Humanitarian Standard, the humanitarian principles and the nine commitments, is two days. The workshop can be split into several smaller time periods to accommodate operational realities of humanitarian agencies, for whom time is a very precious resource. It is not possible to go in-depth on the many topics covered by the CHS in a two-days format. However, the trainer can adjust the sessions to accommodate the overall knowledge and experience level of participants (see below). References should be provided, such as material for reading, and good practices.

Trainers can also use the case study provided in this updated handbook as a basis for a half-day introduction on the CHS.

### Profile of participants:

The intended audience for this workshop is very wide, comprising either:

- anyone who is interested in knowing more about the Core Humanitarian Standard and its implications for policy and practice in humanitarian organisations.
- Individuals who have at least some existing knowledge and/or experience of humanitarian work will benefit most.

It is important that participants get the opportunity to relate their learning to their current experience, and to share examples of challenges and of good practice from their own experience of working in the humanitarian sector. The more experienced the group of learners are, the more space should be devoted to brainstorming, peer learning and debating under the guidance of the facilitator.

### Registration form:

Use of a registration form can help to ensure that the participants included in the workshop have the right level of knowledge, skills, experience and are able to implement the learning from the workshop into their work. In addition, it helps the facilitators to learn in advance about the knowledge, experience and motivations of the participants, so that they can steer the workshop accordingly. Lastly, it enables participants to reflect on their experience and motivation to join the workshop as they answer the questions, which will help them to start engaging in the content. Annex 1 of this Handbook shows an example of a registration form with questions.

### Pre-workshop assignment:

Participants should read (and, ideally, re-read) the Core Humanitarian Standard and the associated Guidance Notes before joining the workshop.

### Follow-up:

Research has shown that skills, knowledge and attitudes learned during training are exponentially more likely to be put into practice if the participant is offered follow up in terms of ongoing advice and support. The learning experience will be even more effective if supervision and mentoring can be offered. We strongly advise that this training is not taken in isolation but given in the context of supervised opportunities to put the learning into practice, with advice available and feedback given.

### Icebreakers and Energisers:

These are short activities which encourage participants to move around, take a break from the learning and get to know each other. Energisers can help participants to maintain their concentration – especially immediately after lunch. We particularly recommend those that include a physical element of moving, stretching, etc. Participants are usually a good resource for fun energisers. Make sure you give them a time limit! If you are looking for ideas for energisers, try the International HIV/AIDS Alliance resource, [100 Ways to Energise Groups: Games to use in workshops, meetings and the community](#).

### Use of this material:

We offer this handbook as a resource for those who will design and/or deliver training on the Core Humanitarian Standard. This material is not subject to copyright and may be used and adapted freely. There is no charge for its use. New facilitators may like to follow closely the course as laid out here, whereas more experienced trainers are likely to adjust and add to it according to the context and purpose of each specific workshop they deliver.

### Key to facilitation notes:

**Timing:** Timings are given in numbers of minutes, with the total time needed listed at the bottom of the notes for that session.

**Materials/equipment needed:** It is assumed that an LCD projector, flipchart paper and marker pens will be available throughout, and these are not, therefore, listed against each individual session where they will be used. *If no LCD projector is available because the training is taking place in a remote place*, the slides can be printed out in advance in 'handout' format, and a copy given to each participant.

## Recommendations for delivering the CHS training workshop remotely:

The material provided in this handbook is primarily targeted for use in face-to-face workshops. However, most of the sessions content can be delivered remotely using a remote meeting application such as Zoom where:

- Slide decks can be screen shared
- Time for plenary discussion can be moderated using raise hands functions or chat box
- Small group work can be done using break-out room functions

Instructions for small group work should be well prepared in advance for easy sharing with participants as they transition from plenary to small group rooms. All documents that participants will need to use as reference during small group work need to be marked in a way that it can be easily identified in a shared folder. It is equally possible to share the documents via the chat function as participants have to use them. Or to do both. In any case, it is important that the facilitator has them well prepared to be used and shared on his/her computer. It is easier for the facilitator to be accompanied by a remote assistant who can help him/her screenshare, share links and documents, and monitor the chat. If the training workshop count with two or more facilitators, this role can be allocated in turn to a facilitator that doesn't lead a session.

There are several applications that enable remote collaborative works. These include Google Jamboard, Padlet, Miro, Mural etc. While it can make group brainstorming and reporting smoother, it is important that the facilitator using them is familiar and confident with the tools, so as to easily guide participants on their use.

You will find, for each training session of this manual, indications on how to facilitate the session remotely.

In a remote training it is strongly advised to split the training workshop into sessions of maximum 3 hours to keep participants engaged

You can also ask participants to do the eLearning course on the Kaya platform

<https://kayaconnect.org/course/info.php?id=260> (available in English, French, Arabic, Swahili and Bengali)

## Suggested Programme for a two consecutive day workshop:

### DAY 1

| Duration (minutes) | Time         | Session  | Methodology                              |
|--------------------|--------------|--|--|
| 30'                | 09:00        | Opening session                                  |  |
| 30'                | 09:30        | Introduction to the CHS                          | Presentation                             |
| 60'                | 10:00        | Humanitarian principles                          | Case studies, discussion                 |
| <b>15'</b>         | <b>11:00</b> | <b>Break</b>                                     |  |
| 55'                | 11:15        | Commitment 1: Appropriateness, relevance         | Role-play, discussion                    |
| <b>60'</b>         | <b>12:15</b> | <b>Lunch</b>                                     |  |
| 55'                | 13:15        | Commitment 2: Effectiveness, timeliness          | Case study and presentation on standards |
| 55'                | 14:15        | Commitment 3: Strengthening local capacities     | Presentation, film, discussion           |
| <b>15'</b>         | <b>15:15</b> | <b>Break</b>                                     |  |
| 60'                | 15:30        | Commitment 4: Participation, information sharing | Classifying real-life examples           |
| 15'                | 16:30        | Review of the day                                |  |
|                    | 16:45        | Close  |  |

### DAY 2

|            | Time         | Session  | Methodology                           |
|------------|--------------|--|---------------------------------------|
| 15'        | 09:00        | Review of Day 1                                  |                                       |
| 70'        | 09:15        | Commitment 5: Complaints mechanisms              | Story-telling exercise and discussion |
| <b>15'</b> | <b>10:25</b> | <b>Break</b>                                     |                                       |
| 50'        | 10:40        | Commitment 6: Coordination, complementarity      | Analysis                              |
| 50'        | 11:30        | Commitment 7: Learning and improvement           | Brainstorming and example sharing     |
| <b>60'</b> | <b>12:20</b> | <b>Lunch</b>                                     |                                       |
| 60'        | 13:20        | Commitment 8: People management                  | Brainstorming                         |
| 70'        | 14:20        | Commitment 9: Resource management                | Simulation exercise                   |
| <b>15'</b> | <b>15:30</b> | <b>Break</b>                                     |                                       |
| 25'        | 15:45        | Verifying against the Core Humanitarian Standard | Presentation, questions and answers   |
| 15'        | 16:10        | Action planning                                  | Self-Reflection                       |
| 20'        | 16:25        | Conclusion                                       |                                       |
|            | 16:45        | Close  |                                       |

| Opening Session     |   |
|---------------------|---|
| Facilitation Notes: |   |
| Timing              | Activity  |
| Prior to start time | <p>Register participants and distribute workshop materials pack, notebooks and pens. Give everyone a name card.</p> <p><b>Materials/equip needed:</b></p> <ul style="list-style-type: none"> <li>• Materials packs</li> <li>• Notebooks and pens</li> <li>• Name cards</li> </ul>   |
| 05                  | <p>Welcome participants and thank them for attending. Give an opportunity to the host agency to formally open the workshop, if applicable.</p>  |
| 10                  | <p>Introductions: Facilitators and participants each to introduce themselves – their full name, the name they want to be known as in the workshop, their job title and organisation. It can help to bring the group together if everyone also has to mention something more personalised, such as ‘the first job I had’, ‘something that no-one in this room knows about me’, etc.</p>  |
| 05                  | <p>Facilitator shares the following practical information:</p> <ul style="list-style-type: none"> <li>• Briefly explain the format and programme of the workshop. Mention where the coffee/tea breaks will be held, arrangements for lunch, and where the toilets are located. Explain what to do in case of fire.</li> <li>• Remind participants about the pre-workshop reading. Explain what follow up support will be available, and that links to various resources will be shared at the end of the workshop, when certificates of attendance will also be issued.</li> <li>• Together, create ‘ground rules for the workshop’, you can ask participants to name a few, or suggest a list and ask participants if they want to add any.</li> <li>• Ask for two or three volunteers to form an evaluation panel for the end of day 1 (to collect feedback on the day from all participants, so that the facilitators can make any necessary changes on Day 2).</li> </ul> |
| 10                  | <p>Show the slide with the objectives of the workshop on it. Participants work in groups to identify their expectations and any worries about the forthcoming workshop (one expectation or worry per post-it note). These can then be put up where everyone can see them, and participants given the opportunity to speak briefly about what they have written.</p> <p><b>Materials/equip needed:</b></p> <ul style="list-style-type: none"> <li>• Presentation slide</li> <li>• Giant post-it notes</li> </ul>   |
| 30                  | <b>Total number of minutes scheduled for the session</b>  |

## Introduction to the Core Humanitarian Standard

### Learning Objectives:

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

- Briefly describe the background, purpose and structure of the Core Humanitarian Standard
- Mention key words indicating the focus of each of the nine commitments
- Define quality and accountability
- Describe the purpose and structure of the Guidance Notes & Indicators
- Describe in brief the CHS verification scheme

### Facilitation Notes:

| Timing    | Activity   |
|-----------|--|
| 20        | Deliver slide presentation.                              |
| 10        | Provide opportunity for questions                        |
| <b>30</b> | <b>Total number of minutes scheduled for the session</b> |

### Suggestions for remote delivery of the session “Introduction to the CHS”

From your video conference application, simply display the corresponding slides via screen sharing – run through the slide deck and leave time for questions

## Humanitarian Principles (session A)

### Learning Objectives:

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

- Define humanitarian principles of humanity, impartiality, independence and neutrality, as written in the Core Humanitarian Standard
- Explain the importance of the humanitarian principles, and how they can be applied
- Give examples of dilemmas faced in the application of the principles
- Identify best practice strategies for applying the principles.

### Facilitation Notes:

You can choose between session A or B. Session A is well suited for a group of learners with experience from different contexts.

| Timing | Activity   |
|--------|--|
| 10     | <p>Introductory presentation: What are the principles, where did they come from and why are they important?</p> <p><b>Materials/equip needed:</b> Presentation slides</p>  |
| 05     | <p>Put participants into four groups. Groups match cards of principles and their definitions.</p> <p><b>Materials/equip needed:</b> 'Principles' cards</p>   |
| 20     | <p>Give out the handout setting out scenarios of dilemmas about the principles – assign each group one scenario for which they should prepare – on a flipchart paper – the answers to the following questions:</p> <ul style="list-style-type: none"> <li>• Which humanitarian principle(s) is/are challenged by this scenario?<br/><i>NB: Solution: Scenario 1-Impartiality, 2-Independence, 3-Neutrality, 4-Humanity</i></li> <li>• How would you recommend that your organisation should proceed if facing this scenario?</li> <li>• What kind of dilemmas have you faced in your experience in implementing humanitarian action according to humanitarian principles?</li> </ul> <p>If one group finishes sooner than others, they can start to look at another of the dilemmas.</p> <p><b>Materials/equip needed:</b> Handout on dilemmas</p> |
| 15     | <p>Back in plenary, groups take it in turns to share their conclusions, and other groups have the opportunity to ask questions or add points for each scenario.</p>  |
| 10     | <p>Conclude by asking the group, 'Do you think the principles are important or not? Why/why not?'. Record their answers on flipchart and put it up on the wall along with their group work, for reference during the rest of the workshop. Try to ensure that you elicit the following key points:</p> <ul style="list-style-type: none"> <li>• Principles are a tool for decision-making in complex situations;</li> </ul>  |

|           |   |
|-----------|---|
|           | <ul style="list-style-type: none"> <li>• Following the principles, and being known for doing so, can help to ensure access in emergencies;</li> <li>• Following the principles can help earn the trust and acceptance of affected communities, and enhances the credibility and reputation of an organisation, and of the humanitarian sector as a whole;</li> <li>• Following the principles helps to ensure that beneficiary selection criteria and contract tendering procedures are transparent.</li> </ul> |
| <b>60</b> | <b>Total number of minutes scheduled for the session</b>  |

### **Suggestions for remote delivery of the session “Humanitarian Principles (A)”**

- Screen share the slide deck
- Ask participants to look at page 10 of the CHS Handbook to refer to humanitarian principles definitions
- Electronically share the 4 scenarios handout in advance of the session with participants
- Organize participants into four groups and corresponding breakout rooms. Have each group look at one of the scenarios and answer questions indicated on the handout.
- Debrief in plenary, asking each group to give their answer in turn

## Humanitarian Principles (session B)

### Learning Objectives:

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

- Define humanitarian principles of humanity, impartiality, independence and neutrality, as written in the Core Humanitarian Standard
- Explain the importance of the humanitarian principles, and how they can be applied
- Give examples of dilemmas faced in the application of the principles
- Identify best practice strategies for applying the principles.

### Facilitation Notes:

You can choose between session A or B. Session B is better suited for a group of learners working in the same location.

| Timing | Activity   |
|--------|--|
| 10'    | <p>Introductory presentation: What are the principles, where did they come from and why are they important?</p> <p>As a conclusion, hide the slide and ask participants to explain each of the 4 principles in a single sentence. Ensure that there is good understanding before you proceed.</p> <p><b>Materials/equip needed:</b> Presentation Slides</p>  |
| 20'    | <p>Organise participants into 4 groups – one for each principle.</p> <p>(If participants have a strong desire to discuss a particular principle, they can join that group, but ensure groups are evenly sized).</p> <p>Explain that participants have 15mins to answer the following questions. They should discuss each and record their conclusions on the piece of flipchart paper they have been given.</p> <p>They will need to be ready to feedback briefly on their key findings at the end of the session.</p> <p>Questions to discuss:</p> <ul style="list-style-type: none"> <li>• How does this relate to the work you are currently doing in this location?</li> <li>• What are the key challenges related to adhering to this principle?</li> <li>• How does / how can the principle help you navigate challenges you face in your work?</li> </ul> <p><b>Materials/equip needed:</b></p> |
| 20'    | <p>4 flipchart sheets around the room. Each has one of the principles and the definition of that principle stuck to the top. (The Principles Cards may be used for this).</p>  |
| 20'    | <p>Have each group feedback, ensuring that each presentation lasts no more than 3-4mins, to allow for any questions or comments from the larger group.</p>   |

|     |   |
|-----|---|
|     | <p>The facilitator can use the introduction of each presentation to re-enforce the definition of the principle.</p> <p><b>Materials/equip needed:</b></p> <p>Flipchart at the front of the room so participant can present their findings.</p>  |
| 10' | <p>Conclude by asking the group, 'Do you think the principles are useful or not? Why/why not?'. Record their answers on flipchart and put it up on the wall along with their group work, for reference during the rest of the workshop. Try to ensure that you elicit the following key points:</p> <ul style="list-style-type: none"> <li>• Principles are a tool for decision-making in complex situations;</li> <li>• Following the principles, and being known for doing so, can help to ensure access in emergencies;</li> <li>• Following the principles can help earn the trust and acceptance of affected communities, and enhances the credibility and reputation of an organisation, and of the humanitarian sector as a whole;</li> </ul> <p>Following the principles helps to ensure that beneficiary selection criteria and contract tendering procedures are transparent.</p> |
| 60' | <b>Total number of minutes scheduled for the session</b>  |

### **Suggestions for remote delivery of the session “Humanitarian Principles (B)”**

- Screen share the slide deck
- Electronically share the 4 scenarios handout in advance of the session with participants
- Organise participants into four groups and corresponding breakout rooms. Have each group discuss the questions and be prepared to feedback in plenary.
- Debrief in plenary, asking each group to give their answer in turn

## Supporting documents for distributing (session A)

### Humanitarian Principles - “Principles” Cards

|                       |  |
|-----------------------|--|
| <h1>Humanity</h1>     | <p>Human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings.</p>   |
| <h1>Impartiality</h1> | <p>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, religious belief, class or political opinion.</p> |
| <h1>Independence</h1> | <p>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.</p>  |
| <h1>Neutrality</h1>   | <p>Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.</p>  |

## Humanitarian Principles - Dilemmas

Consider the following questions in relation to the scenarios below:

- Which humanitarian principle(s) is/are challenged by this scenario?
- How would you recommend that your organisation should proceed if facing this scenario when considering opening a programme in the country in question?
- What kind of dilemmas have you faced in your experience in implementing humanitarian action according to humanitarian principles?

1. In an Asian country with a long history of a repressive government, the first ever democratic elections have taken place, and NGOs are now being invited to come and help. An international organisation would like to open a clinic in an area which will serve a stigmatised ethnic group where the needs are very high. Government permission is granted on the condition that the organisation opens a second clinic in an area where the needs are far less but the population is of the same ethnic and religious group as the ruling party.

2. In an era where there is a scarcity of funding available for humanitarian assistance and, simultaneously, a high number of complex emergencies linked to conflicts, a generous donor government in the Middle East offers to provide a significant grant for shelter for refugees from a conflict in the same region. The assistance granted will ensure they have provision of services at a much higher level than that of refugees in other places. There are strong indications of human rights violations perpetuated domestically by the donor government in question.

3. In a country in the Horn of Africa, a civil war is underway between the government and a group of tribes with a different faith and ethnic profile. Organisations and donor governments which embrace the same faith as the rebel group have been taking the lead in providing mass food distribution in the rebel-held areas, along with medical assistance in areas of relative security. The financial costs of working in this large and remote conflict-affected region of the country are very high indeed. The insecurity means it is difficult to track who are the final recipients of the food which is distributed. The civilian population are anyway strongly supportive of the rebels, and likely to share any food received with the combatants.

4. In a Central South Asian country, organisations have avoided working in certain areas with communities in great need because of the possibility of some of the assistance falling into the hands of terrorist groups active there. If assistance got diverted in this way, even though the intent would not be to support terrorism, aid organisations could be liable for prosecution under counter-terrorism laws in their own country.

## Commitment 1: Communities and people affected by crisis receive assistance appropriate and relevant to their needs.

### Learning Objectives:

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

- Name the key steps needed to ensure effective needs assessment are undertaken in emergencies
- Explain the importance of ensuring that particularly disadvantaged groups are consulted about their needs.

### Key Messages:

Communicating with and involving the affected community always leads to better quality and more accountable project. It links with DNH, capacity building and capacity strengthening

Material for reference: Good Enough Guide: humanitarian needs assessment (NA) *see resources below*

### Facilitation Notes:

*Note: the role-play exercise has been taken from the 3-day training on Quality and Accountability for Syria,,a 2019 joint project between CHS Alliance, OCHA Turkey, IOM and Sphere..*

| Timing | Activity  |
|--------|---|
| 5'     | <p><b>Introduction:</b></p> <p>Ask participants:</p> <p><b>What is a needs assessment?</b></p> <p>GEG on NA: A needs assessment is how organizations identify and measure the humanitarian needs of a disaster-affected community.</p> <p>Simply put, needs assessment is the best way to answer the question: 'What assistance do disaster-affected communities need?</p> <p><b>Then ask participants: <i>why do we start with needs assessments? Why are needs assessments important?</i></b></p> <p>Explain that Commitment 1 captures the primary purpose for responding to humanitarian crisis, <b>alleviate distress and suffering, uphold people's rights to assistance and ensure their dignity as human beings.</b></p> <p>Refer to phase 1 of the Project Cycle Management (PCM)!</p> |
| 10'    | <p><b>Key steps and issues in undertaking a needs assessment p. 13 GEG NA</b></p> <p>Present: slides on principles of needs assessments</p> <p>Ask if any participants have been involved in a needs assessment.</p> <p>If they have: Ask <b>what steps they took to align with the principles that have just been presented?</b></p>   |

|     |   |
|-----|---|
|     | <p>If they haven't: Ask <b>what steps could be taken to align with the principles that have just been presented?</b></p> <p><b>Materials/equip needed:</b> Presentation Slides</p>  |
| 20' | <p><b>Explain to participants that we are going to do a little game:</b></p> <p>Organise participants into up to 8 groups with a minimum of 2 participants per group (don't share the names of the groups).</p> <ol style="list-style-type: none"> <li>1. Project team (ensure the group is only men)</li> <li>2. Civil Administration Entity</li> <li>3. Community Members – Cash</li> <li>4. Community Members – Corruption</li> <li>5. Community Members – Women</li> <li>6. Community Members – Perceptions</li> <li>7. Community Members – Inclusion</li> <li>8. Community Members – Identity</li> </ol> <p>Give each group copies of the SCRIPT that explains the background and the information they need about their character group. Allow a few minutes for participants to prepare by reading the background document and script for their character.</p> <p>Ask participants to gather for the community meeting. Ask the Project Team to commence the meeting. Allow the discussion to run for 10-15 minutes.</p> <p><b>Materials/equip needed:</b> Scripts for roleplay</p>   |
| 15' | <p>Thank all the participants and ask them to come out of their roles and return to the group. Then ask the following questions in plenary:</p> <ul style="list-style-type: none"> <li>• <b>What went wrong for the project team? And why?</b></li> <li>• <b>What could they have done to prevent these problems?</b></li> <li>• <b>How could community participation have helped in this situation?</b></li> <li>• <b>How should the project team improve their project communication?</b></li> </ul> <p>Try to use this discussion to draw out the following key messages:</p> <ul style="list-style-type: none"> <li>• PARTICIPATION of communities and communicating with communities are key principles that ensure the quality and accountability of projects.</li> <li>• It is important to take into consideration the different needs of the community members. (INCLUSION)</li> <li>• In this phase, we should ask communities about their preferred way of receiving information, engaging in the project activities and decision making, giving feedback or flagging issues (complaints)</li> <li>• Not everybody will be able to contribute their ideas or views in the same way (can women and children speak up in this meeting?) We need to make adjustments to ensure we hear their views.</li> <li>• We need to share minimum information: about the organisation, Q&amp;A commitments, contacts, scope of work, what will be done with the assessment information collected</li> </ul> |

|     |  |
|-----|--|
|     | <ul style="list-style-type: none"> <li>• All of this requires staff who have the knowledge and skills required. It also means that the staff need to be effectively managed – this could be remote management.</li> </ul>  |
| 5'  | <p>Ask participants to turn to Commitment 1 in their CHS Handbooks.</p> <p>Show that the Commitment is presented as Key Actions and Organisational Responsibilities. Give participants a couple of minutes to read these.</p> <p>Next highlight that this session has indicated the way that the different Commitments relate to each other. Ask participants to flick through the other 8 Commitments and identify which of them relate to Commitment 1.</p> <p>Take the answers. These need not be perfect, but should relate to:</p> <ul style="list-style-type: none"> <li>• C2: NA contributes to effectiveness (provide evidence for decision-making) and timeliness</li> <li>• C3: NA enable DNH and capacity strengthening</li> <li>• C4: Participatory NA is a foundation of Communication and community involvement</li> <li>• C5: ask the question to participants (answer should include at least provide with contact information)</li> <li>• C6: NA should be coordinated (see further resources below)</li> <li>• C7: Is a learning step</li> <li>• C8: Train and support staff in carrying out participatory NA</li> <li>• C9: NA help allocating resources appropriately</li> </ul> |
| 55' | <b>Total number of minutes scheduled for the session</b>   |

### Suggestions for remote delivery of the session “Commitment 1”

- Organise participants into 8 pairs. Each pairs takes one of the roles described on the session plan
- Electronically share the scenario to participants; electronically share the role description to each of the pairs (the project team must not see other roles, and Civil Administration and Community Members must not see the project team description)
- Give participants a few minutes to prepare by reading the scenario and their role script. Put pairs into breakout rooms so they have a chance to exchange before the community meeting starts (this is particularly important for the Project Team)
- Back in plenary, tell participants that the community meeting is about to start. Ask the Project Team to start the meeting.
- Debrief the exercise as instructed on the session plan.

### Links to additional resources

- [What does ACAPS do?](#)
- [ACAPS needs assessment tools](#)
- [Humanitarian Needs Assessment: The Good Enough Guide](#)

## Supporting documents for distributing

### Commitment 1 – Roleplay Script Cards

|  |   |
|--|---|
| <p><b>Background</b></p> <p>A project team are visiting a community.</p> <p>A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.</p> | <p><b>NGO Team – Brothers for Peace</b></p> <p>You were delayed getting here. You don't have much time and you have to be back before dark. So, make your points quickly:</p> <ol style="list-style-type: none"> <li>1. You will be distributing Food and non - food items.</li> <li>2. You have selected several locations where distributions will take place.</li> <li>3. These have been revised to try to increase coverage.</li> <li>4. The distributions will take place in each location once a week.</li> <li>5. You will work closely with the civil administration entity to ensure distributions meet community needs.</li> <li>6. You will update the community by holding meetings like this one every 2 weeks.</li> <li>7. You will monitor the project by holding focus groups – 1 for men, 1 for women.</li> <li>8. You will also be visiting individual households to ask for feedback</li> </ol> |
| <p><b>Background</b></p> <p>A project team are visiting a community.</p> <p>A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.</p> | <p><b>Community Group 1 – CASH</b></p> <p>You don't understand why they are distributing items that you are able to buy.</p> <p>You heard about a CASH project in another community. It would be much better if they distributed cash or vouchers.</p> <p>If the NGO had asked anybody in the community, they would have known.</p>   |

## Background

A project team are visiting a community.

A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

## Community Group 2 – Corruption

You are very concerned about the project. You are certain that the civil administration entity members will try to take money from the project or items from the community.

You want to tell the NGO, but you cannot explain the details in front of the civil administration entity members who are here.

## Background

A project team are visiting a community.

A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

## Community Group 3 – Women

You are nervous to speak up in the meeting, but you are concerned.

The NGO says it will hold focus groups with women - but most of the NGO workers are men.

The location of the meetings means they will be very unsafe for women to attend. Many will not be able to attend alone.

## Background

A project team are visiting a community.

A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

## Community Group 4 – Perceptions

You are supportive of the project but are worried about what information the NGO will ask you for. You don't like attending meetings because the civil administration entity will think you are gathering to criticise them.

There is no way you can speak to the NGO directly without the civil administration entity becoming suspicious.

## Background

A project team are visiting a community.

A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

## Community Group 5 – Inclusion

You are a child attending because your father cannot – he is an amputee. Your mother and sister are not allowed to travel alone.

You cannot carry heavy items all the way from the distribution point. You are worried that your family will not get what they need. You are nervous to speak up in the meeting.

## Background

A project team are visiting a community.

A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

## Community Group 6 – Identity

You don't trust the NGO. You have seen and heard of bad things done by some of these NGOs. How do you know who they are or why they are here?

They may well be working for the government or armed groups. You want assurances about who they are and why they are doing the project.

## Background

A project team are visiting a community.

A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

## Civil Administration Entity

You are glad the NGO is undertaking the project and have seen the plans. However, the locations have changed, and you have not authorised the change. You want the NGO to deliver aid in the locations agreed.

You are also concerned that the NGO is meeting community members without the civil administration entity present.

## Commitment 2: Communities and people affected by crisis have access to the humanitarian assistance they need at the right time.

### Learning Objectives:

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

List requirements associated with commitment two, in particular:

- Explain what effectiveness and timeliness are
- Quote some of the constraints and explain how to factor them into the design phase
- Name other standards/guidelines relevant to humanitarian and development work, mainly technical standards, as follows, and explain briefly their purpose:
  - The Sphere Handbook
  - Inclusion Standards for Older People and People with Disabilities
  - Child Protection Minimum Standards (CPMS)
  - Livestock Emergency Guidelines and Standards (LEGS)
  - Minimum Economic Recovery Standards (MERS)
  - International Network on Education in Emergencies (INEE) Minimum standards
  - Code of Conduct for the International Red Cross & Red Crescent Movement and NGOs in Disaster Relief
  - Minimum Standard for Market Analysis (MISMA)
  - IASC Guidelines on GBV & IASC Rules on sexual conduct
  - Groupe URD: Quality COMPAS

**60' total**

### Facilitation Notes:

| Timing | Activity  |
|--------|---|
| 05     | <p>Ask participants how to define effectiveness. According to the CHS glossary, effectiveness <i>is the extent to which an aid activity attains its objectives</i>.</p> <p>Read through Commitment 2 with the participants, so that the context of the subsequent exercise on this Commitment is clear.</p>   |
| 30'    | <p>Explain to participants that we are going to do an exercise to reflect on the application of these requirements.</p> <p>Distribute the cash for winterization exercise. Tell participants to read through the handout and work in groups on the following question: according to the results of the survey, to what extent is the organization meeting commitment 2?</p> <p>Give the group 15 minutes to read through and discuss</p> <p>Back to plenary to capture feedback, 10 minutes</p> <p><b>Materials/equip needed:</b> Handout: cash for winterization</p> |

|    |  |
|----|--|
|    | Note: this case study is the same as the one that is used as a follow-up to the introduction to CHS session in the appendix.   |
| 15 | <p>Have the picture of standards and definition cards displayed on a table. Ask each group to pick up a standard and find their matching definition. In plenary, ask them to briefly explain the standards they have picked.</p> <p>Ensure you have the same number of groups as of standards.</p> <p>You can ask each group if they've been using that standard</p> <p>You can ask participants if they have been using other standards.</p> <p><b>Materials/equip needed:</b> Laminated 'standards' cards (see materials section, below)</p> |
| 5  | <p>Recap the components/requirements of C2:</p> <ul style="list-style-type: none"> <li>• Link between effectiveness, timeliness, constraints</li> <li>• Design of operations (taking into account findings of C1/needs assessments)</li> <li>• Use of technical standards, good practices, as well as internal guidelines</li> <li>• Need to monitor and assess poor performance</li> <li>• Organisational capacities and allocation of resources</li> </ul>   |
| 55 | <b>Total number of minutes scheduled for the session</b>   |

### Suggestions for remote delivery of the session "Commitment 2"

#### Cash for winterization:

- Electronically share the cash for winterization handouts with participants
- Organise participants into small groups and instruct them to answer the question as to what extent the organization is meeting commitment 2, according to the results of the survey. Put each group into a breakout room for their reflection.
- Debrief in plenary

#### Standards exercise:

- Screen share the training handbook pages showing the standards
- Using the same groups as above, ask each group which standards they would like to present (they might know the standard or not).
- Give the groups about 10 minutes to, in break-out room, prepare a brief explanation of what the selected standards are about. Encourage them to electronically search for additional information.
- Debrief in plenary

### Commitment 2- keys for the standards related exercise.

1. Sphere Handbook
2. Minimum Economic Recovery Standards (MERS)
3. Livestock Emergency Guidelines & Standards (LEGS)
4. Minimum Standards for Education (INEE)
5. Minimum Standards for Child Protection in Humanitarian Action (CPMS)

6. Code of Conduct for the International Red Cross & Red Crescent Movement and NGOs in Disaster Relief
7. Groupe URD Quality and Accountability COMPAS
8. Humanitarian inclusion standards for older people and people with disabilities
9. Minimum Standard for Market Analysis
10. IASC Guidelines for integrating GVB Intervention in Humanitarian Settings and identifying GBV Violence Risks within the COVID-19 Response

## Supporting documents for distributing

### Commitment 2 – Case Study CASH DISTRIBUTION FOR WINTERIZATION

#### Background

Since the beginning of the conflict in Alphaland three years ago, about 500,000 people have left their homes and fled to neighboring countries, Kappa and Sigma.

Over 150,000 refugees are now registered or awaiting registration in the country of Kappa alone, and over a hundred thousand more are believed to be living unregistered.

Some of the refugees live in scattered camps across the country, while others are living in rented accommodation in host communities, including in the country's capital, Kappa-City.

Priority issues include preparation for the winter, as refugees are currently living in tents, or in rented accommodation, which they cannot afford to heat or weatherproof. Life-saving food, water and medical supplies are among the most urgent needs along with blankets, warm clothing and fuel.

As the conflict in Alphaland has been going on for a while, people are now arriving in an increasingly poor state, and those who have been living in Kappa for an extended period of time are running out of the savings they came with.

When asked about their priority needs, refugees are asking for jobs in order to earn money and education for their children. However, the Kappa law is very restrictive when it comes to working permits, and most ends up finding low-paid, unregulated jobs.

In Kappa, unemployment rate is 17%, and it reaches 30% for the youth.

Children, women and men arriving in Kappa have witnessed, and sometimes been subjected to, terrible violence, and lost relatives. There is an acute need for medical attention, in particular pregnant and lactating women and children under 5 years old, who are the first to suffer from respiratory diseases due to the cold weather.

#### Exercise

The UNHCR commissioned an independent organisation to carry out a perception survey of the beneficiaries of the cash distribution programme, three months after its start. Questions were aligned with the CHS. A draft initial report has just been published.

*As part of the exercise, please answer the following questions:*

1. To which extent has this project met the CHS Commitment 2?
2. Based on CHS Commitment 2, what recommendations could you give:
  - To make immediate, short term improvements to the project
  - For longer term improvements to CASH programmes in the region

## Beneficiary perception survey – initial report

Unless stated otherwise, answers are based on a Likert scale:

1 Not at all 2 Not really 3 Somewhat 4 Mostly yes 5 Yes completely

### 1. Do you feel the cash grants are reaching the people who need them most?



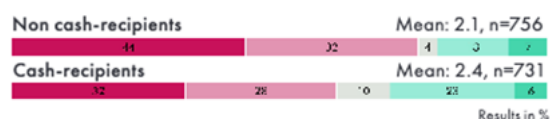
Interviewees pointed that they know others in need who have not received the cards. They could not explain why they themselves had received and not the others and thought they were simply lucky.

### 2. Have you been receiving the cash grants in a timely manner?



While people seemed mostly satisfied, some comments included that the cold season had started before the card was received.

### 3. Overall, can you say your life has improved over the past three months?



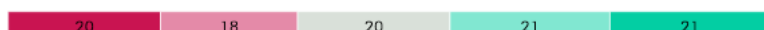
Men especially highlighted their difficulty to find jobs. The cash has helped with rent and food but it is limited in amount and time.

### 4. Have you received information from the UNHCR or partner NGOs about the amount of cash assistants and instalments you will receive?(note : this was a yes/no question) :



People interviewed said they had received very little information at the time the card was handed over to them. They received additional information at later stage but many had to use the toll-free number provided to find out what exactly they would receive.

### 5. In your view, are the different institutional partners, including NGOs and financial services, working well with one another?

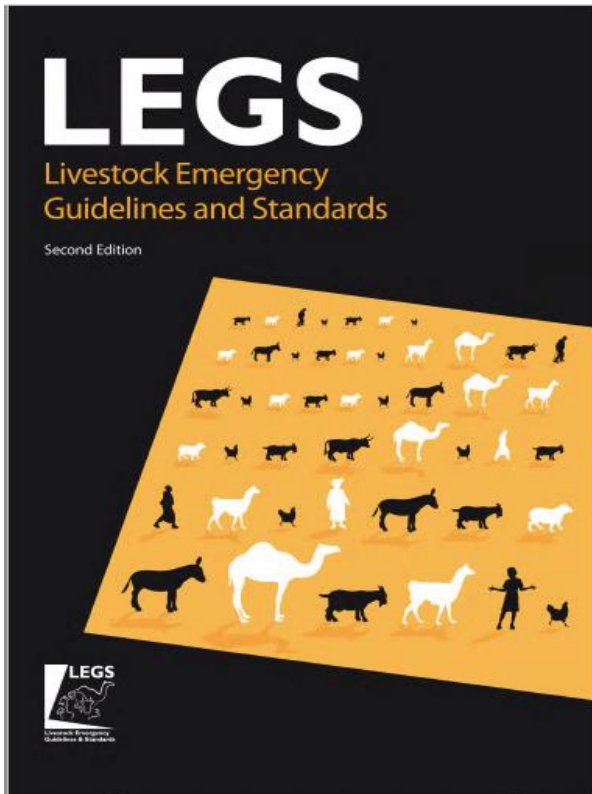


A number of interviewees said they received cards from different organisations and while some of the cards could be used with the ATM, others did not. It was a confusing situation as they then discovered the other cards could be used at specific grocery shops only. The ATM cards worked mostly well though.

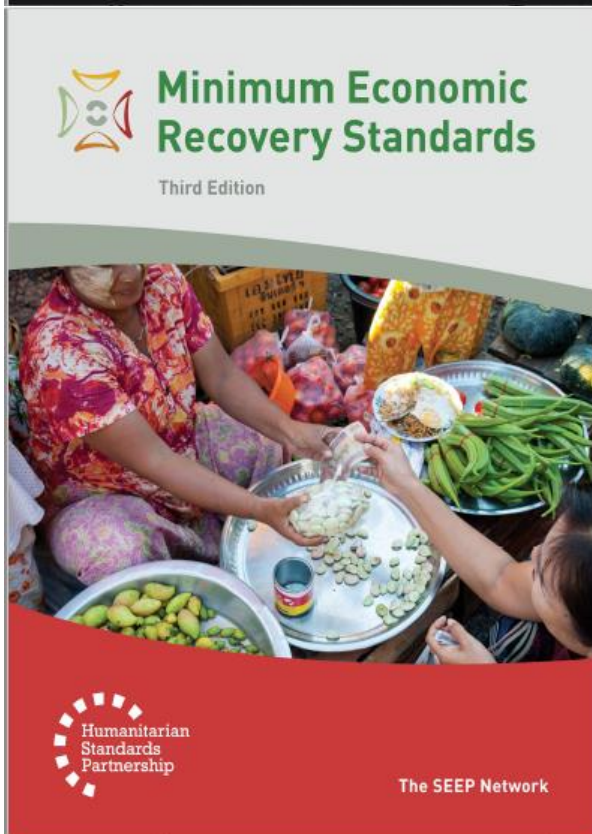
*These are hypothetical results for the purpose of the corresponding case study. If you would like to see actual community perception surveys, visit the Ground Truth Solutions website.*

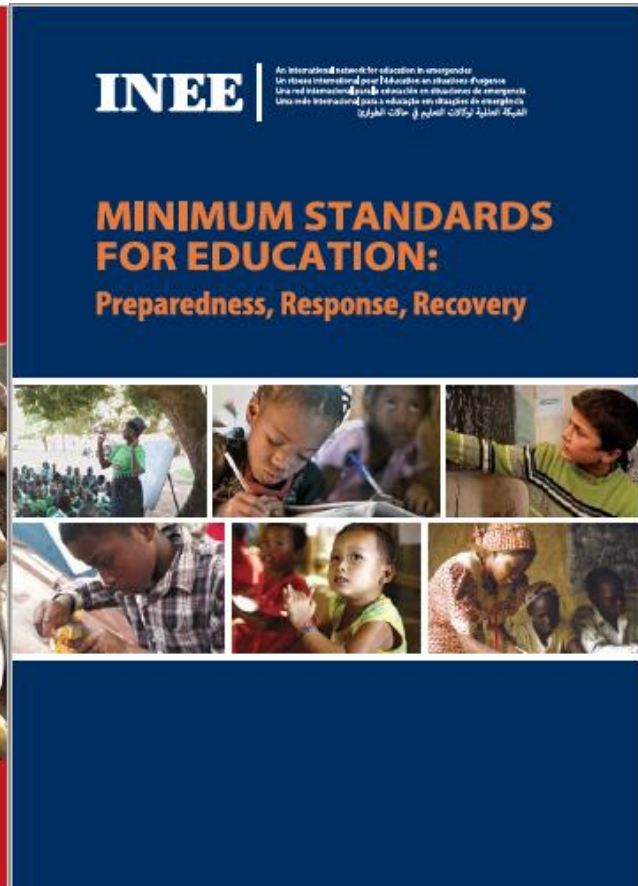
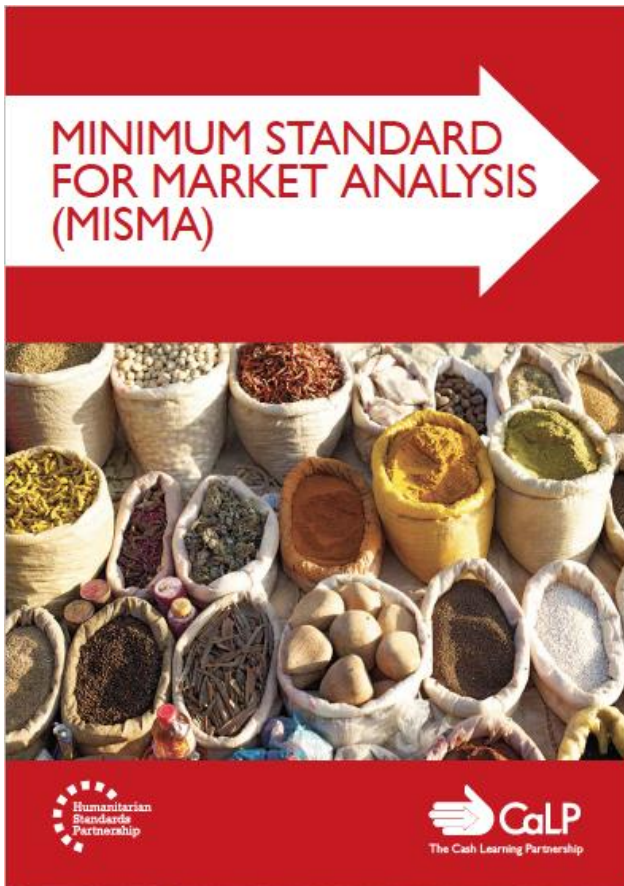
**Commitment 2-**Materials for Standards exercise (print off and laminate, to make cards):





**Code of Conduct**  
 for  
 the International Red Cross and  
 Red Crescent Movement  
 and  
 Non-Governmental Organizations (NGOs)  
 in Disaster Relief





## Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action

*Reducing risk, promoting resilience and aiding recovery*



## Commitment 2- Descriptions (print off and laminate to make cards):

1. This standard puts the right of disaster-affected populations to life with dignity, and to protection and assistance at the centre of humanitarian action. It promotes the active participation of affected populations as well as of local and national authorities and is used to negotiate humanitarian space and resources with authorities in disaster-preparedness work. The minimum standards cover four life-saving areas of humanitarian aid: water supply, sanitation and hygiene promotion; food security and nutrition; shelter, settlement and non-food items; and health action.
2. In an effort to improve the capabilities and accountability of humanitarian and economic practitioners, this standard focuses on minimum industry standards for facilitating economic recovery in crisis situations. It sets out strategies and interventions designed to improve income, cash flow, asset management, and growth among crisis-affected households and enterprises. These include financial services, productive assets, employment, and enterprise development. It emphasises encouraging the re-start of enterprises and livelihoods strategies and improving market productivity and governance.
3. This is a standard for the design, implementation and assessment of livestock interventions to assist people affected by humanitarian crises. It presents practical options for supporting livestock during and following disasters. It provides guidance on participatory processes to identify appropriate livestock responses, followed by detailed information on destocking, veterinary services, the provision of feed and water, livestock shelter and settlement, and restocking.
4. This standard articulates the minimum level of educational quality and access in emergencies through to recovery. It covers all domains of educational response from access and safety of learners, to the development of curricula and the role of teachers. It aims to:
  - enhance the quality of educational preparedness, response and recovery;
  - increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and
  - ensure accountability and strong coordination in the provision of education in emergencies through to recovery.
5. This standard establishes common principles aimed at strengthening coordination amongst — and improving accountability of — child protection workers. It provides a synthesis of good practice and learning and enables better advocacy and communication on child protection risks, needs and responses. The standards are designed to ensure a quality child protection response focus on key programming concepts. Standards addressing child protection needs cover core work areas and critical issues. Those addressing strategy relate to case management, community-based child protection, child-friendly spaces and protection of excluded children. A fourth set of standards gives guidance on how workers in other sectors can ensure that their programmes are accessible and beneficial to children.

6. This code seeks to safeguard high standards of behaviour and maintain independence and effectiveness in disaster relief. It is a voluntary code, enforced by the will of organisations accepting it to maintain the standards it lays down.
7. This tool is a quality and accountability management method for humanitarian and development projects. It has been specifically designed to help apply the quality and accountability commitments of the Core Humanitarian Standard in the field for any intervention zone, sector or context.  
It is organised around four key and complementary actions of a humanitarian or development intervention: implementing, funding, evaluating, improving. All four using the Core Humanitarian Standard as a basis.
8. These standards are designed to help address the gap in understanding the needs, capacities and rights of older people and people with disabilities and promote their inclusion in humanitarian action. They aim to strengthen the accountability of humanitarian actors to older people and people with disabilities, and to support the participation of older people and people with disabilities in humanitarian action. They consist of nine Key inclusion standards, derived from the Nine Commitments of the CHS, and seven sets of sector-specific inclusion standards. Each of the sector-specific standards are structured around three key areas of inclusion: data and information management; addressing barriers; participation of older people and people with disabilities and strengthening of their capacities.
9. This standard establishes criteria that must be met in any market analysis exercise to ensure the quality of humanitarian response and associated contingency plans. This means assisting disaster-affected populations to meet their basic needs and recover with dignity while using and supporting local markets as an engine of that recovery. It covers five key actions applicable across all the technical sectors (including all sectors reflected by the Humanitarian Standards Partnership) to ensure the quality of market analysis: defining the scope; building the market analysis team; collecting the data; performing the analysis; monitoring the market.
10. The primary purpose of these guidelines is to enable humanitarian actors and communities to plan, establish, and coordinate a set of minimum multisectoral interventions to prevent and respond to sexual violence during the early phase of an emergency. While these guidelines focus on the early phase of an emergency, they also aim to inform and sensitise the humanitarian community to the existence of GBV during emergencies, that it is a serious and life threatening protection issue, and offer concrete strategies for including GBV interventions and considerations in emergency preparedness planning and during more stabilised phases of emergencies. These guidelines focus particularly on sexual violence as the most immediate and dangerous type of gender-based violence occurring in acute emergencies.

## Commitment 3: Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.

### Learning Objectives:

*By the end of the session, the participants will:*

- Recognise the basic tenets of the *Do No Harm* approach, list at least three possible unintended negative consequences of a humanitarian or development intervention and describe three key strategies for avoiding unintended negative effects and identifying them promptly when they do occur.
- Be able to name the main prohibitions and obligations relating to sexual exploitation and abuse by aid workers, as described in the Secretary-General's Bulletin on Special Measures for Protection from Exploitation and Abuse.
- Be convinced of the importance of the steps that organisations and individuals can take to prevent sexual exploitation and abuse by our own staff and representatives.
- Be able to link the *Do No Harm* approach to personal experiences of unintended negative consequences in programming.

### Facilitator Notes:

| Timing | Activity   |
|--------|--|
| 15     | <p>Ask participants:</p> <ul style="list-style-type: none"> <li>• what "do no harm" is?</li> <li>• Where does it come from? What is the theory behind it?</li> </ul> <p>Ask participants to share examples (and have a few ready)</p>  |
| 20     | <p>Plan groups after the movie: either participants work in pair or in groups of three-four as they sit or move participants before showing the movie.</p> <p>When preparing the session, select a short film on the subject of Sexual Exploitation and Abuse. Here are suggestions:</p> <p>DFID Safeguarding Summit, "Are you listening?" <a href="https://www.youtube.com/watch?v=z9D9kUNV9h8">https://www.youtube.com/watch?v=z9D9kUNV9h8</a> The film features quotes from victims and survivors of sexual exploitation and abuse, shown at the opening of the Safeguarding Summit 2018 - an international conference hosted by FCDO (then DFID) to tackle sexual exploitation, abuse and harassment in the aid sector. Voices in this film are those of actors, reading direct quotes from testimonies of victims and survivors.</p> <p>Interaction movies: PSEA: It's Everyone's Responsibility <a href="https://www.youtube.com/watch?v=48MCG22FqrE">https://www.youtube.com/watch?v=48MCG22FqrE</a> and No Excuse of Abuse: Preventing Sexual Exploitation and Abuse <a href="https://www.youtube.com/watch?v=48MCG22FqrE">https://www.youtube.com/watch?v=48MCG22FqrE</a></p> <p>Two videos are available on the IASC Learning Package on PSEA website: "What if it were you" and "Afrida Case Study" <a href="https://interagencystandingcommittee.org/iasc-learning-package-protection-sexual-misconduct-un-partner-organizations">https://interagencystandingcommittee.org/iasc-learning-package-protection-sexual-misconduct-un-partner-organizations</a></p> |

|    |  |
|----|--|
|    | <p>Each video approach the topic from a different angle and with varying degree of potential emotional impact. When you select your video, make sure that it is appropriate for your audience, and that you'll feel comfortable facilitating a discussion after the video was shown, given the reactions it might trigger.</p> <p>Explain that we are going to talk about Sexual Exploitation and Abuse by aid workers as one of the worst breach of accountability, and one of the worst harmful effect of humanitarian assistance.</p> <p>Explain that it is a sensitive subject. We recognize it might make people feel uncomfortable.</p> <p>Introduce the movie briefly (where it comes from and why it was made up) and then show the movie.</p> <p>After showing the movie, ask participants: what actions can you take to protect affected people from SEA?</p> <p>Ask groups to write their ideas on post-it. They can think of the CHS nine commitments as a way to help guide their thinking. Give participants 15 minutes.</p> <p><b>Materials/equip needed:</b> Selected movie, large post-it notes and markers</p> |
| 15 | <p>Collect the post-its and see if they can be organized by CHS commitments. Briefly describe how implementing the 9 CHS commitments can contribute to protecting affected people from SEA.</p> <p>You can use examples from the CHS PSEAH Index: <a href="https://www.chsalliance.org/get-support/resource/pseah-index/">https://www.chsalliance.org/get-support/resource/pseah-index/</a> which is a resource you can share with participants. There is also a video on the CHS PSEAH Index that you can show to participants: <a href="https://www.youtube.com/watch?v=Rj8ResiQ1fs">https://www.youtube.com/watch?v=Rj8ResiQ1fs</a> (2 minutes)</p>   |
| 05 | <p>Briefly mention that IASC, together with Translators Without Border, have translated the IASC PSEA commitments in plain language in more than 100 languages.<br/> <a href="https://interagencystandingcommittee.org/accountability-and-inclusion/translators-without-borders-tw-b-support-iasc-results-group">https://interagencystandingcommittee.org/accountability-and-inclusion/translators-without-borders-tw-b-support-iasc-results-group</a></p> <p>Also, refer to the CHS Alliance PSEA Implementation Quick Reference Handbook: <a href="#">CHS Alliance PSEA Implementation Quick Implementation Reference Handbook</a></p> <p>And the Safeguarding Support Hub <a href="https://safeguardingsupporthub.org/">https://safeguardingsupporthub.org/</a></p>   |
| 55 | <b>Total number of minutes scheduled for the session</b>   |

### Suggestions for remote delivery of the session “Commitment 3”

- Screen share and go over the slide deck
- Show the video
- Put participants into breakout room, instruct them to discuss actions that can be taken to protect affected people from SEA ; ask them to think of the different CHS commitments to guide them in their brainstorm.
- In plenary: ask each group to give, in turn, some elements of their brainstorming, and debrief as indicated on the session plan.

### Commitment 3- Rules on Sexual conduct for humanitarian workers

#### Rules on sexual conduct for humanitarian workers

Humanitarian workers **can be disciplined – even fired – for unacceptable behaviour in relation to sex**. These are the rules they must comply with:

- Humanitarian workers are **not allowed to have sexual relationships with anyone under the age of 18, even if it is legal in their country**. Saying they did not know the person's true age is not a valid excuse.
- Humanitarian workers are **not allowed to pay for sex with money, employment, goods or services** – including goods and services intended as aid to people in need. They must not use promises of these things to make other people accept any kind of behaviour that humiliates or exploits them. This includes paying or offering money for sex with a prostitute.
- Humanitarian workers have influence over who receives goods and services. This places them in a position of power in relation to people who need assistance. For that reason, humanitarian organizations **strongly encourage staff not to have sexual relationships with anyone affected** by a humanitarian emergency. Such relationships make humanitarian action seem less honest and credible.
- If a humanitarian worker is **worried or suspects** that anyone in their organization or another aid organization may be breaking humanitarian rules on sexual conduct, they **must** report it, following **procedures** set up by their agency.
- Humanitarian workers **must create and maintain** a work environment which prevents unacceptable sexual behaviour and encourages staff to behave as set out in their **codes of conduct**. **All managers** are responsible for supporting and developing systems which maintain this environment.

The IASC principles on sexual exploitation and abuse are available here:

[http://www.pseataaskforce.org/uploads/tools/sixcoreprinciplesrelatingtosea\\_iasc\\_english.doc](http://www.pseataaskforce.org/uploads/tools/sixcoreprinciplesrelatingtosea_iasc_english.doc).

This plain-language version was developed in collaboration between the IASC Task Team on Accountability to Affected Populations and Protection from Sexual Exploitation and Abuse and Translators without Borders.

## 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   |
|------------------------------|--|
| Preparation ahead of session | <p>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.</p> <p><b>Materials/equip needed:</b> Flipchart paper, Marker pens, Blue Tack</p>  |
| 05                           | <p>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 participation. This brings in all the Key Actions and Organisational Responsibilities in the Commitment, and especially relevant to 4.3 and 4.6.</p> <p><b>Materials/equip needed:</b> CHS Booklet</p>  |
| 10                           | <p>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.</p> <p><b>Materials/equip needed:</b> Slide Presentation</p>  |
| 05                           | <p>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.</p> <p><b>Materials/equip needed:</b> Laminated cards-ALNAP diagram</p>  |
| 10                           | <p>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</p> <p><b>Materials/equip needed:</b> Laminated cards-options</p>   |
| 10                           | <p>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 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.</p> <p><b>Materials/equip needed:</b> Laminated cards-examples</p> |

|    |  |
|----|--|
| 10 | Once groups have finished with their example 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.<br><br><i><b>Materials/equip needed:</b></i> 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 community engagement approaches which would fit on the higher section of the ALNAP scale of degrees of empowerment. |
| 60 | <b>Total number of minutes scheduled for the session</b>   |

#### **Suggestions for remote delivery of the session "Commitment 4"**

- Ahead of the session, paste the picture of the ALNAP's Degree of Empowerment diagram on a whiteboard tool. Participants should be able to write and place post-it notes on the diagram. Prepare to share the link of the whiteboard with participants.
- Prepare to electronically share methods of community engagement with the participants (all in one handout)
- Start the session as indicated on the session plan
- Show the ALNAP's Degree of empowerment slide and ensure everyone understands the terms
- Organise participants into smaller groups; assign each group 2-3 methods of community engagement. Tell groups to refer to the handout you sent electronically
- Instruct the groups to, in their break-out room, decide where each method sits on the Degrees of Empowerment diagram. Give groups 10-15 minutes
- Ask participants, using electronic post-its, to place their 2-3 methods on the diagram, using post-it notes
- Back in plenary, ask groups to share their findings and explain their reasoning.
- Do similarly with the "Examples". You can also ask participants to share their own examples so as to avoid too much electronic sharing and reading.

**Supporting documents for distributing**  
**Commitment 4 - 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, with one person facilitating the discussion, and another taking notes. 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.

### **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. They are close to communities and can communicate and involve them easily. They can lead humanitarian projects that are relevant to their area of expertise and ensure that these fit in with longer-term improvement plans.

### **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 conversation**

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

### 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.

## 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.

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. 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'.



### 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.



### 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.



### **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. 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 treat standing water. They raised additional 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. Families are forced to move to higher grounds, disrupting their lives and their children's schooling. Each community's child-led disaster risk reduction (DRR) group was supported 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, which 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. 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 different designs of house. 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.



### DEMOCRATIC REPUBLIC OF CONGO: Community protection committees

Oxfam have been working in the eastern part of the Democratic Republic of Congo (DRC) to help local people assert their rights and seek protection from abuses by those in 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**

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.



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

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

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.
- 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 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.



## Commitment 5: Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints

### Learning Objectives:

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

- List a number of significant barriers which may prevent members of affected communities from coming forward with their complaints
- Name ways in which a complaints mechanism can be designed and operated to overcome such barriers
- List the steps needed to develop or review a complaints mechanism

### Facilitation Notes:

| Timing | Activity  |
|--------|---|
| 10     | <p>The following exercise encourages participants to root their understanding of the barriers to complaining in their own experiences of the same.</p> <p>Participants work in pairs, to tell each other the story of an occasion when they wanted to complain about something but did <b>not</b> actually go forward and complain. They then help each other to identify what the barrier was which prevented them from lodging the complaint.</p>   |
| 25     | <p>In plenary, sitting in a circle, participants take it in turns to tell each other's story (in brief) and to share the barrier which they identified which had stopped their colleague from complaining. If the group is very large, participants can be asked to share only the barrier itself, or, if possible, three or four volunteers can be called upon to share stories that they think are particularly interesting or useful.</p> <p>The facilitator records the barriers on a flipchart as a bullet-point list.</p>   |
| 15     | <p>The facilitator asks the participants to look at the list of barriers which is created, and to say:</p> <ul style="list-style-type: none"> <li>• Which would apply also to affected communities to prevent them coming forward with a complaint?</li> <li>• What additional barriers there may be for affected communities?</li> </ul> <p>The facilitator records the additional barriers mentioned here on a new piece of flipchart paper.</p> <p>The facilitator now asks the participants to reflect on a final question:</p> <ul style="list-style-type: none"> <li>• How can a complaints mechanism be designed and operated to overcome such barriers?</li> </ul> <p>The facilitator should take the opportunity here to emphasise the importance of consulting with the community as part of the process of setting up a complaints mechanism, to ensure it is appropriate and that the community feel a sense of ownership of it. Facilitators can signpost to the CEA Toolkit on the CEA Hub (view links under additional resources).</p> |

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|----|---|
| 15 | Leave this space for discussion to spend more time on specific challenges raised by participants in implementing or operating complaints mechanisms. Also, for sharing of good experience by participants.  |
| 05 | Recall some of the points raised by participants and link them with the importance of running complaint mechanisms according to the four principles: consultation, accessibility, safety, transparency (transparency being on the procedures, not on the complaints themselves and certainly not on the complainants) |
| 70 | <b>Total number of minutes scheduled for the session</b>  |

#### **Suggestions for remote delivery of the session “Commitment 5”**

- Prepare a whiteboard in advance, title it “Barriers to complain”
- As indicated on the session plan, put participants in pair, using breakout rooms, so that they can each share a story of an occasion when they wanted to complain about something but did not, and together, identify the barrier(s) with prevented them to lodge a complaint.
- Back in plenary, invite each group to share the barriers they identified. As a facilitator, record the barriers on the white board (bullet-point list) (display the whiteboard while doing so)
- From the list, ask participants which barriers would apply to communities and if communities might be facing additional barriers. Record additional barriers on the whiteboard.
- Ask participants, in plenary, how a complaints mechanism can be designed and operated to overcome such barriers.
- Debrief as indicated on the session plan.

#### **Links to additional resources**

- [Community Engagement and Accountability \(CEA\) Toolkit](#) (on the Red Cross Red Crescent [CEA Hub](#))

## Commitment 6: Communities and people affected by crisis receive coordinated, complimentary assistance.

### Learning Objectives:

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

- Explain the link between coordination and effectiveness
- Name some of the stakeholders with whom coordination is needed
- List some of the challenges related to coordination
- Describe good practice in coordination in each of the PCM stages

### Facilitation Notes:

| Timing | Activity  |
|--------|---|
| 10     | <p>Ask participants to read commitment 6</p> <p>Ask participants: what's the link between coordination and quality and accountability? (show slide)</p> <p>Turn to key action 1.1: Reflect over the word stakeholders: who are our stakeholders? Collect examples in plenary.</p> <p>Answers include:</p> <ul style="list-style-type: none"> <li>• National and Local NGOs, CBOs, Communities</li> <li>• Partners</li> <li>• Authorities</li> <li>• INGOs</li> <li>• UN etc.</li> </ul> <p>How well do we involve them? What can we do better?</p>  |
| 20     | <p>Ask participants, in peer or larger group, to share one of their worst examples and/or one of their best examples of coordination.</p> <p>Ask them what they think was an underlying factor of success/failure. Tell them to write on post-it notes, then ask them to place the post-it on the wall.</p> <p>Ask for 1-2 volunteers to share a failure and success in plenary.</p> <p>Challenges include:</p> <ul style="list-style-type: none"> <li>• Competition/ retention of information/ misunderstanding</li> <li>• Lack of resources</li> <li>• Ineffective meetings</li> <li>• Lack of availability/willingness from others</li> <li>• Tokenistic approach toward NGOs and partners</li> <li>• Lack of information sharing</li> </ul> |

|    |   |
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| 15 | <p><i>Note: based on the level of participants experience and level of exchange in the room on previous exercise, more time can be left for discussion in plenary and the below exercise skipped altogether.</i></p> <p>Turn to the Project Cycle Management (PCM) and ask participants to name a few good practices along the PCM. Complete as needed using the following list:</p> <ul style="list-style-type: none"> <li>• <b>Preparedness:</b> Stakeholders mapping; assess who the first responder are; check the organisation has the appropriate competency in regard to identified vulnerability</li> <li>• <b>Assessment:</b> Joint/Coordinated needs assessment; use and share existing assessments; identify appropriate coordination structures (sector and geography)</li> <li>• <b>Design:</b> checking complementarity of the proposed intervention with other organisations and authorities; checking sector specific standards; encourage collaborative interventions as well as cross-sector interventions; encourage participation of authorities and CBOs</li> <li>• <b>Implementation &amp; Monitoring:</b> monitor the evolution of the response by local/national authorities and humanitarian organisations; Ensure proper information sharing; ensure coordinated accountability mechanisms</li> <li>• <b>Evaluation:</b> check the coordination and collaborative strategy relevance and effectiveness; coordinate evaluations (or joint evaluations)</li> <li>• <b>Closure:</b> communication – sharing of final project information, especially organisations working in the same area</li> </ul> <p>If time allows, ask participants how the CHS commitments are reflected here? Which CHS commitments can be found?</p> <p>Highlight that every standard that we talked about in commitment 2 speak of coordination, and that those technical standards are also great source of information on what to coordinate about when working in a specific sector.</p> |
| 05 | <p><b>Emphasize key messages:</b></p> <ul style="list-style-type: none"> <li>• Coordination is key to quality and accountability – avoid gap and overlap, minimize burden on community and ensure greater access to aid</li> <li>• Coordination is linked to all commitments (1-NA, 2-Context and standards, 3-DNH and CS, 4-Acc, 5-CFM...)</li> <li>• Coordination is everyone responsibility and starts with sharing basic information and moves on with aligning methodology and working collaboratively where possible; no need to point to cluster meetings lack of effectiveness.</li> </ul>  |
| 50 | <b>Total number of minutes scheduled for the session</b>  |

### Suggestions for remote delivery of the session “Commitment 6”

- In advance, prepare a whiteboard with two columns: a columns titled “Factors of success”, and a column titled “Factors of failures.”
- Introduce the session as indicated on the session plan
- When you arrive to the exercise on sharing experience, share the whiteboard link in the chatbox. Ensure participants can access it.

- Put participants in pairs or larger groups, and instruct them to, in their break-out room, discuss one of their best and worst examples and underlying factors of success/failures (refer to session plan for more details). Ask them to report identified success and failures on the corresponding columns of the whiteboard.
- In plenary, debrief as instructed on the session plan, leaving enough time for discussion.
- PCM: show a slide, or diagram, of the Project Cycle Management phases. A suggestion here is, going phase by phase of the PCM, instruct participants to share a few good practices via the chatbox. As facilitator, read them out loud. At the end, as facilitator, highlight links between the phases and/or ask participants to share any highlight.

## Commitment 7: Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection.

### Learning Objectives:

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

- List different opportunities for learning, at individual, organisational, and sectoral levels;
- Give examples of how learning can be captured to lead improvements in a humanitarian or development organisation's future work;
- Explain how case studies can be a tool for learning at all levels;
- List the different sections in a typical format for a case study

### Facilitation Notes:

| Timing | Activity  |
|--------|---|
| 05     | <p>Ask participants to turn to Commitment 7 in the CHS booklet (page 16). Ask them to share with the group key words that they see summarise the content/intention of this Commitment.</p> <p><b>Materials/equip needed:</b><br/>CHS Booklet</p>  |
| 15     | <p>Split the participants into three groups (possibly participants on the left being one group, participants on the end side of the table a second, and participants on the right a third group if placed in U).</p> <p>Distribute the 2 pages handout (see below).</p> <p>Instruct participants that one group will work on learning at individual level, one group on learning at organisational level, and one group on learning at sector (or country wide) level.</p> <p>In each group, participants have to share positive examples either their organisation has in place or that they have seen in other situation or previous employment of learning at that level. They can use examples provided on the handout as a source of inspiration. They should also state how this particular example led to improvement.</p> <p><b>Materials/equip needed:</b><br/>Session Handout (below)</p> |
| 20     | <p>In plenary, invite groups to share one-two examples for each of the three levels. Allow some time for other groups to ask questions to the person who share the example. If no question arises, the facilitator might want to ask one-two questions in order to ensure the link between system in place, learning and improvement is clearly stated.</p>   |
| 05     | <p>Show participants the backside of the handout which provides an example of case study template that could be used to capture lessons learned across projects or specific activities.</p> <p>Emphasize the importance of having systematic ways of capturing learning and using it to inform future programme design and planning. Ask if any participant has used similar</p>  |

|    |  |
|----|--|
|    | processes in their organisations (if not raised by one participant in the previous exercise, in which case make a link with the example shared by that person. |
| 05 | The facilitator sums up the key learning points of the session and gives a final opportunity for participants to raise outstanding questions on this topic.    |
| 50 | <b>Total number of minutes scheduled for the session</b>   |

#### **Suggestions for remote delivery of the session “Commitment 7”**

- Electronically share the handouts at the start of the session
- Run the session as explained on the session plan – using the breakout room function for group work

## Supporting documents for distributing

### Commitment 7 - Handout

**Commitment 7:** Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection.

**Quality Criterion:** Humanitarian actors continuously learn and improve

#### Learning opportunities

| Level               | Opportunities for learning   | How does this relate to improvement?  |
|---------------------|--|---|
| <b>Individual</b>   | <ul style="list-style-type: none"> <li>• Reading</li> <li>• E-learning – ATHA, Disaster Ready, etc</li> <li>• Training courses – RedR, CHS Alliance, MANGO, Bioforce Institute</li> <li>• Academic study – postgraduate courses on humanitarian action</li> <li>• On-the-job learning</li> <li>• Mentoring</li> </ul>  | <ul style="list-style-type: none"> <li>• Initiative and leadership</li> <li>• Staff performance management</li> </ul>   |
| <b>Organisation</b> | <ul style="list-style-type: none"> <li>• Monitoring and evaluation</li> <li>• Self-assessment or external verification</li> <li>• Team meetings, learning meetings and after-action reviews</li> <li>• Exchange visits between programmes, countries, head office</li> <li>• Analysis of feedback and complaints received</li> <li>• Participatory approaches – participatory review, community monitoring committees, community score cards, social audit.</li> </ul> | <ul style="list-style-type: none"> <li>• Organisational learning policy</li> <li>• Focal point staff member or team for learning</li> <li>• After-action reviews</li> <li>• Recommendations trackers</li> <li>• Reviewing learning at outset of all planning processes</li> <li>• Improvement plans from self-assessment or external verification</li> <li>• Knowledge management (such as project database)</li> <li>• Immediate action on serious issues</li> </ul> |
| <b>Sector-Wide</b>  | <ul style="list-style-type: none"> <li>• Communities of practice</li> <li>• Networks, learning events, conferences, workshops: ALNAP, etc</li> <li>• Sharing of assessment reports, evaluations, research documents, case studies and coordination meeting minutes.</li> <li>• Using global quality standards such as the Core Humanitarian Standard and the Sphere Standards</li> </ul>   | <ul style="list-style-type: none"> <li>• Influence and peer pressure</li> <li>• Benchmarking of results of verification against standards</li> </ul>  |

**Case studies** A case study analyses a problem or a success story and can help others learn and reflect on how it relates to their own work and organisation. One possible structure for a case study is as follows:

|                               |   |
|-------------------------------|---|
| <b>Background</b>             | General information to set the scene – for example, the situation, the programme location, the organisation’s involvement in the country.                                       |
| <b>Rationale</b>              | Why did your organisation undertake this activity?  |
| <b>Process</b>                | What were the steps taken?  |
| <b>Resources required</b>     | What human and financial resources were needed? Who was involved?   |
| <b>Factor for success</b>     | What factors led to the success in this case?   |
| <b>Challenges overcome</b>    | What challenges, if any, did you have to overcome?  |
| <b>Results and impact</b>     | What were the key results? What was the impact?   |
| <b>Lessons learned</b>        | What worked particularly well? What would you do differently next time? What advice would you give to staff in other organisations wishing to try this in their own programmes? |
| <b>Additional information</b> | Such as photos, quantitative data in a table, quotes from someone involved in the case study (with their permission) and/or links to additional information.                    |

### Exercise

In your group, one participant volunteers to share a case study. The other(s) will ask him/her questions, draw from the above chart, to find out the learnings from his/her experience. The interviewee(s) should also ask how applying such learnings might benefit other organisations.

One of the interviewers prepares a 2-minute presentation out of the case study to share in plenary.

## Commitment 8 – Competent and well-managed staff and volunteers

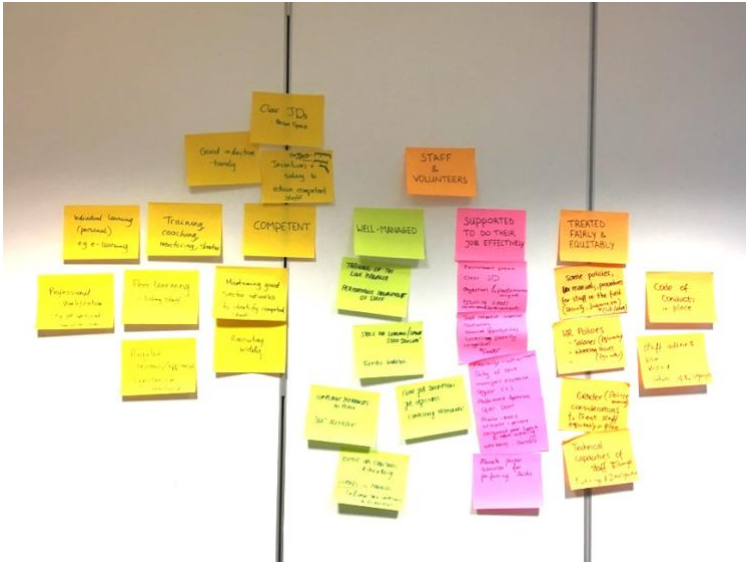
### Learning objectives:

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

- Identify key organisational policies and practices contributing to a competent and well-managed body of staff and volunteers who are supported to do their job effectively and are treated fairly and equitably.
- Identify key organizational policies and practices which enable staff and volunteer to their job effectively in a fair and equitable work environment.

### Facilitation Notes:

| Timing         | Activity   |
|----------------|--|
| Before session | <p><b>Preparation:</b> Write the following on five separate large post-it notes, ideally each in a different colour:</p> <p><b><i>Staff and volunteers</i></b><br/> <b><i>Competent</i></b><br/> <b><i>Well-managed</i></b><br/> <b><i>Supported to do their job effectively</i></b><br/> <b><i>Treated fairly and equitably</i></b></p> <p>On a wall with sufficient space, place <b><i>Staff and volunteers</i></b> up and centre, and then the four others underneath in a row (see photo, below).</p> <p><b>Materials/equip needed:</b></p> <ul style="list-style-type: none"> <li>• Large post-it notes</li> <li>• Marker pens</li> <li>• Wall space</li> </ul> |

|    |  |
|----|--|
| 10 | <p><b>Note:</b> Participants should keep their CHS booklets closed until the end of the session.</p> <p>Read the Commitment 8, and the quality criterion, to the participants. Explain that this is the commitment focusing on human resources and people management. Highlight that the key words/phrases about staff and volunteers in the commitment and quality criterion are <b>'competent', 'well- managed', 'supported to do their job effectively'</b> and <b>'treated fairly and equitably'</b>. Point to the equivalent post-it notes which you have already arranged on the wall.</p> <p>Explain the task, which will be, in groups, to take one of the key words/phrases, and consider which policies and practices contribute to achieving that within an organisation. For example, one group will look at which organisational policies and practices will contribute to staff and volunteers who are <b>competent</b>.</p> <p>Divide the participants into four groups, one for each word/phrase. One way to do this is to allow participants to choose for themselves which group they would like to be in. For example, staff with particular interest in management may like to focus on 'well-managed', whereas others may welcome the chance to consider the issue of fair and equitable treatment.</p> <p>Encourage groups to be as creative with their suggestions as they like (this will make the reporting back more interesting).</p> |
| 15 | <p>The groups work on the task, listing relevant policies and practices, one per post-it note.</p>   |
| 05 | <p>Groups arrange their post-it notes under the post-it notes with the key words that you have already placed on the wall.</p>   |
| 20 | <p>Return to plenary. Each group reports back on the policies and practices they have identified. Give a brief opportunity for questions and clarifications after each group presentation</p>  |

|    |  |
|----|--|
| 10 | Now open the CHS booklets and read through Commitment 8 together. Identify where the overlaps and gaps are in comparison with the policies and practices identified by the participants in the exercise. Consider what the reasons for the differences might be. |
| 60 | <b>Total number of minutes scheduled for the session</b>   |

### **Suggestions for remote delivery of the session “Commitment 8”**

- Prepare a whiteboard, with four areas, one for each key word: “competent”, “well-managed”, “supported to do their job effectively” and “treated fairly and equitably”
- Share the whiteboard link with participants and ensure they can access it.
- Put participants into four groups and assign a key word/phrase to each group. Send groups into break-out rooms, instructing them to list policies and practices (as indicated in the session plan), and to fill-in the corresponding whiteboard section.
- Back in plenary, ask groups to, in turn, explain briefly policies and practices they have identified.
- Debrief as indicated in the session plan

## Commitment 9: Communities and people affected by crisis can expect that the organisations assisting them are managing resources effectively, efficiently and ethically.

### Learning Objectives:

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

- Identify some of the challenges in managing resources in humanitarian action, including:
  - Making decisions with limited information available;
  - Balancing economy and impact;
  - Dealing with the unexpected;
  - Operating in difficult environments;
  - The potential for corruption and fraud.
- Recognise that the essence of value for money in the humanitarian sector is *achieving the organisation's identified objectives* in the most cost-effective way.

### Facilitation Notes:

| Timing | Activity   |
|--------|--|
| 02     | Divide the participants into between two and four groups, depending on the total number.   |
| 03     | <p>Give out the handout. Read it out loud for the participants and answer any questions about it.</p> <p><b>Materials/equip needed:</b></p> <p>Handout - The responsible management of resources</p>   |
| 60     | <p>Begin the simulation. Use the Decision Stage document on the next page as a guide for your facilitation. Give out the first decision card to each team and give them a couple of minutes to discuss and choose one option. Each group then announces their decision in turn, and you tell each the number of quality points they get. They then record the decision on their tracking sheet.</p> <p>Give out the next decision card and follow the same procedure.</p> <p>When it comes time to take a Risk or Bonus card, hold them up in a fan with the backs facing outwards, and each team in turn picks one. They then take it in turns to read what they got, and to record on their sheet any addition or subtraction to their funds and/or quality points.</p> <p>If a team runs out of money during the course of the simulation, they must announce it and participate in no further stages of it.</p> <p>Once all stages have been undertaken, each team takes it in turn to state how much money they have left and their total number of quality points.</p> <p><b>Materials/equip needed:</b></p> |

|    |   |
|----|---|
|    | Decision stage, risk and bonus cards  |
| 05 | <p>Wrap up with the following discussion question:</p> <p><i>What did this exercise highlight for you regarding the responsible management of resources?</i></p> <p>Key learning points of the simulation exercise for commitment nine:</p> <p>The goal of the exercise is to put you in the role of having to take decisions with limited amount of information and little control over potential impact /consequences.</p> <p>Ask participants: what guided you through your decisions? Responses include considerations of quality, cost and timeliness, or, the need to strike a balance between economy, effectiveness and efficiency.</p> <p>Resources are finite, it is therefore vital that they are used to achieve their intended purpose.</p> <p>The exercise shows that mismanagement, negligence or corruption has a cost. Communities primarily bear that cost, on top of organisation's reputation.</p> <p>Commitment 9 offer a list of key considerations in the management or resources, plus accompanying procedures and policies</p> |
| 70 | <b>Total number of minutes scheduled for the session</b>  |

### **Suggestions for remote delivery of the session "Commitment 9"**

- Prepare a series of emails with the following material for all participants:
  - o scenario and scoresheet (1 email for all participants)
  - o decisions 1, 2, 3 and 4 (1 email for all participants)
  - o decisions 5, and 6 (1 email for all participants)
  - o decisions 7 and 8 (1 email for all participants)
  - o decisions 9 and 10 (same)
  - o decisions 11 and 12 (same)
- At the beginning, instruct participants to read the scenario, and explain that they will work in group, making decisions as a group; ask them to designate one person in their group to keep track of their budget. That person must have the scoresheet (editable) at hand, possibly ready to screenshare while in breakout room.
- Organise participants into four teams, and prepare corresponding breakout rooms. You'll need to be ready to send the teams in and out of their breakout room for each set of decision, sending participant the relevant decision email before sending the teams into their breakout room
- After each round of decision making, ask groups to report their answer in the chatbox (go question by question). Read them out loud and give corresponding quality points and cost. Ask each group to report quality points and cost on their scoresheet.
- Risks and bonuses: for the online version, a suggestion is to conduct only two rounds of risks and bonuses (as it takes time). Number the risks and bonuses, and prepare a chart you can visually share in order to show which numbers have already been used.
- Read out loud decision 13 and have the groups make decision 13 openly in plenary.
- As for the face-to-face game, if a group run out of money during the game, they have to announce it and can no longer participate.

- At the end, ask groups what total of quality points they have and how much money they have left. Name the winner and congratulate all the groups.
- If you are two facilitators, it will be much easier: one person can be in charge of emails and breakout rooms, while the other can run the game.

## Commitment 9 – Simulation materials

### Simulation game tracking sheet (for facilitator only)

| Decision stages   | Cost | Quality points |
|---|------|----------------|
| <b>1. Strategy for appointment of programme manager</b>   |      |                |
| Expatriate  | 10   | 1              |
| National  | 05   | 1              |
| <b>2. Manager appointment</b>   |      |                |
| Experienced older person  | 10   | 2              |
| Younger, energetic person   | 05   | 1              |
| <b>3. Open office</b>   |      |                |
| In the capital city   | 10   | 1              |
| In the state capital (in a room in the town's primary school, rent-free)  | 00   | 1              |
| <b>4. Recruit staff team</b>  |      |                |
| National staff  | 05   | 1              |
| International volunteers  | 05   | 1              |
| Mixture of expatriate and national staff  | 10   | 2              |
| <b>5. Needs assessment</b>  |      |                |
| Consult local authorities, tribal chiefs, religious leaders, teachers.  | 05   | 1              |
| Access remote pockets of population by boat, to discuss directly with young people in the rural areas                                 | 10   | 2              |
| <b>6. Decide main activity</b>  |      |                |
| Classes by radio  | 05   | 1              |
| Classes 'under trees'   | 10   | 1              |
| <b>7. Procurement</b>   |      |                |
| Classes by radio using wind-up radios   |      |                |
| Buy in the capital city (from the one store which can procure these and provide the necessary paperwork – invoice, receipt, etc)      | 10   | 1              |
| Import from a neighbouring country  | 05   | 1              |
| Accept free 'in kind' donation of wind-up radios from a North American organisation – but delay because will have to ship to Mombasa  | 00   | 0              |
| Users to purchase themselves. Others already possess radios.  | 00   | 0              |
| Textbooks for schools under trees   |      |                |
| Buy in the capital, where the government-approved textbooks are available from a single monopoly supplier                             | 05   | 1              |
| Buy tablets with all the neighbouring country's primary curricula textbooks loaded, Years 1-8   | 10   | 1              |
| Now take a Risk card  |      |                |
| <b>8. Materials development/additional procurement</b>  |      |                |
| Classes by radio  |      |                |
| Broadcast your material over an existing radio station run by the UN Peacekeeping Mission. There is no charge if you use this option. | 00   | 1              |
| Set up your own radio station   | 05   | 1              |
| Schools under trees   |      |                |

|   |    |   |
|---|----|---|
| Procure large tents which will offer rapid and relatively weather-proof classroom facilities  | 10 | 1 |
| Ask communities to build local structures for which you provide nails and tools which are not locally available.  | 05 | 1 |
| Now take a Bonus card   |    |   |
| <b>9. Equity and quality</b>  |    |   |
| Classes by radio  |    |   |
| Your use of the medium of radio means you are able to deliver classes to children in villages which are accessible only by helicopter during the rainy seasons.   | 00 | 1 |
| You decide to extend the reach of your programme by employing field education officers who can travel by motorbike to many of the more remote locations to promote the programme and provide support and encouragement to radio class learners in the villages. | 10 | 2 |
| Schools under trees   |    |   |
| Scarcity of qualified teachers in the more remote areas of the state means that some of those you employ have not completed primary school themselves.  | 05 | 1 |
| You require that your teachers have a minimum qualification of a primary school leaving certificate. This limits your ability to offer schools in the more remote areas.  | 05 | 1 |
| You pay a 'remote posting' supplement to qualified teachers willing to relocate to the remote villages where you have been unable to recruit locally.   | 10 | 2 |
| Now take a Risk card  |    |   |
| <b>10. Qualifications</b>   |    |   |
| Classes by radio  |    |   |
| You decide to use your resources focus on reaching the most possible children to teach the basics and therefore you will not offer the option of formal exams.  | 00 | 0 |
| You make an arrangement with the town's primary school for radio pupils to sit as external candidates.  | 05 | 1 |
| Classes under trees   |    |   |
| You make an arrangement with the town's primary school for pupils at the schools under trees to sit as external candidates.   | 05 | 1 |
| With approval from the government, you set up examination centres in three additional small towns to reach more remotely located school children  | 10 | 2 |
| Now take a Bonus card   |    |   |
| <b>11. Monitoring</b>   |    |   |
| Classes by radio  |    |   |
| You hold a monthly call-in programme to get input from listeners/pupils   | 00 | 1 |
| You send out teams to meet and hold discussions with pupils in the areas which can be accessed by vehicle or boat.  | 10 | 1 |
| You ask pupils to keep diaries of their learning experience and to send them to the main town when someone from their village is going there.   | 00 | 1 |
| Classes under trees   |    |   |
| Teachers use cameras with automatic date stamps to photograph their class each day.   | 05 | 1 |
| You ask pupils to keep diaries of their learning experience and these are collected when you visit.   | 00 | 1 |
| Visits are made to each school at least once per year, and a monitoring checklist is completed.   | 10 | 1 |

|   |    |   |
|---|----|---|
| At the end of each year, pupils are given standardised tests which have been developed by your education advisor in conjunction with the local education authority.                             | 10 | 2 |
| Now take a Risk card  |    |   |
| <b>12. Protection</b>   |    |   |
| Classes by radio  |    |   |
| Because of the expense of developing radio program material, you decide not to broadcast any specific protection content. It has been shown that education has in itself a protection function. | 00 | 0 |
| You develop and broadcast programmes on child rights and the disadvantages of early marriage.   | 05 | 1 |
| Classes under trees   |    |   |
| You train teachers in positive discipline to support their transition from physical punishment of the children, which has recently been made illegal.   | 05 | 2 |
| You give monthly incentives (oil & sugar) to families to send their girls to school.  | 10 | 2 |
| You develop – and have teachers deliver – classes on child rights and the disadvantages of early marriage.  | 05 | 1 |
| Now take a Bonus card   |    |   |
| <b>13. Accountability</b>   |    |   |
| You commit to implementing the Core Humanitarian Standard and the Inter-Agency Network on Education in Emergencies' (INEE) Minimum Standards.   | 05 | 1 |
| You develop internal policies and procedures which use the Core Humanitarian Standard and the INEE Minimum Standards as guides.   | 05 | 1 |
| You develop policies and procedures with the ultimate goal of gaining certification against the Core Humanitarian Standard.   | 10 | 2 |

## Commitment 9 - The responsible management of resources (document for participants)

### The responsible management of resources

Responsible management of resources requires constantly balancing efficiency, effectiveness, economy and equity in decision making about programme implementation. It can be particularly challenging in humanitarian work because of the urgency and scale of the needs, a challenging operating context, the fact that the context may not be well known to the organisation concerned, and the frequency with which the unexpected occurs in environments prone to disaster and/or conflict. In the following simulation, you will try your hand at balancing responsible management of resources with impact in the delivery of a specific programme.

#### Simulation exercise scenario:

The context is a country in the Horn of Africa which was at war for many years, but where a tentative peace has now been established. This is the first time your organisation has worked in the country, so you are first going to have to set up an office and recruit a staff team. You have funding for a two-year programme, for which the objective is to deliver a quality basic (primary) education to the maximum number of pupils possible in Elephant State in the east of the country. The population of Elephant State is widely scattered. The terrain is swampy, and there are many places which can only be reached by boat (or helicopter, in the rainy season). There are no tarmac roads at all in the State. Fortunately, security has not been an issue, and international organisations are being welcomed by the communities for the assistance they bring. You are taking over from an organisation which decided to exit the country after the peace agreement was signed. Their funding was more limited than yours, and the main achievement of their engagement was the refurbishment of the primary school in the State capital, which is functioning well and has an enrolment of 500 pupils.

Your team has a budget of 100 pounds. Your goal is to gain the most quality points you can before you exhaust your budget. There are 13 **decision stages** altogether. For each decision you make, there is a set cost and a set number of quality points. Each decision made can incur a cost of between 0 to 10 pounds. If you go for the most expensive option at every stage, you will exhaust your budget before you complete the project. The decision cards indicate the cost of the action, but the number of quality points to be awarded will only be revealed by the facilitator after you have made your decision.

As in real life, there are unforeseen challenges and hard-earned successes. These are represented by the '**Risk Cards**' which add extra costs (or deduct quality points) depending on the previous decisions you have made, and '**Bonus Cards**' which give additional money and/or quality points. Altogether, each team will take three Risk Cards and three Bonus Cards. The maximum deducted by any Risk Card is 10 pounds, and the maximum added by any Bonus Card is 10 pounds.

Record your decisions, the cost and the number of quality points in the table overleaf.

If you spend all your funding before the simulation is finished, you must inform the facilitator at once. You may not then participate in any further decision stages (or risk or bonus cards).

**Commitment 9 – Simulation game - Team record sheet (1 sheet per team) – face-to-face:**

|    | Decision | Cost | Budget balance<br>(from 100) | Quality points | Total quality points |
|----|----------|------|------------------------------|----------------|----------------------|
| 1  |          |      |                              |                |                      |
| 2  |          |      |                              |                |                      |
| 3  |          |      |                              |                |                      |
| 4  |          |      |                              |                |                      |
| 5  |          |      |                              |                |                      |
| 6  |          |      |                              |                |                      |
| 7  |          |      |                              |                |                      |
|    | Risk     |      |                              |                |                      |
| 8  |          |      |                              |                |                      |
|    | Bonus    |      |                              |                |                      |
| 9  |          |      |                              |                |                      |
|    | Risk     |      |                              |                |                      |
| 10 |          |      |                              |                |                      |
|    | Bonus    |      |                              |                |                      |
| 11 |          |      |                              |                |                      |
|    | Risk     |      |                              |                |                      |
| 12 |          |      |                              |                |                      |
|    | Bonus    |      |                              |                |                      |
| 13 |          |      |                              |                |                      |

Commitment 9 – Simulation game - Team record sheet (1 sheet per team) – remote:

|    | Decision | Cost | Budget balance<br>(from 100) | Quality points | Total quality points |
|----|----------|------|------------------------------|----------------|----------------------|
| 1  |          |      |                              |                |                      |
| 2  |          |      |                              |                |                      |
| 3  |          |      |                              |                |                      |
| 4  |          |      |                              |                |                      |
| 5  |          |      |                              |                |                      |
| 6  |          |      |                              |                |                      |
| 7  |          |      |                              |                |                      |
| 8  |          |      |                              |                |                      |
|    | Risk     |      |                              |                |                      |
|    | Bonus    |      |                              |                |                      |
| 9  |          |      |                              |                |                      |
| 10 |          |      |                              |                |                      |
|    | Risk     |      |                              |                |                      |
|    | Bonus    |      |                              |                |                      |
| 11 |          |      |                              |                |                      |
| 12 |          |      |                              |                |                      |
| 13 |          |      |                              |                |                      |

**Commitment 9 - DECISION STAGE CARDS** (print four sets, each on a different colour paper, cut out, and laminate)

**Decision stage 1 - Appointment of the programme manager:**

- Expatriate (10 pounds)?
- National (5 pounds)?

**Decision stage 2 - Profile of manager to be appointed:**

- Experienced older person (10 pounds)?
- Younger energetic person (5 pounds)?

**Decision stage 3 - Where will you open your office?**

- In the capital city (10 pounds)?
- In the state capital, in a room in the town's primary school, rent-free (0 pounds)?

**Decision stage 4 - Recruitment of your staff team:**

- National staff (5 pounds)?
- International volunteers (5 pounds)?
- A mixture of expatriate and national staff (10 pounds)?

**Decision stage 5 - Conducting your needs assessment:**

- Consult local authorities, tribal chiefs, religious leaders and teachers (5 pounds)?
- Access remote pockets of population by boat, to discuss directly with young people in the rural areas (10 pounds)?

**Decision stage 6 - Decide the main activity of your programme:**

- Classes broadcast over radio, on a wavelength that will reach all of the remotest areas (5 pounds)?
- Classes 'under trees' – small numbers of children in mixed-age classes taught under trees or in locally constructed shelters (10 pounds)?

### **Decision stage 7 –Initial procurement:**

#### *Classes by radio – procurement of wind-up radios:*

- Buy in the capital city, from the one store which can procure these and provide the necessary paperwork – invoice, receipt, etc (10 pounds)
- Import from a neighbouring country where they are more easily available and cheaper (5 pounds)?
- Accept a free ‘in-kind’ donation of wind-up radios from a North American organisation, although this will lead to a delay in implementation of the project because they will have to be shipped to a neighbouring country, cleared through customs, and then transported more than a thousand miles by road (0 pounds)?
- Users to purchase the radios themselves, if they do not already possess one (0 pounds)?

#### *Classes under trees – Textbooks:*

- Buy in the capital, where the government-approved textbooks are available from a single supplier (5 pounds)?
- Buy solar-rechargeable tablets with all the neighbouring country’s primary curricula textbooks, Years 1 through 8, pre-loaded on them (10 pounds)?

### **Decision stage 8 –Additional procurement**

#### *Classes by radio:*

- Broadcast your material over an existing radio station run by the UN Peacekeeping Mission, free (0 pounds)?
- Set up your own radio station (5 pounds)?

#### *Classes under trees:*

- Procure large tents which will offer rapid and relatively weather-proof classroom facilities (10 pounds)?
- Ask communities to build structures from local materials, for which you will provide nails and tools which are not locally available (5 pounds)?

### **Decision stage 9 –Equity and quality**

#### *Classes by radio:*

-Your use of the medium of radio means you are able to deliver classes to children in villages so remote that they are accessible only by helicopter during the rainy season (0 pounds).

-You decide to extend the reach of your programme by employing field education officers who can travel by motorbike to many of the more remote locations to promote the programme and provide support and encouragement to radio class learners in the villages (10 pounds).

#### *Classes under trees:*

-The scarcity of qualified teachers in the more remote areas of the state means that some of those you employ have not yet completed primary school themselves (5 pounds).

-You require that you teachers have a minimum qualification of a primary school leaving certificate. This limits your ability to offer schools in the more remote areas (5 pounds).

-You decide to pay a 'remote posting' supplement to qualified teachers willing to relocate to the remote villages where you have been unable to recruit locally (10 pounds).

### **Decision stage 10 – Qualifications**

#### *Classes by radio:*

-You decide to use your resources to focus on reaching the largest number of children possible to teach them the basics. You will therefore not offer the option of formal qualifications (0 pounds).

-You make an arrangement with the town's primary school for radio pupils to sit the school leaving examination there, as external candidates (5 pounds).

#### *Classes under trees:*

-You make an arrangement with the town's primary school for pupils at the schools under trees to sit the school-leaving examination as external candidates (5 pounds).

-In coordination with the Ministry for Education, you set up examination centres in three additional small towns in the state so that the more remotely-located school children can sit their leaving examination (10 pounds).

### **Decision stage 11 – Monitoring**

#### ***Classes by radio:***

- You hold a monthly call-in programme to get input from listeners/pupils (0 pounds).
- You send out teams to meet and hold discussions with pupils in the areas which can be accessed by vehicle or boat (10 pounds).
- You ask pupils to keep diaries of their learning experience and to send them to the state capital when someone from their village is going there (0 pounds).

#### ***Classes under trees:***

- Teachers use cameras with automatic date stamps to photograph their class each day, enabling you to monitor the regularity of classes and the attendance (5 pounds).
- You ask pupils to keep diaries of their learning experience, and these are collected when you go for field visits (0 pounds)
- Visits are made to each school at least once per year, and a monitoring checklist is completed (10 pounds).
- At the end of each year, pupils are given standardised tests which have been developed by your education advisor in conjunction with the State Ministry of Education (10 pounds).

### **Decision stage 12 – Protection**

#### ***Classes by radio:***

- Because of the expense of developing radio program material, you decide not to broadcast any specific protection content. It has been shown that education gives, in itself, a protection function (0 pounds).
- You develop and broadcast programmes on child rights and the pitfalls of early marriage (5 pounds).

#### ***Classes under trees:***

- You train teachers in positive discipline to support their transition from physical punishment of the children, which has recently been made illegal (5 pounds)
- You give monthly incentives (oil & sugar) to families to send their girls to school (10 pounds)
- You develop – and have teachers deliver – classes on child rights and the disadvantages of early marriage (5 pounds).

**Decision stage 13 – Accountability**

- You commit to implementing the Core Humanitarian Standard and the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards (5 pounds).
- You develop internal policies and procedures which use the Core Humanitarian Standard and the INEE Minimum Standards as guides (5 pounds).
- You develop policies and procedures with the longer-term goal of achieving certification against the Core Humanitarian Standard (10 pounds).

**Commitment 9 - RISK CARDS (print one set on coloured paper, cut out, and laminate)**

|   |                  |   |
|---|------------------|---|
| There is a backlash against UN involvement in the country. The UN Peacekeeping Mission radio station is temporarily closed as all UN non-essential personnel are evacuated. | -1 quality point | This only applies if your programme activity is classes by radio. |
|---|------------------|---|

|   |                  |  |
|---|------------------|--|
| There is a long delay in the arrival of the tents for schools due to a supplier shortage. | -1 quality point | This only applies if your programme activity is schools under trees, and you decided to provide tents in Decision Stage 8. |
|---|------------------|--|

|   |                  |   |
|---|------------------|---|
| There is a long delay in the arrival of the radios due to a supplier shortage | -1 quality point | This only applies if your programme activity is classes by radio. |
|---|------------------|---|

|  |            |   |
|--|------------|---|
| Teachers go on strike for more pay. You have to increase salaries. | -10 pounds | This only applies if your programme activity is schools under trees |
|--|------------|---|

|  |           |  |
|--|-----------|--|
| The government brings in new legislation that all posts under the level of programme manager must be filled by nationals. You have to recruit new staff. | -5 pounds | This only applies if you have expatriate volunteers. |
|--|-----------|--|

|   |                   |  |
|---|-------------------|--|
| Following receipt of a complaint and subsequent investigation, three cases of sexual exploitation and abuse of pupils are uncovered, perpetrated by teachers on your payroll. | -2 quality points |  |
|---|-------------------|--|

|  |                  |  |
|--|------------------|--|
| Your education specialist is medically evacuated with suspected malaria and typhoid. | -1 quality point |  |
|--|------------------|--|

|   |   |  |
|---|---|--|
| The office is struck by lightning. Your entire computer network is destroyed. You have to replace the equipment and re-enter all your data. | -10 pounds <i>and</i><br>-1 quality point | This only applies if you sited your office in the state capital. |
|---|---|--|

|   |            |  |
|---|------------|--|
| The town power supply fails. You have to go back to using generators for power for your office and your staff guesthouse, which is much more expensive. | -10 pounds |  |
|---|------------|--|

|  |                  |   |
|--|------------------|---|
| Conflict between two ethnic groups escalates and your expatriate staff have to be evacuated because of the insecurity.                         | -1 quality point | This only applies if you have an expatriate staff                   |
| A fuel crisis in the country means that movement of your vehicles and boats is severely restricted for two full months.                        | -1 quality point | This only applies if your programme activity is schools under trees |
| An exceptionally heavy rainy season means that the area outside the state capital is unreachable for four full months.                         | -1 quality point | This only applies if your programme activity is schools under trees |
| You receive a complaint about fraud perpetrated by your Finance Manager, which is substantiated upon investigation. She is fired and replaced. | -5 pounds        |   |

Commitment 9 - BONUS CARDS (print one set on coloured paper, cut out, and laminate)

|   |                  |  |
|---|------------------|--|
| One of your pupils gets a state-wide top ten result in the primary school leaving examinations. | +1 quality point | All classes by trees, but classes by radio <i>only if</i> you chose to offer the exam option under 9 Qualifications. |
|---|------------------|--|

|   |                   |  |
|---|-------------------|--|
| Twenty of your pupils obtain first division results in their school leaving examinations and are admitted to government secondary/vocational schools. | +2 quality points | All classes by trees, but classes by radio <i>only if</i> you chose to offer the exam option under 9 Qualifications. |
|---|-------------------|--|

|   |            |                    |
|---|------------|--------------------|
| You receive a small supplementary grant from a fund which is recognising your innovative work in education. | +10 pounds | Radio classes only |
|---|------------|--------------------|

|   |                  |  |
|---|------------------|--|
| The government singles out your programme for praise in a major conference for donors and other NGOs. | +1 quality point |  |
|---|------------------|--|

|  |                   |  |
|--|-------------------|--|
| Despite the challenging working conditions, you have a staff retention rate of 100% over the past year, which they attribute to supportive organisational policies and inspirational leadership. | +2 quality points |  |
|--|-------------------|--|

|  |                   |                                    |
|--|-------------------|------------------------------------|
| Other NGOs replicate your 'Schools under Trees' model in two other states in the country.  | +2 quality points | Classes under trees programme only |
| An NGO obtains funding to develop materials for teacher training by radio, which they will broadcast as part of your 'Classes by radio' programme.               | +2 quality points | Classes by radio only              |
| A major international summit on education requests your organisation to be a panellist to share learning from your education programme.                          | +2 quality points |                                    |
| Your mid-term evaluation shows clear progress on the majority of your impact indicators.   | +2 quality points |                                    |
| You set up a system of community advisory councils and programme participant score cards, and both communicate an exceptionally high level of user satisfaction. | +2 quality points |                                    |

|   |                          |  |
|---|--------------------------|--|
| <p>Your donor expresses their satisfaction with your work so far and confirms their willingness to extend your project funding by a further two years, to give you sufficient time to set up mechanisms by which local organisations will be able to take forward the work at the end of your engagement.</p> | <p>+2 quality points</p> |  |
| <p>You introduce a programme-wide complaints mechanism, and the community expresses its appreciation that you have given them this channel to communicate with you about problems in the programme.</p>   | <p>+1 quality point</p>  |  |

### Commitment 9: Key learning points – simulation exercise for commitment nine:

The goal of the exercise is to put you in the role of having to take decisions with limited amount of information and little control over potential impact /consequences.

Ask participants: what guided you through your decisions? Responses include considerations of quality, cost and timeliness, or, the need to strike a balance between economy, effectiveness and efficiency.

Resources are finite, it is therefore vital that they are used to achieve their intended purpose.

The exercise shows that mismanagement, negligence or corruption has a cost. Communities primarily bear that cost, on top of organisation's reputation.

Commitment 9 offer a list of key considerations in the management or resources, plus accompanying procedures and policies.

## Verifying against the Core Humanitarian Standard

### Facilitation Notes:

| Timing | Activity  |
|--------|---|
| 10     | <p>Go over the corresponding slides on the 2-day training PowerPoint presentation, highlighting:</p> <ul style="list-style-type: none"> <li>- The different verification options (Self-Assessment, Independent Verification, Audit)</li> <li>- The organisations in charge of the respective options (CHS Alliance for the Self-Assessment, HQAI for the Independent Verification and Audit)</li> <li>- The scoring system</li> <li>- Overview of average scores to date</li> <li>- Statistics on the number of verified organisations</li> </ul> <p>Ensure you share the links to CHS Alliance and HQAI with participants:<br/> <a href="https://www.chsalliance.org/get-support/resource/verification-scheme-faq/">https://www.chsalliance.org/get-support/resource/verification-scheme-faq/</a><br/> <a href="https://www.chsalliance.org/verify/self-assessment/">https://www.chsalliance.org/verify/self-assessment/</a><br/> <a href="https://www.hqai.org/en/">https://www.hqai.org/en/</a></p> <p><b>Materials/equip needed:</b><br/>         PowerPoint presentation</p> |
| 15     | <p>Provide time for questions and answers. Invite participants coming from organisations who've gone through one or several of the verification options to share their experience.</p>  |
| 25     | <p><b>Total number of minutes scheduled for the session</b></p>   |

| <b>Action Planning</b>  |   |
|---|---|
| <b>Learning Objectives:</b>   |   |
| <p><i>By the end of the session, the participants will be able to:</i></p> <ul style="list-style-type: none"> <li>Identify 1-3 actions each participant would like to implement to strengthen the CHS commitments in their work and or working environment</li> </ul> |   |
| <b>Timing</b>   | <b>Activity</b>   |
| 05  | Encourage each participant to reflect on 1-3 actions they would like to implement to strengthen the CHS commitments in their work and or working environment  |
| 20  | <p>Provide SMART handout to each participant and ask each participant to write out 1-3 actions they would like to implement. If you have teams in the room, they could develop an action plan together.</p> <p>Emphasize that it's something they need to be able to do. S=specific (State what you will do/ Use action words), M= Measurable (Provide a way to evaluate), A= Achievable (Within your scope/possible to accomplish attainable), R= Relevant (Makes sense within your job function/ improve the work in some way), T= Time-bound (State when you will get it done)</p> <p><b>Materials/equip needed:</b> SMART handout</p> |
| 25  | <b>Total number of minutes scheduled for the session</b>  |

### Supporting documents for distributing

| State what you will do/ Use action words | Provide a way to evaluate | Who should do this | Who/ what support needed to get it done | State when you will get it done |
|--|---------------------------|--------------------|---|---------------------------------|
|  |                           |                    |   |                                 |
|  |                           |                    |   |                                 |
|  |                           |                    |   |                                 |

### Action Plan – Lesson Plan A - SMART ACTION PLAN

| <b>Conclusion of the Workshop</b> |   |
|-----------------------------------|---|
| <b>Facilitation Notes:</b>        |   |
| <b>Timing</b>                     | <b>Activity</b>   |
| 10                                | Facilitator asks participant to reflect on a learning that spoke to them and or what they are leaving with. Ask each participant to share or ask just those who would like to share to do so.   |
| 03                                | Facilitator explains that the workshop is now concluded and offers thanks as appropriate – to participants, co-facilitators, host agency (identifying specific individuals who have made particular efforts to provide support), staff of venue, and any other individuals who have contributed to the success of the training. |
| 02                                | Facilitator explains what follow up support is available, encourages them to make use of this.  |
| 02                                | Facilitator shares links to course materials and useful references via email or other best suited way. It is possible to have resources on USB keys, however enough preparation time must then be factored in.  |
| 05                                | Certificates of attendance are presented.<br><br><b>Materials/equip needed:</b><br><br>Certificates   |
| 02                                | Participants are asked to complete the evaluation form and drop it at the door as they leave.<br><br><b>Materials/equip needed:</b><br><br>Evaluation forms   |
| 01                                | Farewells are said, and facilitator stays until all have departed, in order to answer any last-minute questions and ensure that there are no outstanding issues.  |
| <b>25</b>                         | <b>Total number of minutes scheduled for the session</b>  |

## Annex 1: Registration Form

### REGISTRATION FORM

#### Introduction to the Core Humanitarian Standard

<Date-Location>

Thank you for taking the time to complete this form. It will help us prepare for the workshop by finding out about your work environment, training experience and awareness in quality and accountability issues in the humanitarian sector.

Name:

Job title:

Organisation:

Email contact:

Mobile number:

What is your current role in your organisation? Please briefly describe your duties and responsibilities.

Have you undertaken any previous training on quality and accountability? If yes, please give details.

What are your learning goals for attending this workshop? Are there specific skills you would like to gain or improve on?

How did you hear about this course?

Any additional comments?

## Annex 2: Useful References

### Introduction to Quality & Accountability

*The Core Humanitarian Standard* (Groupe URD, HAP International, People in Aid, the Sphere Project, 2014)

*Improving Impact: Do Accountability Mechanisms Deliver Results* (Featherstone, 2013)

*The Good Enough Guide: Impact Measurement and Accountability in Emergencies* (Emergency Capacity Building Project/Oxfam, 2007)

### Humanitarian Principles

*Humanitarian Principles in Conflict: Ensuring humanitarian principles are respected in armed conflicts and other situations of violence: ACF's experience and position* (ACF International, 2013)

*Supporting Principled Humanitarian Action* (Macdonald and Valenea, 2012)

*Ethics, Key questions to ask when facing dilemmas during covid 19 response in Humanitarian setting*, (Health Cluster 2020)

### Commitment 1

*Humanitarian Needs Assessment: The Good Enough Guide* (Norwegian Refugee Council, 2014)

*Multi-Cluster/Sector Initial Rapid Assessment (MIRA)* (Inter-Agency Standing Committee, 2012)

*Minimum standards for protection, gender and inclusion in emergencies*, (IFRC, 2018)

*Minimum standards for age and disability inclusion in humanitarian action* (Age & Disability Consortium, 2015)

ACAPS assessment tools, [click here](#)

### Commitment 2

*Minimum Standards for Child Protection in Humanitarian Action* (Child Protection Working Group, 2019)

*Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief* (IFRC, 1994)

*Minimum Standards for Education: Preparedness, Response, Recovery* (INEE, 2012)

*Child Safeguarding Standards and how to implement them* (Keeping Children Safe, 2014)

*Livestock Emergency Guidelines and Standards* (Livestock Emergency Guidelines and Standards Project, 2014)

*Minimum Economic Recovery Standards* (The SEEP Network, 2010)

*Quality Compas Companion Book* (Groupe URD, 2009)

*Principles and Checklist for Assessing the Quality of Evidence* (BOND, 2013)

*Operational Guidance for Coordinated Assessments in Humanitarian Crises* (IASC, 2012)

*Imagining More Effective Humanitarian Aid: A Donor Perspective* (Scott, 2014)

*The Core Humanitarian Standard and the Sphere Core Standards: Analysis and Comparison* (The Sphere Project, 2015)

*Minimum, standards for Market analysis* (CALP, 2018)

*Sphere Handbook* (Sphere 2018)

### **Commitment 3**

*Do No Harm: How Aid Can Support Peace* (Anderson, 1999)

*Guidelines for Investigations: A guide for humanitarian organisations on receiving and investigating allegations of abuse, exploitation, fraud or corruption by their own staff* (CHS Alliance, 2015)

*Challenges and options in improving recruitment processes in the context of Protection from Sexual Exploitation and Abuse (PSEA) by our own staff* (UNDP, 2013)

*Programme Participant Protection Policy and Concern Code of Conduct* (Concern Worldwide, 2010)

*PSEA Basics Training Guide* (InterAction, 2013)

*InterAction Step by Step Guide to Addressing Sexual Exploitation and Abuse* (InterAction, 2010)

*Minimum Operating Standards: Protection from Sexual Exploitation and Abuse by own Personnel* (IASC)

*NGO Checklist for Developing or Revising Codes of Conduct* (CHS Alliance)

*Secretary-General's Bulletin – Special Measures for Protection from Sexual Exploitation and Sexual Abuse* (United Nations Secretariat, 2003)

*Implementation Guidelines for the Field on the Secretary-General's Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse* (United Nations Secretariat, 2003)

Links to videos shared:

- [Safeguarding Summit 2018 – Are you listening](#)
- [Serve with Pride](#)
- [“Saying No to Sexual Misconduct” package for other videos available in different languages](#)

[Prevention on Sexual Exploitation and abuse, UNICEF online course](#)

#### **Commitment 4**

*Engagement of crisis-affected people in humanitarian action* (Mitchell, ALNAP, 2014)

*Information sharing with communities* (CAFOD, 2010)

*Participation Handbook* (Groupe URD, 2009)

#### **Commitment 5**

*Handling community feedback/complaints* (CAFOD, 2010)

*Community Complaints Fact Sheet* (World Vision Sri Lanka)

*Complaints Handling Policy and Procedures for International Programmes* (CAFOD, 2010)

*Complaints Handling Mechanisms: A guide for CAFOD staff to accompany partner organisations to set up CHM within international programme activities* (CAFOD, 2010)

*Complaints Mechanism Handbook* (Danish Refugee Council, 2008)

*Complaints Report* (Dan Church Aid, 2011)

*Protection from Sexual Exploitation and Abuse: Compendium of Practices on Community-Based Complaints Mechanisms* (IASC, 2012)

#### **Commitment 6**

*Principles of Partnership* (Global Humanitarian Platform, 2007)

#### **Commitment 7**

*‘We are committed to listen to you’ World Vision’s experience with humanitarian feedback mechanisms in Darfur* (ALNAP/CDA, 2013)

*Community monitoring of humanitarian aid and service delivery* (Transparency International, 2013)

*Evaluation of Humanitarian Action* (ALNAP/Overseas Development Institute, 2013)

*Gen Y and rights in Rio: Young people, empowerment and public policy* (World Vision, 2009)

*Project/Programme Monitoring and Evaluation Guide* (IFRC, 2011)

*Context and Sustainability: Monitoring and Evaluating Humanitarian Aid* (INTRAC newsletter, November 2014)

*Introduction to Impact Evaluation* (Rogers, 2012)

*Monitoring, Evaluation, Accountability & Learning in Emergencies* (Catholic Relief Services, 2012)

*PMER (Planning, Monitoring, Evaluation, Reporting) Pocket Guide* (IFRC, 2012)

*From slow boil to breaking point: A real-time evaluation of UNHCR's response to the Syrian refugee emergency* (UNHCR, 2013)

*Learning Report - Adaptation and Innovation: meeting humanitarian needs in fragile and conflict contexts* (World Vision, 2018)

## **Commitment 8**

*Building Resilient Managers in Humanitarian Organisations* (McKay, 2011)

*Performance management is killing your business* (Crawford, 2015)

*The State of HR 2014: A Question of Impact* (People in Aid, 2015)

[HR Manual](#), (CHS, 2015) This manual was designed to support HR managers and HR practitioners 1 who are setting up a new HR function within a programme (or organisation), both at head office or in field operations. It provides a framework of principles, policies, procedures, guidelines, tools, and templates to serve as a practical guide for HR management in field, regional and/or head offices.

[Handbook for Measuring HR Effectiveness](#), (CHS 2015) is designed to assess the effectiveness of an organisation's human resources (HR) and people management policies and practices. Adaptable to most operational contexts, it includes a set of diagnostic questionnaires, guidelines and tips. It is designed to be used in head office, regional office or local/field office environments. It is part of the HR Tool Kit provided by the CHS Alliance that can be used as a kind of "office in a box" resource for a rapid deployment situation, when setting up a new agency or for capacity building/strengthening activities

*Core Humanitarian Competency Framework (CHCF)*, (CHS, 2017): Competent and well-managed staff are at the heart of an accountable and effective organisation. The Core Humanitarian Competency Framework (CHCF) aims to provide humanitarian and development workers with the right skills and behaviours. Access our dedicated page [here](#).

*HR Good Practice for Surge Response*, (Start network, 2017) The HR component led on activities to develop and share good practice in HR and people management which would help to transform surge capacity. Download the guidelines [here](#).

[\*HR Metrics Dashboard\*](#). (Ann Start, 2016) This toolkit enables human resources (HR) managers in the humanitarian and development sector to use HR metrics to support programme and operational impact.

*Coaching toolkit*, (Sara Swords, Ben Emmens, CHS Alliance, 2018). This toolkit has been produced as part of the Start Network - Talent Development Programme and is designed to support you, as a coach. The toolkit could be used as a starting point for your coaching practice. Download the toolkit [here](#)

[\*Project FAIR\*](#), (2017) Fairness in Aid Remuneration builds upon a strong body of research into the psychological impact of these disparate salaries in the sector, in particular their impact on some employees' motivation, performance, and retention, and thereby aid services.

*Learning and Development Framework*, (Anne Start, 2017). This guide describes a process of designing a Learning and Development Framework within your own NGO or for supporting a partner organisation. Download the framework [here](#).

[\*Staff Survey Toolkit\*](#), (Agenda Consulting, 2015). This toolkit is designed for organisations and departments undertaking employee surveys.

*Guidance on Faith-based hiring and compliance with CHS Commitment 8* [here](#). (CHS, 2019)

[\*Non-disclosure agreements – CHS Alliance Guidance Note\*](#). (CHS, 2020) Under its mandate to advise, guide and train organisations, CHS Alliance has issued this Guidance Note to improve the understanding around the use of non-disclosure agreements (NDAs) and to set out good practice in regard to their use by the organisations and individuals involved in aid response. This resource is also intended as a guide for those undertaking an organisational verification of the CHS to assess whether organisations use NDAs lawfully and in compliance with recommendations stated in this document.

[\*Debriefing Toolkit for Humanitarian Workers\*](#). (Dr Debbie Hawker, 2018)

This manual gives guidelines for those who offer debriefing to people who work as humanitarian workers, including staff working in a relief or development context, volunteers, missionaries, peacekeepers, consultants and trustees.

[\*Mindfulness and Wellbeing\*](#). (Hitendra Solanki, 2015)

This paper aims to elaborate and explore the current state of wellbeing support available to aid workers within the humanitarian sector. In doing so, it will also endeavour to unpack the concept of wellbeing itself, an often vague and undefined subject matter, that itself, also often manifests in an often vague and undefined subject matter, that itself, also often manifests in an equally vague and undefined strategy within our organisations.

[\*Working well? Aid worker well-being and how to improve it\*](#). (CHS, 2020). This report provides a summary of the findings of the CHS Alliance's initiative to Cultivate Caring, Compassionate Aid Organisations and proposes an inclusive, multi-stakeholder process as a way forward. The ultimate vision is to cultivate organisational cultures of care and compassion where people thrive and work more effectively.

*Leading Well: Aid leader perspectives on staff well-being and organisational culture.* (CHS, ICVA, 2021). The purpose of this paper is to add to the ongoing discussion on staff well-being in the humanitarian space, and hopefully provoke necessary discussion on how we can evolve – as individuals, organisations, and a system – trying to meet the needs of people in crisis.

### **Commitment 9**

*DFID's Approach to Value for Money (VFM)* (Department for International Development, 2011)

*Value for Money and international development: Deconstructing myths to promote a more constructive discussion* (OECD, 2012)

*Preventing Corruption in Humanitarian Operations: Handbook of good practices* (Transparency International, 2014)

*How to Define and Measure Value for Money in the Humanitarian Sector* (SIDA, 2013)

### **Working with partners and remote management**

*Missed Opportunities: The case for strengthening national and local partnership-based humanitarian responses* (ActionAid, CAFOD, Christian Aid, Oxfam, Tearfund, 2010)

*Partnership Policy* (Oxfam GB, 2008)

*Monitoring and accountability practices for remotely managed projects implemented in volatile operating environments* (Teafund, 2012)

*Learning Report - Adaptation and Innovation: meeting humanitarian needs in fragile and conflict contexts, p13-15* (World Vision, 2018)

### **Quality and accountability in new emergencies**

*Accountability in Emergencies Resource Book* (ActionAid International, 2014)

*Accountability Matters in Emergencies – Listening to children and responding to their feedback during Save the Children's humanitarian response in Myanmar* (Save the Children, 2010)

### **Verification and certification**

*CHS Quality Assurance Verification Scheme* (CHS Alliance, May 2020)

<https://d1h79zlgf2zs.cloudfront.net/uploads/2020/06/Verification-Scheme-final-1.pdf>

*CHS Verification Framework* (CHS Alliance, 2016 - Updated 2020 to include PSEAH requirements)

<https://d1h79zlgf2zs.cloudfront.net/uploads/2020/06/Verification-Scheme-final-1.pdf>

*Validated CHS Self-Assessment flyer* (CHS Alliance, 2020)

<https://d1h79zlgf2zs.cloudfront.net/uploads/2020/06/Self-assessment-manual-final.pdf>

*Verification Scheme FAQs (CHS Alliance, 2020)*

[https://d1h79zlgft2zs.cloudfront.net/uploads/2020/06/Verification\\_Scheme\\_FAQ.pdf](https://d1h79zlgft2zs.cloudfront.net/uploads/2020/06/Verification_Scheme_FAQ.pdf)

*HQAI Subsidy Fund*

<https://www.hqai.org/en/our-work/subsidy-fund/>

## Annex 3: Evaluation Form

1. Please indicate your level of agreement with statements listed below

|   | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| The objectives of the training were clearly defined     |                   |          |                            |       |                |
| Participation and interaction were encouraged           |                   |          |                            |       |                |
| The topics covered were relevant to me                  |                   |          |                            |       |                |
| The content was organized and easy to follow            |                   |          |                            |       |                |
| The materials distributed were helpful                  |                   |          |                            |       |                |
| The trainer was knowledgeable about the training topics |                   |          |                            |       |                |
| The training objectives were met                        |                   |          |                            |       |                |
| The time allotted for training was sufficient           |                   |          |                            |       |                |

2. What did you like most about the training?

3. What aspects of the training could be improved?

4. Anything else you would like to share?

Thank you!