

# FACILITATOR'S GUIDE

Introducing Youth to Humanitarian Action

An Initiative Led By

In support of the Compact for Young People in Humanitarian Action



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Compact for  
Young People  
in Humanitarian  
Action

# CONTENTS

|   |               |
|---|---------------|
| <b>PART 1: INTRODUCING YOUTH TO HUMANITARIAN ACTION</b>                   | <b>9</b>      |
| Session One – Framing Humanitarian Action and Youth Engagement            | 10            |
| Session Two – The International Humanitarian System and its Actors        | 17            |
| Session Three – Young People in Humanitarian Action: How Youth Fit In     | 23            |
| Session Four – Planning and Delivering Youth-Led Humanitarian Action      | 28            |
| Session Five – Youth-Led Advocacy to Address Community Needs              | 35            |
| Session Six – Mobilizing Resources for Youth-Led Humanitarian Action      | 40            |
| <br><b>PART 2: CORE HUMANITARIAN ACTION TRAINING TOPICS AND RESOURCES</b> | <br><b>47</b> |
| Session One – International Humanitarian Legal Frameworks                 | 49            |
| Session Two – Humanitarian Standards                                      | 54            |
| Session Three – Humanitarian Principles and Code of Conduct               | 58            |
| Session Four – Understanding Cycles of Disaster Management and Response   | 62            |
| Session Five – Assessing Humanitarian Needs at the Community Level        | 67            |
| Session Six – Understanding Forced Displacement and Host Communities      | 72            |
| Session Seven – Understanding Gender in Emergency Response                | 77            |
| Session Eight – Protection of Children in Humanitarian Action             | 82            |
| Session Nine – Introduction to Personal Safety and Security               | 88            |
| <br><b>PART 3: PRACTICAL SKILLS RESOURCES</b>                             | <br><b>93</b> |
| Sector Specific Training Resources One – Education in Emergencies         | 94            |
| Sector Specific Training Resources Two – Shelter: Theory and Practice     | 100           |





## ACKNOWLEDGEMENTS

The **Facilitator's Guide for Introducing Youth to Humanitarian Action** is designed to be a tool for improving young people's ability to take action and ultimately to catalyze intergenerational partnership in crisis-affected contexts. Content for this facilitator's guide was developed as part of the MENA Youth Capacity-Building in Humanitarian Action (MYCHA) Initiative sponsored by Reach Out to Asia, a Program of Education Above All Foundation (EAA-ROTA). MYCHA is a partnership-led effort supported by members of the **Compact for Young People in Humanitarian Action** as well as numerous regional and local field-based organizations. Under the first 3-year phase of the MYCHA Initiative, leading agencies in the humanitarian aid sector developed and facilitated a set of core training sessions designed to equip young people with the knowledge and skills needed for effective engagement in crisis affected contexts. These training sessions have so far been piloted with over 450 young people at regional trainings held in Doha and replicated in local trainings held in Gaza and Jordan.

EAA-ROTA would like to thank each of the partners who not only contributed to developing the modules found in this guide, but also took part in the intensive process of supporting regional and local piloting; participating in session observations and reflections; conducting field-level monitoring and data collection; and providing review and feedback for refinement and finalization of this guide. Thank you to the staff of partner organizations who made specialized contributions in designing the training sessions: Khaled Khalifa (UNHCR), Ayat El Dewary (UNHCR), Ahmed Mohsen (UNHCR), Saeed Hersi (OCHA), Iyad Nasr (OCHA), Fatima Ghannam (UNICEF), Ghassan El Kahlout (Doha Institute), Bente Sandal (INEE), Paul Fean (NRC), Jameel Dababneh (CARE), Khoulood Maddah (Mercy Corps), Subhi Ejeh (QRC), Abdulbaset Hamadi (HAD), Sayed Elzenari (HAD), and Moustafa Osman (Osman Consulting).

This guide represents EAA-ROTA's effort to collate these session plans into a resource that may be useful for agencies working in the humanitarian sector to further the aim of strengthening the capabilities of young people. EAA-ROTA staff who supported the review and compilation process for this guide include Esker Copeland, Samah Al-Sabbagh, Nahla Abu-Eissa, Tareq Al-Bakri, Wassim Khmaja, Abdulla Al-Abdulla, and Zarmina Nasir. Also, thank you to Mridul Upadhyay, Bubacarr Singhateh, and other members of UN Major Group for Children and Youth for their efforts reviewing and providing feedback to ensure that the youth voice was forefront in shaping the guide. In addition to these, many other individuals made important technical contributions and cannot all be acknowledged here.

## Strategic Partners



## Contributors



## Resource Partners



## Compact Supporters



# INTRODUCTION AND NOTES TO FACILITATORS

## WHY THIS GUIDE WAS DEVELOPED

This training guide for Introducing Youth to Humanitarian Action has been developed in support of the Compact for Young People in Humanitarian Action which was launched at the 2016 World Humanitarian Summit. This Youth Compact represents an unprecedented commitment of humanitarian partners - government, civil society, United Nations and the private sector - to guarantee that the priorities of young people are addressed by the humanitarian system and their participation in humanitarian action is supported and facilitated. The Compact provides a unifying framework to guide programming for young people in humanitarian action, which can be applied by organizations regardless of size, nature or location. More than 50 humanitarian partners have endorsed the Compact and agreed to support its five key actions for accountability to young people in humanitarian action.

## The compact's five key actions

1. Make humanitarian programmes contribute to protection, health, development of young women, young men, girls, boys
2. Support systematic engagement and partnership with youth in all phases of humanitarian action, especially decision-making and budget allocations
3. Strengthen young people's capacities to be effective humanitarian actors, and support local youth-led initiatives and organizations in humanitarian response. This includes young refugees and internally displaced persons living in informal urban settlements and slums
4. Increase resources to address the needs and priorities of adolescents and youth affected by humanitarian crises and use the new gender and age marker for better tracking and reporting
5. Generate and systematically use age- and sex- disaggregated data

In line with these commitments, Reach Out to Asia, a program of Education Above All Foundation (ROTA-EAA), launched the MENA Youth Capacity-Building in Humanitarian Action (MYCHA) Initiative in 2017 as a training platform for incubating networks, approaches, and tools to enable effective youth involvement in humanitarian action across the MENA region. The MYCHA Initiative and the Introducing Youth to Humanitarian Action-Facilitator's Guide are designed to directly contribute to furthering the aims of Key Action 3.

## ACTION 3: Capacity building and strengthening local youth-led initiatives

While there is evidence that young people are already engaging in meaningful actions in crisis-affected contexts, the nature and structure of the existing humanitarian system allows few entry points for them to contribute. Typically, young people have been seen as beneficiaries; and 'not having enough capacity' is cited as a reason not to engage, support and partner with youth. The aim of capacity development of young people must be to better engage them in work that is already being conducted through existing humanitarian structures, while at the same time creating space and support for youth-led actions and initiatives.

This facilitator's guide is designed to be a tool for improving young people's ability to take action and ultimately to catalyze intergenerational partnership in crisis-affected contexts. This, along with complementary tools and resources, is being made available through an online repository for use by stakeholders with similar youth engagement aims. Through this open source sharing, content can continue to be added by partners.

## YOUNG PEOPLE AS HUMANITARIAN ACTORS AND GLOBAL CITIZENS

While driven by global aims such the Agenda for Humanity and the Compact for Young People in Humanitarian Action, ROTA-EAA's efforts are primarily underpinned by the recognition of the untapped potential of the large cohort of young people in our region and beyond. Moreover, ROTA-EAA has long held the belief that engaging young people as global citizens is critical for sustainable development. We believe that no matter what context young people find themselves in, they can become knowledgeable and empowered citizens who can act in ways that promote sustainable development in social, economic and cultural domains. A general lesson is that global citizenship in practice, which pays attention to local contexts and takes seriously the voices and experiences of young people who are on their own journey to contribute meaningfully will be the basis for a sustainable world.

The Introducing Youth to Humanitarian Action-Facilitator's Guide is based on an understanding of global citizenship where young people are supported to gain the knowledge, abilities and values to act to influence their communities and nations, and make a positive difference to build a fairer, safer and more secure world for all people. At a practical level, this assumes that community is the first tier of humanitarian response and that predictably young people as a large demographic within many crisis affected communities are likely to naturally assume active roles to face and resolve these challenges. In such settings, the values of global citizenship are not obscure. They are the values of humanitarianism. First, cognitive skills that enable the acquisition of knowledge, understanding and critical thinking about humanitarian issues, as well as the interdependency of countries and different populations. Second, socio-emotional learning that encourages a sense of belonging to a common humanity, shared values and responsibilities, as well as empathy, solidarity and a respect for diversity. Third, behavioural skills to act responsibly at a local, national and global level to build a more secure and sustainable world.

## WHO CAN BENEFIT FROM THIS TRAINING?

There is an urgent need for a cadre of young citizens who can play active roles in advocating, at the local and global level, for policy and programmatic solutions that address global humanitarian situations; participating in the decision-making processes of humanitarian assistance agencies and structures, and contributing to direct humanitarian relief efforts. The training guide is designed to build skills among young people between the ages of 18-30 who are in some way contributing to driving change in humanitarian contexts. This course is well suited for young people in crisis affected communities who are already active in volunteering or other relief activities. Participants may already possess some basic theoretical knowledge, but this is not prerequisite. The facilitator's guide is designed to support trainers in imparting basic humanitarian principles, issues and skills, and as such is not specifically designed for existing staff of aid agencies; however in some cases may provide applicability for entry level staff.

This training guide was designed as a capacity-building program as part of the MYCHA Initiative to focus and catalyze the efforts of diverse stakeholders to empower young people in humanitarian settings, assuring their meaningful participation in preparedness, response and also in conflict resolution. It is designed for young people to support them as engaged partners in humanitarian action. It builds knowledge and skills on how to plan and carry out small-scale social and community development projects in emergency and post-crisis environments. The training is intended to deliver practical learning that can be immediately applied by youth in their local contexts. This guide is divided into three modules:

**Module 1** – An action-based training, orienting to ideas of youth-led humanitarian action.

**Module 2** – Orients youth to the core principles, concepts, and established approaches in delivering humanitarian aid.

**Module 3** – Provides sector specific skills as examples of real-life application of the training concepts.

## USING THIS GUIDE

This facilitator's guide is intended to be used as basic reference for trainers and can be adapted to suit various training contexts, scopes, and durations. It may also be useful in providing youth participants with information as background before and reference while attending the training. It is hoped that the guide will inspire and assist trainers to continue the process of capacity building of youth in crisis and post-crisis affected areas, in order to build their ability to better respond and engage in the well-being of their communities. In addition to youth, the guide may be of use to agencies working or interested in the humanitarian sector.

## BEYOND TRAINING

In addition to strengthening young people's capacities, agencies at the field level that are already working with youth should seek to also provide technical advice, in-kind support such as access to spaces and venues, and when feasible, provision of funding for the delivery of the youth-led action initiatives. Training and capacity-building support for young people should be incorporated into existing and new funding opportunities to ensure that it is prioritized in all programs. Additionally, field level agencies and youth-led organizations should make efforts to continue documenting examples where young people themselves have developed innovative solutions to local challenges and have been involved in leading community initiatives. This documentation is essential to continue building the vital narrative that youth-led mobilization is already a strength in humanitarian contexts and should receive further support.





# **PART 1:**

## **INTRODUCING YOUTH TO HUMANITARIAN ACTION**



PART 1: INTRODUCING YOUTH TO HUMANITARIAN ACTION

Session One:  
Framing Humanitarian Action  
and Youth Engagement

Recommended Duration:

Session Developed By:

120 minutes

Doha Institute

Session summary and purpose

This session discusses the roots of humanitarianism and how it changed over the past century and across various cultures. Drawing on multiple examples (such as the beginnings of the Red Cross Youth Movement), participants will recognise the fundamental elements of humanitarian action and the long history of young people's involvement in humanitarian movements. More recent trends are also discussed; specifically, the significant rise in the occurrence of disasters and emergencies due to global trends such as climate change, rapid population growth (particularly in the youth demographic), and conflict; and how these have led to increased demand for more effective humanitarian action. The session lays the groundwork for the following sessions and links historical origins with the modern 21th century understanding of humanitarian action.

Session learning objectives

What youth should take away from this session

1. Youth will leave the session with a working definition of “humanitarian action”.
2. Youth will be aware of the history and evolution of humanitarian response.
3. Youth will be able to identify the key turning points that influenced the evolution of modern humanitarian action.
4. Youth will be aware of the historical and contemporary movements to mobilize young people in humanitarian action.

Recommended background reading

**Read** ODI, 2013 *A history of the humanitarian system Western origins and foundations*, <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8439.pdf>

Session activities

|                       |  |
|-----------------------|--|
| Introduction/Warm-up: | <p><b>Present session objectives and session agenda</b></p> <ul style="list-style-type: none"><li>• Setting the tone</li><li>• Probing participants</li><li>• Question: What do we mean by Humanitarian Action?</li><li>• Define Humanitarianism (and other key terms which will be used throughout this session)</li></ul>  |
| Content Part A:       | <p><b>Humanitarian action</b></p> <ul style="list-style-type: none"><li>• Humanitarian action is intended to “save lives, alleviate suffering and maintain human dignity during and after man-made crises and disasters caused by natural hazards, as well as to prevent and strengthen preparedness for when such situations occur”. Furthermore, humanitarian action should be governed by the key humanitarian principles of humanity, impartiality, neutrality and independence.</li></ul> <p><b>Evolution of Humanitarianism</b></p> <ul style="list-style-type: none"><li>• Throughout history humanitarian action has evolved and taken multiple forms, but at its core it remains the same - saving lives, providing necessities to those in need and protecting people.</li><li>• The post-World War II era as a key turning point for understanding modern humanitarian action.</li><li>• Model of rich countries funding multilateral and international humanitarian organizations with UN as coordinating body at the center distributing aid in poor and fragile states.</li><li>• The post-Cold War era as another pivotal point in history, which gave room to create a more collaborative international humanitarian system.</li><li>• The leading role of governments in building emergency response capacity has also evolved.</li></ul> |
| Content Part B:       | <p><b>Principles and values</b></p> <p>The principles of humanity, neutrality, impartiality and independence are grounded in International Humanitarian Law.</p> <ul style="list-style-type: none"><li>• <b>Humanity</b> means that human suffering must be addressed wherever it is found, with particular attention to the most vulnerable.</li><li>• <b>Neutrality</b> means that humanitarian aid must not favor any side in an armed conflict or other disputes.</li><li>• <b>Impartiality</b> means that humanitarian aid must be provided solely based on need, without discrimination.</li><li>• <b>Independence</b> means the autonomy of humanitarian objectives from political, economic, military or other objectives.</li></ul>   |

**Content Part C:****The Evolution of Modern Humanitarian Action  
MSF**

- Adhering to principles in relative terms
- The application depends on context specificities
- Condemning crimes against humanity
- Negotiate first and then find other ways
- Several voices - criticism and internal debate
- Event Witness
- Members self-finance

**ICRC**

- To adhere to the principles absolutely
- Apply principles in all contexts
- Obligation of neutrality
- Negotiate and re-negotiate
- Unified Voice
- Event Viewer
- Government financing

**The Contemporary Age (1990 - Today)**

The transformation of the nature of wars has led to complications and challenges for humanitarian action:

- Non-state actors (militias, war kings, criminal networks, child recruitment).
- Civilians at the center of targeting.
- New funding sources.
- Media, Internet and Technology.
- Failed / fragile states

This period saw increased intervention by States into humanitarian action, the militarisation of humanitarian action, cases of corruption, and encroachment on the values of humanitarian action.

Since the end of the Cold War, a comprehensive review of the concept, identity and role of humanitarian action and the organisations working in this area has begun:

**A golden period for humanitarian action:**

The expansion of humanitarian work and action grew to become an essential part of international policy and international law. During this period, the respect that States have for humanitarianism increased leading to additional economic and financial resources being provided.

**Humanitarianism Today**

There are currently a large number of organisations and agencies working in the humanitarian field. For example, as of 2015 there were nearly 5,000 agencies with total funding up to 25 billion dollars annually, and approximately 450,000 aid workers. However, there is still a significant lack of coverage of the basic needs of those affected.

**Content Part C:****Contemporary controversy**

Controversy over what humanitarian action is:

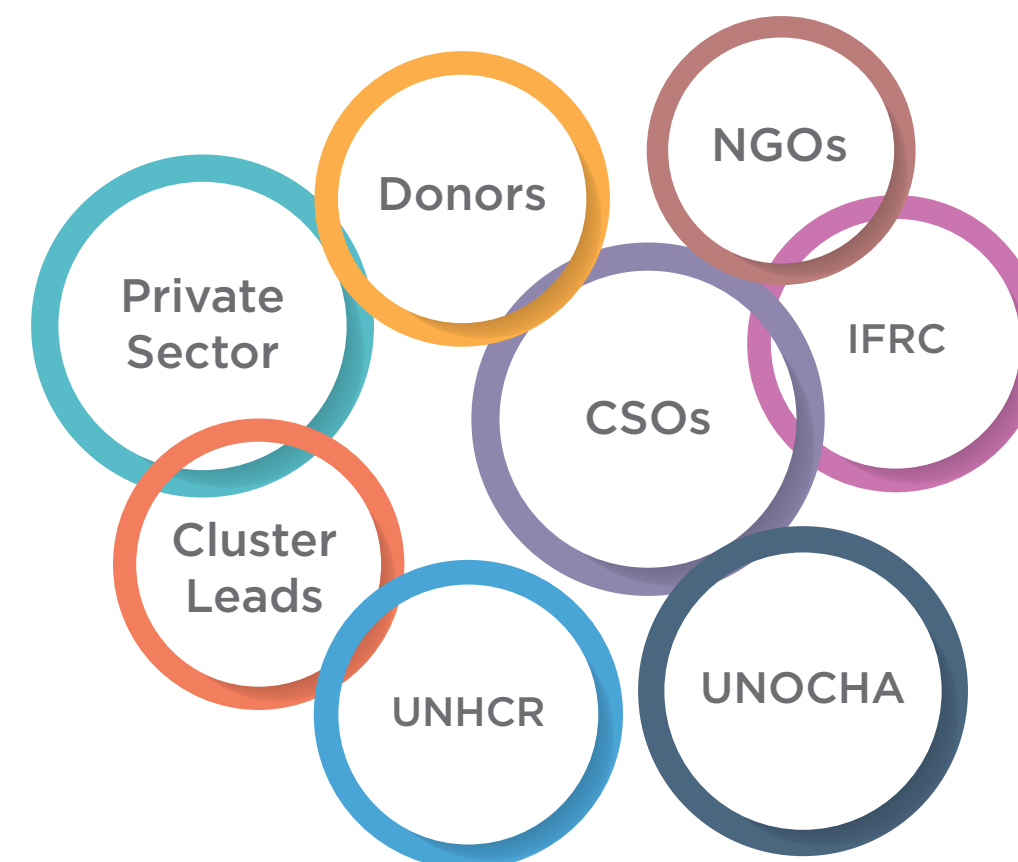
- Emergency relief: Assisting people in times of war or natural disaster
- Improving the structural conditions to minimise the damage caused by wars or natural disasters: Fighting poverty, education, health, economic development, democracy, etc.

Controversy over the relationship with politics:

- “Politics is polluted ethically” Logic: Do not confuse political agenda with humanitarian action and maintain the principles of humanitarian action.
- Politics is inevitable: The role of states in imposing a political agenda through government or quasi-governmental humanitarian agencies,
- International humanitarian intervention and interaction between civilians and military personnel in peacekeeping missions,

Organizations working in the areas of democracy promotion, good governance, state building and economic development: questions about sovereignty?

Is humanitarian action a political act?

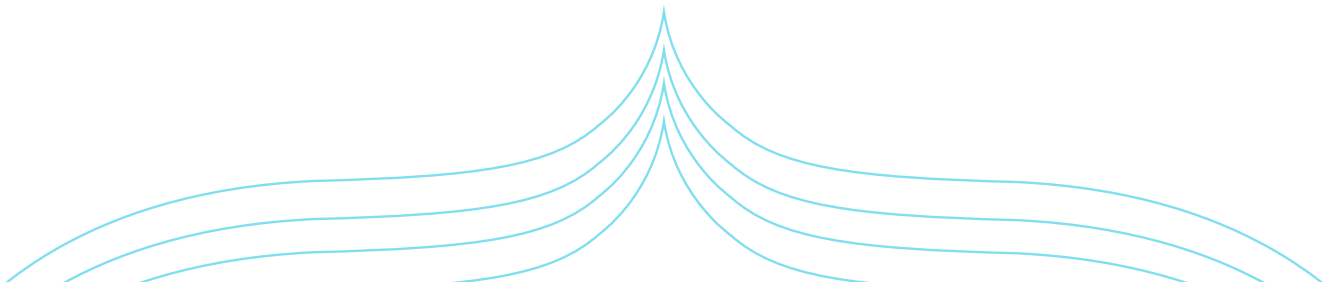
**The international humanitarian system**



|                      |  |
|----------------------|--|
| Content Part D:      | <p><b>The international ‘humanitarian system’</b></p> <p>Includes a wide range of agencies and organisations as well as various mechanisms and processes which together aim to support and protect all those affected by an emergency.</p> <p>The system has many actors working in various sectors and whose agendas often overlap. This creates complexity and sometimes duplication of efforts.</p> <ul style="list-style-type: none"><li>• <b>Politicisation of humanitarian aid:</b> Making humanitarian aid a vehicle to achieve foreign policies objectives.</li><li>• <b>Equitable partnerships with local partners:</b> Local actors are often the first responders when disasters strike, they can have the best access to local populations and they have critical knowledge of the local context and people. Recent developments including the Grand Bargain have seen the largest humanitarian donors and aid organisations commit to strengthening local ownership and capacity. This includes directing 25% of their funds to local and national actors by 2020.</li><li>• <b>Consistent shortage of funding:</b> The United Nations complains there is a shortfall of billions in global humanitarian financing as thousands of worldwide victims struggle to cope with a lack of aid.</li></ul> |
| Content Part E:      | <p><b>History of Youth Involvement in Humanitarian Movements</b></p> <ul style="list-style-type: none"><li>• Drawing on the handout “Beginning of the Red Cross Youth Movement”, the facilitator discusses the long history of young people’s involvement in humanitarian movements.</li><li>• Involvement of formal youth organisations such as the Girl Guides, the Boy Scouts and the YMCA in the activities of the Red Cross in general, and the Junior Red Cross (JRC) in particular, in humanitarianism during WWI and beyond.</li><li>• Evolution of the Junior Red Cross, now known as the Red Cross Youth.</li></ul>  |
| Conclusion/ Wrap-up: | <p><b>Participants will be reminded of the main points of the session:</b></p> <ul style="list-style-type: none"><li>• Definition of humanitarian action.</li><li>• Evolvement of humanitarianism.</li><li>• The changing humanitarian landscape.</li><li>• The role that youth have played in the humanitarian landscape</li></ul>  |

Assessment of participants

|                        |   |
|------------------------|---|
| Assessment Question 1: | Which of the below statements describes Humanitarian Action?  |
| Correct Response: D    | <p>A. Humanitarian action is intended to save lives, alleviate suffering and maintain human dignity during and after man-made crises and disasters caused by natural hazards</p> <p>B. Humanitarian action is intended to prevent and strengthen preparedness for crises</p> <p>C. Humanitarian action should be governed by the key humanitarian principles of: humanity, impartiality, neutrality and independence.</p> <p><b>D. All of the above</b></p> |
| Assessment Question 2: | The following key developments occurred in the early 20th century. True or False  |
| Correct Response: True | World War I, World War II, and the founding of key aid/humanitarian agencies (The League of Red Cross and Red Crescent Societies (later IFRC), Save the Children, Oxfam, CRS, CARE, IRC, etc.).T/F  |



PART 1: INTRODUCING YOUTH TO HUMANITARIAN ACTION

Session Two:  
The International Humanitarian  
System and its Actors

Recommended Duration:

Session Developed By:

120 minutes

OCHA

Session summary and purpose

This session provides an orientation to the overall humanitarian landscape by introducing three key aspects of the humanitarian system: the key actors, the key mechanisms, and the key governing frameworks. The session introduces young people to the humanitarian system/landscape and its core actors and mechanisms. It highlights the increase in the number of humanitarian actors, which has given rise to reforms of existing humanitarian structures and approaches. After this session, young people will better understand their possible role within humanitarian action, and their contribution to it.

Session learning objectives

What youth should take away from this session

- Youth will be aware of the composition and structure of the humanitarian system.
- Youth will be introduced to key actors and their roles within the humanitarian system.
- Youth will be introduced to humanitarian coordination and financial mechanisms.
- Youth will be aware of the opportunities and challenges they may face as actors.

Recommended background reading

**Read** 'Introduction to Humanitarian Action a Brief Guide for Resident Coordinators'. Found at: [https://interagencystandingcommittee.org/system/files/rc\\_guide\\_31\\_october\\_2015\\_webversion\\_final.pdf](https://interagencystandingcommittee.org/system/files/rc_guide_31_october_2015_webversion_final.pdf)

**Read** 'Time to Let Go'. Found at: [www.alnap.org/pool/files/time-to-let-go.pdf](http://www.alnap.org/pool/files/time-to-let-go.pdf)

**Read** Daccord, Y., 2013. Humanitarian action in a changing landscape: fit for purpose?

**Read** Bragg, C. (2014), Humanitarian Action, Bucking the System, Trends toward New Approach at <https://theglobalobservatory.org/2014/04/humanitarian-action-bucking-the-system-trends-toward-new-approach/> visited on 27/07/2016

**Read** Fan, L., 2015. 14 Regional Organisations and the Humanitarian System. The New Humanitarians in International Practice: Emerging Actors and Contested Principles, p.176.

**Read** Powers, M., 2016. The new boots on the ground: NGOs in the changing landscape of international news. Journalism, 17(4), pp.401-416.

**Read** Global Humanitarian Overview published annually by OCHA [English], [Arabic] Browse Website of United Nations Major Group for Children and Youth - <https://www.unmgcy.org/>

Session activities

|                               |   |
|-------------------------------|---|
| <b>Warm-up /Introduction:</b> | <b>Present session objectives and review session agenda</b><br><b>Opening the discussion</b> <ul style="list-style-type: none"><li>Ask participants what they understand by the term 'humanitarian system'.</li><li>Refer to the previous session (and the definitions of 'humanitarian disaster/emergency' which were learned) and explain how over time the world's response to humanitarian emergencies has evolved to become more and more systematised.</li></ul>  |
| <b>Content Part A:</b>        | <b>Overview of the humanitarian system</b><br><b>Explain that there are three main aspects of the humanitarian system:</b> <ul style="list-style-type: none"><li><b>The stakeholders/actors</b> – these are the agencies, institutions, and at times, individuals who are responsible for providing the lifesaving assistance during times of emergency.</li><li><b>The coordination and funding mechanisms</b> – these are established to a) guide the ways that the actors coordinate and work together and b) streamline and account for how emergency funds are dispersed and spent.</li><li><b>The governing legal frameworks</b>, principles, and standards – these are the laws and agreed upon ways of working which dictate how humanitarian relief work should be conducted. [This aspect of the humanitarian system will be covered in later sessions].</li></ul> <b>Discuss each aspect of the humanitarian system</b> <ul style="list-style-type: none"><li>Explain that although actors are central, they could not effectively achieve their aims of providing humanitarian assistance if the right mechanisms and frameworks were not in place.</li><li>Explain that the above mentioned aspects are what provide consistency and coherence among the actors' work.</li></ul> |
| <b>Content Part B:</b>        | <b>Roles of stakeholders/actors at times of crisis</b> <ul style="list-style-type: none"><li>Humanitarian stakeholders/actors play a key role in the system.</li><li>There are many different humanitarian stakeholders/actors, each with its own focus and aims.</li><li>The roles of community stakeholders is changing within the humanitarian landscape during times of crisis.</li><li>Humanitarian work has begun to focus more and more on the role that affected communities themselves play in responding to humanitarian emergencies.</li><li>Regional organisations, disaster-affected countries and their neighbors continue to play a prominent role in emergencies.</li><li>The number of NGOs has increased remarkably. More middle-income countries are becoming donors and first-responders to emergencies.</li></ul>  |



Content Part B:

- Military, diaspora and the private sector are also increasingly in humanitarian action.
- More recently youth have been recognised as a key stakeholder group which has not always been effectively engaged/included in times of crisis.

**Practical Activity (see Learning Exercise 1)**

Content Part C:

Overview of humanitarian coordination mechanisms

- Ask participants what would happen if all actors did the same jobs in the humanitarian response and took on the same role?
- Each set of actors have a unique position and capabilities for humanitarian response and each plays an important role.

The **Inter-agency Standing Committee (IASC)** includes major humanitarian actors from both within and outside the United Nations, and is aimed at facilitating inter-agency analysis and decision making in response to humanitarian emergencies.

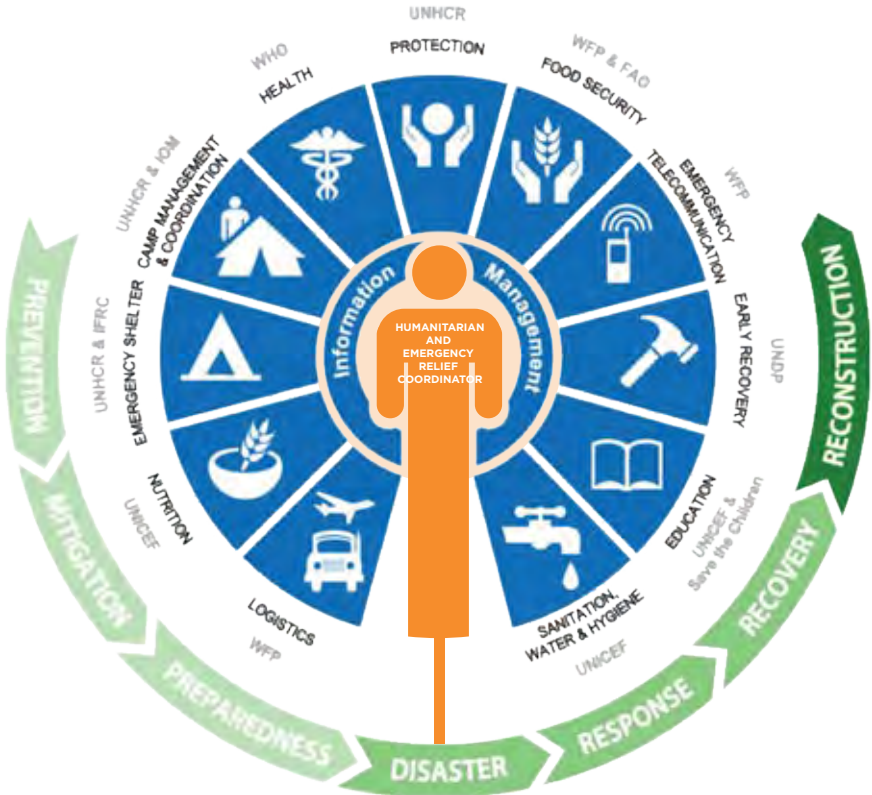
**The Cluster approach** adopted by the Inter-agency Standing Committee (IASC) in 2006, called for Cluster “Lead” agencies at the global level and at the country level for each humanitarian sector.

- This was in response to reform of the UN humanitarian system and to ensure greater coordination, specifically in the wake of significant multi-country, large-scale natural disasters such as the 2004 Asian Tsunami.
- Example responses to:
  1. Conflict crisis- the Syrian crisis
  2. Natural Disaster- Typhoon Haiyan in the Philippines

**Global clusters** are IASC-designated groupings of humanitarian organisations (UN and non-UN), or main sectors of humanitarian action.

- They are responsible for strengthening system-wide preparedness and coordinating technical capacity to respond to humanitarian emergencies in their respective sector.
- They set and disseminate global standards; provide guidelines and consolidate best practices; undertake preparedness measures; and provide operational support to field-level clusters.
- There are 11 Global Cluster Lead agencies at the global level, with fixed leadership as agreed by the IASC (e.g., WHO for the Health Cluster, UNICEF for Water and Sanitation, and Education)

Content Part C:



The benefits of the cluster approach

- Higher standards of predictability, accountability and partnership in all sectors.
- More strategic responses.
- Better prioritisation of available resources.
- Adequate capacity and predictable leadership in all sectors.
- Improved coordination.
- Adequate, timely and flexible financing.
- Humanitarian work has begun to focus more and more on the role that affected communities themselves play in responding to humanitarian emergencies.

|                 |   |
|-----------------|---|
| Content Part D: | <p><b>Humanitarian Response When a Crisis Happens</b></p> <ul style="list-style-type: none"><li>• In country response is activated.</li><li>• Contact ERC or OCHA RO with initial assessment of the situation.</li><li>• If an HCT does not exist, establish it immediately!</li></ul> <p><b>Tasks of the Humanitarian Country Team (HCT)</b></p> <ul style="list-style-type: none"><li>• Review and activate inter-agency contingency plan.</li><li>• Assess response capacity and gaps including funding needs.</li><li>• Determine sequence/timing for assessment/s, response planning, and monitoring.</li><li>• Make collective, well-informed decisions to set the course of the response and its coordination.</li></ul> <p><b>Humanitarian Response Plan</b></p> <ul style="list-style-type: none"><li>• (HRP) is prepared for a protracted or sudden onset emergency requiring international humanitarian assistance.</li><li>• The plan articulates the shared vision of how to respond to needs of the affected population.</li><li>• HRP is carried out only when needs are understood &amp; analysed via the Humanitarian Needs Overview (HNO) or other joint needs assessment and analysis processes.</li></ul> |
| Content Part E: | <p><b>Overview of humanitarian financial mechanisms</b></p> <p><b>Central Emergency</b> Response Fund (CERF) is a humanitarian fund established by the General Assembly in 2006 to enable more timely and reliable humanitarian assistance to those affected by natural disasters and armed conflicts.</p> <ul style="list-style-type: none"><li>• The fund is replenished annually through contributions from governments and the private sector, and constitutes a pool of standby funding to support humanitarian action.</li></ul> <p><b>The Financial Tracking Service (FTS)</b> is a global, on-line, real-time database of humanitarian funding needs and international contributions. It serves to improve decisions about resource allocation and advocacy by clearly indicating to what extent populations in crisis receive humanitarian aid, and in what proportion to needs.</p>   |
| Content Part F: | <p><b>New Way of Working</b></p> <ul style="list-style-type: none"><li>• Recently, humanitarian actors realised that the current way of responding was not good enough.</li><li>• The WHS was conducted in 2015 in Istanbul, Turkey, where important stakeholders in the humanitarian field met and designed what is known as “The New Way of Working”.</li><li>• This new agenda ensured that humanitarian and development actors, governments, NGOs and private sector actors progressively work together to meet needs.</li></ul>  |



|                     |  |
|---------------------|--|
|                     | <ul style="list-style-type: none"><li>• The New Way of Working aims to offer a concrete path to remove unnecessary barriers to such collaboration in order to enable meaningful progress.</li><li>• Achieving the New Way of Working requires broader partnerships among: UN agencies, International and local NGOs, private sector and civil society actors, governments and alignment, where possible, between humanitarian and development processes.</li></ul> |
| Conclusion/Wrap-up: | <p><b>More recently youth have been recognised as a key stakeholder group which have not always been effectively engaged/included in times of crisis.</b></p> <ul style="list-style-type: none"><li>• In recent years (especially since WHS in 2016), youth have been recognised as important actors and efforts are now being made to open ways for their greater participation.</li></ul> <p><b>Practical Activity (see Learning Exercise 2)</b></p>             |

## Learning exercise 1

|                                   |   |
|-----------------------------------|---|
|                                   |   |
| Objectives of Exercise:           | Review the different actors of the humanitarian system  |
| Materials Required:               | Flip chart  |
| Process for Guiding the Exercise: | <ul style="list-style-type: none"><li>• Form pairs and ask them to write down all the different humanitarian actors that they can think of (Each pair will be given 5 minutes to work together).</li><li>• Go around the room to observe as pairs work.</li><li>• Ask each pair for their responses and write them on the flip chart.</li><li>• Ask the whole group if there are any more actors they can think of (the whole group discussion should take about 10 minutes).</li></ul> |
| Closing the Exercise/ Wrap-up:    | <ul style="list-style-type: none"><li>• Show the PPT slide on “Humanitarian Stakeholders/Actors” and see if any of the actors listed on the slide are missing from the flip chart.</li><li>• Explain that although actors are central, they could not effectively achieve their aims of providing humanitarian assistance if the right mechanisms and frameworks were not in place.</li></ul>   |



Learning exercise 2

|                                   |  |
|-----------------------------------|--|
| Objectives of Exercise:           | Discuss the roles that youth are already playing in humanitarian contexts  |
| Materials Required:               | <ul style="list-style-type: none"><li>Flip chart</li><li>Medium size Post it Notes (two colors)</li></ul>  |
| Process for Guiding the Exercise: | <ul style="list-style-type: none"><li>Divide a flip chart page into two columns one opportunities and the other challenges.</li><li>Ask participants to think of examples that they are aware of how youth are already engaged (opportunities) and facilitator writes them on the flip chart</li><li>Ask participants to brainstorm challenges youth may face when engaging in these contexts (one challenge per Post it Note)</li></ul> |
| Closing the Exercise/ Wrap-up:    | <ul style="list-style-type: none"><li>Ask participants to come up and stick their challenge on the second column on the flip chart.</li><li>Discuss how the current humanitarian systems and structures can make it hard for youth to engage and the need to provide more entry points for meaningful youth engagement.</li></ul>  |

Assessment of participants

|                        |  |
|------------------------|--|
| Assessment Question 1: | The following statement describes the humanitarian system. True or False.  |
| Correct Response:      | The humanitarian system includes humanitarian actors, coordination, and finance mechanisms.  |
| True                   |  |
| Assessment Question 2: | Which of the following may be humanitarian actors?   |
| Correct Response: D    | <div><div>A. UN Agencies</div><div>B. NGOs</div><div>C. Community youth</div><div>D. All of the above</div><div>E. None of the above</div></div> |

PART 1: INTRODUCING YOUTH TO HUMANITARIAN ACTION

Session Three: Young People in Humanitarian Action: How Do Young People Fit In?

Recommended Duration:

Session Developed By:

120 minutes

NRC

Session summary and purpose

This session enables participants to identify the possible roles young people can perform in humanitarian action and the competencies required. The session is framed around concepts of youth participation and uses the Compact for Young People in Humanitarian Action as a framework to help participants conceive various forms of engagement. A case study is presented to help participants consider the potential for youth participation in humanitarian action from a programmatic perspective. Participants then review the competencies for humanitarian action proposed by youth and the Core Humanitarian Competency Framework, indicating the skills required for effective participation of youth. The session ends with the participants identifying some personal action steps to participate in humanitarian action and build their humanitarian competencies.

Session learning objectives

What youth should take away from this session

- Youth will be aware of the emerging movement to increase and strengthen their participation in humanitarian action.
- Youth will be able to identify appropriate forms and levels of youth participation in humanitarian action.
- Youth will be able to apply concepts of youth participation in a real-life example through the use of a case study.
- Youth will be aware of the competencies required for humanitarian action.

Recommended background reading

**Read** *The Flower of Participation by Choice for Youth*  
<https://www.girlsnotbrides.org/wp-content/uploads/2016/11/The-CHOICE-flower-of-participation-print-out.pdf>  
<https://www.youthdoit.org/assets/Uploads/20171122-Flower-of-Participation-Narrative.pdf>

**Read** *The Toolkit for Adolescent and Youth Engagement, No Lost Generation*  
[https://www.nolostgeneration.org/sites/default/files/webform/contribute\\_a\\_resource\\_to\\_nlg/481/aye\\_mena-toolkit.pdf](https://www.nolostgeneration.org/sites/default/files/webform/contribute_a_resource_to_nlg/481/aye_mena-toolkit.pdf)

**Read** *Recommendations on Young People in the Global Compact on Refugees by the Compact for Young People in Humanitarian Action*  
<https://www.agendaforhumanity.org/sites/default/files/resources/2018/Apr/Position%20paper%20Refugee%20Compact%20-%20Compact%20for%20Young%20People%20in%20Humanitarian%20Action.pdf>

**Browse** *The Agenda for Humanity Website*  
<https://agendaforhumanity.org>

**Read** *The Core Humanitarian Competencies Framework in English and in Arabic*  
<https://www.chsalliance.org/get-support/resource/core-humanitarian-competency-framework/>

Session activities

|                        |   |
|------------------------|---|
| Warm-up /Introduction: | <p><b>Present session objectives and review session agenda</b></p> <p><b>Introduction/brainstorm question:</b></p> <ul style="list-style-type: none"><li>Imagine that a crisis has occurred, and you could support the humanitarian action. What are the skills and competencies that you would need to participate in this humanitarian action?</li></ul> <p><b>Note:</b> this brainstorming exercise works best using Mentimeter, an engaging online tool which turns participants’ input (keywords) into a visual “word cloud”. Wi-fi connection and a mobile device for each participant is needed.</p>   |
| Content Part A:        | <p><b>Define key terms “youth participation” and “levels of youth participation”</b></p> <p><i>See resource: The No Lost Generation (NLG) ‘Toolkit for Adolescent and Youth Engagement’</i></p> <p><b>Explain that there are three main aspects of the humanitarian system:</b></p> <ul style="list-style-type: none"><li><b>Present the levels of youth participation using the NLG concepts,</b> including examples to illustrate.</li></ul> <div><div><p><b>INFORM</b></p><p>Young people may be informed, but they do not impact decisions.</p></div><div><p><b>CONSULT</b></p><p>Young people may be consulted, but they do not impact decisions.</p></div><div><p><b>INFLUENCE</b></p><p>Young people may be consulted and their inputs are seriously considered.</p></div><div><p><b>PARTNER</b></p><p>Young people are in joint control with adults.</p></div><div><p><b>EMPOWER</b></p><p>Young people have full control and this is recognized formally.</p></div></div> <p><b>Practical Activity (see Learning Exercise 1)</b></p> |
| Content Part B:        | <p><b>Provide brief overview of the participation component of the Compact for Young People in Humanitarian Action</b></p> <p><i>According to the Compact, States, UN, NGOs, and other stakeholders must:</i></p> <ul style="list-style-type: none"><li>Support systematic engagement and partnership with youth in all phases of humanitarian action.</li><li>Ensure that young refugees and youth-led organisations can meaningfully participate in mechanisms for responsibility-sharing.</li><li>Ensure that young people are identified as active participants in designing, implementing, monitoring, and evaluating any refugee response, with adolescent girls and young women specifically engaged.</li><li>Ensure young people’s active participation and meaningful engagement e.g. through consultative youth bodies and/or volunteer groups (made up of both refugee and local youth).</li><li>Recognise the technical expertise in facilitating youth participation and youth-specific policy and programming.</li></ul>        |

|                     |  |
|---------------------|--|
|                     | <ul style="list-style-type: none"><li>Ensure that gender-, age- and diversity-related barriers to participation are identified and addressed, particularly those faced by refugee girls and young women, including those with differing levels of ability.</li></ul> <p><i>Source: Recommendations on Young People in the Global Compact on Refugees by the Compact for Young People in Humanitarian Action</i></p> <p><b>Practical Activity (see Learning Exercise 2)</b></p> |
| Content Part C:     | <p><b>Practical Activity (see Learning Exercise 3)</b></p> <ul style="list-style-type: none"><li>Following the activity, group the competencies proposed by youth into categories (e.g. individual, management, leadership, and functional competencies), and then highlight the link with the Core Humanitarian Competency Framework.</li><li>Introduce the Core Humanitarian Competency Framework (CHCF) with a <a href="#">video</a> (in Arabic).</li></ul>                 |
| Conclusion/Wrap-up: | <ul style="list-style-type: none"><li>The Presenter checks if there are any questions from participants about the session’s content.</li></ul>   |

Learning exercise 1

|                                   |   |
|-----------------------------------|---|
| Objectives of Exercise:           | To understand the levels of youth participation by practicing applying the concepts to examples. (Group work, structured practice activity)   |
| Materials Required:               | <ul style="list-style-type: none"><li>PowerPoint presentation to show examples of youth participation activities</li><li>Five separate A3 sized print-outs of the levels of participation (one level per poster). To be hung around the room.</li></ul>   |
| Process for Guiding the Exercise: | <p><b>Step 1:</b> Participants form groups of 3-5</p> <p><b>Step 2:</b> Facilitator reads an example of youth participation and shows it on the screen.</p> <p><b>Step 3:</b> Participants discuss which level of participation the example is.</p> <p><b>Step 4:</b> The team ‘spokesperson’ moves to stand next to the poster of the relevant level of participation.</p> <p><b>Step 5:</b> Facilitator debriefs each question by asking the teams why they chose that level.</p> |
| Closing the Exercise/ Wrap-up:    | <ul style="list-style-type: none"><li>Facilitator highlights the key differences between the levels (gradual increase in decision-making and scope of youth-led activities), and also that different levels are relevant to different types of activities.</li></ul>  |



## Learning exercise 2

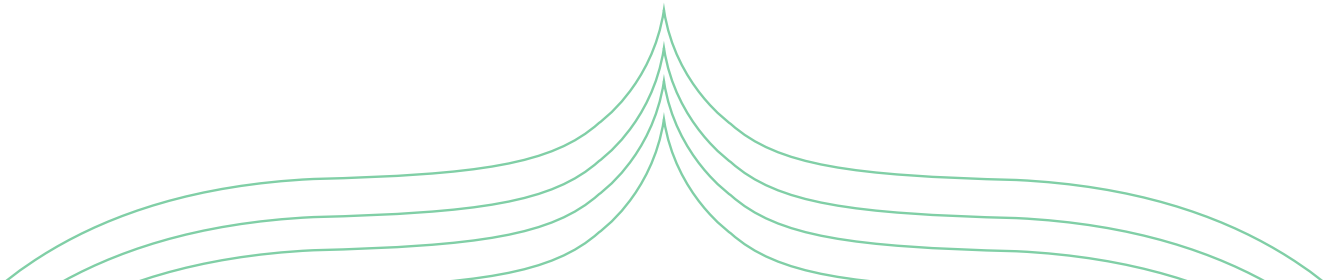
|                                   |  |
|-----------------------------------|--|
| Objectives of Exercise:           | To apply concepts of youth participation to a real-life example to identify different forms of youth participation in humanitarian action.   |
| Materials Required:               | <ul style="list-style-type: none"><li>PowerPoint Presentation</li></ul>  |
| Process for Guiding the Exercise: | <p><b>Step 1:</b> Facilitator briefly gives a real-life example of a youth program in a humanitarian setting, structured to implicitly show the project cycle (assessment, programming, implementation, M&amp;E, advocacy).</p> <p><b>Step 2:</b> Participants form groups of 3-5 and propose youth participation activities at levels of ‘influence’, ‘partner’ or ‘empower’ for each stage of the project cycle (assessment, programming, implementation, M&amp;E, advocacy).</p> <p><b>Step 3:</b> Plenary feedback and other participants try to identify the level of participation of the proposed activity.</p> |
| Closing the Exercise/ Wrap-up:    | <ul style="list-style-type: none"><li>Facilitator highlights the range of potential youth participation in humanitarian action, as groups are expected to propose diverse approaches even for the same program of the case study.</li></ul>  |

## Learning exercise 3

|                                   |  |
|-----------------------------------|--|
| Objectives of Exercise:           | To identify steps youth can take as individuals to build competencies required for humanitarian action.  |
| Materials Required:               | <ul style="list-style-type: none"><li>PowerPoint</li><li>Post-it notes</li></ul>   |
| Process for Guiding the Exercise: | <p><b>Step 1:</b> Participants write two separate post-it notes for their individual plans for ways to: a) Participate in humanitarian action, b) Develop a competency related to humanitarian action.</p> <p><b>Step 2:</b> Participants put their post-it notes on the wall and group the notes so similar themes are together.</p> <p><b>Step 3:</b> Wrap-up activity is a gallery walk to see the post-it notes written by different participants as the next steps for their participation and ways to build humanitarian competencies.</p> |
| Closing the Exercise/ Wrap-up:    | <ul style="list-style-type: none"><li>See step 3. Participant highlights the common next steps identified by the group.</li></ul>  |

## Assessment of participants

|                        |  |
|------------------------|--|
| Assessment Question 1: | Which of these levels of youth participation are not meaningful forms of participation?  |
| Correct Response: A    | <p><b>A. Tokenism</b></p> <p>B. Empower</p> <p>C. Partner</p> <p>D. Consult</p>  |
| Assessment Question 2: | The objective of the Youth Participation component of the Compact for Young People in Humanitarian Action is to systematically engage and partner with young people in all phases of crisis, recovery and reconstruction, including in budget allocations and decision-making. True or False |
| Correct Response:      | True   |



PART 1: INTRODUCING YOUTH TO HUMANITARIAN ACTION

# Session Four: Planning and Delivering Youth-Led Humanitarian Actions

Recommended Duration:

Session Developed By:

120 minutes

Reach Out to Asia

### Session summary and purpose

This session is designed to introduce young people to the processes and tools used in planning and delivering youth-led humanitarian actions. Participants will learn how to design an action and develop activities to improve situations for communities/individuals affected by conflict or natural disaster. In this session, participants will be introduced to the process of generating ideas of what they think may be appropriate youth-led actions to assist in a humanitarian situation. This includes generating their own ideas of youth-led actions, how to plan such actions, how to execute activities, and how to assess whether their actions achieved the intended outcomes. Participants will also be introduced to a planning tool and will be given an opportunity to practice using it.

### Session learning objectives

*What youth should take away from this session*

- 1. Youth will be aware of what constitutes a sound youth-led humanitarian action.
- 2. Youth will be familiar with the steps required to undertake a youth-led humanitarian action.
- 3. Youth will be able to develop a workplan, including intended results.

### Recommended background reading

**Read** *Glossary of M&E Concepts and Terms. A Guide for Project M&E:*

[https://www.ifad.org/documents/38714182/39723920/Annex\\_A-5DEF.pdf/ed56b0bb-42ff-4064-b2b5-f2fb4071a14d](https://www.ifad.org/documents/38714182/39723920/Annex_A-5DEF.pdf/ed56b0bb-42ff-4064-b2b5-f2fb4071a14d)

**Read** *Project Design and Proposal Writing. A Guide to Mainstreaming Reproductive into Youth Development Programs. A program of the international Youth Foundation:*

[https://www.iyfnet.org/sites/default/files/P4L\\_ProjDesign\\_PropWritGuide.pdf](https://www.iyfnet.org/sites/default/files/P4L_ProjDesign_PropWritGuide.pdf)

**Read** *IFRC Project Planning Guidance (Arabic):*

<http://www.ifrc.org/Global/Publications/monitoring/PPP-Guidance-Manual-AR.pdf>

**Read** *IFRC Framework for Project Evaluation (Arabic):*

[http://www.ifrc.org/Global/Publications/monitoring/IFRC-Framework-for-Evaluation\\_AR.pdf](http://www.ifrc.org/Global/Publications/monitoring/IFRC-Framework-for-Evaluation_AR.pdf)

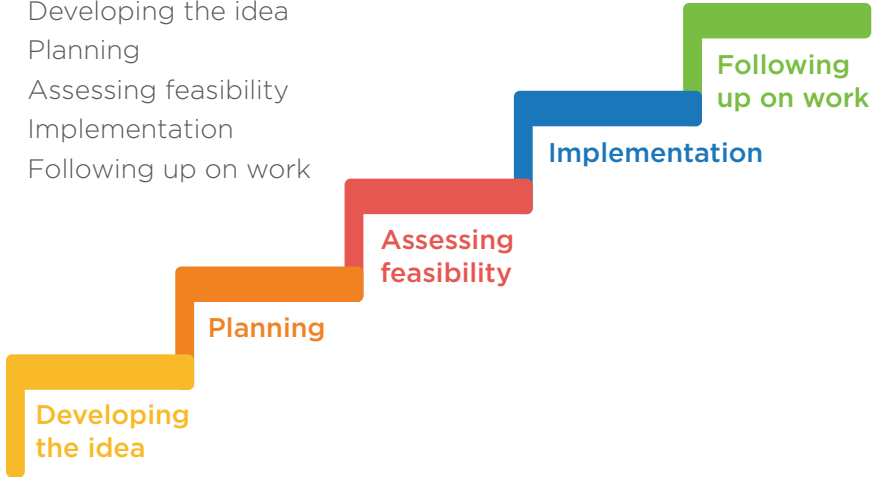
**Browse** *Project Design Manual-A Step-By-Step Tool:*

<http://www.ilo.org/public/english/employment/ent/coop/africa/download/coopafricaprojectdesignmanual.pdf>

## Session activities

|                      |   |
|----------------------|---|
| <b>Warm-up</b>       | <b>Present session objectives and review the session agenda</b> <ul style="list-style-type: none"><li>1. Defining a youth-led humanitarian action</li><li>2. Characteristics of a humanitarian action</li><li>3. Steps in leading a humanitarian action:<ul style="list-style-type: none"><li>a. Developing the idea</li><li>b. Planning</li><li>c. Assessing the feasibility</li><li>d. Implementation<ul style="list-style-type: none"><li>o Work Plan</li></ul></li><li>e. Following up on the action<ul style="list-style-type: none"><li>o How to measure success</li></ul></li></ul></li></ul> <p><b>Picture for discussion: ‘A Boat or a Bridge’</b></p> <p>Explain what happens when we take actions without proper planning and a clear vision (goal)? Note that the takeaway from the picture is that if a plan and vision were developed, the decision would have been to build a boat rather than a bridge.</p>   |
| <b>Introduction:</b> | <b>Define humanitarian action</b> <p>Humanitarian action is intended to “save lives, alleviate suffering and maintain human dignity during and after man-made crises and disasters caused by natural hazards, as well as to prevent and strengthen preparedness for when such situations occur”. Furthermore, humanitarian action should be governed by the key humanitarian principles of humanity, impartiality, neutrality, and independence.</p> <p><b>Ask participants to give examples of humanitarian projects</b></p> <ul style="list-style-type: none"><li>1. Relief (housing and feeding disaster victims, providing medical support etc.)</li><li>2. Social (fighting discrimination, negative traditions etc.)</li><li>3. Charity (Ramadan/Christmas boxes, charitable giving/Zakat, etc.)</li><li>4. Awareness (Literacy, women education, preserving the environment and natural resources etc.)</li><li>5. Advocacy (Claiming rights of the disadvantaged, influence decision-making)</li><li>6. Empowerment (Employment support services, income-generating projects, reducing unemployment etc.)</li></ul> <p><b>Probing question</b></p> <ul style="list-style-type: none"><li>• <b>What are the characteristics of humanitarian action?</b></li><li>• <b>Show PowerPoint slide on characteristics of humanitarian action and see if any were missed.</b></li></ul> |



|                        |  |
|------------------------|--|
| <b>Content Part A:</b> | <p><b>Present an overview of the steps needed to organise a youth-led humanitarian action</b></p> <ul style="list-style-type: none"><li>• Developing the idea</li><li>• Planning</li><li>• Assessing feasibility</li><li>• Implementation</li><li>• Following up on work</li></ul>   |
| <b>Content Part B:</b> | <p><b>Discuss each step with the participants to familiarise them with each.</b></p> <p><b>Step 1: Developing the idea:</b> From a social/community problem to an action idea.</p> <ol style="list-style-type: none"><li>1. Identifying the social/community problem<ul style="list-style-type: none"><li>• Conduct research on the issue</li><li>• Choose an issue you are passionate about</li><li>• Identify what you already know about this issue</li></ul></li><li>2. Developing the idea.<ul style="list-style-type: none"><li>• You need to have a first impression of what you hope to accomplish</li><li>• Identify some questions you want to be answered or help you focus</li><li>• Your vision is what will guide you to your proposed solution</li><li>• Keep in mind that there are different ways for making a positive change in the community i.e. educating and raising awareness and advocacy</li></ul></li><li>3. Elements of articulating a problem statement<ul style="list-style-type: none"><li>• Who is the group? Where? What describes the situation or problem? What are the causes? Proof of the problem? What are the negative effects of continuing the problem and not solving it?</li></ul></li><li>4. Assessing the idea, it should be possible, desirable, and feasible.</li></ol> <p><b>Practical activity (see Learning exercise 1)</b></p> |

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|----------------------------|---|
| <b>Content Part C:</b>     | <p><b>Step 2: Planning:</b> From an action idea to planning for it. It constitutes:</p> <ol style="list-style-type: none"><li>1. Identifying the Goal<ul style="list-style-type: none"><li>• Defining the goal, it should be initiated from and connected to the overall vision and all parties should agree on it.</li><li>• Presenting what it should contain</li></ul></li><li>2. Identifying the objectives<ul style="list-style-type: none"><li>• Define objectives and ensure they are SMART</li></ul></li><li>3. Creating a list of tasks to be done should include: activities, people involved, partners, and timeline</li><li>4. Detailing the budget<ul style="list-style-type: none"><li>• It should be consistent with the activity included in the plan, categorised appropriately according to the size and/or nature of the work and cost-effective/value for money</li></ul></li><li>5. How to assess the work<ul style="list-style-type: none"><li>• You need to plan to monitor and assess your success that is appropriate to the size and nature of your action</li></ul></li></ol> <p><b>Practical activity (see Learning Exercise 2)</b></p> |
| <b>Content Part D:</b>     | <p><b>Step 3: Assessing Feasibility:</b> assessing possibilities and building networks</p> <ol style="list-style-type: none"><li>1. How to assess the feasibility of your action<ul style="list-style-type: none"><li>• Identify a network that could support you</li><li>• Keep the timeline in mind</li></ul></li></ol> <p><b>Step 4: Implementation:</b> From planning to implementation</p> <ol style="list-style-type: none"><li>1. Present and discuss the workplan.</li><li>2. What constitutes a good workplan?</li></ol> <p><b>Practical activity (see Learning exercise 3)</b></p>  |
| <b>Conclusion/Wrap-up:</b> | <p><b>Step 5: Following up on the action:</b> From implementation to assessing success</p> <ol style="list-style-type: none"><li>1. Defining “monitoring” and listing way it could help</li><li>2. Defining “evaluation” and listing way it could help</li></ol> <p><b>Practical activity (see Learning exercise 4)</b></p> <ol style="list-style-type: none"><li>1. Each group presents their workplan in plenary allowing for a quick review of what was covered in the training.</li></ol>   |

## Learning exercise 1

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| <b>Objectives of Exercise:</b>           | <b>To answer the following questions regarding example case studies:</b> <ol style="list-style-type: none"><li>Does the humanitarian problem presented contain any/ all of the elements presented earlier?</li><li>What is the change the project is trying to make? Is it possible, desirable, and feasible?</li></ol>  |
| <b>Materials Required:</b>               | <ul style="list-style-type: none"><li>Two examples of humanitarian action proposals developed by youth</li><li>Handout: “Developing the idea”</li></ul>  |
| <b>Process for Guiding the Exercise:</b> | <ul style="list-style-type: none"><li>Form groups and handout both sheets. Ask the following questions:<ol style="list-style-type: none"><li>Does the social problem identified in their humanitarian action proposal have the necessary elements discussed earlier?</li><li>What is the change that the action is trying to make? Is the idea possible, desirable and feasible?</li></ol></li><li>Have participants answer questions in the handout sheet provided.</li><li>On average, the group will spend 10 minutes on this activity.</li></ul> |
| <b>Closing the Exercise/ Wrap-up:</b>    | <ul style="list-style-type: none"><li>Facilitator to move around the room to observe the participants’ work.</li><li>Facilitator asks how many projects scored highly.</li></ul>   |

## Learning exercise 2

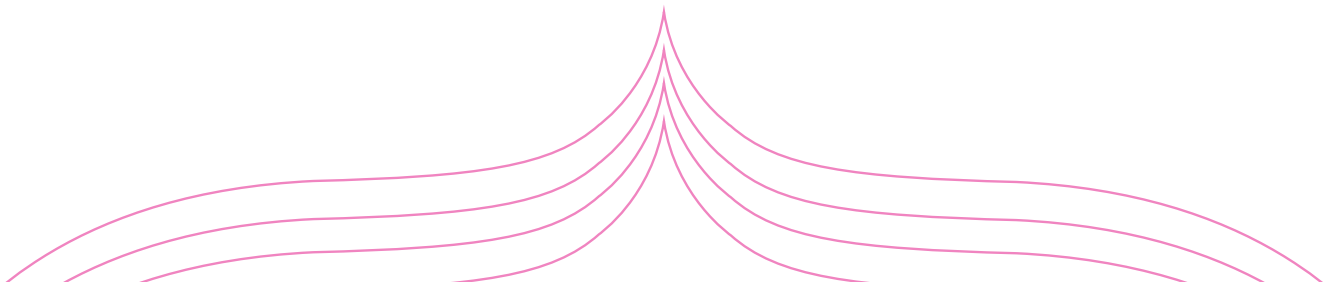
|  |  |
|--|--|
| <b>Objectives of Exercise:</b>           | <b>Review elements of good planning as applied to the humanitarian action proposal and give examples of each.</b>  |
| <b>Materials Required:</b>               | <ul style="list-style-type: none"><li>Using the same two humanitarian action proposals as exercise 1</li><li>Handout: “Planning”</li></ul>                       |
| <b>Process for Guiding the Exercise:</b> | <ul style="list-style-type: none"><li>Hand out the sheet and ask them to fill it in.</li><li>On average participants will spend a total of 10 minutes.</li></ul> |
| <b>Closing the Exercise/ Wrap-up:</b>    | <ul style="list-style-type: none"><li>Facilitator moves around the room to check individual work.</li></ul>  |

## Learning exercise 3

|  |   |
|--|---|
| <b>Objectives of Exercise:</b>           | <b>To review elements of the workplan.</b>  |
| <b>Materials Required:</b>               | <ul style="list-style-type: none"><li>Handout: Workplan template (On A3 size paper)</li><li>PowerPoint slide: “Objectives to be achieved”</li></ul>   |
| <b>Process for Guiding the Exercise:</b> | <ul style="list-style-type: none"><li>Hand out a workplan sheet and get each group to select an objective presented in the slide.</li><li>Explain each element of the workplan to the group.</li><li>Ask participants to think about the assigned objective and fill in the workplan accordingly.</li><li>On average the group will spend two minutes on each of the 6 elements= total of 12 minutes.</li></ul> |
| <b>Closing the Exercise/ Wrap-up:</b>    | <ul style="list-style-type: none"><li>Facilitator goes around the groups to see if they are filling the workplan correctly.</li><li>Facilitator shows slide with an example of a completed workplan so that participant are able to compare their answers to it.</li></ul>  |

## Learning exercise 4

|  |  |
|--|--|
| <b>Objectives of Exercise:</b>           | <b>To add a monitoring and evaluation component to the workplan.</b>   |
| <b>Materials Required:</b>               | <ul style="list-style-type: none"><li>The existing workplan</li></ul>  |
| <b>Process for Guiding the Exercise:</b> | <ul style="list-style-type: none"><li>Participants to provide M&amp;E questions on the group’s workplan.</li><li>The activity should take about 5 min.</li></ul> |
| <b>Closing the Exercise/ Wrap-up:</b>    | <ul style="list-style-type: none"><li>Facilitator goes around the groups to see if they are including sound monitoring and evaluation components.</li></ul>      |



# Assessment of participants

|                        |  |
|------------------------|--|
| Assessment Question 1: | Which of the following is not one of the steps to organise humanitarian action?  |
| Correct Response: D    | A. Implementation<br>B. Planning<br>C. Development of the idea<br><b>D. Circulation of the plan</b>  |
| Assessment Question 2: | Which of the following statements is incorrect?  |
| Correct Response: B    | A. Determining the goal is the first step of planning a humanitarian action followed by setting smart objectives<br><b>B. The workplan table contains a budget for the work to follow up on its progress</b><br>C. Evaluating the feasibility of the work is to identify the possibilities and build the network<br>D. The idea of humanitarian action must be possible, desirable and feasible. |

## PART 1: INTRODUCING YOUTH TO HUMANITARIAN ACTION

# Session Five: Youth-led Advocacy as a Response to Community Needs

Recommended Duration:

90 minutes

Session Developed By:

Reach Out to Asia

### Session summary and purpose

The focus of this session is to introduce young people to the potential role they can play as advocates during times of crisis and more generally as advocates for their own meaningful participation and inclusion in humanitarian action. The session provides youth with a conceptual background about the nature of advocacy in humanitarian settings as well as practical and effective tools to incorporate advocacy elements into actions they may take in their home contexts. An advocacy approach is applied that introduces steps and elements which can be incorporated in the delivery a youth-led humanitarian action. The session is intended to equip youth with the skills and strategies that will empower them to become change agents during their engagement in humanitarian response. Youth will leave the session with an increased understanding of the role that they can play as advocates for change. Case studies are used to provide real-world examples for learning.

### Session learning objectives

What youth should take away from this session

- Youth will be aware of what advocacy is and how it can be applied in emergency/humanitarian contexts.
- Youth will be aware of the important role that youth can play as advocates for change in humanitarian contexts.
- Youth will be introduced to tools and approaches of conducting advocacy.
- Youth will acquire skills to develop youth-led humanitarian actions which incorporate advocacy planning.

### Recommended background reading

**Read** *The multiple roles that young people play in conflict-affected contexts* - By Dr Laila Kadiwal <https://blogs.ucl.ac.uk/global-youth/2017/06/02/the-multiple-roles-that-young-people-play-in-conflict-affected-contexts/>

**See** UNICEF - *Saving Lives, Protecting Children: Advocacy in Emergencies* <http://www.unicefinemergencies.com/downloads/eresource/docs/Advocacy/2008-11-12-UNICEFAdvocacyGuidelines.pdf>

**See** CARE International - *Advocacy Training Toolkit* <https://www.care-international.org/files/files/Care%20International%20Advocacy%20Handbook.pdf>

**See** Action Aid - *The Rights Based Approach to Emergencies: A Beginners' Guide* <http://www.actionaid.org/publications/rights-based-approach-emergencies-beginners-guide>

**See** Save the Children - *Advocacy Toolkit: A collection of Tools to help plan, implement, monitor and evaluate advocacy* <https://www.scribd.com/document/6973992/Advocacy-Initiatives-Toolkit-2005>

**Browse 2250:** *A Youth Toolkit* by United Network of Young Peacebuilders (UNOY) <http://unoy.org/en/2250-toolkit/>



Session activities

|                 |   |
|-----------------|---|
| Introduction:   | <b>Setting the tone</b><br>Introducing and agreeing on expectations regarding session objectives.   |
| Content Part A: | <p><b>What is advocacy?</b> Ask the participants to give their ideas of what constitutes ‘advocacy’. After taking several responses, provide them with a working definition.</p> <p><b>Introducing key concepts related to advocacy in emergencies</b></p> <ol style="list-style-type: none"><li>Goal of advocacy in emergencies: Overall aim is to persuade decision-makers to adopt specific policies or actions for lasting positive change.</li><li>Objectives of advocacy in emergencies: Specifically, aims to promote and protect the rights of all women, children, youth and other marginalized groups, such as displaced persons and refugees.</li><li>Young people in advocacy: Mostly young people are either considered as the victims who need to be supported or the perpetrators who need to be stopped. But stakeholders need to consider young people’s positive and important role in peacebuilding. Note: refer to UN Resolution 2250 on youth from the reading list.</li><li>Stakeholders targeted: Advocacy strategies target a variety of actors, including governments, policy makers, non-governmental entities, international and non-governmental organizations, as well as the public.</li><li>Strategic approaches:<ul style="list-style-type: none"><li>Employs a set of effective tactics, methods and tools which are appropriate to emergency situations in order to meet the specific aims in the context of an immediate or longer-term response.</li><li>Are generally more effective when carried through collective action and support from other groups who are concerned with the specific issue being addressed</li></ul></li></ol> <p><b>Practical Activity (see Learning Exercise 1)</b></p> |
| Content Part B: | <p><b>Key considerations when using advocacy approaches in humanitarian contexts</b></p> <ul style="list-style-type: none"><li><b>Be aware of the related legal frameworks:</b> Advocacy should be based on legal frameworks and international treaties as a basis for change and development. An example of the key treaty regarding child protection is the Convention on the Rights of the Child.</li><li><b>Involve local communities:</b> Advocacy should involve affected populations to protect their rights by enabling them to claim and exercise their rights as part of the humanitarian response.</li><li><b>Plan for long-term change:</b> Advocacy may be part of a wider vision to take advantage of newly established partnerships to secure funding, build national capacities and even contribute to positive social transformation that can allow marginalized groups to increase awareness of their needs and rights.</li></ul>   |

**Discuss the benefits of using advocacy approaches in humanitarian contexts**

- Brings about positive policy changes:** Advocacy in emergencies may create opportunities for creating or modifying policies and legislation.
- Helps address the roots of the problem:** Such as underlying causes of poverty, discrimination, or economic disparities.
- Encourages broader access to humanitarian assistance:** Helps make sure that remote and inaccessible areas are not forgotten in humanitarian aid delivery. It can also increase the accountability of governments, donors and other stakeholders.
- Promoting the rights of marginalized groups:** Promote and protect the rights of populations such as women, refugees, children, youth, etc.

**Content Part C:**

**Present the various tools youth may use to advocate for change in humanitarian contexts**

**Advocacy Tools**

- TV Flashes
- Goodwill Ambassadors
- Interviews with the Emergency Coordinator
- Briefings donors
- Exhibitions
- Photography and Cultural Theater
- Letters to a Government or Head of State
- Signboards
- Discussions with community leaders
- Special meetings with a senior official

**Developing an Advocacy Plan**

Provide an overview of how to develop the different components of the advocacy plan focusing on:

- Setting advocacy objectives
- Determining the most appropriate advocacy tools and approaches
- Developing advocacy messages and ambassadors
- Identifying partners who support your cause
- Involving community stakeholders during the planning stage

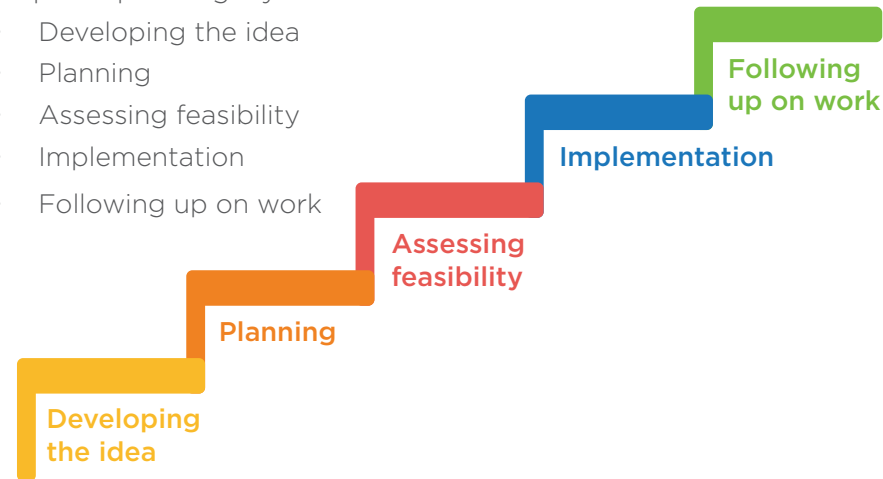
- What is the goal?
- What methods and tools?
- What advocacy messages?
- Who are potential partners/ ambassadors?
- How can community be involved?

- Present a relevant example of youth engaging as advocates for a specific issue.
- Note that advocacy is a mechanism that can reinforce a rights-based and participatory approach in emergencies situations.

## Incorporating advocacy in youth-led humanitarian action

## Steps for planning a youth-led humanitarian action

- Developing the idea
- Planning
- Assessing feasibility
- Implementation
- Following up on work



**Practical Activity (see Learning Exercise 2)**

- |                            |  |
|----------------------------|--|
| <b>Conclusion/Wrap-up:</b> | <ul style="list-style-type: none"> <li>• Revision of the key ideas in the session</li> <li>• Assessment form distribution</li> </ul> |
|----------------------------|--|

## Learning exercise 1

|   |   |
|---|---|
| <b>Objectives of Exercise:</b>            | To generate ideas of appropriate advocacy based responses which could be used to address situations presented in case studies.  |
| <b>Materials Required:</b>                | <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Flip chart paper</li> </ul>  |
| <b>Process for Guiding the Exercise:</b>  | <ul style="list-style-type: none"> <li>• Break into 3-4 groups depending on the total number of participants.</li> <li>• Distribute case studies to each group (Each working on a different case).</li> <li>• Facilitator asks the groups to highlight the main issues, identify the challenges, and highlight the role youth could play in the scenarios presented in the case study.</li> <li>• Groups will answer the questions and draw conclusions.</li> </ul> |
| <b>Closing the Exercise/<br/>Wrap-up:</b> | <ul style="list-style-type: none"> <li>• Lessons learned and conclusions about the role of youth in the specific context.</li> </ul>  |

## Learning exercise 2

|  |   |
|--|---|
| <b>Objectives of Exercise:</b>           | Develop an advocacy plan and incorporating it within a proposed youth-led humanitarian action.  |
| <b>Materials Required:</b>               | <ul style="list-style-type: none"> <li>• Handout: “Advocacy Planning Template”</li> <li>• 1 Flip chart paper per group</li> <li>• Markers</li> </ul>  |
| <b>Process for Guiding the Exercise:</b> | <ul style="list-style-type: none"> <li>• Participants will break out in 3-4 groups</li> <li>• Each group selects an advocacy issue to</li> <li>• Distribute handout</li> <li>• Group works collectively to complete template</li> </ul> |
| <b>Closing the Exercise/ Wrap-up:</b>    | <ul style="list-style-type: none"> <li>• Lesson learned and conclusions about the role of youths in such a situation.</li> </ul>  |

## Assessment of participants

|                               |  |
|-------------------------------|--|
| <b>Assessment Question 1:</b> | <b>One of the following is not a key advocacy activity</b>   |
| <b>Correct Response: C</b>    | <p>A. Changing mindsets about issues</p> <p>B. Gathering evidence</p> <p><b>C. Provide water, sanitation and hygiene services to those in need</b></p> <p>D. Develop an advocacy message</p>   |
| <b>Assessment Question 2:</b> | <b>Identify the correct statement</b>  |
| <b>Correct Response: B</b>    | <p>A. Communications is the same as advocacy</p> <p><b>B. Advocacy must be appropriate to cultural context and needs</b></p> <p>C. Advocacy must only be targeted at one level which is government policy</p> <p>D. Any change created through advocacy is good, regardless of whether it achieves the desired results</p> |

PART 1: INTRODUCING YOUTH TO HUMANITARIAN ACTION

Session Six:  
Mobilising Resources for Youth-led  
Humanitarian Action

Recommended Duration:

120 minutes

Session Developed By:

Humanitarian Academy for Development (HAD)

Session summary and purpose

This session exhibits ways of securing needed resources to carry out youth-led actions/ initiatives. The session is divided into three parts – funding channels, stages of resource mobilisation, and concept note writing – where each part consists of explanation of the sub-topic, followed by a practical activity. Best practices are presented on how to approach various sources of funding such as communities, corporates and charitable organizations.

Session learning objectives

What youth should take away from this session

1. Youth will be able to list the potential channels of raising funds.
2. Youth will be aware of the various stages of resource mobilization.
3. Youth will be introduced to the appropriate content to include in a concept note.

Recommended background reading

Read *Paying for Essentials: Resources for Humanitarian Assistance*.

<https://sites.tufts.edu/jha/archives/120>

Read *How to approach resource mobilizations* <http://developmentconnectltd.com/786/approach-resource-mobilization-key-steps/>

Read *Fundraising book (Arabic Translation)* <http://msky.ws/wp-content/uploads/2017/11/جمع-التبرعات.pdf>

Session activities

Warm-up/ Introduction:

Present session objectives and review session agenda

- Ask participants to brainstorm fundraising sources they could approach to support their youth-led action/initiative (e.g. community, charitable institutions, corporates, etc)

Practical Activity (see Learning Exercise 1)

Content Part A:

Define key sources of funding and support

Present various types of funding sources. Examples include:

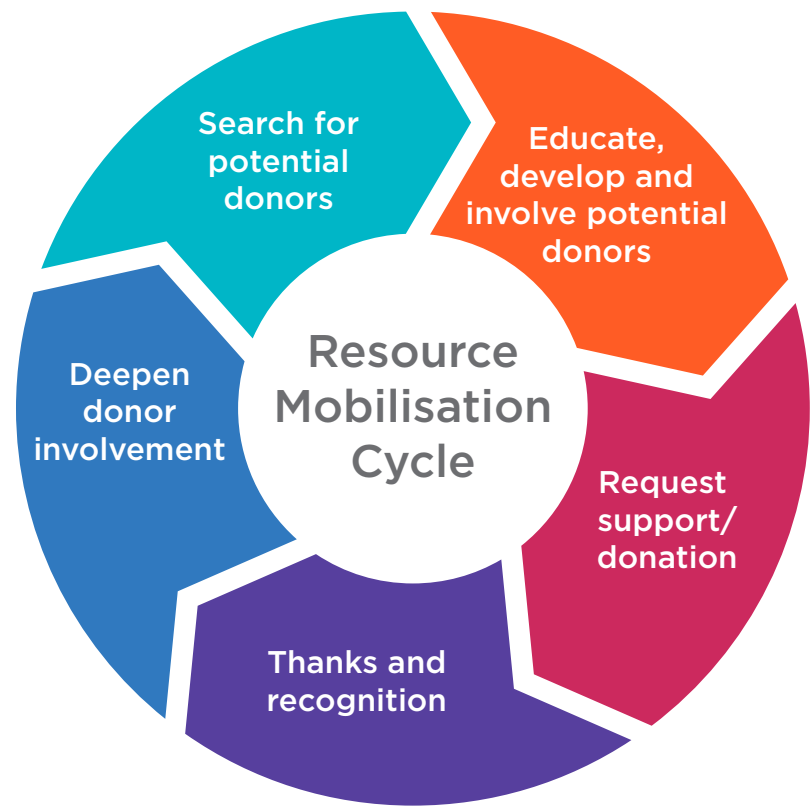
- **INGO:** International Non-Governmental Organisation
- **NGO:** Non-Governmental Organisation
- **Community Fundraising:** Raising funds from local communities
- **Corporate Fundraising:** Raising funds from large companies and small to medium businesses.
- **Institutional Fundraising:** Raising funds from international organisations including the United Nations.
- **Digital Fundraising:** Raising funds from wider communities using online and electronic means.





Content Part B:

Briefly explain stages of resource mobilisation and ask participants to suggest 2 activities in each stage



Content Part C:

Introduction to concept note writing

- Parts of a concept note
- The writing process

**Practical Activity (see Learning Exercise 2)**

Conclusion/Wrap-up:

Briefly summarise the session and open the floor for relevant questions.

Learning exercise 1

Objectives of Exercise:

Getting to know the various channels available for organisations to raise funds

Materials Required:

- Flip charts
- Flip chart markers

Process for Guiding the Exercise:

- Step 1.** Form groups of participants
- Step 2.** Provide each group with a flip chart and a marker
- Step 3.** Participants to discuss and give 3 examples of each type of fundraising
- Step 4.** Participants to give examples of each type of institution which can be a potential donor (i.e. INGO, UN organisations etc.)
- Step 5.** Participants to name their most preferable digital platform which they use to communicate with charities
- Step 5.** Participants present their findings

Closing the Exercise/ Wrap-up:

- Facilitator summarises the exercise and answers any remaining questions the participants may have.

Learning exercise 1

Objectives of Exercise:

To practice the Concept Note writing in a professional manner.

Materials Required:

- A4 papers
- Pens

Process for Guiding the Exercise:

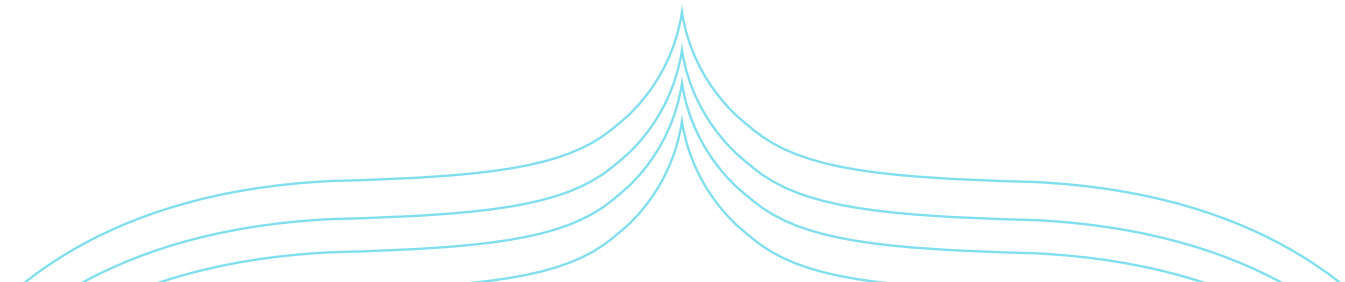
- Step 1.** Form groups of participants
- Step 2.** Provide each group with a few A4 papers and pens
- Step 3.** Participants to discuss and write a Concept Note for a project
- Step 4.** Participants present their Concept Notes

Closing the Exercise/ Wrap-up:

- Facilitator summarises the exercise and answers any remaining questions the participants may have.

# Assessment of participants

|                        |   |
|------------------------|---|
| Assessment Question 1: | Which of the following are potential venues for raising funds?  |
| Correct Response: E    | <div><div>A. Community Fundraising</div><div>B. Corporate Fundraising</div><div>C. Institutional Fundraising</div><div>D. Digital Fundraising</div><div>E. All of the above</div></div> |
| Assessment Question 2: | Which one of the following is NOT part of the Concept Note?   |
| Correct Response: B    | <div><div>A. Expected Results</div><div>B. Detailed Budget</div><div>C. Project Logic</div></div>   |







## PART 2:

**CORE  
HUMANITARIAN  
ACTION  
TRAINING  
TOPICS AND  
RESOURCES**



## PART 2: CORE HUMANITARIAN ACTION TRAINING TOPICS AND RESOURCES

## Session One: International Legal Frameworks

Recommended Duration:

90 minutes

Session Developed By:

UNHCR

### Session summary and purpose

International Humanitarian Law (IHL), International Human Rights Law (IHRL) and International Refugee Law (IRL) are three distinct yet complementary bodies of law that share a common objective, that is to protect the lives, dignity, and well-being of the target persons. Definitions and key aspects of both IHL and IHRL are introduced but the specific focus is on IRL and the international protection of refugees, Internally Displaced People (IDPs), and other Persons of Concern (POCs). Special attention and treatment is also placed on discussing the needs of women and children. The concept of international protection is defined and analysed, including its origins in the Convention Relating to the Status of Refugees (1951 Convention) and the subsequent 1967 Protocol.

This session is significant as it addresses the crucial need for humanitarian field workers and practitioners to comprehend how refugees and other POC are entitled to protection through IRL but also other legal instruments, particularly during a response to a humanitarian emergency.

### Session learning objectives

*What youth should take away from this session*

1. Youth participants will be able to describe the key aspects of IHL, IHRL, and IRL and how they complement each other.
2. Youth participants will be aware of origins of IRL and be able to articulate why IRL is important to ensure protection in humanitarian emergency situations.

### Recommended background reading

**Read** Why Do Nations Obey International Law? Found at:

[http://www.jstor.org/stable/797228?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/797228?seq=1#page_scan_tab_contents)

**Read** Frequently Asked Questions on International Humanitarian, Human Rights and Refugee Law in the Context of Armed Conflict. Found at:

<http://www.refworld.org/docid/4a54bc03d.html>

**Read** International Human Rights in Context, Henry J. Steiner, Philip Alston and Ryan Goodman;

**Browse** Human Rights and Humanitarian Norms as Customary law - THEODOR MERON

**Browse** Convention Protocol related to refugees (Geneva 1951 and 1967); <http://www.unhcr.org/protection/basic/3b66c2aa10/convention-protocol-relating-status-refugees.html>

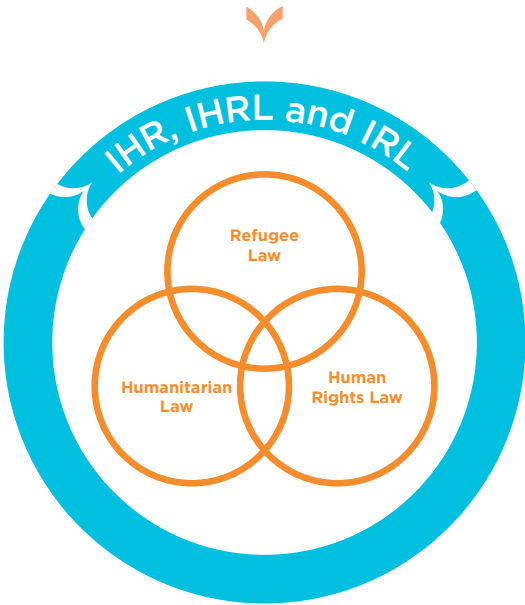
**Read** The Law of Refugee Status, James Hathaway and Michelle Foster

**Read** The Rights of Refugees under International Law, James C Hathaway.

**Read** The Refugee in International Law, Guy S. Goodwin-Gill.

Session activities

|                       |   |
|-----------------------|---|
| Warm-up/Introduction: | <p>Present Session Objectives and Agenda</p> <ul style="list-style-type: none"><li>Setting the tone</li></ul>   |
| Content Part A:       | <p>Define international law</p> <p>What are the origins and instruments that mandate international humanitarian law?</p> <p>Applies during armed conflicts, whether international or internal</p> <ul style="list-style-type: none"><li>The purpose of IHL</li><li>The four Geneva Conventions and subsequent protocols</li><li>Article 3 common to the four Geneva Conventions</li><li>The Fourth Geneva Convention</li><li>Additional Protocol I</li><li>Additional Protocol II</li></ul> <p>What are the origins and instruments that mandate international human rights law?</p> <ul style="list-style-type: none"><li>Generally applies to all people in a State, whether citizens or not</li><li>Is supervised by various international bodies</li><li>Is established by a set of universal, global, and regional instruments and bodies as well as national frameworks</li><li>Can prevent situations that lead to refugee movements and contribute to a safe return</li></ul> <p>What are the origins and instruments that mandate international refugee law?</p> <p>Sets out the main principles behind the international protection of refugees. The key instruments are the 1951 Convention and its 1967 Protocol.</p> <ul style="list-style-type: none"><li>Examine the role of international refugee law, particularly the 1951 Convention and its 1967 Protocol, in refugee protection</li><li>Discuss how refugee policy and practice are developed at the international level</li><li>Discuss the legal framework for international protection and its implementation</li></ul> |



|                 |   |
|-----------------|---|
| Content Part B: | <p>The importance of international protection</p> <p>Definition of international protection</p> <ul style="list-style-type: none"><li>International protection means ensuring that people’s rights, security, and welfare are recognised and safeguarded in accordance with international standards.</li><li>It is the responsibility of States to protect their citizens.</li><li>When governments are unwilling or unable to protect their citizens, individuals may suffer such serious violations of their rights that they are forced to leave their homes, and often even their families, to seek safety in another country.</li><li>International agreements are in place to ensure the basic rights of refugees and their protection, physical safety, and security.</li></ul> <p>The development of and responsibility for international protection</p> <p>Outline the development of international protection for refugees from its origins under the League of Nations, through the creation of UNHCR, to the present. This highlights the current challenges to providing international protection and examines the responsibilities of States and of the UNHCR for ensuring that international protection is delivered, and durable solutions are found.</p> <p>Responsibility for international protection</p> <ul style="list-style-type: none"><li>Provision of international protection of refugees is a shared responsibility yet the primary obligation for protecting refugees rests with States.</li><li>UN agencies, with the UNHCR as the lead, engage in a range of protection activities. This work is also done to varying degrees by other UN actors, including the WFP, UNICEF, the WHO, the UNDP, and the UNHCHR. Other important actors include the IOM, the ICRC, the IFRC, and NGOs.</li><li>Some of these actors may not have protection as part of their mandate but are often committed to providing it to refugees nonetheless based on respect for human rights.</li></ul> |
|-----------------|---|



|                    |   |
|--------------------|---|
| Content Part C:    | <p><b>Persons of concern in international protection</b></p> <ul style="list-style-type: none"><li>Refugees and asylum-seekers</li><li>Returnees/stateless persons</li><li>Internally displaced persons (IDPs)</li></ul> <p><b>The definition of “refugee”</b></p> <p>The definition of a refugee is set out in the 1951 Convention and is based on specific criteria, including the concept of persecution. To be eligible for refugee status a person must:</p> <ul style="list-style-type: none"><li>Have a well-founded fear of persecution on the grounds of his or her race, religion, nationality, membership of a social group or political opinion</li><li>Be outside his or her country of nationality or habitual residence</li><li>Be unable or, owing to that fear, unwilling to seek that country’s protection</li></ul> <p><b>Who determines whether a person falls within the definition of a refugee?</b></p> <p><b>Protecting the rights of refugees (standards of treatment)</b></p> <ul style="list-style-type: none"><li>Discuss the needs of refugees in the country of asylum.</li><li>Refugees will often be dependent upon the government hosting them and on international assistance.</li><li>Assistance activities, such as providing food, shelter and medical assistance, support protection aims.</li></ul> <p><b>Durable solutions:</b></p> <ul style="list-style-type: none"><li>Voluntary repatriation</li><li>Local integration</li><li>Resettlement</li></ul> <p><b>Special protection issues</b></p> <ul style="list-style-type: none"><li>Discuss the special protection issues related to women and children who, together, usually represent the majority of any refugee population.</li></ul> <p><b>Protection methodologies</b></p> <ul style="list-style-type: none"><li>Discuss a few key methods to be used when planning protection programmes.</li></ul> |
| Conclusion/Wrap-up | <p><b>Summary of key messages:</b></p> <p>Review and recap key points from the discussion.</p>  |

## Assessment of participants

|                        |   |
|------------------------|---|
| Assessment Question 1: | What are the two global key refugee law legal instruments?  |
| Correct Response: A    | <p><b>A. The 1951 Convention and the 1967 Protocol</b></p> <p>B. The 1954 and 1961 Conventions</p> <p>C. The 1969 OAU Convention and Cartagena Declaration</p>  |
| Assessment Question 2: | What is the definition of international protection and its core principle?  |
| Correct Respons: C     | <p>A. All actions aimed at ensuring the equal access to and enjoyment of the rights of human beings, in accordance with the relevant bodies of law (IHL, IHRL and IRL). Its core principle is the principle of non-refoulement.</p> <p>B. All actions aimed at ensuring the equal access to and enjoyment of the rights of persons of concern to UNHCR, in accordance with the relevant bodies of law (IHL, IHRL and IRL). Its core principle is the principle of non-discrimination.</p> <p><b>C. All actions aimed at ensuring the equal access to and enjoyment of the rights of persons of concern to UNHCR, in accordance with the relevant bodies of law (IHL, IHRL and IRL). Its core principle is the principle of non-refoulement.</b></p> |



PART 2: CORE HUMANITARIAN ACTION TRAINING TOPICS AND RESOURCES

# Session Two: Humanitarian Standards

Recommended Duration:

90 minutes

Session Developed By:

CARE International

### Session summary and purpose

This session aims to introduce youth to the humanitarian scene and the importance of Core Humanitarian Standards and Principles in the field. This session will take camp-based refugees as a case, focusing on the main human needs, challenges and minimum standards (SPHERE).

The session is also designed to help youth finding creative ways to contribute to driving change either in their local communities or in humanitarian context.

### Session learning objectives

What youth should take away from this session

- Youth be aware of the Core Humanitarian Standards and SPHERE are relevant to field-level challenges facing humanitarian actors.
- Youth will recognize the importance of having minimum standards when it comes to emergency/humanitarian response.

### Recommended background reading

**Read** Sphere Guidelines. Found at <https://www.spherestandards.org/humanitarian-standards/>

**Read** Good Enough Guide - [http://www.atha.se/sites/default/files/ECB%20Good%20Enough%20Guide\\_0.pdf](http://www.atha.se/sites/default/files/ECB%20Good%20Enough%20Guide_0.pdf)

**Read** Core Humanitarian Standards. English found at: <https://corehumanitarianstandard.org/files/files/CHS%20in%20English%20-%20book%20for%20printing.pdf>, Arabic found at: <https://corehumanitarianstandard.org/files/files/Core-Humanitarian-Standard-Arabic-spread.pdf>

## Session activities

The session will hold an interactive participatory learning approach, mixing role-play, discussion, video, and presentations.

|                              |   |
|------------------------------|---|
| <b>Warm-up/Introduction:</b> | <b>Present session objectives and review session agenda</b> <ul style="list-style-type: none"><li>A set of photos related to humanitarian work are displayed to encourage discussion and participation.</li></ul>   |
| <b>Content Part A:</b>       | <b>Youth are asked to write 1-2 expectation from the session on a Post-it note and pin it on an Expectations Board.</b> <p>Post-it notes and pens will be needed.</p>   |
| <b>Content Part B:</b>       | <b>Experience the field...</b> <ul style="list-style-type: none"><li>Describe a real-life situation of a refugee family in a camp setting and present dynamics and considerations related to the situation.</li><li>This part is intended to bring the participants’ full attention to certain humanitarian situations and prepare them to think constructively.</li></ul>  |
| <b>Content Part C:</b>       | <b>Respond...</b> <p>Based on Part B, the participants are asked to develop a response plan. Divide participants into 5 groups as follows:</p> <p><b>Group 1:</b> Refugees Group</p> <p><b>Group 2:</b> Food Assistance Team</p> <p><b>Group 3:</b> WASH Assistance Team</p> <p><b>Group 4:</b> Non-Food Items Assistance Team</p> <p><b>Group 5:</b> Donors Team</p> <p>The facilitator to provide each group with a set of activities and actions to be done in the field.</p> <p><b>Practical Activity (see Learning Exercise 1)</b></p> |
| <b>Content Part D:</b>       | <b>What have we learned?</b> <p>The facilitator asks youth for their reflections and the main lessons learned from the exercise. Each group will take 5 minutes to present their findings.</p> <p><b>Practical Activity (see Learning Exercise 2)</b></p>   |
| <b>Conclusion/Wrap-up:</b>   | <b>It’s Real Not Theory!</b> <p>The facilitator uses PowerPoint to present a set of slides on Core Humanitarian Standards and SPHERE to conclude the session. This will highlight the overall conclusion and the theoretical framework of the CHS and SPHERE linking these to the first two exercises.</p> <p><b>Practical Activity (see Learning Exercise 3)</b></p>   |

## Learning exercise 1

|                                   |   |
|-----------------------------------|---|
| Objectives of Exercise:           | Allow youth to better understand the real-life situation of humanitarian work and introduce the main challenges and support opportunities in the field.   |
| Materials Required:               | <ul style="list-style-type: none"><li>5 flip chart stands + flip chart papers</li><li>Colored markers</li><li>10 plastic mats</li><li>2 wireless mics</li></ul>   |
| Process for Guiding the Exercise: | <p><b>Step 1.</b> Exercise is explained in plenary. Participants are divided into 5 groups to work on drafting their response plans.</p> <p><b>Step 2:</b> Each group is provided a guidance note related to their role in the exercise and is asked to interact accordingly.</p> <p><b>Step 3:</b> The facilitator moves around to each group to ensure response plans take important scenarios into consideration and ensures that groups understand the expected output of the exercise.</p> <p><b>Step 4:</b> Participants are requested to prepare a flip chart paper summarising their suggested intervention design.</p> |
| Closing the Exercise/ Wrap-up:    | The facilitator highlights the different challenges, needs and support opportunities for each stakeholder in a humanitarian response.   |

## Learning exercise 2

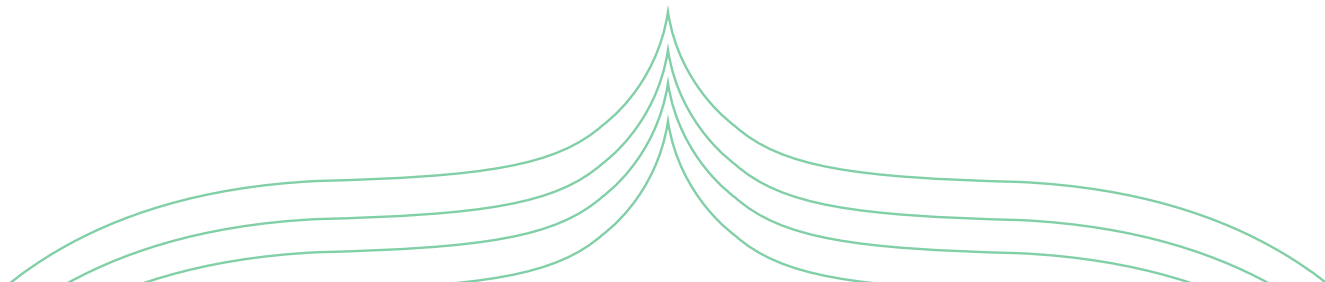
|                                   |  |
|-----------------------------------|--|
| Objectives of Exercise:           | Presenting findings from Learning Exercise 1 and sharing experience with other groups.   |
| Materials Required:               | <ul style="list-style-type: none"><li>5 flip chart stands with flip chart paper</li><li>Colored markers</li><li>2 wireless mics (if exercise performed with large group)</li></ul> |
| Process for Guiding the Exercise: | Each group of participants is given 5 minutes to present their plan of intervention and what have they learned.  |
| Closing the Exercise/ Wrap-up:    | The facilitator highlights the different challenges, needs and support opportunities for each stakeholder in a humanitarian response.  |

## Learning exercise 3

|                                   |   |
|-----------------------------------|---|
| Objectives of Exercise:           | Based on Exercises 1 and 2, participants are introduced to the Core Humanitarian Standards and SPHERE in order to connect the learning from the previous exercises to globally recognized frameworks. |
| Materials Required:               | <ul style="list-style-type: none"><li>PowerPoint show and pointer</li><li>2 wireless mics (if exercise performed with large group)</li></ul>  |
| Process for Guiding the Exercise: | Facilitator uses PowerPoint to present slides on Core Humanitarian Standards and SPHERE Standards.  |
| Closing the Exercise/ Wrap-up:    | Facilitator concludes the session by emphasizing the importance of having principles and minimum standards when working in service of “humanity”.   |

## Assessment of participants

|                        |  |
|------------------------|--|
| Assessment Question 1: | SPHERE is only for technical experts to evaluate projects. True or False.  |
| Correct Response:      | False  |
| Assessment Question 2: | Which of the following are relevant to people affected by disaster?  |
| Correct Respons: C     | <p>A. Safe water for drinking and personal use</p> <p>B. Proximity to sanitation facilities</p> <p><b>C. Both of the above</b></p> |



PART 2: CORE HUMANITARIAN ACTION TRAINING TOPICS AND RESOURCES

Session Three:  
Humanitarian Principles and Code of Conduct

Recommended Duration:

Session Developed By:

120 minutes

UNHCR

Session summary and purpose

During humanitarian disasters, the need to respond rapidly with immediate lifesaving aid competes with the requirement to ensure that relief is effective and sustainable. Humanitarian actors must reflect on quality and accountability to minimise any potential for negative impact on communities. Humanitarian codes, principles and standards are in place to ensure greater accountability to the communities being served. This session introduces how the frameworks for quality and accountability have evolved to protect and maintain the rights and dignity of affected people, and to ensure that speed of response is underpinned by sector principles and standards. The session familiarizes youth with key accountability concepts around preventing harm and introduces common frameworks such as the Code of Conduct and the Humanitarian Charter.

Session learning objectives

What youth should take away from this session

- Youth will recognize the importance of all humanitarian work adhering to the four widely recognized humanitarian principles.
- Youth will be aware of the Code of Conduct and its importance for implementing rights-based humanitarian interventions.
- Youth will be able to list at least three main themes or areas covered in the Code of Conduct.
- Youth will understand the importance of “Do No Harm”.

Recommended background reading

**Browse** Humanitarian Accountability Partnership. Found at [https://en.wikipedia.org/wiki/Humanitarian\\_Accountability\\_Partnership\\_International](https://en.wikipedia.org/wiki/Humanitarian_Accountability_Partnership_International)

**Browse** ALNAP website - <http://www.alnap.org/>

**Browse** CHS website - <https://www.corehumanitarianstandard.org/>

**Browse** the latest list of the organisations who are signatories of the Code of Conduct: [www.ifrc.org/en/publications-and-reports/code-of-conduct/signatories-of-the-code-of-conduct](http://www.ifrc.org/en/publications-and-reports/code-of-conduct/signatories-of-the-code-of-conduct)

**Read** ‘A living document? The Code of Conduct of the Red Cross and Red Crescent Movement and NGOs in Disaster Relief’: <https://icvanetwork.org/doc00004271.html>

**Read** ‘Cracking the Code: The Genesis, Use and Future of the Code of Conduct’ by Peter Walker, Disasters 29, no.4 (2005)

**See** the video ‘The Code of Conduct’: [www.youtube.com/watch?v=l8H4\\_PTrkJU](http://www.youtube.com/watch?v=l8H4_PTrkJU)

**Read** Christensen, S., Fischer, M. and Giacobbe, E., 2013. Improving Humanitarian Action.

**Read** Cranmer, H.H. and Biddinger, P.D., 2014. Typhoon Haiyan and the professionalization of disaster response. N Engl J Med, 370(13), pp.1185-1187.

**Read** Jahre, M. and Fabbe-Costes, N., 2015. How standards and modularity can improve humanitarian supply chain responsiveness: The case of emergency response units. Journal of Humanitarian Logistics and Supply Chain Management, 5(3), pp.348-386.

**Read** James, E., 2015. The professional humanitarian and the downsides of professionalisation. Disasters.

**Read** Johnson, K., Idzerda, L., Baras, R., Camburn, J., Hein, K., Walker, P. and Burkle, F.M., 2013. Competency-based standardized training for humanitarian providers: making humanitarian assistance a professional discipline.

Session activities

|   |  |
|---|--|
| <b>Warm-up /Introduction:</b>                 | <b>Present session objectives and session agenda</b> <ul style="list-style-type: none"><li>Setting the tone</li><li>Ask participants to recall what was mentioned about humanitarian principles and standards in previous sessions.</li></ul>  |
| <b>Content Part A: Expectation management</b> | <b>Introduce the four Humanitarian Principles</b> <p><b>Explain that all humanitarian action is guided by four widely accepted principles:</b></p> <p>Adherence by humanitarian actors to the four widely recognised humanitarian principles of humanity, neutrality, impartiality, and independence is critical to ensure humanitarian assistance is separate from activities of a political and/or security nature.</p> <ul style="list-style-type: none"><li>Humanity means that human suffering must be addressed wherever it is found, with particular attention to the most vulnerable.</li><li>Neutrality means that humanitarian aid must not favor any side in an armed conflict or other disputes.</li><li>Impartiality means that humanitarian aid must be provided solely based on need, without discrimination.</li><li>Independence means the autonomy of humanitarian objectives from political, economic, military or other objectives.</li></ul> <p><b>These principles are enshrined in a number of humanitarian agencies’ documents as well as in several UN General Assembly resolutions.</b></p> <ul style="list-style-type: none"><li>In 1991, General Assembly (GA) resolution 46/182 adopted a set of guiding principles for humanitarian assistance.</li><li>These principles stated that the provision of humanitarian assistance must be in accordance with the principles of humanity, neutrality and impartiality.</li><li>The resolution also stated that humanitarian assistance should fully respect the sovereignty, territorial integrity of the State, and its primary responsibility to address humanitarian needs within its own borders.</li><li>The last principle to be adopted by the GA in resolution 58/114 of 2004 was “independence”.</li></ul> |



|                    |   |
|--------------------|---|
| Content Part B:    | <p><b>Introduce Code of Conduct</b></p> <ul style="list-style-type: none"><li>Explain that this session focuses on a key text for applying the rights-based approach in humanitarian contexts, namely, the Code of Conduct.</li><li>Explain that a key text for the rights-based approach is the Code of Conduct, which was drafted in 1994 and has served as a core inspiration for the development of the Sphere Humanitarian Charter.</li></ul> <p><b>Practical Activity (see Learning Exercise 1)</b></p> <p><b>Show short video on Code of Conduct</b></p> <p>Explore the role of the Code of Conduct annexes</p> <ul style="list-style-type: none"><li>Guide participants to the annexes of the Code of Conduct, explain that they are split into three sections according to the types of stakeholders, and let them select which paragraph could help them advocate the appropriate stakeholder.</li><li>Take one or two additional examples depending on the time left and repeat the same process.</li></ul> <p><b>Practical Activity (see Learning Exercise 2)</b></p> |
| Content Part C:    | <p><b>Discuss the importance of ensuring accountability in humanitarian action</b></p> <p><b>Explain the concept of “Do No Harm”</b></p> <ul style="list-style-type: none"><li>It is the principle that obliges all humanitarian agencies to prevent and mitigate any negative impact of its actions on affected populations.</li></ul>   |
| Conclusion/Wrap-up | <p><b>Review of the key ideas presented in the session.</b></p> <ul style="list-style-type: none"><li>Re-state the link between the Sphere Humanitarian Charter and the Code of Conduct, and stress how the rights-based approach underpins both.</li></ul>   |

Learning exercise 1

|                                   |  |
|-----------------------------------|--|
| Objectives of Exercise:           | To familiarise participants with the rights-based approach and how it relates to Code of Conduct.  |
| Materials Required:               | <ul style="list-style-type: none"><li>Flip Chart</li></ul>   |
| Process for Guiding the Exercise: | <ul style="list-style-type: none"><li>Start with a flip chart on which you have written ‘rights-based approach’.</li><li>Ask participants to individually write keywords with markers onto post-its explaining their understanding of the rights-based approach.</li><li>Let participants stick their post-it notes on a large flip chart on the wall.</li><li>Debrief on the content and highlight if you see any missing or inappropriate keywords.</li><li>Distribute the handout “What is the rights-based approach?”</li><li>Let participants read the short paragraph and highlight words they deem essential.</li></ul> |

Closing the Exercise/ Wrap-up:

Wrap up by explaining that Sphere started as a project in 1997 to move forward with a technical elaboration of the Code of Conduct. It sought to develop a beneficiary’s charter and associated set of agency minimum performance standards.

Learning exercise 2

|                                   |   |
|-----------------------------------|---|
| Objectives of Exercise:           | To show how the Code of Conduct is the key text for the rights-based approach.  |
| Materials Required:               | <ul style="list-style-type: none"><li>Handout</li></ul>   |
| Process for Guiding the Exercise: | <ul style="list-style-type: none"><li>Distribute the handout “Key facts on the Code of Conduct”.</li><li>Split participants into 5 groups. Each group will focus their analysis on two articles of the Code of Conduct.</li><li>They have 25 minutes to complete the following:<ol style="list-style-type: none"><li>Read the two articles allocated to your group</li><li>Draw on two different flip charts two images which visually represent the meaning of each article.</li><li>Write on post-it notes keywords or expressions that refer to equivalent content in the Humanitarian Charter and stick them on the flip chart.</li><li>Each group asked to hang their flip charts on the walls around the room.</li></ol></li><li>Silent gallery walk: participants move around to look at the various pictures and keywords and use post-it notes to add comments, questions, or reflections about any of the pictures.</li></ul> |
| Closing the Exercise/ Wrap-up:    | Ask participants to briefly share what they think may be a challenge faced when conducting humanitarian action related to an article of the Code of Conduct.  |

Assessment of participants

|                        |  |
|------------------------|--|
| Assessment Question 1: | Which of the following statements best describes the purpose of the Code of Conduct?   |
| Correct Response: A    | <p><b>A. Provides guidance for governments and donors and INGOs on how to behave during humanitarian interventions</b></p> <p>B. Provides guidance for governments on how to respond to financial crises</p> |
| Assessment Question 2: | Which framework aims to identify the rights of the affected populations and to empower them to claim and exercise their rights and to fulfill their responsibilities?  |
| Correct Response: A    | <p><b>A. The rights-based approach</b></p> <p>B. Humanitarian Principles</p>   |

PART 2: CORE HUMANITARIAN ACTION TRAINING TOPICS AND RESOURCES

# Session Four: Understanding Cycles of Disaster Management and Response

Recommended Duration:

Session Developed By:

90 minutes

Qatar Red Crescent Society (QRCS)

### Session summary and purpose

This session unpacks definitions of disasters and their different types, drawing on examples and case studies. The session is designed to provide youth with knowledge of the disaster cycle and the corresponding approaches, including: 1) what to expect and how to respond in the immediate aftermath of a rapid onset disaster, 2) the secondary emergency that could occur, 3) the long-term rehabilitation needs, and 4) strengthening preparedness for future disasters.

### Session learning objectives

What youth should take away from this session

- Youth will be aware of the various types, causes and impacts of disasters.
- Youth will be introduced to disaster mitigation processes.
- Youth will be introduced to the Disaster Management Cycle and the responses associated with each stage.

### Recommended background reading

**Browse** The International Federation of Red Cross Red Crescent’s Overview of Disaster Management: <http://www.ifrc.org/en/what-we-do/disaster-management/about-disaster-management/>

**Browse** <https://ifrc.csod.com/client/ifrc/default.aspx>

**See** Sphere Standards <http://www.spherehandbook.org/>

**See** ECHO disasters publications- [https://ec.europa.eu/echo/publications-events/publications\\_en](https://ec.europa.eu/echo/publications-events/publications_en)

## Session activities

### Warm-up /Introduction:

#### Present session objectives and review session agenda Opening activity

- Show slides with various images of disaster and non-disaster occurrences.
- Open discussion with youth to classify each image as either a disaster event or non-disaster event.
- Ask participants to share their reasoning for their choice of classification.

### Content Part A:

#### Explain that all humanitarian action is guided by four widely accepted principles:

##### Define disaster/emergency

- Many organisations have their own working definitions of “disaster” based on their mandates and approaches to humanitarian response.
- A humanitarian disaster is when the human, physical, economic or environmental damage from an event, or series of events, overwhelms a community’s capacity to cope.

#### Explain that the frequency and intensity of humanitarian crises has increased in the last 25 years.

- Explain that the world has witnessed a sharp increase in the number and impact of disasters.
- In the last 25 years, frequency, scale, and magnitude of humanitarian disasters and emergencies have grown to unprecedented levels.
- In 2017, more than 128.6 million people required humanitarian assistance in 33 countries, 90 million of them are most vulnerable.
- This number according to the UN is five times more than what it was 2006.
- Youth in disaster affected contexts are encouraged to build their capacity to function effectively before, during, and after crises, in order to reduce vulnerability.

#### Practical Activity (see Learning Exercise 1)

### Content Part B:

#### Natural Disasters

A natural disaster is a sudden and terrible event in nature (such as earthquake, hurricane, tornado, or flood) that usually results in serious damage and many deaths.

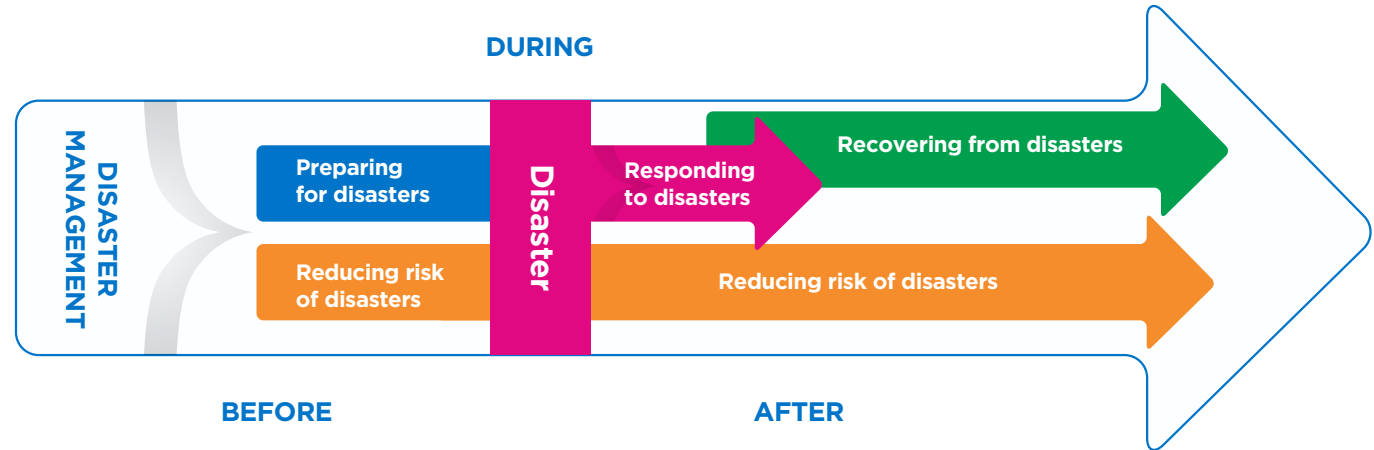
##### Types of natural disasters include:

- Geophysical: Earthquakes, tsunami, volcanoes, landslides
- Hydrological: Glaciers and floods
- Climatological: Global warming
- Meteorological: Hurricanes/typhoons, tornadoes
- Biological: Communicable diseases

##### Define man-made Disasters



|                               |   |
|-------------------------------|---|
|                               | <div><div></div><div><p><b>Examples of man-made disasters include:</b></p><ul style="list-style-type: none"><li>• Explosions</li><li>• Chemical explosion / leakage</li><li>• Explosion / radiation leakage</li><li>• Nuclear explosion</li><li>• Complex disasters*</li></ul><p><b>Complex Emergencies</b></p><p>The IFRC defines complex emergency as a humanitarian crisis in a country, region or society where there is a total or considerable breakdown of authority resulting from internal or external conflict and which requires an international response that goes beyond the mandate or capacity of any single agency and/or the ongoing UN country program.</p><p><b>Such “complex emergencies” are typically characterised by:</b></p><ul style="list-style-type: none"><li>• Extensive violence and loss of life</li><li>• Displacements of populations</li><li>• Widespread damage to societies and economies</li><li>• The need for large-scale, multi-faceted humanitarian assistance</li><li>• The hindrance or prevention of humanitarian assistance by political and military constraints</li><li>• Significant security risks for humanitarian relief workers in some areas</li></ul></div></div> |
| <p><b>Content Part C:</b></p> | <p><b>Phases of a disaster</b></p> <ul style="list-style-type: none"><li>• Pre-emergency phase</li><li>• Risk assessment, preparedness, and mitigation</li><li>• Moment of disaster</li><li>• Immediate impact and needs assessment phase</li><li>• Acute emergency response- saving lives immediately after</li><li>• Post-emergency phase</li><li>• Repatriation phase</li><li>• Rehabilitation and reconstruction</li></ul>  |



**Content Part D:**

- Disaster Management**
- Disaster Management can be defined as the organisation and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular, preparedness, response, and recovery in order to lessen the impact of disasters.
  - Disaster management has been affected by the evolution in the humanitarian sector and increased understanding of the need for risk reduction, rehabilitation, quality, and accountability as well as new and effective response strategies.

- The four phases of Disaster Management will also be presented?**
- Mitigation – Prevent or minimise the impact of disasters through investments (dams, canals, and distribution of gas masks....) and policy changes (laws in building construction, etc). Typically slow and costly.
  - Preparedness – Ongoing national response plans, programs, build the capacity of government agencies, stockpile (material, equipment, etc) raise awareness, monitor and analyse information.
  - Response – Capacity to respond, and coordinate between stakeholders immediately after disasters (military, NGOs, governments, local actors, Red Cross Red Crescent Societies, etc.)
  - Recovery – Return to a certain degree of normalcy depends on resources and resilience.



**Conclusion/Wrap-up**

- Review key concepts presented in the session.**
- Draw linkages to previous information presented in Session 2.**
- Link the content of this session back to the diagram on page 5 which discusses the various actors who work in the international humanitarian system.
  - Explain that many of these same actors are the ones who take on roles in responding to disasters.



Learning exercise 1

|                                   |  |
|-----------------------------------|--|
| Objectives of Exercise:           | Familiarize participants with the various types, causes and impacts of disasters   |
| Materials Required:               | <ul style="list-style-type: none"><li>Images of disaster occurrences displayed earlier in the session on PowerPoint slides</li><li>Notepads and pens</li></ul>   |
| Process for Guiding the Exercise: | <ul style="list-style-type: none"><li>Refer participants back to the images classified as disasters</li><li>Ask participants to work in pairs to answer the following:<ol style="list-style-type: none"><li>Is the type of disaster in the image natural or man-made?</li><li>Is the onset of the disaster considered rapid or slow?</li><li>Describe the level of impact (damage)</li></ol></li></ul> |
| Closing the Exercise/ Wrap-up:    | 5 minutes presentation of the output by selected pairs   |

Assessment of participants

|                        |  |
|------------------------|--|
| Assessment Question 1: | Which of the following are basic components of disaster cycle management?  |
| Correct Response: D    | <p>A. Response</p> <p>B. Recovery</p> <p>C. Preparedness</p> <p>D. All of the above</p>  |
| Assessment Question 2: | Which of the following factors can affect people’s level of vulnerability to disasters?  |
| Correct Response: F    | <p>A. The strength of livelihoods and resilience to hazards</p> <p>B. Level of initial well-being (nutritional status, physical and mental health, etc.)</p> <p>C. Level of self-protection</p> <p>D. Level of social protection</p> <p>E. Quality of governance and political institutions</p> <p>F. All of the above</p> |

PART 2: CORE HUMANITARIAN ACTION TRAINING TOPICS AND RESOURCES

Session Five:  
Assessing Humanitarian Needs at the Community Level

Recommended Duration:

90 minutes

Session Developed By:

Qatar Red Crescent Society (QRCS)

Session summary and purpose

This session introduces youth to the basic concepts and approaches related to disaster situations and emergency needs assessments. The session presents the steps to identifying the needs of crisis affected populations and discusses how this is done to ensure coherence and effectiveness of humanitarian response. Youth are introduced to how coordination of needs assessments is carried out by various sector clusters, thus ensuring optimal resource allocation and coordinated responses.

Session learning objectives

What youth should take away from this session

- Youth will be aware of the importance of rapid needs assessment in deciding and designing humanitarian response after the crisis.
- Youth will be introduced to tools used to conduct rapid needs assessments and be able them for emergency response decision making.
- Youth will be able to apply elements of “good enough” rapid needs assessment for designing a humanitarian response.

Recommended background reading

**Browse** Coordinated Assessments: [www.assessements.humanitarianresponse.info](http://www.assessements.humanitarianresponse.info)

**Browse** Sphere for Assessment 2015: [www.sphereproject.org](http://www.sphereproject.org)

**Browse** Humanitarian Response - Needs Assessment: <https://www.humanitarianresponse.info/en/programme-cycle/space/page/assessments-overview>

**Read** IFRC Guide for Disaster Management (Humanitarian Needs Assessment): <http://www.ifrc.org/en/what-we-do/disaster-management/responding/disaster-response-system/emergency-needs-assessment/>

**Read** IFRC Learning Platform: Emergency Needs Assessment – NEW <https://ifrc.csod.com/client/ifrc/default.aspx>

**Read** Humanitarian Needs Assessment: The Good Enough Guide: <https://reliefweb.int/sites/reliefweb.int/files/resources/h-humanitarian-needs-assessment-the-good-enough-guide.pdf>

**Browse** CARE Emergency Toolkit – Rapid Needs Assessment Checklist: <https://www.careemergencytoolkit.org/core-sectors/25-shelter/3-shelter-assessments/3-2-rapid-needs-assessment/>

Session activities

|                        |   |
|------------------------|---|
| Warm-up /Introduction: | <p><b>Present session objectives and review session agenda</b></p> <p><b>Opening activity</b></p> <ul style="list-style-type: none"><li>Ask participants what they know about needs assessment and why do they think it is important.</li><li>Refer to the stages of the crisis life cycle presented in the previous session and explain how this is a very important step to deliver effective and efficient humanitarian action.</li></ul>  |
| Content Part A:        | <p><b>Define humanitarian needs assessment</b></p> <p><b>Discuss the importance of needs assessment in emergencies and how it affects decision making and planning of the program</b></p> <ul style="list-style-type: none"><li>Assessing and prioritising the needs of humanitarian crisis affected communities is one of the fundamental steps in humanitarian response.</li><li>Through sector clusters, humanitarian actors coordinate needs assessments at various stages of the crisis life cycle. This ensures optimal utilisation of resources and lays the foundation for coordinated responses.</li><li>The needs assessment process involves a good understanding of the social, political, economic and legal context where the crisis has occurred.</li><li>Needs assessment involves measuring to some degree: crisis impact, associated risks, material damage, and the affected communities’ level of resilience.</li></ul> <p><b>Ask participants what is needs assessment used for?</b></p> <ul style="list-style-type: none"><li>Coherence and effectiveness of humanitarian response depend to a large extent on the needs assessment and the level of information sharing and coordination among actors.</li><li>The capacity of various actors to address those needs is also assessed and coordinated responses are planned.</li></ul> <p><b>Discuss the uses of needs assessment</b></p> <ul style="list-style-type: none"><li>Identifying affected community needs, priorities and resilience capacity.</li><li>Better understanding of vulnerability of affected communities.</li><li>Deciding whether a response is needed by a humanitarian organisation or not.</li><li>Joining coordination frameworks to minimise waste and enhance the effectiveness and efficacy of the humanitarian response.</li></ul> |
| Content Part B:        | <p><b>Present the evaluation time frame</b></p>   |

|                 |  |
|-----------------|--|
|                 | <p><b>NEEDS ASSESSMENT STAGES</b></p> <p>The diagram illustrates the stages of needs assessment. A central pink circle is labeled 'THE EMERGENCY /CRISIS'. To its right, a horizontal timeline consists of four colored arrows pointing right: orange ('First 3 days'), pink ('First 2 weeks'), green ('Second 2 weeks'), and blue ('On-going'). Below this timeline, a large blue arrow points right, divided into 'Qualitative' and 'Quantitative' sections. Under the 'Qualitative' section are icons for a person with a speech bubble, a person with a house, and a group of people. Under the 'Quantitative' section are icons for a person with a document, a person with a bowl of rice, and three bowls labeled 'RICE'.</p>   |
|                 | <ul style="list-style-type: none"><li>Explain at which phases of the emergency it is appropriate to collect qualitative versus quantitative data and when to rely on primary versus secondary data</li></ul> <p><b>Stages and types of needs assessment</b></p> <ul style="list-style-type: none"><li>Present and explain the different stages in the needs assessment</li></ul> <p><b>Explain each of the below 3 types of humanitarian needs assessments:</b></p> <ul style="list-style-type: none"><li>Rapid</li><li>Detailed</li><li>Continuous assessment</li></ul> <p><b>Discuss differences between each of the three types</b></p> <p><b>Practical Activity (see Learning Exercise 1)</b></p>  |
| Content Part C: | <p><b>Planning for field assessment</b></p> <p><b>Overview of what field assessment entails</b></p> <ul style="list-style-type: none"><li>Identifying the goal and context</li><li>Required information</li><li>Choosing location</li><li>Developing data collection tools</li><li>Identifying logistics and administrative needs</li></ul> <p><b>Identify the goals and context of the disaster</b></p> <ul style="list-style-type: none"><li>Is there an emergency situation or not?</li><li>Demographic characteristics of effected individuals</li><li>Emergency details (reason, place, size etc.)</li><li>Human casualties and injuries</li><li>Local capabilities and logistics</li><li>Field workers</li><li>Size and type of needs required</li><li>The rise of additional issues or needs</li><li>Maps, reports and earlier incidents</li></ul> <p><b>Assessing the type of information needed</b></p> <ul style="list-style-type: none"><li>What kind of information do you need to collect on the first day after a crisis took place? What do we assess?</li><li>What is the way in which data will be collected? How to assess?</li><li>What will you do after that?</li></ul> |

DEFINE PURPOSE AND CONTEXT

REQUIRED INFORMATION

- Task country and geographical scope
- Sector
- Target groups
- Report Requirements

- Required Information
- Sources and methods
- Report structure and Outputs

- Site Selection
- Target sample

- Design and collection tools
- List verification and Inquiries
- Trial run and team Training
- Data input tool

DEFINING LOGISTICAL AND ADMINISTRATIVE NEEDS

- Field visit plan
- Logistic plan and security and safety measures
- Administrative and budgetary matters

Discuss the best sources of information and how to collect data

Discuss data collection methods

- Observations
- Interviews

Discuss various types of assessment tools

- Checklists
- Questionnaires
- Gap identification charts
- Community mapping
- Transect walk
- The use of technology? Drones and Social media?

Practical Activity (see Learning Exercise 2)

Content Part D:

Discuss how to assess the credibility of information

- Data collection method
- The credibility of the source of information
- Not to be biased
- Time and how recent is the information
- Quality: reality or simply opinions

Conclusion/Wrap-up

Participants will be asked to present their group work in a plenary format

- Participants should be able to show an understanding of:
  1. The concept of the assessment process in emergencies
  2. The goal behind the evaluation
  3. The differentiation between types of assessments
  4. The transition stages of assessment
  5. The classification, identification and evaluation of information
  6. The assessment methods and tools

## Learning exercise 1

|                                   |   |
|-----------------------------------|---|
| Objectives of Exercise:           | Provide participants with an opportunity to practice the stages and types of needs assessment   |
| Materials Required:               | <ul style="list-style-type: none"><li>• Different types of data from a case study</li></ul>   |
| Process for Guiding the Exercise: | <ul style="list-style-type: none"><li>• Working group with different pieces of data and information to be categorised based on the type of assessment</li></ul> |
| Closing the Exercise/ Wrap-up:    | <ul style="list-style-type: none"><li>• 5 minutes presentation of the output by each group</li></ul>  |

## Learning exercise 2

|                                   |   |
|-----------------------------------|---|
| Objectives of Exercise:           | Overall application of learned content  |
| Materials Required:               | <ul style="list-style-type: none"><li>• Role play of community members, national society and officials with certain conditions illustrated by pictures about the situation</li></ul>  |
| Process for Guiding the Exercise: | <ul style="list-style-type: none"><li>• Team is divided into 2 groups. 1 role play team of community members, national society and officials</li><li>• Second assessment team (2 subgroups rapid, detailed and continuous) who will be tasked to construct assessment tools to serve the purpose and meet the timeframe allocated to each group</li></ul> |
| Closing the Exercise/ Wrap-up:    | Reflection on each group's findings   |

## Assessment of participants

|                        |   |
|------------------------|---|
| Assessment Question 1: | This type of assessment lasts for about a month where the assessment team can access more locations and interview more people.                                |
| Correct Response: D    | <div>A. Rapid assessment</div> <div>B. Detailed assessment</div> <div>C. Continues assessment</div> <div>D. Detailed assessment</div>                         |
| Assessment Question 2: | What does credible data mean? Select the right answer   |
| Correct Response: A    | <div>A. High quality from credible source</div> <div>B. Represent the political party I belong to</div> <div>C. Communicated by social media influencer</div> |



PART 2: CORE HUMANITARIAN ACTION TRAINING TOPICS AND RESOURCES

# Session Six: Forced Displacement and Host Communities

Recommended Duration:  
Session Developed By:

60 minutes  
UNHCR

### Session summary and purpose

This session aims to raise participants' awareness of contemporary humanitarian crises and associated displacement issues. Case studies and discussions are used to allow for contributions from each participant regardless of what his/her area of expertise or study; the contribution is expected to base itself on their respective background.

### Session learning objectives

*What youth should take away from this session*

1. Youth will be aware of forced displacement issues and its impact on host communities.
2. Youth will be introduced to the challenges faced by displaced persons, and conflict-affected communities (including host communities).
3. Youth will be aware of potential ways they can take actions that support displaced persons.

### Recommended background reading

Sources used in this module:

- Forced Displacement, the World Bank  
<http://www.worldbank.org/en/topic/fragilityconflictviolence/brief/forced-displacement>
- UNHCR Data Portal: <https://data2.unhcr.org/en/situations>

## Session activities

### Warm-up /Introduction:

### Present session objectives and review session agenda

Setting the tone

- Do you remember discussing complex emergencies and disasters in a previous session?
- What do we call the effect of a disaster/complex emergency that forces people to flee their homes and/or countries?
- Introduce the topic of Forced displacement

### Content Part A:

### Forced displacement

As of 2018, the Middle East was host to some 5.6 million Syrian refugees, while 13.5 million persons in Syria itself remained in need of humanitarian assistance, including 6.5 million IDPs. The region was also host to over 230,000 Iraqi refugees, with 3.3 million additional persons displaced internally within Iraq since 2014.

What does it mean to be forcibly displaced?

- Conflict and persecution caused global forced displacement to escalate sharply in 2015, reaching the highest level ever recorded and representing immense human suffering.
- People forced to flee or leave their homes - particularly in situations of armed conflict - are generally subject to a heightened vulnerability in a number of areas.
- Displaced persons suffer significantly higher rates of mortality than the general population. They also remain at high risk of physical attack, sexual assault, and abduction, and frequently are deprived of adequate shelter, food and health services.
- The overwhelming majority of internally displaced persons are women and children who are especially at risk of abuse of their basic rights.
- Reasons for Forced Displacement:
  1. Situations that cause large refugee outflows are lasting longer
  2. Dramatic new or reignited situations are occurring

### Examples and statistics related to forced displacement

In 2017, the number of people forcibly displaced from their homes worldwide came at a record rate of 44,400 every day. Fueled in large part by new crises in the Democratic Republic of Congo (DRC) and Myanmar, as well as the ongoing conflict in Syria, this population swelled by a net 2.9 million last year, raising the cumulative total to 68.5 million at the year's end. It means the world's forcibly displaced population has now overtaken that of the United Kingdom and reached another record high.

- 53% of refugees are school-aged children under the age of 18
- 40 million people are internally displaced around the world.
- 10 million people around the world are stateless or at risk of statelessness
- 1.7 million new asylum claims in 2017
- 50+ million number of refugees helped by UNHCR since 1951 (Facilitation Note: Provide more recent statistics if available.)

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| <b>Content Part B:</b> | <p><b>Persons of concern</b></p> <p>Main groups categorized forcibly displaced are</p> <ul style="list-style-type: none"><li>• Refugees</li><li>• asylum-seekers:</li><li>• Internally displaced persons</li><li>• Stateless persons</li><li>• Returnees</li></ul> <p>A <b>refugee</b> is someone who has been forced to flee his or her country because of persecution, war or violence.</p> <ul style="list-style-type: none"><li>• A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group.</li><li>• Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.</li><li>• Two-thirds of all refugees worldwide come from just five countries: Syria, Afghanistan, South Sudan, Myanmar, and Somalia.</li></ul> <p>An <b>internally displaced person</b>, or IDP, is someone who has been forced to flee their home but never cross an international border.</p> <ul style="list-style-type: none"><li>• These individuals seek safety anywhere they can find it—in nearby towns, schools, settlements, internal camps, even forests, and fields. IDPs, which include people displaced by internal strife and natural disasters, are the largest group that UNHCR assists.</li><li>• Unlike refugees, IDPs are not protected by international law or eligible to receive many types of aid because they are legally under the protection of their own government.</li><li>• Countries with some the largest internally displaced populations are Colombia, Syria, Democratic Republic of the Congo and Somalia.</li></ul> <p>A <b>stateless person</b> is someone who is not a citizen of any country.</p> <ul style="list-style-type: none"><li>• Citizenship is the legal bond between a government and an individual, and allows for certain political, economic, social and other rights of the individual, as well as the responsibilities of both government and citizen.</li><li>• A person can become stateless due to a variety of reasons, including sovereign, legal, technical or administrative decisions or oversights.</li><li>• The Universal Declaration of Human Rights underlines that “Everyone has the right to a nationality.”</li><li>• An <b>asylum seeker</b> is a person who flees their own country, seeks sanctuary in another country, and requests the right to be recognised as a refugee and receive legal protection and material assistance. An asylum seeker must demonstrate that his or her fear of persecution in his or her home country is well-founded.</li></ul> <p><b>Durable solutions for forcibly displaced people.</b></p> <ul style="list-style-type: none"><li>• Voluntary repatriation</li><li>• Local integration</li><li>• Resettlement</li></ul> |
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| <b>Content Part C:</b>    | <p><b>Challenges faced by displaced populations</b></p> <ul style="list-style-type: none"><li>• Life in the host country/host community can be very difficult for refugees/IDPs</li><li>• Many refugees and displaced people do not live in formal camp settings and many face poverty</li><li>• Harsh weather conditions are often faced during winter and summer months</li><li>• Many face health risks and hunger</li><li>• Many accumulate debt</li></ul> <p><b>UNHCR is the agency responsible for providing assistance to forcibly displaced populations. Types of assistance provided include:</b></p> <ul style="list-style-type: none"><li>• Shelter, Water, Sanitation and Hygiene, Livelihoods, Basic needs, Health and Nutrition, Protection, Education</li></ul> <p><b>Trending Regional Plan for Refugees and Strengthening of Crisis Response:</b></p> <ul style="list-style-type: none"><li>• Strong national leadership</li><li>• Development of a regional protection framework</li><li>• Building on finding solutions to enhance the Dead Sea crisis</li><li>• Promoting economic opportunities</li><li>• Not losing educational opportunities - not losing the current generation</li><li>• Continuous communication strengthening strategic partnerships</li><li>• New and improved mechanisms</li><li>• Permanent solutions for Syrian refugees</li></ul> <p><b>What can I do:</b></p> <ul style="list-style-type: none"><li>• Spread awareness</li><li>• Donation</li><li>• Volunteerism</li><li>• To promote scientific research and work in areas such as politics, humanitarian and volunteer work, human rights and more.</li></ul> <p><b>Support UNHCR awareness campaigns</b></p> <ul style="list-style-type: none"><li>• #VoicesForRefugees</li><li>• #WithRefugees</li><li>• #ZakatForWarmth</li><li>• #FamiliesTogetherPetition</li><li>• June 20: International Refugee day</li></ul> <p><b><i>Practical Activity (see Learning Exercise 1)</i></b></p> |
| <b>Conclusion/Wrap-up</b> | The facilitator/s shall draw a conclusion that highlights once again the most important points of the module.  |

## Learning exercise 1

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| Objectives of Exercise:           | Participants will review information presented in this session by coming up with their own suggestions/solutions to a specific situation presented in a case study.   |
| Materials Required:               | <ul style="list-style-type: none"><li>• Marker pens</li><li>• Flip chart holders</li><li>• Flip chart sheets</li><li>• Notebooks</li><li>• Handout (Case study)</li></ul>   |
| Process for Guiding the Exercise: | <p><b>Step1:</b> A case study shall be presented in plenary along with guidance.</p> <p><b>Step2:</b> Divide participants into groups to work on the case study</p> <p><b>Step3:</b> Provide each group with a handout.</p> <p><b>Step4:</b> Facilitator to observe group work and provide further guidance/assistance if needed</p>          |
| Closing the Exercise/ Wrap-up:    | Facilitator/s shall comment on each group's outcome. S/he will make the relevancy between the international principles and the recommendations, analysis, and findings given, and to rectify the gap if any. The facilitator/s shall use the opportunity to again highlight the main points and ideas that were discussed during the session. |

## Assessment of participants

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| Assessment Question 1: | What are the causes of forced displacement?   |
| Correct Response: D    | <p>A. Conflict</p> <p>B. Natural disasters</p> <p>C. Economic factors</p> <p><b>D. All the above</b></p>  |
| Assessment Question 2: | Which one of these groups of people do not fall under UNHCR’s mandate?  |
| Correct Response: D    | <p>A. Stateless Persons</p> <p>B. Internally Displaced Persons</p> <p>C. Palestinian Refugees</p> <p><b>D. Migrants who move to better their economic situation</b></p> |

### PART 2: CORE HUMANITARIAN ACTION TRAINING TOPICS AND RESOURCES

## Session Seven: Gender in Emergency Response

Recommended Duration:

Session Developed By:

90 minutes

Mercy Corps

### Session summary and purpose

This session is designed to empower youth in humanitarian settings to assure their meaningful participation in preparedness, response and conflict resolution in different situations and contexts. It mostly draws on brainstorming exercises along with interactive plenary discussion, including questions and answer exercises. The session is developed for beginner level participants to address: i) Basic gender concepts and key definitions; ii) Basic knowledge of gender issues and how they relate to other aspects of humanitarian response; and iii) Basics of why the integration of gender equality is essential to effective, participatory and equitable humanitarian protection and assistance.

Note to facilitators: It is important to be culturally sensitive when using examples or discussing gender related cases.

### Session learning objectives

What youth should take away from this session

1. Youth will be able to define “gender”, “gender equality”, and “gender mainstreaming” and articulate the linkages between them.
2. Youth will be aware of why and how gender-related issues increase during a crisis.
3. Youth will be aware of the importance of integrating gender equality principles in humanitarian response programming.

### Recommended background reading

#### Sources used in this module:

- **Read** Different Needs: Equal Opportunities: Gender Handbook in Humanitarian Action by IASC (Arabic) [https://resourcecentre.savethechildren.net/node/13380/pdf/70-iasc\\_gender\\_handbook\\_in\\_humanitarian\\_action\\_ar\\_5.pdf](https://resourcecentre.savethechildren.net/node/13380/pdf/70-iasc_gender_handbook_in_humanitarian_action_ar_5.pdf)
- **Read** Mercy Corps Gender Minimum Standards Training Curriculum (English Only). Available at: <https://dldocs.mercycorps.org/MinimumStandardsMainstreamingGenderEquality.pdf>
- **Read** Mercy Corps Gender Policy <https://www.mercycorps.org/sites/default/files/MercyCorpsGenderPolicy.pdf>



Session activities

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| Warm-up /Introduction: | <p>Present session objectives and review session agenda</p> <p>Ask probing questions to get the participants thinking about the topic:</p> <ul style="list-style-type: none"><li>What is the difference between sex and gender?</li><li>During a war, who is at greatest risk of being killed?</li><li>Do men and women earn the same amount of money for equal work?</li><li>Whom does gender inequality affect more?</li><li>How does gender equality support various aspects of humanitarian programming?</li></ul>  |
| Content Part A:        | <p>Forced displacement</p> <p>Ask participants to recall the definitions of “humanitarian crisis”, “emergency response”, and “protection” as presented in previous sessions.</p> <ul style="list-style-type: none"><li>A <b>humanitarian crisis</b> (or “humanitarian disaster”) is defined as a singular event or a series of events that are threatening in terms of health, safety or wellbeing of a community or a large group of people. Humanitarian crises can either be natural disasters, man-made disasters or complex emergencies.</li><li><b>Emergency response:</b> The aim of emergency response is to provide immediate assistance to maintain life, improve health and support the morale of the affected population. Such assistance may range from providing specific but limited aid, such as assisting refugees with transport, temporary shelter, and food, to establishing a semi-permanent settlement in camps and other locations. It also may involve initial repairs to damage or diversion to infrastructure.</li><li><b>Protection</b> encompasses all activities aimed at securing full respect for the rights of individuals– women, men, girls, and boys - in accordance with the letter and the spirit of the relevant bodies of human rights, humanitarian and refugee law. Protection activities aim to create an environment in which human dignity is respected, specific patterns of abuse are prevented, or their immediate effects alleviated, and dignified conditions of life are restored through reparation, restitution, and rehabilitation.</li></ul> <p><i>Practical Activity (see Learning Exercise 1)</i></p> |
| Content Part B:        | <p>Define key terms related to gender in emergency response</p> <ul style="list-style-type: none"><li><b>Gender</b> refers to the social differences between males and females throughout the life cycle that are learned, and though deeply rooted in every culture, are changeable over time, and have wide variations both within and between cultures. “Gender” such as class and race determine the roles, power, and resources for females and males in any culture.</li><li><b>Gender equality or equality</b> between women and men refers to equal enjoyment by women, men, girls and boys of rights, opportunities, resources, and rewards. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born male or female.</li></ul>   |



Content Part B:



- Gender mainstreaming** is a globally recognised strategy for achieving gender equality. The Economic and Social Council of the United Nations defined gender mainstreaming as the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs.
- Gender analysis** examines the relationships between males and females and their access to and control of resources, their roles, and the constraints they face relative to each other. Example: Crises have serious and different impacts on the lives of women, girls, boys, and men. Educational needs change, and the ability of girls and boys to attend school changes. To ensure that all girls and boys benefit equally from education in emergencies it is critical to understand the social and gender dynamics that might affect or place constraints on them. The differing constraints facing girls and boys are apparent on both the supply and the demand side of education.

Other gender related terms:

- Gender-based violence** is an umbrella term for any harmful act that is perpetrated against a person’s will, and that is based on socially ascribed (gender) differences between males and females. The nature and extent of specific types of GBV vary across cultures, countries, and regions. Examples include: Sexual violence, including sexual exploitation/abuse and forced prostitution, domestic violence, trafficking, forced/early marriage, harmful traditional practices such as female genital mutilation, honor killings, widow inheritance, and others.
- Gender balance** is a human resource issue. It is about the equal participation of women and men in all areas of work (international and national staff at all levels, including at senior positions) and in programs that agencies initiate or support (e.g. food distribution programs).

Content Part C:

- Importance of integrating gender equality principles in humanitarian response
- It is widely accepted that disasters, both natural and man-made, impact women, girls, men and boys differently, with the level of vulnerability and gender equality being key determinants of which groups are worse affected.
  - In general, women and girls are far more likely to die in a disaster at an earlier age.
  - Crises have different impacts on women, girls, boys, and men. People face different risks based on their age and sex, and they will often highlight different concerns and bring different perspectives, experiences, and solutions to the challenges faced.
  - The need for assistance and protection will vary.
  - Activities during a humanitarian response can increase and reinforce or reduce existing inequalities.
  - Integrating gender into every stage of response is, therefore, a core part to achieve the humanitarian goal.

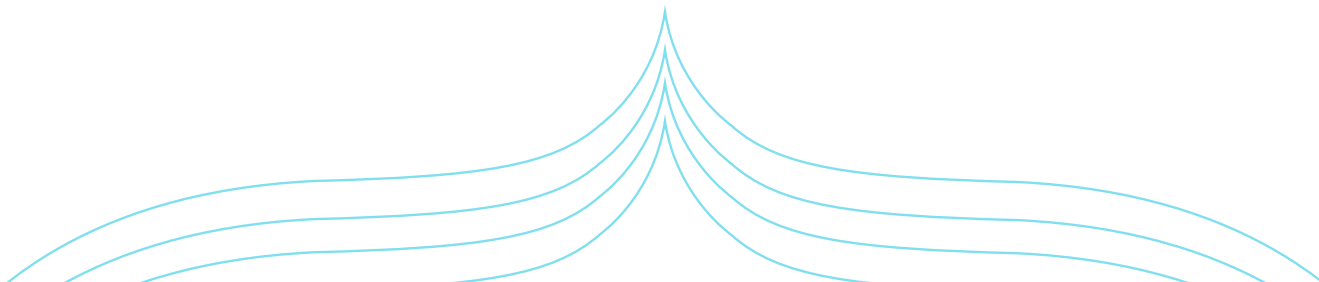
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| Content Part D:     | <p>Explain the supply side constraints affecting girls and boys in emergencies:</p> <ul style="list-style-type: none"><li>Schools are often far away and not accessible to girls, especially disabled girls.</li><li>Women and girls may only be able to travel very short distances without male companions. So even if there are all-girl schools, it may be too far for them to attend.</li><li>Minimal or no sanitation facilities can result in low attendance and high dropout rates among adolescent girls.</li><li>Going to school may place boys at risk from different dangers, such as forced recruitment.</li></ul> <p>Explain the demand side gender constraints in emergencies:</p> <ul style="list-style-type: none"><li>Impoverished families may prioritise boys’ education and not have the money to pay for girls’ school fees, uniforms, and other supplies.</li><li>Also, families often rely on girls to do household chores, care for siblings, and generate family income.</li><li>Early marriage and pregnancy are additional barriers to girls taking up or continuing their schooling.</li><li>On the other side, boys’ dropout rates from school increased due to work commitment or changes in roles (become the head of household).</li><li>In crisis situations, the right to gender-sensitive education is critical and should be fulfilled without discrimination of any kind. In emergency situations, providing educational facilities and opportunities contributes immensely to a range of short- and long-term issues of critical importance for girls and boys.</li></ul> |
| Conclusion/Wrap-up: | <p>Summary of key messages:</p> <p>Review and recap key points from the discussion.</p>  |

Learning exercise 1

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| Objectives of Exercise:           | To familiarise participants with key gender-related terms and concepts  |
| Materials Required:               | <ul style="list-style-type: none"><li>- Flipcharts</li><li>- Markers</li></ul>  |
| Process for Guiding the Exercise: | <p>Step1: Begin by asking participants: What are the terms related to gender?</p> <p>Step2: Write on the flipchart all the terms mentioned by participants.</p> <p>Step3: Highlight the terms related to the session’s objectives.</p> <p>Step4: Ask participants what is meant by each of the terms.</p> |
| Closing the Exercise/ Wrap-up:    | After obtaining different views from the participants, discuss and share the definitions.   |

Assessment of participants

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| Assessment Question 1:    | What do you understand by the term “Gender”? Choose the correct answer(s).  |
| Correct Response: A, C    | <p>A. Gender refers to the social differences between males and females</p> <p>B. Gender is the same as sex</p> <p>C. Gender refers to the social and cultural differences a society assigns to people based on their sex</p>   |
| Assessment Question 2:    | Choose the correct answers gender mainstreaming and gender equality:  |
| Correct Response: A, E, F | <p>A. Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs.</p> <p>B. Gender mainstreaming in the goal, gender equality is the strategy.</p> <p>C. Most countries do not have a problem with gender equality.</p> <p>D. Gender equality means that women and men are the same.</p> <p>E. Gender equality is an issue that is relevant to all societies, women and men alike.</p> <p>F. Gender equality refers to the equal rights, responsibilities, and opportunities of women and men and girls and boys.</p> |



PART 2: CORE HUMANITARIAN ACTION TRAINING TOPICS AND RESOURCES

# Session Eight: Protection in Humanitarian Action A Focus on Children

Recommended Duration:

Session Developed By:

90 minutes

UNICEF

### Session summary and purpose

This session is designed to help youth understand the importance of keeping protection at the center of any humanitarian intervention . It will introduce concepts related to Accountability to Affected Populations (AAP) and responsibility considerations at various levels. Youth will be able to recognise who is at risk and take into account specific vulnerabilities. The session also places specific focus on risks experienced by girls and boys. Youth will learn specific ways they can act in response to needs of vulnerable populations.

### Session learning objectives

What youth should take away from this session

- Youth will be introduced to the key principles of accountability, protection, and do no harm and their centrality when working with affected populations.
- Youth will be aware of the vulnerabilities, risks and needs faced by crisis-affected populations.
- Youth will be aware of the specific vulnerabilities faced by children in emergencies and the core minimum standards for child protection (CP) in humanitarian action.
- Youth will be introduced to specific ways they can respond to the population’s needs in a safe and accountable manner.

### Recommended background reading

Sources used in this module:

- Read** Convention on the Rights of the Child in Arabic and English
- Read** Statement by the IASC Principals on the Centrality of Protection in Arabic and English
- See** Introduction to Protection: <http://www.spherehandbook.org/en/introduction-1/>
- Browse** Understanding Vulnerability: <http://www.ifrc.org/ar/what-we-do/disaster-management/about-disasters/what-is-a-disaster/what-is-vulnerability/>
- See** Summary of Minimum Standards for Child Protection in Humanitarian Action in Arabic and English
- See** Samira’s story in Arabic <https://www.youtube.com/watch?v=KghC3Xs-sys>

## Session activities

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| Warm-up /Introduction: | Present session objectives and review session agenda<br>Setting the tone:  |
| Content Part A:        | <div>Define key terms related to accountability and protection</div> <div><ul style="list-style-type: none"><li><b>AAP:</b> Accountability to affected populations</li><li><b>PSEA:</b> Protection against Sexual Exploitation and Abuse</li><li><b>IASC:</b> Inter Agency Standing Committee</li><li><b>SPHERE Project:</b> Humanitarian Charter and Minimum Standards in Humanitarian Response</li><li><b>CPMS:</b> Child Protection Minimum Standards</li><li><b>CPiE:</b> Child Protection in Emergencies</li><li><b>GBV:</b> Gender-Based Violence</li><li><b>AGD:</b> Age, Gender and Diversity</li></ul></div> <div>Explain the key principles of protection in humanitarian action (IASC definition, Sphere, WHS)</div> <div><ul style="list-style-type: none"><li>Ask participants to recall what they learned about the SPHERE standards in a previous session.</li><li>Protection relates to all the efforts made to create a political, social, cultural, institutional and legal environment that enables the authorities fulfill their duty of respecting the rights of all individuals.</li><li>There are additional rights, including the rights of civilians and combatants in times of war or crisis.</li></ul></div> <div>The four main principles of protection:</div> <div><ul style="list-style-type: none"><li>SPHERE’s four protection principles<ol style="list-style-type: none"><li>Avoid exposing people to further harm as a result of your actions;</li><li>Ensure people’s access to impartial assistance – in proportion to need and without discrimination;</li><li>Protect people from physical and psychological harm arising from violence and coercion; and</li><li>Assist people to claim their rights, access available remedies and recover from the effects of abuse).</li></ol></li><li>Explain that in the context of humanitarian response, these four principles are crucial in light of the more severe threats that people commonly face in times of conflict or disaster.</li><li>The SPHERE guidance notes address the related responsibilities and options for agencies, as well as particular protection needs.</li></ul></div> |



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| Content Part B: | <p><b>Practical Activity (See learning exercise 1)</b></p> <p><b>Understanding vulnerabilities</b></p> <ul style="list-style-type: none"><li>• Discuss the types of vulnerability and vulnerable groups (e.g. GBV/ Sexual Violence, Disability or severe illness, forced recruitment, child marriage, Single-headed household, child labour/forced labour, etc.)</li><li>• Discuss coping mechanisms in times of emergencies and how humanitarian actors can support positive coping skills among various groups</li></ul>  |
| Content Part C: | <p><b>The centrality of protection and Accountability to Affected Populations (AAP)</b></p> <ul style="list-style-type: none"><li>• Short video on the centrality of protection/protection mainstreaming <a href="https://www.youtube.com/watch?time_continue=8&amp;v=O_fk1lhuSIQ">https://www.youtube.com/watch?time_continue=8&amp;v=O_fk1lhuSIQ</a> – 3:26 min</li><li>• Discuss briefly the importance of accountability as shown in the video.</li></ul> <p><b>Protection and accountability responsibilities</b></p> <ul style="list-style-type: none"><li>• All agencies and actors in an emergency response have varying roles and responsibilities, but all are responsible for ensuring human rights are upheld.</li><li>• All actors must ensure that the rights of vulnerable persons are respected without discrimination, and they are empowered to participate in decision making concerning their safety, dignity and access.</li><li>• Participation and empowerment are imperative in building capacity to self-protect, recover and respond.</li><li>• In both protection programming and protection mainstreaming, capacity building is critical to enhancing the protective environment of vulnerable persons, mitigating and preventing future risks and concerns, and promoting the sustainability of protection interventions.</li></ul> <p><b>Four levels of accountability considerations</b></p> <ul style="list-style-type: none"><li>• <b>Agency Level:</b> UN agencies, government, local CSOs, and INGOs need to undertake measures to ensure they are accountable.<ol style="list-style-type: none"><li>1. Some organizations make their staff sign a code of conduct and conduct trainings explaining what is accountability and the need for transparency.</li><li>2. Accountability includes protection from sexual exploitation and abuse (PSEA) by humanitarian actors committed against the affected population.</li><li>3. - Greater transparency in all aspects of INGO work would help communities to distinguish one INGO from another, and would provide more knowledge about who is using resources wisely, enabling communities to engage with INGOs on more equal footing.</li><li>4. In other words, People affected by disasters should be provided with information about the aid agency, the work it does, and acknowledge their right to send feedback and complaints.</li></ol></li><li>• <b>Beneficiaries Level:</b> People affected by disaster need to be put at the center. It is very important that when we plan to give services we include allow the beneficiaries to participate in the implementation phase and ask them of what kind of assistance</li></ul> |



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|                 | <p>they need. When we put people at the center, they more likely to be satisfied with aid effort and we are more likely to meet our commitments to them.</p> <ul style="list-style-type: none"><li>• <b>Implementation Level:</b> Activities implemented by INGOs need to be monitored and evaluated in order to see if any mistakes or violation has been taking place and to learn from the mistakes that were made. Also, the staff’s work need to be evaluated in order to know if they’re applying humanitarian principles in their scope of work</li><li>• <b>Aid worker Level:</b> Every INGO/humanitarian actor must have a safe, private complaint and response mechanisms so that people affected by violence/ stakeholders can hold the organization to account, help the NGO progress, improve the impact of their project in the community and allow people to voice their concern and find solutions for it.</li></ul>  |
| Content Part D: | <p><b>Protection of children in humanitarian settings</b></p> <ul style="list-style-type: none"><li>• Defining child protection in emergencies - What is CPiE – video 5 min Samira’s story in Arabic <a href="https://www.youtube.com/watch?v=KghC3Xs-sys">https://www.youtube.com/watch?v=KghC3Xs-sys</a></li><li>• Defining child protection - WHO: Children as a special vulnerable group – age, gender and diversity consideration</li><li>• Discuss the specific child protection needs in times of emergency</li><li>• Ask participants whether they have been engaged in promoting protection before.</li><li>• How can humanitarian actors and youth develop engaging ways to communicate awareness, mitigate risks and help promote protective environments for children? (Real life examples from the field, along with the Red Crescent Society’s youth engagement programs and Malala’s ability to influence the international community and make a change)</li><li>• CPMS in humanitarian action– presentation</li></ul> |



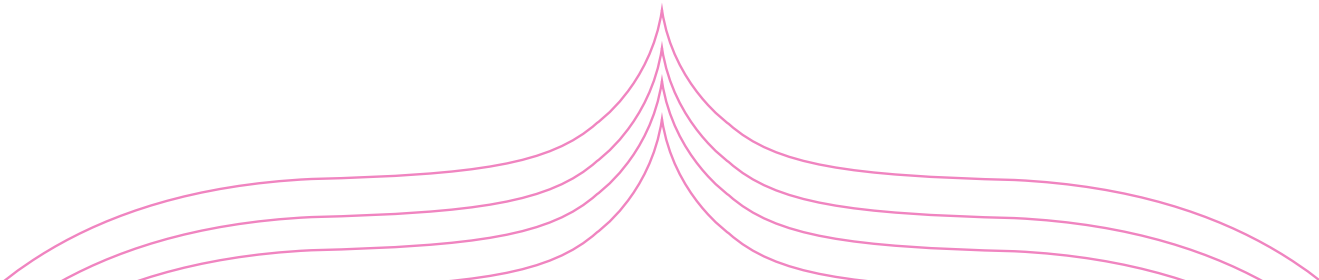
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| Content Part E:    | <p><b>How youth can respond to the population’s needs in a safe and accountable manner</b></p> <ul style="list-style-type: none"><li>Youth can act as a major volunteer force that aids the neediest members of the society.</li><li>Institutions such as the Red Cross Youth Movement, invest in young people mainly because they are enthusiastic and passionate for change.</li></ul> <p><i>(Note to facilitator: It is important for the trainer to give real-life examples of how youth can influence other people and enhance the community’s well-being).</i></p> <ul style="list-style-type: none"><li>Youth are in a position where they can relate to children and to adults as well.</li><li>Youth have the potential to disrupt inertia and be the most creative force for social change.</li><li>Youth have the energy, the enthusiasm, and the time to strive to be emerging leaders.</li><li>Young people have an acute sense of justice when it comes to society’s issues. Looking at the world with frtresh eyes, they see its problems as moral wrongs that can and should be righted. There is no reason in their minds why change isn’t possible now, so they are eager to get involved – both by contributing to grassroots efforts and joining the search for long-term solutions.</li><li>That’s why, it is important for youth to redress this power imbalance and to achieve greater control over decisions and resources.</li></ul> |
| Conclusion/Wrap-up | Q&A (maximum of 2 questions and wrap up with key messages)  |

Learning exercise 1:

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| Objectives of Exercise:           | To help participants understand the concept vulnerabilities to understand vulnerabilities and how to respond to them in a safe and accountable manner  |
| Materials Required:               | Internet access/Wi-Fi passwords on all the participant’s phones, papers with folders and pens, microphones for the participants, projector/screen  |
| Process for Guiding the Exercise: | <p><b>Step1:</b> Discuss the notion of vulnerability with two pictures to be presented as an example of vulnerability – (explain briefly the concept of vulnerability before doing the Mentimeter)</p> <p><b>Step2:</b> Ask participants to answer the following three questions:</p> <ul style="list-style-type: none"><li>When you hear the word “vulnerability” – particularly in an emergency situation (conflicts, wars, natural disasters, etc.), what words come to your mind</li><li>Who are the most vulnerable groups during a humanitarian crisis</li><li>What do they need addressed the most by humanitarian actors?</li></ul> <p><b>Step3:</b> Display participants’ answers on the screen using a Mentimeter. <i>Results (e.g., in the form of “word bubbles” for each question) are shown on screen.</i></p> |
| Closing the Exercise/ Wrap-up:    | Facilitator to link the results with the next topic on vulnerability groups and vulnerability criteria. Explain that all individuals can be placed in a vulnerable situation and not only a specific group like women or children  |

Assessment of participants

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|------------------------|--|
| Assessment Question 1: | Which of the following groups can be considered vulnerable during a humanitarian crisis?   |
| Correct Response: E    | <p>A. Out of school adolescent boys</p> <p>B. Elderly person with a disability</p> <p>C. Female headed households</p> <p>D. Unaccompanied adolescent girls</p> <p><b>E. All of the above</b></p> |
| Assessment Question 2: | Which of the following factors are more likely to increase risks for children during humanitarian emergencies (e.g., conflict, displacement, natural disaster)?                                  |
| Correct Response: E    | <p>A. Poverty</p> <p>B. Sexual or physical abuse</p> <p>C. Separation from primary caregivers</p> <p>D. Being forced to work instead of going to school</p> <p><b>E. All of the above</b></p>    |



PART 2: CORE HUMANITARIAN ACTION TRAINING TOPICS AND RESOURCES

Session Nine:  
Introduction to Personal Safety & Security

Recommended Duration:

90 minutes

Session Developed By:

Humanitarian Academy for Development (HAD)

Session summary and purpose

In emergencies, crisis, wars or natural disasters, humanitarian workers and agencies become major players on the frontlines, responsible for providing aid and support to the vulnerable communities; therefore requiring measures to ensure their safety. This session will provide an overview of safety and security, its planning, precautions, and roles of various stakeholders. Youth are provided with the necessary awareness to ensure they are prepared to take the right steps in the field to protect themselves as a priority. They will learn about their responsibility to maintain their own safety through planning and precautions.

Session learning objectives

What youth should take away from this session

1. Youth will be aware of the importance of personal and organisational safety and security.
2. Youth will be able to plan and prepare cautiously for a field visit or travel to an ongoing humanitarian setting.
3. Youth will be aware of potential risks and approaches to mitigate these for their own safety and security.

Recommended background reading

Sources used in this module:

**Do** Online training ‘Basic Security in the Field’ available in Arabic and English  
<https://training.dss.un.org/course/category/1>

**Browse** Safety First: A safety and security handbook for aid workers.  
<https://resourcecentre.savethechildren.net/node/13402/pdf/0645-bickley-2010-safety-first-a-safety-and-security-handbook-for-aid-workers.pdf>

Session activities

Warm-up/Introduction:

Present session objectives and review session agenda

Probing participants

- Introducing trainer
- Introducing session topic
- Objectives and expectations

Content Part A:

Understand what safety and security means and how they differ from each other

- Think of security as if it were an umbrella in a storm that protects you from the rain.
- Your safety lies in the importance of staying warm and dry.
- Security is what guarantees our safety.
- If it is possible to predict variables that endanger our safety, they can be prevented.

Screen video to identify points of risk, vulnerability and threats

Probing question: Who is responsible for your security?

Explain that it is up to each individual to do their part in ensuring their own security.

Content Part B:

Preparing for field visits to humanitarian situations

1. Make sure to get a full briefing on the local situation

- Before working in any area, ensure you are fully briefed on the security situation and informed about the mandate and principles of your organisation.
- Details on the general security situation should be given to you before you accept a position, so you can make an informed choice.
- A more detailed local security briefing should be given to you when you take up your position in the field.
- Briefings should include specific details on the overall political situation; the different conflict dynamics; the prevalence of crime; the humanitarian situation; and the key risks and security precautions necessary to deal with them.

2. Make sure to gather as much information (do your research) about the local context as possible

- In addition to the information you will be given by your organisation, it is important to do some independent research.
- Detailed information on the country, its culture, and its political and security situation can be easily found on the internet, in newspaper articles, and in various books and reports.

3. Speak to colleagues/locals who are aware of the context

- Try to consult as many and varied people as possible. Talking to your colleagues, other agencies, and individuals in the community is the best way to develop good awareness and understanding of the situation.



|                    |   |
|--------------------|---|
| Content Part B:    | <div>4. Stay alert</div> <div><ul style="list-style-type: none"><li>Keep your eyes and ears open at all times.</li><li>Be conscious of what is unusual or threatening. If you notice things are not normal (empty markets or quiet streets that are usually busy), then ask people why.</li><li>Ultimately, trust your ‘gut feelings’; if you feel threatened, leave the area immediately and find somewhere more secure.</li></ul></div>   |
| Content Part C:    | <div>Introduce the Safety Triangle: Discuss the link between:</div> <div><ul style="list-style-type: none"><li>Acceptance</li><li>Deterrence</li><li>Protection</li></ul></div> <div>Explain that the different approaches used to manage security risks fall into three broad strategies: acceptance, protection and deterrence.</div> <div><ul style="list-style-type: none"><li>The <b>acceptance-based strategy</b> seeks to reduce or remove threats by developing and maintaining widespread acceptance, among all actors, of your presence and work.</li><li>The principal aim of the <b>deterrence-based strategy</b> is to attempt to reduce or remove threats by posing a counter-threat that will deter or influence aggressors.</li><li>The <b>protection-based strategy</b> focuses on reducing your vulnerability or exposure to certain risks through the implementation of procedures or using equipment to secure yourself against these risks.</li></ul></div> <div>Discuss the advantages and disadvantages of each approach</div> |
| Content Part D:    | <div>Considerations while travelling</div> <div><ul style="list-style-type: none"><li>Understand what to do before, during and on arrival.</li><li>Understand vehicle safety</li><li>Understand the content of the grab bag.</li></ul></div> <div>Note to facilitator: See PowerPoint for more content related to these concepts.</div> <div>Practical Activity (see Learning Exercise 1)</div>   |
| Conclusion/Wrap-up | <div>Summarise the key concepts presented in the session.</div> <div>Provide ample time for questions and answers.</div>  |

## Learning exercise 1

|                                   |   |
|-----------------------------------|---|
| Objectives of Exercise:           | Use knowledge gained from the session to comment on participants’ personal field experiences related to safety and security.  |
| Materials Required:               | N/A   |
| Process for Guiding the Exercise: | <div>Step1: Participants will be asked to share a personal travel story in which they experienced safety and security challenges.</div> <div>Step2: The rest of the group will comment on the story to identify strengths and weaknesses in safety/security procedures.</div> <div>Step3: Engage participants in an interactive discussion.</div> |
| Closing the Exercise/ Wrap-up:    | Reflect on comments from the participants.  |

## Assessment of participants

|                        |   |
|------------------------|---|
| Assessment Question 1: | Security is what guarantees our safety. True or False.  |
| Correct Response:      | True  |
| Assessment Question 2: | Which of the following statements best relates to Acceptance as a security strategy?  |
| Correct Response: D    | <div>A. Deter attack by retaliation</div> <div>B. Mostly used by Police and army</div> <div>C. Sometime humanitarian organizations use armed guards</div> <div>D. Gaining the local community’s trust</div> <div>E. Not effective for long term response, and cause tension with the local community.</div> |





## **PART 3:**

### **PRACTICAL SKILLS RESOURCES**



PART 3: PRACTICAL SKILLS RESOURCES

# Sector Specific Training One: Education in Emergencies and the INEE Minimum Standards

Recommended Duration:

90 minutes

Session Developed By:

INEE

### Session summary and purpose

This session elaborates on the rationale for education in emergencies and helps youth develop a basic understanding of the INEE Minimum Standards for Education in Emergencies (the “INEE MS”). It provides opportunities for participants to apply their learning by using the INEE MS as an actionable framework in case studies of various practitioner roles. The session uses a participatory learning approach, mixing discussion, presentation, and an interactive learning exercise. While the session presents concepts and standards related to EiE, this is done in a way that draws clear linkages of how this theoretical learning is put into practice.

### Session learning objectives

What youth should take away from this session

- 1. Youth will be aware of the rationale and importance of education in emergencies.
- 2. Youth will be introduced to the INEE Minimum Standards as the foundational framework for EiE practice at all levels.
- 3. Youth will be aware of how the INEE MS are applied in humanitarian response.

### Recommended background reading

Sources used in this module:

**Read** about the Inter-Agency Network for Education in Emergencies (INEE) on the INEE website [[English](#); [Arabic](#)].

**Read** the INEE MS Reference Tool [[English](#); [Arabic](#)].

**Browse** the full INEE Minimum Standards Handbook [[English](#); [Arabic](#)].

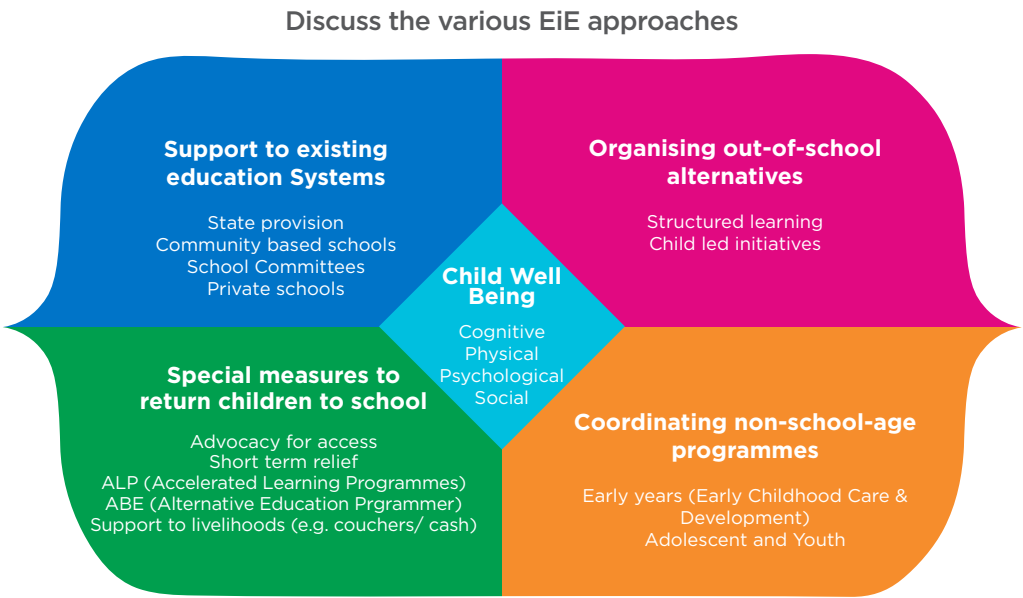
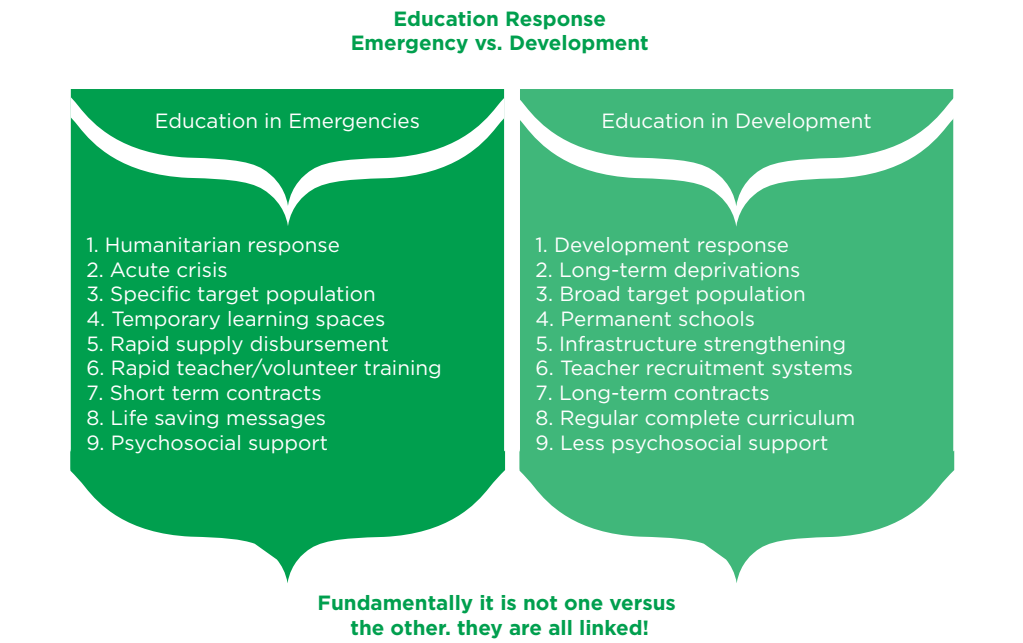
**Browse** INEE’s Guidance Note on Psychosocial Support and Social and Emotional Learning [[English](#)] and/or INEE’s Teachers in Crisis Contexts (TICC) Training Pack [[English](#)]

## Session activities

|                        |  |
|------------------------|--|
| Warm-up /Introduction: | Present session objectives and review session agenda<br>Setting the tone |
|------------------------|--|

Content Part A:

- Present key definitions and rationale of EiE
- **Education in Emergencies (EiE)** is the provision of quality educational opportunities that meet the physical protection, psychosocial, developmental and cognitive needs of people affected by emergencies, and that can be both life-sustaining and life-saving.
  - Education in Emergencies is about making sure children can still learn regardless of who they are, where they live or what’s happening around them.
  - More needs to be done to raise awareness about the life-sustaining and lifesaving nature of education in emergency and the long-term consequences of allowing children in humanitarian situations to remain without education.
- Screen video on EiE and lead a discussion on the following:
- What is the effect of a crisis on children?
  - How can education help with that?
- Explain differences between delivering education interventions during emergencies and in development contexts:

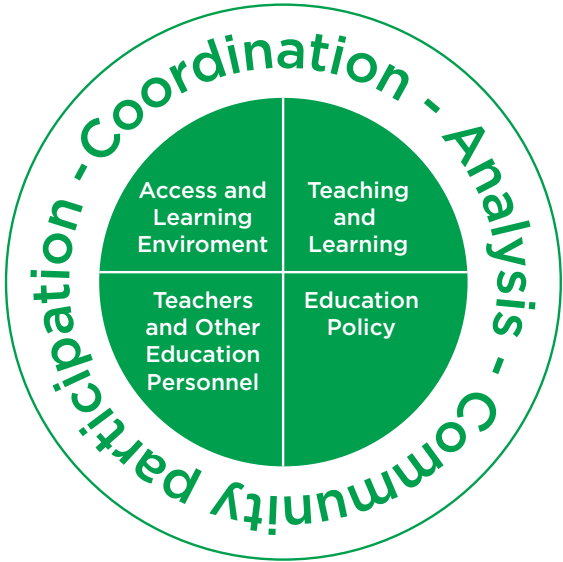




Content Part B:

Provide an overview of INEE Minimum Standards as a practical framework for EIE intervention

- The INEE Minimum Standards Handbook has five domains:
- 1) Foundational Standards (Participation, Coordination and Analysis)
  - 2) Access and Learning Environment
  - 3) Teaching and Learning
  - 4) Teachers and other Education Personnel
  - 5) Education Policy



Each domain has standards, key actions and guidance notes

Note to facilitator: Refer participants to the handout with all the 19 Minimum Standards. These can also be found in the back of the INEE MS Handbooks.

Give the participants an idea on how they can use the INEE MS: The WHY, the WHAT and the HOW.

*Note to facilitator: Have the participants open their Handbook and look at the structure with Standards, Key Actions and Guidance Notes. (Page 10)*

- The standards are what we are striving to reach, or the “why”. They are derived from the principle that populations affected by disaster or conflict have the right to life with dignity and to safe, quality and relevant education. Hence, they are qualitative in nature and are meant to be universal and applicable in any context.
- Standards are followed by a series of key actions, which are suggested ways to achieve the standard, or the “what we do” Some actions may not be applicable in all contexts; they should be adapted to the specific context. The practitioner can devise alternative actions so that the standard can be met.
- Finally, guidance notes cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations. The “how we do it” They offer advice on priority issues and on tackling practical difficulties, while also providing background information and definitions.

**Practical Activity (see Learning Exercise 1)**

Content Part C:

Explain how cross-cutting issues are important in humanitarian settings and the intersection of work between sectors, specifically in:

- Shelter
- Protection
- Water and sanitation
- Nutrition
- Health

How to use the INEE MS practically and holistically in EiE programming

**Foundational Standards**

- These standards should be applied across all domains to promote a holistic, quality response. These standards give particular attention to the need for good diagnosis at all stages of the project cycle, in order to better understand the context and apply more appropriately the standards in the domains that follow.
- **Community** participation and the utilisation of local resources when applying the standards. This standard focuses on the engagement of communities to actively participate in the development of education response. All sections of the community should participate and the whole project cycle (analysis, planning, design, implementation, monitoring and evaluation) should be covered. In addition community resources should be identified and mobilised.
  - **Coordination mechanisms** for education should be put in place and support stakeholders working to ensure access to and continuity of quality education. This includes links to government and NGO/UN agencies.
  - **Analysis** ensures that emergency education responses are based on an initial assessment that is followed by an appropriate response and continued monitoring and evaluation.

**Practical Activity (see Learning Exercise 2: Gallery Walk)**

Conclusion/  
Wrap-up:

Summary of key messages:

Review and recap key points from the discussion.

Learning exercise 1

Objectives of Exercise:

To familiarise participants with MS maps and how they are used to assess EiE interventions.

Materials Required:

- Copies of MS maps
- Notepads and pens

Process for Guiding the Exercise:

- Step 1:** Divide participants into small groups
- Step 2:** Provide MS maps (displayed on walls or provided to each group)
- Step 3:** Ask the youth to read each one and explain from their experience how each would be essential for their intervention.

Closing the Exercise/  
Wrap-up:

After obtaining different views from the participants, discuss and share.

Learning exercise 2: Gallery Walk

|                                       |   |
|---------------------------------------|---|
| Objectives of Exercise:               | To understand how to use the INEE MS practically and holistically in EiE programming to meet children needs after experiencing crisis and/or disaster   |
| Materials Required:                   | <ul style="list-style-type: none"><li>Flip chart stands + flip chart papers (1 per group)</li><li>Colored markers</li><li>Handouts: Humanitarian Action Plan, the INEE MS handbook, optional the MS reference tool/map</li></ul>  |
| Additional Guidance for Facilitators: | <p>The exercise uses a participatory methodology called <b>1-2-4-all</b>. The methodology immediately includes everyone regardless of the size of the groups. Open conversation allows ideas to unfold and multiple solutions can be generated in rapid fashion. “<b>1-2-4-all</b>” uses a gallery walk (GW) approach. The facilitator’s role during the activity is to move around and listen to how the participants are working through the concepts. The following questions are useful to enrich the GW content.</p> <ul style="list-style-type: none"><li>What opportunities do you see for making programmatic progress by using the MS?</li><li>How would you handle the MS with regards to your specific work?</li></ul> <p><i>Note: Information for each of the four group’s categories can be found in the MS as follows: Access - INEE MS p 64, Community Participation - INEE MS p 19, System Strengthening (capacity development/building) - INEE MS p 27, Quality Education (available, accessible, acceptable, adaptable) - INEE MS p7</i></p>  |
| Process for Guiding the Exercise:     | <p><b>Step 1:</b> Divide participants into four groups, one in each corner of the room.</p> <p><b>Step2:</b> Indicate one of the four activities on each corner of the room: <b>Community Participation, Access, Quality Education and System Strengthening</b></p> <p><b>Step3:</b> Provide each group with handouts.</p> <p><b>Step4:</b> Take a few minutes to define the four activities in the various corners of the room and introduce <b>1-2-4-all</b>.</p> <ul style="list-style-type: none"><li>(1 individually) Each participant finds and reads the definition in the MS Glossary (Annex1) or Google, and briefly exchange comments (2 - in pairs). Guiding question: Where in the booklet can you find your activity? (10 mins)</li><li>(2 pairs merge into a group of 4) Participants use the Index (Annex 3) in the INEE MS to find the pages with the given activity, then they visit each page to note and list under which Domain (D) and Standard (S) the subject can be used to enrich the EiE programming holistically. Guiding question: How can you use this to improve the HAP? (15 mins)</li></ul> <p><b>Step5:</b> The group then looks at the Humanitarian Action Plan (HAP) through the lens of each given subject and list ways of how to use the MS to improve the subject in this Humanitarian Action.</p> <p><b>Step6:</b> All - Present to the other groups (5 mins)</p> |



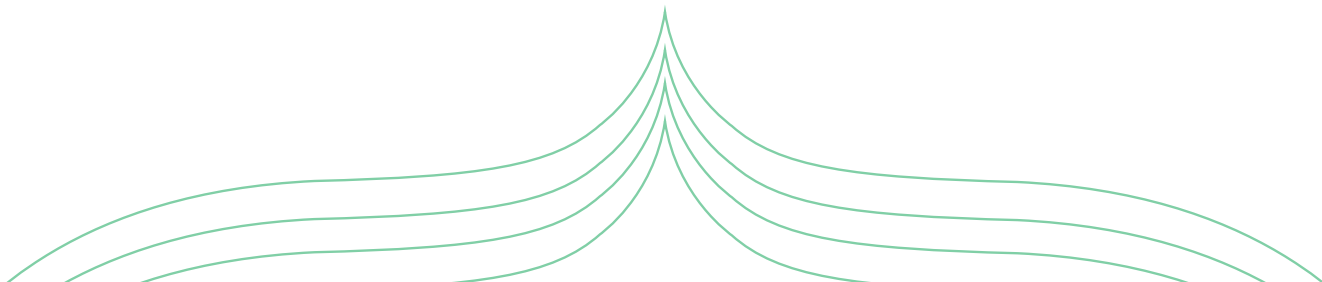
Closing the Exercise/ Wrap-up:



- Facilitator recaps how the activity started out individually, then generated ideas in pairs and shared ideas in foursomes. Facilitator highlights similarities and differences while presenting as different size groups.
- What is the one idea that stood out in your conversation?
- The trainer highlights the different challenges, needs, and opportunities for each stakeholder in humanitarian response.

Assessment of participants

|                        |  |
|------------------------|--|
| Assessment Question 1: | The INEE MS are only for experts to evaluate EiE programs. True or false.  |
| Correct Response:      | False  |
| Assessment Question 2: | What is Community Participation in EiE?  |
| Correct Response: D    | <p>A. Involvement of teachers in EIE activities implementation</p> <p>B. Involvement of parents in their children’s EiE activities monitoring</p> <p>C. Involvement of students identification of EiE priorities</p> <p><b>D. All of the above</b></p> |



PART 3: PRACTICAL SKILLS RESOURCES

# Sector Specific Training Two: Simulating Shelter - Theory and Practice

Recommended Duration:

4 hours (half-day activity)

Session Developed By:

QRC

### Session summary and purpose

This session takes the form of an interactive simulation. It is designed to give participants a glimpse of realities on the ground when undertaking humanitarian action. Through an educational role-play, they experience a mock emergency situation and apply learning specific to the shelter sector in a hands-on exercise. Pre-designed scenarios of natural disasters or armed conflict situations are presented. The scenarios directly address shelter-related issues in emergencies which are presented in the theory part of the session. In the simulation exercise, participants also consider the following: ethical principles, protection, standards, food security, water, and sanitation, needs assessment, designing gender sensitive facilities and addressing needs of vulnerable individuals. The scenarios expose students to unplanned situations (weather, influx, etc.) that could occur during a response and give them the chance to practice making decisions accordingly as a team.

Prior to the exercise, participants are given full briefings on the scenario, background readings, and are expected to prepare for a ‘role’ they will be playing. At the end of the 3-hour exercise, a reflective debriefing is facilitated to draw the learning from this experiential simulation.

### Session learning objectives

What youth should take away from this session

- Youth will be introduced to the concepts and complexities of shelter and settlement options provided to crisis-affected communities.
- Youth will have a hands-on experience of building and organizing a transitional refugee camp in an outdoor facility.

### Recommended background reading

Sources used in this module:

**Read** IFRC guidelines for shelter (English) (<https://www.ifrc.org/PageFiles/95526/publications/D.03.a.07.%20IFRC%20shelter-kit-guidelines-EN-LR.pdf>)

**See** Sphere Standards as related to shelter <http://www.spherehandbook.org/ar/>

**Browse** Shelter and settlements webpage at European Commission [http://ec.europa.eu/echo/what/humanitarian-aid/emergency-shelter\\_en](http://ec.europa.eu/echo/what/humanitarian-aid/emergency-shelter_en)

**Browse** UNHCR webpage on shelter- <http://www.unhcr.org/shelter.html>

**Browse** Shelter Coordination Cluster <https://www.sheltercluster.org/>

## Session activities

The session uses an interactive participatory learning approach, mixing role-play, discussion, video, and presentations. A 180-minute introductory session on shelter in humanitarian agencies is delivered, which is followed by a 75-minute hands-on simulation building a refugee camp in a nearby outdoor space. In this way, an opportunity is provided to put theoretical learning into practice. The outline describes both the theoretical and practical application aspects of the session.

|                              |  |
|------------------------------|--|
| <b>Warm-up/Introduction:</b> | <b>Present session objectives and review session agenda</b><br><b>A set of shelter-related photos is displayed to stimulate the participants’ thinking and set the stage for the theoretical session.</b>  |
| <b>Content Part A:</b>       | <ul style="list-style-type: none"><li>Youth are asked to write 1-2 expectations from the session on a sticky note and pin on the expectations board.</li><li>Sticky notes and pens will be needed.</li></ul>   |
| <b>Content Part B:</b>       | <b>Shelter concept and strategies in humanitarian settings</b> <ul style="list-style-type: none"><li>Explain the concept of shelter in general, its types and more in-depth details around shelter within humanitarian settings.</li><li>Explain the factors that aid workers must take into consideration when they decide on what shelter strategy to use.</li></ul> <b>Various shelter options</b><br><br>3 choices of types of housing in emergencies <ul style="list-style-type: none"><li>Shelter Package: (2 plastic cloth + ropes)</li><li>Housing Package: (2 plastic cloth + tools + ropes + installation tools)</li><li>Family tents: Could delay recovery process (Simple or basic technical advice)</li></ul><br>5 choices for shelters in early recovery <ul style="list-style-type: none"><li>Transitional shelter</li><li>Building materials (for ground, walls and roofs)</li><li>Tools</li><li>Cash, vouchers or credit cards</li><li>Safe shelter (technical support or awareness-raising campaign)</li></ul> |
| <b>Content Part C:</b>       | <b>IFRC Shelter Kit</b> <ul style="list-style-type: none"><li>Explain the leading role of IFRC in the shelter sector during the humanitarian crisis and the kit they have developed. The same shelter kit will be used for the simulation exercise.</li><li>Discuss with participants Nonfood Items (NFI) categories, standards, and distribution associated with shelter programming.</li></ul> <b>Practical Activity (see Learning Exercise 1)</b>   |



|                      |  |
|----------------------|--|
| Content Part D:      | <p>What have we learned?</p> <p>Installing and building a refugee camp is explained using PowerPoint presentation including the following key points:</p> <ul style="list-style-type: none"><li>• Coordination mechanism between governments, NGOs and donor agencies for setting up and running refugee camps.</li><li>• Explanation of shelter Sphere Standards.</li><li>• Provision of basic service (education, WASH and health) and local markets economies.</li></ul> <p>Camp organisation and management.</p> <p><b>Practical Activity (see Learning Exercise 2)</b></p>  |
| Content Part E:      | <p><b>Simulation: Shelter</b> (This is a field-based simulation where the group will be divided into groups of 7-8 participants each).</p> <ul style="list-style-type: none"><li>• Each team is given a sheltering option, a scenario and case study, toolkit materials needed to provide one appropriate shelter solution for a household from the affected community.</li><li>• The purpose is for participants to think through the case conditions and consider the different sheltering options then decide on the one that is most appropriate to the case at hand. This will bring all the knowledge that they have received into practice.</li><li>• All participants should be provided with adequate safety gear (gloves, and construction hat).</li></ul> |
| Conclusion/ Wrap-up: | <p><b>It's Real, Not Theory!</b></p> <p>The trainer concludes by ensuring that participants understand the situation as real – and involves people, efforts and managing expectations and frustration of displaced communities. They should come to understand all the complexities associated with setting up and managing refugee camps.</p>   |

## Learning exercise 1

|                                   |  |
|-----------------------------------|--|
| Objectives of Exercise:           | Develop a better understanding of NFIs and the standards used in humanitarian reliefs                            |
| Materials Required:               | <ul style="list-style-type: none"><li>• Printed cards</li></ul>  |
| Process for Guiding the Exercise: | Each group of participants is given 10 minutes to discuss and match between different NFIs categories and items. |
| Closing the Exercise/ Wrap-up:    | The trainer highlights the different NFIs categories and ways to identify needs.                                 |

## Learning exercise 2

|                                   |  |
|-----------------------------------|--|
| Objectives of Exercise:           | Youth plan a shelter response to 4-5 scenarios based on real situations to understand the decisions needed for planning a camp.  |
| Materials Required:               | <ul style="list-style-type: none"><li>• 5 flip chart stands + flip chart papers</li><li>• Colored markers.</li><li>• 10 plastic mats.</li><li>• 2 wireless mics.</li></ul>   |
| Process for Guiding the Exercise: | <p><b>Step 1:</b> Explain the exercise in plenary. They are given different scenarios and asked to take SPHERE Standards into consideration as per each case situation and conditions.</p> <p><b>Step 2:</b> Divide participants into groups (as per the total number of participants) to work on drafting response plans.</p> <p><b>Step 3:</b> Each group receives a guidance related to their role in the exercise and they will be asked to interact accordingly.</p> <p><b>Step 4:</b> Facilitator gives each group the scenario in which they will work on.</p> <p><b>Step 5:</b> Participants then present their suggested camp design and justification.</p> |
| Closing the Exercise/ Wrap-up:    | Interactive discussion is facilitated after each group presents. The facilitator highlights challenges, needs, and opportunities.  |

## Assessment of participants

|                        |   |
|------------------------|---|
| Assessment Question 1: | Which of the following is NOT one of the four options for providing shelter in emergencies?   |
| Correct Response: C    | A. Improving and maintaining existing buildings<br>B. Setting up collective shelter (temporary shelter)<br><b>C. Providing a family with money to buy a house</b><br>D. Setting up formal camps |
| Assessment Question 2: | Which of the follow are considered NFI categories?  |
| Correct Response: F    | A. Clothing and bedding<br>B. Personal hygiene items<br>C. Cooking and eating utensils<br>D. School kits<br>E. Stoves and fuel<br><b>F. All of the above</b>                                    |





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