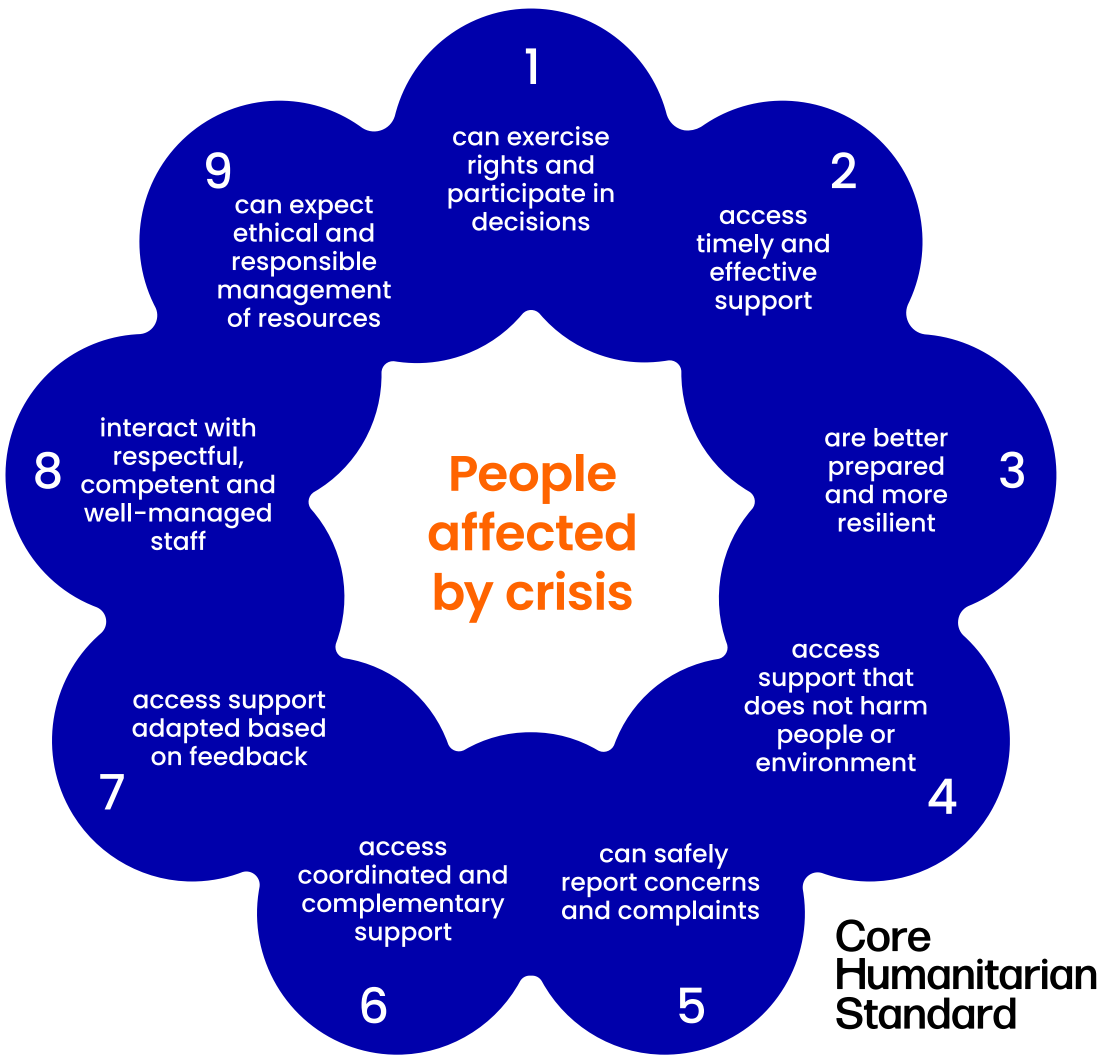
2-days Training on the Core Humanitarian Standard on Quality and Accountability (CHS)

2024 Facilitation Handbook

Version: April 2024



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Acknowledgements

The first edition of this handbook was published in 2015 to provide training on the 2014 Core Humanitarian Standard on Quality and Accountability, with successive revisions in 2017 and 2022. The present version of this handbook corresponds to the 2024 Core Humanitarian Standard on Quality and Accountability.

This version was made possible thanks to the contributions from Genevieve Cyvoct, Charlie Dalrymple, Ester Dross, Hanna Smokcum, and Bonaventure Sokpoh. It contains material from Karen Glisson developed for previous editions.

Updates from previous editions

Update from the handbook's previous versions include:

- The structure, commitments and requirements in this training course relate to the 2024 reversion of the CHS.
- The training tittle has changed from "introduction workshop", to" 2-days training" to distinguish it from the half day "CHS Introductory Session".
- For all material, please check the https://www.chsalliance.org/training/ page. You can also reach out to training@chsalliance.org.

The main changes, in relation to each commitment, are:

Commitment 1	This session has been revised to include a new activity on participation, based on a case-study
Commitment 2	The initial brainstorm exercise has been revised to reflect the changes to CHS Commitment 2. It also includes an exercise based on the Commitment 1 case study
Commitment 3	This is a new session, based on practical examples
Commitment 4	In this version, protecting the environment takes a more prominent role, alongside Do No Harm and Protection from Sexual Exploitation and Abuse (PSEA)
Commitment 5	The activities to understand important characteristics of a complaint and feedback mechanism have been updated
Commitment 6	There is greater focus on coordination between local stakeholders
Commitment 7	This is a new session, based on a real-life example
Commitment 8	Key terms in this session have been revised
Commitment 9	This session remains much the same

Notes for facilitators

What is this document for?

This material has been developed to be offered as a basis for training for CHS Alliance member organisations. It serves as a basis to the CHS Training of Trainers, which is organised by the CHS Alliance. You can find CHS Alliance training schedule on the CHS Alliance training webpage: https://www.chsalliance.org/training/

You can also organise a 2-day CHS Training facilitated by a CHS Approved Trainer, either by contacting the CHS Alliance, or by contacting directly a trainer listed on the corresponding CHS Alliance webpage: https://www.chsalliance.org/approved-trainers/

This handbook can be used as a resource by anyone who needs to design and/or deliver training on the Core Humanitarian Standard. This material may be used and adapted freely and without charge, providing reference to the CHS Alliance. New facilitators may like to follow 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.

Scope and duration

The overall duration of a course, comprising an introduction to the Core Humanitarian Standard, the nine commitments and verification processes is 12 hours, including around one hour on each commitment. The workshop can be split over two days or several smaller time periods to accommodate time constraints or remote delivery good practice. It focuses on key elements in each of the commitments as it is not possible to go in-depth on each topic covered by the CHS in the time provided. However, the trainer can adjust the sessions to accommodate the training needs of participants. If adjustments are made, references should be provided, such as material for reading, and examples of good practice.

Other training material exists to provide shorter (half day) introduction on the CHS. Contact training@chsalliance.org or visit the CHS Alliance website training page: https://www.chsalliance.org/training/

Profile of participants

This training handbook is developed to address the CHS learning needs of a wide audience, including:

- Anyone working in the humanitarian and/or development sectors and has interest in knowing more about the Core Humanitarian Standard and its implications for policy and practice in NGOs and International Organisations.
- Individuals who have at least some existing experience of humanitarian and/or development sector 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 and/or development settings. The more experienced the group of learners are, the more space should be devoted to peer-led-learning through activities such as brainstorming, storytelling, and discussions.

Learning objectives

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

- Describe the CHS and its purpose.
- List the nine commitments of the Core Humanitarian Standard and explain how each contributes to the delivery of a quality and accountable humanitarian response.
- Give examples of good practice in applying the Core Humanitarian Standard and its nine commitments, drawn from their own experience and more widely from different sectors.
- Act as advocates and peer leaders on the importance of quality and accountability in humanitarian action.
- Explain advantages and processes for the three different verification options.

Participant registration

Use of a registration questionnaire/survey 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 survey.

Pre-workshop assignment

Participants should read (and, ideally, re-read) the Core Humanitarian Standard and supporting guidance before joining the workshop.

Timing

In this document, timings are given in numbers of minutes, with the total time needed for each session listed at the bottom of the notes for that session.

Resources and materials

For in-person events, 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 location, the slides can be printed out in advance in 'handout' format, and a copy given to each participant.

For online (remote) events a video conferencing platform will be needed, that has break-out room option for small group work, screen sharing for displaying the slides, and chat box to provide participants with group instructions, links and documents, as well as facilitating comments and questions. Flipchart paper and markers can be replaced by a whiteboard application, with corresponding whiteboard prepared in advance and link shared with participant at the time of doing the exercise. For remote events, It is recommended that an additional person is recruited to manage the technicalities while the facilitator focuses on running the sessions.

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 or coffee breaks. We particularly recommend those that include a physical element of moving, stretching, etc. Participants are usually a good resource for fun energisers. You can also easily find energisers resources on Internet, for either in-person or remote delivery. If these activities are added to the training course, be mindful of the use of time.

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. It is strongly advised 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.

Suggested programme

Workshop for two consecutive days

Day 1

Start	Duration	Session
09:00	40’	Opening Session
09:40	40’	Introduction to the CHS
10:20	15’	Break
10:35	60’	Commitment 1
11:35	60’	Commitment 2
12:35	60’	Lunch
13:35	60’	Commitment 3
14:35	70’	Commitment 4
15:45	15’	Break
16:00	30’	Commitment 5 (Part I)
16:30	15’	Review of Day 1
16:45	-	Close

Day 2

Start	Duration	Session
09:00	15’	Recap of Day 1 / Plan for Day 2
09:15	65’	Commitment 5 (Part II)
10:20	15’	Break
10:35	60’	Commitment 6
11:35	60’	Commitment 7
12:35	60’	Lunch
13:35	50’	Commitment 8
14:25	70’	Commitment 9
15:35	15’	Break
15:50	15’	Verifying against the CHS
16:05	20’	Action Planning
16:25	25’	Conclusion of the workshop
16:50	-	Close

If preferred, the entire Commitment 5 session (Parts I & II) can be included in Day 1, so that Day 1 concludes around 17:30 and Day 2 concludes around 16:00. In this case all sessions on Day 2 will move one position earlier in the day, with breaks after Commitment 6 and Verifying against the CHS.

Workshop for four, half-days

Half Day 1

Start	Duration	Session
09:00	40’	Opening Session
09:40	40’	Introduction to the CHS
10:20	15’	Break
10:35	60’	Commitment 1
11:35	60’	Commitment 2
12:35	10’	Review of half day
12:45	-	Close

Half Day 2

Start	Duration	Session
09:00	10’	Recap
09:10	60’	Commitment 3
10:10	15’	Break
10:25	70’	Commitment 4
11:35	30’	Commitment 5 (Part I)
12:05	10’	Review of half day
12:15	-	Close*

*This session is shorter. The extra time could be used in various ways – a participant-led discussion, a Q&A with an expert, a mid-point reflection, etc.

Half Day 3

Start	Duration	Session
09:00	10’	Recap
09:10	65’	Commitment 5 (Part II)
10:15	15’	Break
10:30	60’	Commitment 6
11:30	60’	Commitment 7
12:30	10’	Review of half day
12:40	-	Close

Half Day 4

Start	Duration	Session
09:00	10’	Recap
09:10	50’	Commitment 8
10:00	15’	Break
10:15	70’	Commitment 9
11:25	15’	Break
11:40	15’	Verifying against the CHS
12:55	20’	Action Planning

12:15	25’	Conclusion of the workshop
12:40	-	Close

Virtual workshop in 6 sessions

Session 1

Start	Duration	Session
09:00	40’	Opening Session
09:40	40’	Introduction to the CHS
10:20	10’	Break
10:30	60’	Commitment 1
11:30	-	Close

Session 2

Start	Duration	Session
09:00	10’	Recap
09:10	60’	Commitment 2
10:10	10’	Break
10:20	60’	Commitment 3
11:20	-	Close

Session 3

Start	Duration	Session
09:00	10’	Recap
09:10	70’	Commitment 4
10:20	10’	Break
10:30	95’	Commitment 5 (Part I & II)
12:05	-	Close

Session 4

Start	Duration	Session
09:00	10’	Recap
09:10	60’	Commitment 6
10:10	10’	Break
10:20	60’	Commitment 7
11:20	-	Close

Session 5

Start	Duration	Session
09:00	10’	Recap
09:10	50’	Commitment 8

10:00	10’	Break
10:10	70’	Commitment 9
11:20	-	Close

Session 6

Start	Duration	Session
09:00	30’	Recap of all commitments
09:30	15’	Verifying against the CHS
09:45	10’	Break
09:55	20’	Action Planning
10:15	25’	Conclusion of the workshop
10:40	-	Close

Opening Session

Learning objectives

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

- Recognise the facilitator and other participants, by name.
- Demonstrate awareness of the objectives and programme of the training course.

Facilitation notes

Timing	Activity
Before session	For in-person events, register participants and distribute workshop materials pack, notebooks, and pens. Give everyone a name card.
05	**Welcome** Welcome participants and thank them for attending. Give an opportunity to the host agency to formally open the workshop, if applicable. (More time may be required, if the host agency wants to give a formal introduction.)
20	**Introductions** Facilitators and participants each to introduce themselves –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 mentions something more personalised, such as 'something that no-one in this room knows about me', etc. (This can be replaced by a more interactive introduction, in groups or pairs. In either case, calculate the time needed before the session and adjust timings, if necessary.)

10	**Practical Information**
	Facilitator shares the following practical information:
	• Briefly explain the format and programme of the workshop.
	    ○ In person: 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.
	    ○ Remote: ensure people are familiar with the functions they will need to use on the videoconferencing platform (such as: raise hand; write in the chat etc.)
	• 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. • Explain how the workshop will be evaluated and how participants can make feedback or raise concerns during the workshop (for instance, a team of volunteers can collect feedbacks in day 1 and 2 and share them with you, in addition to a final evaluation form or survey) Take any questions from participants. If time, ask participants to volunteer 'ground rules for the workshop', (or suggest a list and ask participants if they want to add any.)
05	**Objectives** Show the slide with the objectives of the workshop on it. Ask participants if they have any question in relation to the objectives, or any concerns in relation with their expectations. If the workshop is in-person, it is a good practice to put up a copy of the objectives where everyone can see them in the room, throughout the workshop.
40	**Total number of minutes scheduled for the session**

Introduction to the Core Humanitarian Standard (CHS)

Learning objectives

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

- Define quality, accountability and the purpose of standards.
- Explain the link between the CHS, humanitarian principles and other standards.
- Explain the structure of the 2024 CHS, including commitments and requirements.
- Differentiate between the CHS and CHS Alliance

Facilitation notes

Timing	Activity
Before session	Choose the slides that are most relevant and useful to the participants, before the workshop. It is recommended that you select between 10 and 12 slides for a 25minute presentation. In total, there are 18 slides available for the presentation. These outline the CHS and associated principles. They also explain 2024 revision and how the CHS changed in this revision.
25	**Presentation** Slides What is accountability, What is quality, Why use standards Provide explanations and definitions. You can ask participants before showing them the slides. You can also replace by (or add) definitions in use in your own organisation. Slides The CHS as a standard (2) Provide explanations on the history, the development, and link with humanitarian principles and Sphere handbook Slide In the 2024 edition Provide explanations over changes between the 2014 and 2024 CHS Slide The 20204 CHS flower diagram Shows the CHS flower, with the nine commitments, as set in the 2024 CHS

	Slides Changes in the commitments (2) Explain how the commitments were either renumbered, merged, split or remained pretty much the same, but with slightly different focuses in their wording. Slide Most important on the CHS Brings the important message that the CHS is what affected communities said they wanted from aid agencies Slide People and communities in situation of crisis and vulnerability Highlight that we are not talking only about humanitarian crisis, but also more structural vulnerabilities. Slide Transition timeline Indicates the timing for CHS support material and verification processes to be updated. Slide Uptake of the CHS in the sector Shows different ways in which the CHS has become an important reference and framework for commitment for individual organisations as well as in the broader humanitarian sector. Slide CHS vs. CHS Alliance Explain the difference between the CHS as a standard, and CHS Alliance as an organisation. Slides Humanitarian principles (2) Is a support to explain what are the four humanitarian principles the CHS builds on, as well as their definitions. Slides Sphere Humanitarian Charter Show the link between the Sphere handbook and the Sphere Humanitarian Charter. It also states that the CHS is one of the Sphere handbook core chapters.

15	**Questions** Provide an opportunity for questions. If participants are asking about the revision, provide them with the following link, that contains revision reports and explanatory notes: https://www.chsalliance.org/get-support/resource/chs-revision-resources/
40	**Total number of minutes scheduled for the session**

Commitment 1: People and communities can exercise their rights and participate in actions and decisions that affect them.

Learning objectives

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

- Explain what is meant by people's rights, in relation to commitment 1 (information and participation)
- Describe degrees of engagement for people and communities, and identify necessary conditions to enable greater engagement
- Give examples of approaches which can be used to improve the inclusion and engagement of people and communities

Facilitation notes

Timing	Activity
Before training course	Print enough copies of the definitions hand out (1.1) for each group and cut the individual square out, along the dotted lines. Check the suitability of the case study (see case study 1.2) provided in this session, to the contexts in which your group of participants are working. If necessary, adapt the case study to reflect their working contexts, while keeping the same questions. If in doubt, or in need of assistance, please contact training@chsalliance.org. If you modify the case study, make sure you also modify the handout used in commitment 2.
05	**Definition** Ask participants: How would you describe "participation"? Take a few answers. Then show the slide Participation. Ask: Why participation is important? Take a few answers. Then show the slides Why engage with crisis-affected populations?. Emphasise the key benefits of participation and inclusion. Conclude with both key messages: 1. People and communities have the right to be involved in decisions that affect them. 2. Participation and inclusion lead to better projects.

15	**Activity – levels of participation** Show the slide Community Engagement Scale: Name the steps: - Inform - Consult - Involve - Collaborate - Ownership (The scale is based on the Harvard Catalyst scale https://catalyst.harvard.edu/community-engagement/ce/ and other similar 5 steps scales used by a number of agencies with varying terminology) Explain to participants that we will conduct an exercise to deepen our understanding of this. Organise participants into groups with 3-5 participants in each. Give each group a set of titles, definitions and examples (cut out). Explain that their task is to match the correct TITLE – DEFINITION – EXAMPLE. (In a remote session, participants in breakout rooms can work together and organise virtual notes on a whiteboard). After a few minutes, ask one group to read aloud what examples they have. Check with other groups if they agree. Try to use questions to guide participants to the correct answers. Questions to guide participants on choices and possible disagreements include: - Are we just listening or is there more? - To which extent are local stakeholders involved in decision-making? - To which extent does it empower the people and communities? - To which extent do they have ownership? If required, use the slide Key to the steps to help. Conclude the exercise with these points: • A lot of participatory approaches focus on needs assessment and implementation. • There is still relatively little on design/decision-making.

	• In many circumstances the organisation is deciding on methods of participation, rather than communities deciding on which approach is meaningful for them. If time, ask participants if this conclusion is true in their operating contexts.
20	**Case study exercise** Ask participants to stay in the same groups for the next exercise. Provide participants with copies of the case study (1.2) Ask participants to review the case study and work in their group to answer four questions. Use the slide to show the questions. 1. Where are we on the ladder? 2. Up until where could we reasonably go on the ladder? 3. What would we have to do to get there? 4. What challenges might we face along the way? (such as, organisational, contextual) Take any questions that participants have about the exercise. Put the slide Questions for the case study to support participants during the exercise Explain that the exercise will take 15 minutes, after which, groups should be ready to discuss the results.
15	**Debrief of exercise** Take feedback by asking one group to share their answer to the first question. Engage other groups to add their thoughts, before moving to the next question. Ask a different group to share their answer to question 2, before engaging the other participants to add anything that has not already been said. Repeat this process for all four questions. During the debrief, consider asking participants the following: • What elements of the context might enable, or prevent, moving up the ladder? • What can we do at project level to improve the level of participation? What are some of the critical steps? • What organisational elements must be in place to enable a participatory approach? What is the link between this question and requirement 1.6 (for Commitment 1)

05	**Conclusion** Summarize the main learning points of the session, using the slide Commitment 1 - Conclusions. • Participation is a right. It is also a powerful way to improve project outcomes. • Participation should be meaningful to people and follow their preferred way of engaging. • Information sharing is low on the ladder but is a pre-condition to meaningful participation (show the two slides on information sharing) • Participation should not put people in danger and is voluntary. • Organisations should establish a coherent organisational approach to ensure participation.
60	**Total number of minutes scheduled for the session**

Additional resources for this session

1.1 Handouts for the definitions / examples exercise

(Print one copy for each group and cut into individual elements – along the dotted lines)

Title	Definition	Example
INFORM	To provide relevant and accessible information about the situation and the programme. (Radio, mobile phone messages, social media, information boards, community leaders, etc.)	People are told they will be provided with cash grant to address livelihood needs
CONSULT	Asking people and communities for input to obtain specific information, or feedback. (Focus-group, survey, interview, key informant interviews, etc)	Community leaders are being consulted on best options to report feed-back and complaints
INVOLVE	Engaging people and communities over time in some aspects of the project, and some decisions. (Workshops or activities where community are involved in some aspects of project design, delivery and monitoring.)	Through focus group discussions, people are being given a range of shelter options to select from
COLLABORATE	To partner in each aspect of project decision-making. (Two-ways partnerships, shared decision-making)	Young people worked with the NGO to design and carry a project impact assessment in their community
OWNERSHIP	The community, through local civil society organisations or other structures or institutions, designs and implements response activities themselves. (Community autonomously leads all or part of the project.)	Community groups are being funded by an international NGO to run their own projects on Disaster Risk Reduction

1.2 Case study for Commitment 1

Rovenia Case Study

The country of Rovenia has witnessed a large influx of refugees, coming from the neighbouring country of Bedaya, fleeing ethnic violence. The conflict has been ongoing for a several months, and has led to the opening of large camps, with humanitarian operations setting up in the city of Norna, a large town close to the border with Bedaya. The situation is likely to last, and people will be unable to return anytime soon.

The organisation Hope and Trust International (HTI) has its country office in the capital city of Rovenia, and a regional office in the city of Norna, from which the operations are implemented. It was recently awarded a grant for food security and livelihoods activities, nutrition programmes, and Disaster Risk Reduction activities.

The Emergency Response Manager of HTI explains that up until now, most of the community engagement has occurred via the following mechanisms:

- Sharing of information with the help of community leaders and during focus-group discussions
- People have been consulted on their needs via household surveys; they have been provided with feedback on the survey results, and consulted on the design of the project, through focus group discussions.

HTI works in partnerships with a national NGO to implement food distributions and livelihood projects (food gardening). It does nutrition and Disaster Risk Reduction (cash for work in the camp) on its own.

A hotline has been set up in the camp. Concerns reported (mostly by men) include unmet needs, questions on selection criteria, and overall security concerns.

If participants ask for more information, the following additional information can be shared (as needed) by the facilitator:

- The refugee population, while respecting community leaders, does not feel well informed by them. They are always male.
- Mostly men have access to mobile phones
- Cultural gender dynamics affect women's freedom of movement and GBV has been reported.
- There are water shortages in the camp
- Nutrition activities are organised via outpatient therapeutic facilities
- The NGO engages with local authorities and camp coordination structures, INGOs meetings and sectoral meetings; It has a liaison officer in the capital city to engage with the government.
- The refugees do not speak the same language as people in the host country.

Other background resources

- Group URD Participation handbook: https://migrantcentres.iom.int/system/files/import/toolkit/alnap-groupe-urd-participation-handbook-2009_1.pdf
- CDAC Network: www.cdacnetwork.org
- IFRC Community Engagement Hub: https://communityengagementhub.org/
- Trust Analytical Framework: https://internews.org/resource/trust-analytical-framework/

Commitment 2: People and communities access timely and effective support in accordance with their specific needs and priorities.

Learning objectives

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

- Name key steps to make a response “accessible”, “timely”, “effective”, and ensure it meets “specific needs and priorities”.
- Name other standards/guidelines relevant to humanitarian and development work and, in particular, technical standards.

Facilitation notes

Timing	Activity
15	**Key terms of Commitment 2** Organise participants into 4 groups (this can be done as an energiser, if needed) Read through Commitment 2 with the participants, so that the context of the subsequent exercise on this commitment is clear. Ask each group to focus on one particular key word of the commitment: “accessibility”, “timeliness”, “effectiveness”, “priority needs” Have them answer these three questions in relation to the word they have been allocated. If possible, have them record their answers on a flipchart. 1. What do we mean by…? 2. What practical steps can we take to ensure it? 3. How do we measure it? (Note: if you are running short on time, ask participants to focus only on the first two questions, and pick up the measurement element from the case study.) Allow 10 minutes for the exercise and encourage participants not to worry about creating a perfect definition – just explain the term in their own words. Show the slide accessibility, timeliness, effectiveness, priority needs, to support participants during the exercise.

15	**Debrief of exercise** Debrief by asking each group to read out their description of the term and highlight one or two key ideas on how to ensure responses can ensure and measure these elements. If not mentioned, highlight the following practical steps: • Engage, consult & update the affected population and key stakeholders on needs, vulnerabilities, capacities and context. • Coordinate, with relevant stakeholders, including government, to resolve problems that can prevent timeliness and unmet needs • Involve communities and key stakeholders in monitoring (include data from feedback and complaints) • Adopt a flexible approach (being prepared to make changes to the programme) and document decisions • Empower staff and stakeholder to ensure decisions are made close to where the operations are taking place
15	**Perception survey exercise** Explain to participants that we are going to do an exercise to reflect on the application of these requirements. Maintain the same four groups (or, if the group is large, split into smaller groups of 2-4 participants in each) Distribute the handout “Affected People Perception Survey Results ” (see below). Explain to participants that it refers to the same project they worked on in Commitment 1. Ask 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 organisation meeting commitment 2?” Give the group 10 minutes to read through and discuss. Show the slide Perception survey exercise to support participants during the exercise.
10	**Debrief of exercise** Debrief on how well this commitment is met overall, and why. Ask the groups what their general findings are. There is no need to go question by question. In the debrief, highlight that humanitarian response is hard to get right – especially in dynamic and challenging contexts. But, as a minimum, we should:

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Be aware of these criteria and do our best to meet them (including monitoring and adapting)
Listen to the people we aim to serve and be ready to adapt the response to meet their needs.
Apply sector knowledge to do the best we can – using guidance and standards.

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Standards
Ask participants what standards they know about and use. Take a few examples from participants and complete from the list below, showing the slide Standards from the Humanitarian Standards Partnership (Highlighting there are standards beyond the HSP):

Standards from the HSP:

The Sphere Handbook
Inclusion Standards for Older People and People with Disabilities (ADCAP)
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
Minimum Standard for Market Analysis (MISMA)

Explain that all these standards build on the CHS, the Sphere Humanitarian Charter, and Four Protection Principles

Non HSP standards:

Code of Conduct for the International Red Cross & Red Crescent Movement and NGOs in Disaster Relief
IASC Guidelines on GBV & IASC Rules on sexual conduct
Others as shared by participants.

(Before the session, do enough preparation to be able to explain each of these standards if asked).

Point to the Humanitarian Standard Partnerships application:
https://spherestandards.org/humanitarian-standards/app/
https://hspstandards.org/
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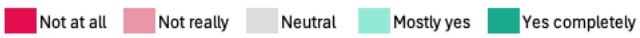
Additional resources for this session

2.1 Results of perception survey

Answers are based on a Likert scale and results are expressed in percentage.



1. Have you been receiving the assistance in a timely manner?

While people seemed mostly satisfied on livelihood, some expressed concerns that shelters and camps might not be ready for the upcoming rainy season.

2. Do you feel the aid you receive covers your most important needs?

People have requested more cash assistance, although they value food and non-food item. They also would like more livelihood support. Persons with disability reported a lower rate of satisfaction.

3. Do you feel the aid goes to those who need it most?

While fine for half of the people, persons with disability and older people do not feel sufficiently attended.

4. Do you know how to make suggestions or complaint about the aid and/or services you receive?

Men are more informed than women. On a follow up question, only 7% of respondents actually made a suggestion or a complaint.

5. Do people in your community sell aid items to meet their needs in cash?

People mostly sold food to purchase fresh and more diversified food. Medicine was also what people needed cash for.

These are hypothetical results for the purpose of the corresponding case study, inspired from the work of Ground Truth Solutions (GTS). Visit www.groundtruthsolutions.org to see actual community perception surveys.

Other background resources

- Humanitarian standards from the Humanitarian Standards Partnership: https://spherestandards.org/humanitarian-standards/app/
- Guide on needs assessments, including participatory process: Humanitarian Needs Assessment: The Good Enough Guide
- Perception surveys from people affected by crisis in a range of humanitarian contexts: https://www.groundtruthsolutions.org/

Commitment 3: People and communities are better prepared and more resilient to potential crisis.

Learning objectives

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

- Explain the importance of supporting people and communities to be better prepared and more resilient to potential crisis.
- Explain how supporting local leadership, sustainability and resilience contribute to one another.
- Give examples of approaches that contribute to improving preparedness, anticipatory actions and resilience in different contexts, while contributing to supporting local leadership.

Facilitation notes

Timing	Activity
05	**Introduction to Commitment 3** Introduce Commitment 3 and note that this has been given more prominence in the updated CHS based on strong feedback from stakeholders during the consultation for the CHS revision. Highlight the 5 requirements for commitment 3. Participants can look at them in CHS document: 3.1 Support formal and informal community leadership and locally-led efforts to reinforce the resilience of people and communities. 3.2 Support local capacities to anticipate and reduce risks of potential crises or disasters. 3.3 Plan and implement programmes that contribute to long-term positive effects on people's lives, livelihoods, the local economy and the environment. 3.4 Support local ownership of resources and decision-making from the outset of work with people and communities. 3.5 Establish a coherent organisational approach to ensure support reinforces locally led actions and decision-making. Ask participants: What do you think are the key concepts and aspects of this commitment?' Take a few responses from participants and highlight that supporting local capacities, leadership and ownership are key concepts throughout this commitment.

20	**Case study exercise** Tell participants they will now work in groups to analyse some examples of different actions and approaches that can support local capacities, preparedness and resilience in different contexts. Organise participants into 4 groups. This can be done as an energiser if needed. Each group will review and analyse one case study (see below). Explain that groups will have 15 minutes to read through the case study and answer the following questions. (Show the slide Instructions for the exercise) 1. What is the context and who are the key stakeholders? 2. What were the key actions taken in this example? 3. How did this contribute to making people and communities better prepared and more resilient to potential crisis? 4. Which of the 5 requirements did these actions relate to? Tell participants that each group will review a different example. After they complete the task, they will report back to the main group so they should prepare to present their answers, briefly. Provide one case study to each group and allow 15 minutes for them to read it and answer the questions.
20	**Feedback from exercise** Invite one group to present back to the main group. Ask them to briefly summarise their answers to the questions (it is important that they the summarise the context, key stakeholders and actions because the rest of the group has not seen the case study). Allow 3-4 minutes for them to present. Invite questions or comments from any other participants. Repeat for each group.
10	**Key messages from exercise** Lead a plenary discussion to debrief on the following: Note that the examples related to a range of different contexts and sectors, and lead a discussion with participants on: • Similarities and differences in the approaches taken including: • Potential benefits and • Some likely challenges

	• Factors that supported success Note the following: Connection with C1 – levels of engagement- effective engagement with people and communities was essential in all of these examples. Stakeholders – ask participants to reflect on the stakeholders involved in the different examples. Who initiated and led the project? How local initiatives were recognised and supported? Who else was involved and how? How did this support people and communities to develop their resilience? If there is time, show participants the slide Stakeholders, outlining different stakeholders in community resilience. If there is time, invite participants to share examples from their own experience of supporting people and communities to develop their preparedness and resilience to future crises, as well as anticipatory actions.
05	**Conclusion** Thank participants, summarise key learning points and close. Show the slide Commitment 3 - conclusions Key learnings: • Crisis preparedness is built in a participatory manner, it is inclusive of a range of stakeholders. • It can protect, and address the needs, of the most vulnerable groups, which are often those the most impacted by a crisis. • Challenges can include: stakeholders having unclear roles and mandates; inadequate resources and/or funding at-risk and vulnerable groups not represented in decision-making, contingency plans etc.
60	**Total number of minutes scheduled for the session**

Additional resources for this session

3.1 Case studies for exercise

There are 4 case studies in total – provide one to each group.

Case Study 1

YAKKUM Emergency Unit is the disaster response unit of a national non-profit organisation in Indonesia.

In 2021, there was a volcano eruption in Indonesia. YAKKUM Emergency Unit (YEU) initially conducted emergency response activities in several communities affected by the eruption. Within a few months of the eruption, YEU also began designing training for local communities on how to respond in emergencies. YEU worked with the communities to agree the training topics that were most relevant for them. Topics included first aid, how to assess their own capacities, evacuation procedures, use of early warning systems and how to get information from local authorities. The training took place about six months after the eruption. Many people took part in the training, including local officials, emergency response teams, community centres, and the disaster management committee. YEU made sure people with disabilities and older people were included. During the training, communities worked together to create contingency plans and evacuation routes. Visual aids, like posters showing evacuation routes helped people understand the information. These visual aids were posted in public spaces in the communities.

A year later, when another eruption happened, the communities were better prepared as they already had clear evacuation routes and contingency plans.

Case Study 2

Christian Aid, an international NGO, supports survivor and community-led response (sclr) as a way for communities to keep decision-making power in humanitarian response.

Two months after the start of the war in Ukraine Christian Aid began a new partnership with Alliance for Public Health (APH), a Kyiv-based NGO Network.

APH provided funds to NGOs who each receive proposals from local formal and informal community groups. A selection committee reviewed the proposals against pre-agreed criteria, deciding which to award funds to. Examples included:
Build a greenhouse in which to grow vegetables, to ensure a supply of fresh food ahead of the long winter (Poltava).
Equipment and space for a laundry, which became a meeting place, connecting IDPs and local people, giving them an opportunity to talk and connect (Zaporizka).

Cleaning drinking water wells so they can be used if the central water supply is damaged in future attacks (Kyiv).

Seeing groups designing and implementing their own initiatives generated interest among other individuals or groups in the neighbouring area, who also began developing their own ideas.

In total, 211 micro-grants were distributed summing to $1,057,600 reaching 91,586 individuals. Sclr differs from traditional individual or group cash transfer programming because it is driven by communities, based on their own analysis of opportunities and gaps. It promotes community accountability, wellbeing and cohesion. Several projects – such as the greenhouse project mentioned above –took a holistic approach even in the height of crisis, demonstrating that communities were looking to strengthen their resilience for the future.

Adapted from Christian Aid report: Letting go of control: Empowering locally led action in Ukraine https://www.christianaid.org.uk/sites/default/files/2023-04/letting-go-final_update.pdf

Case Study 3

In August 2021, the municipality of San José de Chiquitos province declared a state of emergency due to multiple events including freezes, drought and wildfires, which burned more than 1.9 million hectares of forest in the region. The fires have a negative impact on food security in affected communities because crops are destroyed, and families cannot sow seeds due to constant fire risks. This leads to low availability of food and impacts family finances, increasing their vulnerability.

At that time, Practical Action was working closely with the Municipal Government in San José de Chiquitos on resilience activities considering the droughts and its impact on productive livelihoods (food security, water and governance) When the wildfires happened, initial activities focused on humanitarian response and re-establishing agricultural production to support livelihoods and food security. Later activities focused on strengthening municipal risk management systems and processes linked to the communities' capacity.

Another important action was the establishment of community fire brigades across 12 communities. They were provided with some training and basic materials to respond to forest initial fires, which occur annually in the region.

Practical Action also worked with communities to strengthen livelihoods by improving farming practices. For this to be successful and sustainable they also worked with communities on the introduction of new technologies for watering crops as well as water storage strategies, including rehabilitation and expansion of communal water systems in collaboration with the local authorities and the municipal water company.

Community and local government participation was essential to the success of the project. Recognising the resilience and capacities of communities by integrating ancestral knowledge and practices in water use and agriculture, was important especially in indigenous communities.

Adapted from an article by Mónica Cuba, available at: https://practicalaction.org.bo/comunidades-resilientes-para-enfrentar-los-desastres

Case study 4
United Nations Development Program (UNDP) works closely with the Government and communities in Bangladesh to strengthen their resilience to natural disasters, such as cyclones and flooding, which frequently affect the country.

In the district of Khulna, UNDP supported coastal communities to build cyclone-proof housing. When project staff visited communities to check on the project, they conducted consultations and community members told them that they were happy with their new resilient homes. However, in those discussions a new problem became apparent.

It emerged that, while resilient houses are a key concern, so too is the growing tension between local rice and shrimp farmers, over the use of fresh water which is scarce due to increasing contamination by salt water, due to mega and frequent cyclones.

People were asking how they could better conserve fresh water from the rainy season, when canals which can preserve fresh water are being occupied by shrimp farmers.

Kurshid Alam, Head of Resilience & Inclusive Growth, and Assistant Country Director at the UN Development Programme in Bangladesh, explained ‘here you have an example of a conflict which is being exacerbated by climate change. You have one group who wants to conserve fresh water for rice farming and another group who need brackish(salt) water for shrimp farming.’

To help find solutions to the conflict within the community, UNDP are working with the Government to pilot and scale-up community-driven conflict resolution.

Source: adapted from Bracing for Climate Change in Bangladesh- Safeguarding Development in a Warming World
https://undp-climate.exposure.co/bracing-for-climate-change-in-bangladesh

Other background resources

- IFRC learning platform – elearning course on preparedness: https://ifrc.csod.com/client/ifrc/default.aspx
- IFRC Framework for Community Resilience: https://www.ifrc.org/sites/default/files/IFRC-Framework-for-Community-Resilience-EN-LR.pdf
- Flood Resilience Portal (DRR case studies with participative methodologies) https://floodresilience.net/ and https://infoinundaciones.com/ with link to Nepali, Bangla and French portals
- Case studies on improving resilience in East Africa: https://reliefweb.int/report/kenya/ripping-band-aid-putting-people-centre-humanitarian-system
- Learning and case studies on local responses: https://www.local2global.info/
- Case study on empowering localy-led action in Ukraine: https://www.christianaid.org.uk/sites/default/files/2023-04/letting-go-final_update.pdf
- The REPI Project in Burkina Faso: From Emergency to Resilience: https://www.youtube.com/watch?v=wbc1l8Xoy-Y

Commitment 4: People and communities access support that does not cause harm to people or the environment.

Learning objectives

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

- Explain some of the unintended negative consequences of humanitarian support, including environmental impact.
- List steps that organisations and individuals can take to prevent sexual exploitation and abuse and harassment by staff and representatives.
- List steps to avoid or mitigate environmental impacts.

Facilitation notes

Timing	Activity
Before training course	Select a short film on the subject of Sexual Exploitation and Abuse. Here are suggestions: • UK Government Safeguarding Summit, "Are you listening?" https://www.youtube.com/watch?v=z9D9kUNV9h8 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. • Interaction movies: PSEA: It's Everyone's Responsibility https://www.youtube.com/watch?v=48MCG22FqrE and No Excuse for Abuse: Preventing Sexual Exploitation and Abuse https://www.youtube.com/watch?v=48MCG22FqrE • Two videos are available on the IASC Learning Package on PSEA website: "What if it were you" and "Afrida Case Study" https://interagencystandingcommittee.org/iasc-learning-package-protection-sexual-misconduct-un-partner-organizations Each video approaches 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. In addition to selecting a video, display the nine commitments on the wall, for an exercise in which participants will stick post-it notes next to the relevant commitment.

10	**Do No Harm** Ask participants: • What is "do no harm"? Do you know where the term came from? Take a few answers. Ensure that following is covered (show the Do No Harm approach slide): • Development and humanitarian aid become part of the context in which they operate. They can have intended or unintended influence on the context. • Do No Harm (DNH) is an attempt to monitor the intended and unintended impact of our activities to avoid contributing to instability and violence. • DNH was born in the context of humanitarian aid being challenged by complex emergencies and multi-stakeholders (beyond inter-state), conflicts, such as Rwanda and Sudan, in the nineties • Unintended, negative consequences can however arise beyond conflict situations. It is about monitoring the impact of our actions and taking steps to prevent, identify, and redress any risk or consequence our action has on an already vulnerable population. If participants haven't done so already, invite them to share a few examples and, if needed, show the examples on the slide Example of unintended effects.
20	**Protection from Sexual Exploitation and Abuse – film and exercise** Explain that we are going to talk about Sexual Exploitation and Abuse by aid workers as one of the worst breaches of accountability, and one of the worst harmful effects of humanitarian assistance. Explain that it is a sensitive subject that might make people feel uncomfortable. Emphasise that If anybody wishes to, at any time, they may leave the room. Organise participants into small groups of 2-4 participants. Introduce the movie briefly (where it comes from) – use the slide Movie if you have previously prepared it – and then show the movie. If required, use the slide Definitions to define the terms Sexual Exploitation and Sexual Abuse. Set participants the following task (show the slide Brainstorm as support):

	• Think of the 9 commitments - What actions relate to these commitments that can help us protect people from SEA? • Write your ideas on post-its and stick them to the wall, next to the relevant commitment. (Note – to allow for deeper analysis, have each group focus on 2 or 3 commitments, providing suggestions related to those). Allow around 10 minutes for this brainstorm activity.
10	**Exercise debrief** Debrief by asking participants to call out some of their ideas. Try to highlight ideas from each commitment and how implementing the 9 CHS commitments can contribute to protecting affected people from SEA. Mention the CHS PSEAH Index: https://www.chsalliance.org/get-support/resource/pseah-index/. Also highlight the CHS e-learning course available on the Disaster Ready platform. Briefly mention, together with showing the slide Resources, some of the PSEA resources listed at the end of the session plan (see below), including that IASC & Translators Without Border, have translated the IASC PSEA commitments in plain language in more than 100 languages.
10	**Environmental impact** Explain that in the context of commitment 4, we would also like to pick up another unintended negative effect, that is, the possible negative impact on the environment that a humanitarian response might have. In plenary, ask participants to think back of the case study we saw in commitment 1, but also examples they have seen. Showing the slide Environment, ask them: • What environmental impact can a humanitarian response/development programme have or lead to? • How do these environmental impacts affect people and communities? Examples might include: • Increased deforestation • Pressure on scares water, issues with quality of the water • Waste management • Loss of livelihoods and increased poverty • More exposure to natural disasters (flooding, landslide), • Lack of resources leading to conflict and violence, including GBV.

15	**Brainstorm exercise** Have participants repeat the SEA brainstorm exercise, but this time focusing on environmental impacts. Give the following instruction: • Can you think of 2 or 3 steps that humanitarians can take to prevent negative environmental impact? – write each on a single sticky note and place next to the commitment it most closely relates to. Allow around 5-10 minutes and, as before, ask participants to highlight some examples. Use the slide Brainstorm 2 as a support to participants during the exercise. If necessary, supplement the ideas with these: • C1: Inform, listen, consult with stakeholders on environmental issues and their consequences – e.g. questions on livelihoods environmental dependency; coping mechanisms, etc. • C2: Assess and monitor the environmental impact of activities. • C3: Reach out and involve national environmental authorities and NGOs, UNDP, private sector organisations. • C5 & 7: Monitor unintended effect and take corresponding decisions and actions. • C6: Raise environmental considerations in coordination and partnership, identify local and national stakeholders. • C8: Raise awareness amongst staff and volunteers. • C9: Plan budgets and expenditure informed by environmentally sound decision-making (This is a requirement of many donors).
05	**Conclusion** Thank participants, summarise key learning points and close. With the help of the slide Environment – conclusions, highlight some of the key learnings, including: • A deteriorating state of the environment triggers a greater scale of crises and disaster. • There is a negative correlation between conflicts and disasters, environmental degradation, gender inequality and poverty. • Humanitarian action focuses on response and has a high environmental footprint. • The CHS identifies the need to act on environmental issues systematically and provides a framework to do so.
60	**Total number of minutes scheduled for the session**

Additional resources for this session

Background resources:

On Do No Harm

- CDA brief introduction on Do No Harm: https://www.cdacollaborative.org/wp-content/uploads/2018/01/Do-No-Harm-A-Brief-Introduction-from-CDA.pdf

On PSEA:

- IASC PSEA commitments in plain languages : https://interagencystandingcommittee.org/accountability-and-inclusion/translators-without-borders-twb-support-iasc-results-group
- CHS Alliance PSEA Implementation Quick Reference Handbook: CHS Alliance PSEAH Implementation Quick Implementation Reference Handbook
- CHS PSEAH Index: https://www.chsalliance.org/get-support/resource/pseah-index/
- Investigation learning programme: https://www.chsalliance.org/get-support/training/investigator-qualification-training-scheme/
- Safeguarding Support Hub https://safeguardingsupporthub.org/

On the environment:

- Irish Aid Environment and Humanitarian Assistance Keysheet: https://www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/environment-keysheet-12-humanitarian-assistance.pdf
- UNHCR Environmental Guidelines: https://emergency.unhcr.org/sites/default/files/UNHCR%20Environmental%20Guidelines_2005.pdf
- Care International Climate and Environment Policy: https://www.care-international.org/resources/care-international-climate-and-environment-policy
- The Climate and Environment Charter for Humanitarian Organisations: https://www.climate-charter.org/
- IASC Guidance on Environmental Responsibility in Humanitarian Operations: https://interagencystandingcommittee.org/operational-policy-and-advocacy-group/iasc-guidance-environmental-responsibility-humanitarian-operations

Data protection and data responsibility

- IASC Operational Guidance on Data Responsibility in Humanitarian Action: https://interagencystandingcommittee.org/operational-response/iasc-operational-guidance-data-responsibility-humanitarian-action
- Guidance Note on Data Responsibility and Accountability to Affected People in Humanitarian Action: https://centre.humdata.org/guidance-note-on-data-responsibility-and-accountability-to-affected-people-in-humanitarian-action/

Commitment 5: People and communities can safely report concerns and complaints and get them addressed.

Learning objectives

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

- Identify and mitigate internal and external significant barriers which may prevent members of affected communities, whistle-blowers and staff members from coming forward with their complaints.
- Apply key principles when establishing and operating a robust complaints system.
- Explain what is a victim/survivor-centred approach.

Facilitation notes

Timing	Activity
Before session	Before the start of the session, prepare 2 flip charts (if in-person) or 2 whiteboard spaces (if remote) with the following titles: • Access • System effectiveness
5	**Introduction to Commitment 5** In plenary, review Commitment 5 and some of the requirements. Ask participants why this commitment is important. Ensure some of the following key points are shared (see slide Why is complaint handling important) • Establishment of a mechanism to manage concerns and complaints is closing the accountability circle. • The ways concerns and complaints are managed should be context specific. • A well working mechanism allows organizations to identify gaps, weaknesses and abusive situations so that improvements and redresses can be made. • Putting people (we work for and with) in the center of our activities and giving them a voice leads to increased accountability, more appropriate programming • It can also lead to the protection of people from sexual exploitation, abuse or harassment • Ultimately, Commitment 5 helps us achieve increased dignity for the people we serve.

5	**Barriers to complaining – story telling** Ask participants to work in pairs, and give the following instructions: • One person should tell a brief story of an occasion when they wanted to complain about something but did **not** actually go forward and complain. • The story can be anything from their day-to-day life – e.g. a bad meal in a restaurant, poor service from a bank, a late delivery from a shop. • The listener should help the story teller to identify the barrier(s) which prevented the story-teller from lodging the complaint. • They should write each barrier on a separate post-it.

15	**Debrief from storytelling exercise**
	Draw participant's attention to the two flipcharts and explain them:
	• Access – anything that makes it difficult to lodge a complaint (e.g. complicated procedure, or not in your language)
	• System Effectiveness – Anything that relates to what might happen after you lodge the complaint (e.g. Nothing – they will ignore it, or negative consequences)
	
	Ask participants to stick their barriers on the most relevant flipchart.
	
	Without asking participants to re-tell their stories, ask for volunteers to call out some of the barriers they discovered.
	
	After a few examples, remind participants that these are examples from relatively empowered people who may not be experiencing crisis or displacement. Ask participants: How might displaced persons, and those who are reliant on support, experience these barriers?
	
	Conclude by drawing participants attention to the fact that there are barriers on both flipcharts and share the following key message:
	• Complaints and feedback systems:
	    o Must be accessible (for everybody who needs them) **and**
	    o Must be trusted (by the users) that they will work effectively.
	
	If time, ask participants if they believe the complaints and feedback mechanisms in their operating contexts are:
	• Accessible for everybody who needs them?
	• Trusted to be effective?

5	**Key pillars of CFMs** Ask participants to focus their attention on the second flipchart and ask: • What would make you believe that a complaints system was effective? • What would it need to have in place/guarantee? Encourage the group to call out suggestions and record them on a flipchart (or have them type into the chat, if the session is virtual). The list could include: • They will acknowledge receipt of my complaint. • They will take my complaint seriously. • The process for dealing with the complaint will be transparent. • It will be passed to the correct person who will respond. • The staff who deal with my complaint will be properly trained. • They will investigate the problem. • Action will be taken to resolve the problem. • I will be updated on what has happened. • My complaint will be confidential. • I will be safe (protected from harm) • The services I receive will not be reduced as a result of my complaint. From the list, highlight these four terms, using the first slide Key principles of complaint mechanisms: - ACCESS (from the first flipchart) - CONFIDENTIALITY - SAFETY/SECURITY - TRANSPARENCY Explain that these are 4 important pillars of an effective complaints and feedback mechanism. In the next session, we will examine why these 4 pillars are important, how they link together and what needs to be in place to ensure them.
30	**Total number of minutes scheduled for part 1 of the session**
	BREAK
15	**Activity to look deeper at key pillars** Organise participants into 4 groups. (This can be done by an energiser) Assign one of the four terms, highlighted in the previous session, to each group. Ask each group to discuss the following questions and be ready to feed back (showing the second slide Key principles of complaints mechanisms): • What we mean by this word? • Why is it important and what are the risks if we do not take it into account?

	• What steps can we take to ensure it is taken into account? • How do these link to the specific requirements of Commitment 5?
25	**Feedback from activity** Have each group feedback briefly on their discussion. Here are some topics to be included under each of the pillars. Complement the participants feedback as necessary without taking over, and using the corresponding slides accessibility, safety and security, confidentiality, transparency as you see fit. <u>Accessibility (5.1 for accessibility and appropriateness):</u> It covers access in terms of location, but also in terms of different abilities (see barriers), it takes into account individual circumstances of potential complainants, and enable a fully inclusive mechanism. Criteria of accessibility include: • Languages spoken and understood • Literacy • IT accessibility and literacy (mobile phones, internet networks, computers) • Gender and consideration of position in society and how it influences access to the organisation • Age: How will children access, how will older people access? • How will people with disabilities access? Use examples from practical experience (good practice AND gaps) The best way to have a response to all those different questions is to ask people – ask the community members about how they would like to complain and give feedback, how they would like their complaints to be addressed, and how they would like to be updated. These link with the requirements in the commitment (5.2, 5.3). <u>Safety & Security (5.1 for safety for all, 5.2 for SEAH, 5,3 for reporting and addressing complaints)</u> The second important pillar is closely linked to questions of accessibility as well as confidentiality: Safety of the mechanism include: • Can people access it without risk?

	• How does the physical location or the person receiving a complaint affect the safety and security of the complainant? • How does the professionalism and training of the person receiving the complaint affect the safety and the security of the complainant? • If it is a physical channel (box, focal point), are they accessible discreetly (Location of the box? Confidentiality and professionalism of the focal point?) • In case of hotlines, platforms or other data collection systems, safety of the data reception and storage • Are there any armed forces which might make access more difficult or prevent it? • Is it possible for a victim of sexual violence to reach out to us through the identified channels without taking risks? (Breach of confidentiality?) • What types of protection is provided to complainants? <u>Confidentiality (5.1 for safety and appropriateness, 5.2 SEAH, 5.4 recognized good practice)</u> Security issues are closely linked to confidentiality. This is key so that community members feel that complaints are handled securely and that they can trust the organisation with sensitive information (corruption, fraud, nepotism, sexual exploitation and abuse). What does confidentiality mean in the context of complaints handling? ◦ Detailed information on names of witnesses, victims, whistleblowers or even the subject of the complaint should only be disclosed to a very limited circle of persons who need to know, (e.g. the Complaints Committee, the management, HR.) ◦ Intentional and unintentional disclosure needs to be prevented. How is confidentiality ensured? ◦ Train staff on how to deal with the received information and forward complaints. ◦ Staff involved in complaint handling need to sign a non-disclosure agreement. ◦ Intentional breach of confidentiality must lead to clear disciplinary action. ◦ Complaints system should be as simple as possible, with limited amount of people involved in the complaint handling. ◦ Information sharing restricted to a pre-defined group.

	How can confidentiality be increased? ◦ Plan on how to share information on a needs-to-know basis at a very early stage. ◦ Identification of who "needs to know." ◦ Creating a working culture where staff does not feel compelled to know or discuss individually raised issues. How to safeguard information and details on complaints from any intentional or unintentional disclosure: ◦ Clear system for keeping data safe. ◦ Information shared with codes (for names, witnesses, details) ◦ Information only shared over a safe platform or protected by passwords. ◦ No information sharing over emails. <u>Transparency (5.3 knowledge on reporting and addressing complaints, 5.6 Organisational approach to ensure complaints handling, must be known by all)</u> Although confidential, the system needs to be transparent. This sometimes seems to be a contradiction to the confidentiality principle, but it is not. Potential users need to have transparent information about the mechanism and the complaints process, what happens with the information shared through the system, where does the complaint go and what happens next. Users also need to know: • About the procedure • What happens afterwards • How they will know about the follow-up of their complaint • What information they will get access to • Who will deal with the complaint • To whom they can speak if they need some information or want to share some additional concerns. It is also important that complainants and other involved witnesses are aware of timelines and consequences. Conclude by explaining that these 4 principles are always important but even more so if we want to ensure that our system is catering for the most sensitive complaints, sexual exploitation, abuse and harassment.

10	**Survivor-centred** Highlight that many organisations speak about complaints systems and investigations being "survivor centred". Ask participants what we mean by 'survivor-centred approaches' During brainstorming, take ideas from participants and list on flip chart (or whiteboard) with support from a participant or co-facilitator. Answers should include: • The rights of survivors are put at the forefront of all actions. • Survivors are offered support from the beginning and throughout the process. • We ensure that a survivor is treated with dignity and respect • The survivor's wishes on handling a complaint are taken into account (when and if possible) • The process is based on confidentiality, safety, respect and non-discrimination • The system is constructed around confidentiality, safety, transparency and facilitated access Use the two slides Victim/survivors centered approach, the second one with the IASC definition, to support you in this exercise. Note that the 4 key pillars are key to establishing a survivor centred CFM. Explain that survivor centred does NOT mean: • Letting the survivor decide on an investigation or stopping the process • Forcing the survivor to participate actively in an investigation • Offering support to the survivor only at the end of the process and only if allegations are substantiated • Involving the survivor in disciplinary decision making
10	**Working with partners on CFMs** Ask participants about their experiences when working in partnership on CFMs, including: • What are the mutual expectations of both organisations? • What sort of framework and support is needed? • What are potential challenges and gaps? • How can a partnership agreement help? Answers should include the following: (If required, use the slide Working with partners to highlight these)

	- Partners need to have their own CFM system. - Partners should also have a code of conduct including behavioural rules (at least including minimal standards as agreed by IASC) - Partners should have access to investigation capacities - More experienced partners can support less experienced partners with: Awareness raising on safeguarding, technical support on setting up CFMs, technical support and advice on handling complaints, facilitating regional network support) Partnership agreement: - These obligations must be included in the partnership agreement. - The agreement should specify who can raise complaints, to whom, and about what as well as how complaints will be dealt with. - Partners need to train their staff on Code of Conduct and complaints handling systems - When partners do not have the requested capacity and have no methods in place, the agreement needs to address this issue, including a timeline for setting up or revising methods and handling complaints. Conclude by reminding participants that CHS members have an obligation to support their partners for adhering to and applying all commitments, specifically commitment 5. Support can be given in developing methods and revising them, complaints handling including investigations, trainings, etc.
5	**Conclusion** Ask is participants have any questions. Conclude the session using the slide Commitments 5 - conclusions and, where relevant, draw participants' attention to additional resources, listed below, including CHS Alliance's guide, toolbox and elearning modules.
65	**Total number of minutes scheduled for part 2 of the session**

Additional resources for this session

Background resources:

- IASC PSEA commitments in plain languages : https://interagencystandingcommittee.org/accountability-and-inclusion/translators-without-borders-twb-support-iasc-results-group
- CHS PSEAH Index https://www.chsalliance.org/get-support/resource/pseah-index/
- Investigation learning programme https://www.chsalliance.org/get-support/training/investigator-qualification-training-scheme/
- Safeguarding Support Hub https://safeguardingsupporthub.org/
- Community Engagement and Accountability (CEA) Toolkit (on the Red Cross Red Crescent CEA Hub)
- CHS Alliance guide, toolkit and e-learning on managing complaints: https://www.chsalliance.org/get-support/resource/managing-complaints-package/

Commitment 6: People and communities access coordinated and complementary support.

Learning objectives

By the end of this session, 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
Before session	Prepare a large diagram of the Project Management Cycle (PCM) to be sticked on the wall or put on floor. It should include Preparedness, Assessment, Design, Implementation & Monitoring, Evaluation, Closure. Also prepare two flipcharts ready, entitled "Coordination Success Factors" and "Coordination Failure Factors"
10	**Introduction to Commitment 6** Ask participants to read commitment 6 and the associated requirements Ask participants: what's the link between coordination and quality and accountability? (show slide How coordination relates to quality) Turn to requirement 6.1 and reflect over the word "stakeholders". Ask participants: Who are our stakeholders? Collect examples in plenary. Ensure answers include a range of national/regional/local stakeholders. If necessary, recall some of the stakeholders seen in previous sessions, such as, commitments 1 and 3 and show slide Stakeholders and corresponding structures. Answers include: • National and Local NGOs, CBOs, Communities • Partners • Authorities • INGOs • UN etc. Explain to participants that we are going to look in this session at elements that contribute to a better inclusion.

25	**Story-telling – Best and Worst Coordination/collaboration** This exercise can be done as an energizer, prompting participants to act fast. Have two flipcharts ready, entitled "Coordination Success Factors" and "Coordination Failure Factors" Organise participants into groups of 4. Give them the following task: • Think of one of the stakeholders we just identified • One member of the group, share an example of either the BEST or the WORST example of coordination you have ever seen, involving that stakeholders. • The other members of the group then ask that person questions and, work with them to identify the factors that led to the successful coordination/collaboration • Write each factor clearly on a sticky note Use the slide Exercise as a support to instructions. Inform the participants when they are halfway through the time. After 10 minutes, ask participants to place their sticky notes on the relevant flip chart, trying to group with other sticky notes that have similar factors written on. Take a few minutes to discuss some of the most commonly occurring factors with the plenary group. Challenges could include: • Competition/ retention of information/ misunderstanding • Lack of resources • Ineffective meetings • Lack of availability/willingness from others • Tokenistic approach toward NGOs and partners • Lack of information sharing
20	**Coordination/collaboration actions through the PCM** Have a large diagram of the Project Management Cycle (PCM) ready on the wall or floor. It should include Preparedness, Assessment, Design, Implementation & Monitoring, Evaluation, Closure. Either ask questions in plenary, or organise participants into smaller groups (one per PCM stage) ask participants to brainstorm: • What activities (or good practices) could we undertake at each stage of this cycle, that would contribute to better coordination/collaboration.

	After 10mins of brainstorming, have participants step back and view the whole cycle and all the examples that have been posted up. Do not ready through all of the ideas. Instead highlight one or two examples at each stage. If necessary, complement the ideas with some of the following: Complete, as needed, using the following list, and Coordination/collaboration and the Project Cycle slide: • Preparedness: Stakeholder-mapping; assess who the first responders are; check the organisation has the appropriate competency with regard to identified needs • Assessment: Joint/Coordinated needs assessment; use and share existing assessments; identify appropriate coordination structures (sector and geography), identification of local initiatives/ Locally led actions • Design: Check complementarity of the proposed intervention with other organisations and authorities; check sector specific standards; encourage collaborative interventions as well as cross-sector interventions; encourage participation of authorities and CBOs • Implementation & Monitoring: Monitor the evolution of the response by local/national authorities and humanitarian organisations; Ensure proper information sharing; ensure coordinated accountability mechanisms. • Evaluation: Includes, in the terms of reference, a review of the relevance and effectiveness of the coordination and collaborative strategy; coordinate your evaluations with others or perform joint evaluations. • Closure: Communicate – share final project information, especially with organisations working in the same area Highlight that each of the technical standards 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 on, when working in a specific sector.
05	**Conclusion** Conclude the session by taking any questions from participants and sharing these key messages: • Coordination & collaboration is key to quality and accountability – to avoid gaps and overlaps, minimize burden on the community and ensure greater access to aid. • Coordination & collaboration is a key component of success to all the other commitments

	• Coordination & collaboration is everyone's responsibility and starts with sharing basic information and moves on to aligning methodology and working collaboratively wherever possible.
60	**Total number of minutes scheduled for the session**

Additional resources for this session

Background resources:

CDA Collaborative Learning Project: Blogpost by Lizz Harrison on Partnership in Humanitarian Action https://www.cdacollaborative.org/blog/partnerships-in-humanitarian-action/

UNHCR – International Coordination Architecture: key points https://emergency.unhcr.org/coordination-and-communication/interagency/international-coordination-architecture

Global Protection Cluster : Inter-Agency Toolkit on Localization in Humanitarian Action https://www.globalprotectioncluster.org/sites/default/files/2022-12/localization-humanitarian-action-toolkit-pilot-version.pdf

Commitment 7: People and communities access support that is continually adapted and improved based on feedback and learning.

Learning objectives

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

- Describe the benefits and discuss the importance of continually adapting and improving
- Name different sources of data for feedback and learning and describe how these relate to other commitments
- List actions that contribute to this commitment, in particular actions that ensure decision-making and programme adaptation are informed by feedback from people and communities

Facilitation notes

Timing	Activity
05	**Introduction** Ask participants to turn to Commitment 7 in the CHS booklet. Ask them to share with the group key words that they see: they may suggest ‘continually’ ‘adapted and improved’, ‘based on feedback and learning’ Summarise the content and intention of this Commitment: • The importance of continuous improvement • Ensuring we use community feedback to adapt programmes Draw participants attention to the words ‘based on feedback and learning’ Ask participants ‘what are the sources of data available to us?’ Take their suggestions and ensure they mention: ‘monitoring, feedback, complaints and learning’ (7.3) Make connections to other commitments already covered in the training: • C1 – strengthening participation throughout the project cycle will provide rich sources of data as well as leading to better projects • C2 – we looked at the beneficiary perception survey • C5 – complaints and feedback: we discussed the importance of gathering and responding to complaints and feedback to improve projects.

	In this session we will explore how Commitment 7 builds upon this to ensure we continually use data to guide decisions and adapt and improve all aspects of our work. Explain to participants that we are going to look in particular at: • 7.3 : how do we use data from monitoring, feedback, complaints and learning to guide decision making, and to improve programmes and the organisation's ways of working. • 7.4: share the analysis and learning from feedback and monitoring and any related changes with people and communities supported by the organisation and with relevant stakeholders
35	**Case study exercise** Tell participants we will now review a case study to show how another organisation is doing this. Organise participants into groups (approximately 4 participants per group). This can be done as an energiser if needed. Show the slide Exercise and ask participants to work in these groups to answer these questions: • What sources of data are used? • What are the processes and who is responsible? • What enables and what blocks these processes? • To what extent is the case study demonstrating Commitment 7? Hand out the case study and allow 15 minutes for groups to read and discuss. **Debrief** Bring the participants back together and ask one group to answer the first question. Invite other groups to comment if they wish to add anything. Select another group to answer the second question and repeat the process. You may discuss the following key points: • **Data** is drawn from a range of sources including feedback and complaints and monitoring data. There could be other data available e.g. from evaluations or participation throughout the programme cycle. • Staff in country programmes are **responsible** for gathering, analysing and taking action based on data and for sharing learning with the organisation and people and communities. Sharing learning with people and communities and informing them of adjustments and improvements is an important step in 'closing the loop'.

	Staff across the organisation can access this learning and should also be responsible for applying this learning within their own programmes. • **Enablers**: staff and time allocated for these activities, support from senior leadership, a system set up (centrally?) to share information across the organisation, informing staff across the organisation that learning is available through this system and encouraging them to access it and apply it in their own work. Need to have flexibility in the system to adapt, for example adjusting to further disaggregate data. • **Barriers**: staff may not be able to prioritise this during emergency response, resources (staff time, system) needed – may be prohibitively expensive for smaller organisations, donors may not be willing to fund these activities making it challenging for smaller or less well-resourced organisations to set up a system like this. • **Ways to improve:** consider a broader range of sources of data. Build in activities to share the learning with other stakeholders e.g. other humanitarian organisations, government, etc. This could be done through (cluster) coordination mechanisms. Consider how staff across the organisation might use and apply the learning in their settings- what support might they need? End the debrief by asking the participants: • What are the benefits of using a system like this? Link their suggestions to the main intention of the commitment: to continually adapt and improve based on feedback and learning.
15	**Participants' examples** Use this time to encourage participants to share positive examples: either their organisation has in place or that they have seen in other situation or previous employment.
05	**Conclusion** With the slide Commitment 7 – conclusions, Sum up the key learning points of the session and gives a final opportunity for participants to raise outstanding questions on this topic. • Continually adapting and improving based on feedback and learning is essential for quality and accountability. • Organisations will need to invest resources (staff time) to do this.

	• The key steps are systematically gathering, analysing data, taking action to adjust and improve, and sharing this learning (especially with people and communities) Emphasize the importance of having systematic ways of ensure we “close the feedback loop”, inform people and communities of what we have done with the information they have provided us. Provide participants with examples of resources (you can use those listed below).
60	**Total number of minutes scheduled for the session**

Additional resources for this session

7.1 Case study

GOAL is an international humanitarian response agency, committed to the highest standards of accountability, transparency, and integrity. As part of their work to uphold commitment 7, GOAL developed the Learning Outcome Tracker (LOT) to ensure lessons learnt, actions taken to apply learning, and the outcomes of these programme adaptations and improvements are systematically documented and shared.

For many years GOAL has had a robust Community Feedback Mechanism receiving direct communication from community members and key stakeholders through multiple channels, and relaying critical information back in response. GOAL already knew that this feedback was informative and often used when making programmatic decisions to increase impact. However, GOAL did not have a comprehensive and centralised record for any type of learning, adapting, and improving process.

The organisation-wide pilot of the LOT began in 2022, with a focus on lessons sourced from community feedback. By reviewing thousands of suggestions, requests, complaints, and general feedback from programme participants and other community members, GOAL accountability focal points identified lessons of what worked and did not work well; recorded what actions were taken based on these findings; and tracked the positive and negative effects of these changes in their country programmes.
For example, in Niger, GOAL received feedback from community members stating the length of time required to queue for non-food item distributions was too long. Community leaders suggested organising distributions by neighbourhood instead of name. Since this organisational shift in distributing items through a neighbourhood-by-neighbourhood approach, GOAL has not received any complaints regarding queues at distribution sites; and this approach has now become standard practice in the country.

The LOT information system is a low code tech solution built within GOAL's Microsoft environment using a Power App for data entry, editing, searching, and viewing; connected to a SharePoint list for storage; with information summarised and visualised in Power BI. LOT records are available for all GOAL staff to access at any time through its intranet, with knowledge shared and used across different country programmes and operational departments.

Due to the success of the pilot, in 2023 additional sources of learning were brought into the LOT including routine monitoring data; evaluation findings; internal trip report recommendations; and externally updated best practice. The staff trained and tasked with identifying and documenting applied learning outcomes for the LOT also extended to include monitoring and evaluation staff; office-based programme managers; and practitioners working day to day in and amongst communities. GOAL now has hundreds of LOT records, exemplifying the successes and challenges of applying learning for effective and efficient humanitarian responses and through longer term development initiatives, supporting communities from crisis to resilience.

Additional resources

Closing the Feedback Loop, ALNAP: https://library.alnap.org/help-library/closing-the-loop-effective-feedback-in-humanitarian-contexts

Commitment 8 - People and communities interact with staff and volunteers that are respectful, competent, and well-managed.

Learning objectives

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

- Identify elements that contribute to an organisational culture of quality and accountability.
- Identify key organisational policies, procedures and practices contributing to a respectful, competent and well-managed body of staff and volunteers who are supported to do their job effectively.

Facilitation notes

<table>
<tr><th>Timing</th><th>Activity</th></tr>
<tr><td>Before session</td><td>Prepare four flipcharts if in-person, or four white-board spaces if remote. Each have the heading “Staff and volunteers are”. Then each have a sub-heading as such:
Respectful (staff behaviour)
Competent (skills and competencies)
Well managed (management)
Protected/supported
In-person: place the flipcharts on a wall with sufficient space in-between. Remote: number the white-board spaces from 1 to 4 so that teams can access these in accordance with their break-out room number (organizing 3 breakout room).</td></tr>
<tr><td>20</td><td>Exercise
Have participants read commitment 8. Explain that this is the commitment focuses on people management.

Highlight that the key words about staff and volunteers in the commitment are respectful, competent and well-managed.

Explain that for the purpose of the exercise, we have added Protected/supported taken from requirement 8.2, to ensure we address it. This is important because, particularly in emergency responses, staff are themselves directly or indirectly impacted.

Show the slide Commitment 8 that highlights these four areas.</td></tr>
</table>

	Then, show the Commitment 8 slide with instructions and explain the task: In groups, take one of the key words, and consider: • What organisational policies, procedures, guidelines and practices can contribute to this key word – considering best practice, where possible. • Moving beyond the policies and procedures, anything else from your experience that is important here to make it work? Divide the participants into four groups - one group for each word. (Note - Participants may choose which group they want to be in, depending on whether they have an interest into a particular subject. In this case, it will be important to ensure group sizes are relatively consistent) Allow participants to use the CHS booklet (commitment 8) during this exercise as a way of getting inspiration and enquiring further on each topic. Encourage groups to be as creative with their suggestions as they like. Ask them to write clearly, so others can read it without assistance. Encourage them to move beyond policies and formal procedure and reflect on their experience as staff, in case the answers focus too much on formal frameworks. Allow 15 mins for the task.
20	**Exercise debrief** After 15 minutes, stop the exercise and ensure all flipcharts are visible (on tables or on the wall) Ask all participants to walk around the room and visit other flipcharts/whiteboards, read them. Encourage participants to add anything else to what is already written there or make a personal note if they disagree with anything. After 5-10 mins, debrief by asking participants if anything stands out to them? If they disagree with anything? If any other ideas come to mind? Encourage participants to see that some key policies, procedures and practices seem to be very important to all four elements. Follow up by asking: • Based on this, what should be our minimum expectations in terms of policy, procedures and practices – is there a top-5, or top-10 that stand out from our results?

	Try to record these on a flipchart or whiteboard. (Note: Grievance mechanisms are mentioned twice in this commitment, and should come out as suggestions on the flipcharts. Draw participants attention to this topic (and if it does not come on any flipchart, it is worth asking why it didn't come out). If required, use the slide Policies and procedures in line with commitment 8 to debrief
10	**Conclusion** In plenary, ask participants: • Which of the policies and procedures we have shortlisted do your organisation have in place? • Which do your partners have in place? • How effective are they (in your experience) for working towards Commitment 8. Acknowledge differences across organisations, particularly related to size and corresponding needs.
50	**Total number of minutes scheduled for the session**

Additional resources for this session

Background resources:
Leading Well: Aid leaders perspective on staff well-being and organisational culture, CHS Alliance: https://www.chsalliance.org/get-support/resource/leading-well-aid-leader-perspectives-on-staff-well-being-and-organisational-culture/

People in Aid Code of Good practice in the management and support of aid personnel: https://reliefweb.int/report/world/people-aid-code-good-practice-management-and-support-aid-personnel

Commitment 9 - People and communities can expect that resources are managed ethically and responsibly.

Learning objectives

By the end of this session, 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
Before session	This session is a lot of fun and always appreciated by participants. However, it requires a lot or preparation and at least two facilitators. Be sure to read through the plan and prepare the material ahead of time.
05	**Setting up the simulation** Divide the participants into between two and four groups, depending on the total number. Give out the handout "The responsible management of resources". Read it out loud for the participants and answer any questions about it.
60	**Simulation** Begin the simulation. Use the *Decision Stage* document (below) 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*. Give out the next *decision card* and follow the same procedure. (Note, to save time, give groups more than one decision card at the same time. Set a tight time limit for them to make a decision and stick to it!) 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. 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. 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.
05	**Debrief** Wrap up with the following discussion question: • What did this exercise highlight for you regarding the responsible management of resources? Key learning points of the simulation exercise for commitment nine (see slide Commitment 9 – Conclusions): • 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.
70	**Total number of minutes scheduled for the session**

Suggestions for remote delivery of Commitment 9 session

- Prepare a series of emails with the following material for all participants:
  - scenario and scoresheet (1 email for all participants)
  - decisions 1, 2, 3 and 4 (1 email for all participants)
  - decisions 5, and 6 (1 email for all participants)
  - decisions 7 and 8 (1 email for all participants)
  - decisions 9 and 10 (same)
  - decisions 11 and 12 (same)
- At the beginning, instruct participants to read the scenario, and explain that they will work in groups, 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 the 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 decisions, 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.
- In the same format as 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 of the game, 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.

Additional resources for this session

9.1 Simulation tracking sheet (for facilitator only)

Decision stages	Cost	Quality points
1. Strategy for appointment of programme manager		
Expatriate	10	1
National	05	1
2. Manager appointment		
Experienced older person	10	2
Younger, energetic person	05	1
3. Open office		
In the capital city	10	1
In the state capital (in a room in the town's primary school, rent-free)	00	1
4. Recruit staff team		
National staff	05	1
International volunteers	05	1
Mixture of expatriate and national staff	10	2
5. Needs assessment		
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
6. Decide main activity		
Classes by radio	05	1
Classes 'under trees'	10	1
7. Procurement		
• 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		
8. Materials development/additional procurement		
• 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		
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 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		
10. Qualifications		
• 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		
11. Monitoring		
• 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		
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 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		
13. Accountability		
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

9.2 Simulation instruction sheet

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). 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 provided to you for that purpose.
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).

9.3 Simulation record-keeping sheet (IN PERSON delivery)

	Decision	Cost	Budget Balance (from 100)	Quality Points	Total Quality Point
1					
2					
3					
4					
5					
6					
7					
	Risk				
8					
	Bonus				
9					
	Risk				
10					
	Bonus				
11					
	Risk				
12					
	Bonus				
13					

9.4 Simulation record-keeping sheet (REMOTE delivery)

	Decision	Cost	Budget Balance (from 100)	Quality Points	Total Quality Point
1					
2					
3					
4					
5					
6					
7					
8					
	Risk				
	Bonus				
9					
10					
	Risk				
	Bonus				
11					
12					
	Risk				
	Bonus				
13					

9.5 Simulation DECISION cards

If in person, print four sets, ideally each on a different colour paper, and cut out, so that it is ready to be distributed to teams at each round.

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).

9.5 Simulation RISK cards

If in person, print one sets, ideally each on different coloured paper from the BONUS cards, and cut out.

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 *and* -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 perpetuated by your Finance Manager, which is substantiated upon investigation. She is fired and replaced.	-5 pounds	

9.5 Simulation bonus cards

If in person, print one sets, ideally each on different coloured paper from the RISK cards, and cut out.

One of your pupils gets a state-wide top ten result in the primary school leaving examinations.	+1quality point	All classes by trees, but classes by radio *only if* 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 *only if* you chose to offer the exam option under 9 Qualifications.
You receive a small supplementary grant from a fund which is recognising your innovatory 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	

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.	+2 quality points	
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.	+1 quality point	

Verifying against the Core Humanitarian Standard

Learning objectives

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

- Distinguish between the different verification pathways for CHS
- Outline what is involved in each pathway and consider which might be most relevant for their organisation.

Facilitation notes

Timing	Activity
10	**Presentation** Use the previous debrief as a springboard to explain the three verification pathways. Present the Verification Pathways slide **Self-Assessment** - Self-assessment is a learning exercise. It helps organisations understand their capacity and performance against the CHS, and builds an improvement plan to make the services they deliver work better for the people affected by crisis. - Using a guidance document and online survey tools provided by the CHS Alliance, self-assessment allows organisations to collect information, document evidence and present results. - While the results of the Self-Assessments belong entirely to the organisations, CHS Alliance secretariat validates, (only for the members) the fact that they completed the process. They are issued with a letter and a stamp they can use to demonstrate their commitment to the standard. **Independent Verification** - CHS Independent Verification provides organisations with an external, independent assessment of capacity and improvement against the CHS. - Undertaken by an independent third party, the process involves document reviews, interviews with key staff, partners and communities and people affected by crisis, as well as direct observation at selected project sites. - The aim of independent verification is to generate comprehensive analysis of how well an organisation is applying the CHS to its work. Organisations can then use their results to develop an improvement work plan and to evidence their progress. **Certification**

	- Certification is another approach in the CHS verification scheme. Certification offers organisations a forensic diagnostic of the degree to which they have applied the CHS. - The certification process provides organisations with an independent, external assessment, leading to issuing a certification of compliance against the CHS. It is essentially a test, resulting in certification either being granted, or denied. Take any questions but try to avoid getting into a deep conversation on specific organizational requests. Stick to information that is useful to everybody and refer specific requests to CHS Alliance staff, offline. If time, show the Of Interest slide showing how organisations perform against the different commitments. Highlight that these are based on the 2014 CHS, as the revised verification options will only start to be used in quarter 3-4 of 2024. Let participants know: - You can see these results on the CHS commitment tracker website: https://chstracker.chsalliance.org/s/. If participants ask, the scoring system is as follows: - 0 = Org does not work towards the commitment - 1 = Org is making efforts towards the commitment, but these are not systematic - 2 = Org is making systematic efforts towards the commitment, but certain points are still not addressed - 3 = Org conforms to this requirement and organisational systems ensure it is met across the organisation and over time - 4 = Org's work goes beyond the intent of this requirement and demonstrates innovation If time also, show the Commitment tracker slide, which maps where organisations have conducted verification and indicate that people can go to the corresponding website so see actual average scores. Be sure to share the links to CHS Alliance and HQAI with participants (See below). https://www.chsalliance.org/get-support/resource/verification-scheme-faq/ https://www.chsalliance.org/verify/self-assessment/ https://chstracker.chsalliance.org/s/ https://www.hqai.org/en/
5	**Question and answers** 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.
15	**Total number of minutes scheduled for the session**

Additional resources for this session

Background resources:

Links to resources on CHS verification

- https://www.chsalliance.org/get-support/resource/verification-scheme-faq/
- https://www.chsalliance.org/verify/self-assessment/
- https://www.hqai.org/en/

Action planning

Learning objectives

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

- Identify 1-3 actions to implement to strengthen the CHS commitments in their work and or working environment

Facilitation notes

Timing	Activity
05	**Reflection** Encourage each participant to work individually to reflect on 1-3 actions they would like to implement to strengthen the CHS commitments in their work and or working environment. (Note – If several participants attend from the dame organisation, they can work in groups and focus on organisational commitments.)
15	**SMART indicators** 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. (If required, share the action planning template (below) 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)
20	**Total number of minutes scheduled for the session**

Additional resources for this session

Action Planning Template

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

Conclusion of the workshop

Learning objectives

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

- Identify where to access resources available after the course

Facilitation notes

Timing	Activity
Before session	Prepare a shared folder or memory sticks to share resources. Ensure certificates and evaluation form are prepared.
10	**Reflection** Ask for volunteers to reflect on something from the workshop that was particularly useful or interesting for them. (Note – with small groups, it may be possible to ask each participant to mention one thing. With larger groups, this will take longer than 10mins and so the facilitator can ask for a few volunteers to speak, rather than the whole group.)
10	**Evaluation and certificates** Share the evaluation form (or link to evaluation form) with participants and ask them to take a few moments to complete the form, before they leave. If in-person, present certificates of attendance. (If remote – indicate when participants will receive their electronic certificate)
5	**Closure** Share links to any course materials and useful references. (Note - One way to share materials is via a file stored on a Cloud. Give participants a timeline for them to access and download the information. Another way is to prepare USB sticks. In any case, enough preparation time must then be factored in.) Explain the workshop is now finished and thank participants and co-facilitators. Thank the host agency as relevant (identifying specific individuals who have made particular efforts to provide support),
25	**Total number of minutes scheduled for the session**

Additional resources for this session

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?

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!