

TOOLKIT

ON THE CONDUCT OF

**COUNTRY-LEVEL DIALOGUE ON
LOCALIZATION**



2021

THE PHILIPPINE EXPERIENCE

Toolkit on the conduct of Country-Level Dialogue on Localization: The Philippine Experience

This toolkit is drafted by ECOWEB in cooperation with OXFAM and CDP with support from PhilPREP, APP, and ADPC. This toolkit is developed based on the Philippine Localisation Dialogue Process from February to July 2021 that was done through the collaborative efforts of A4EP, ECOWEB, OXFAM and UN-OCHA with support from UN RC/HC. This toolkit is aimed to share the tools used and processes undertaken in the Philippines for possible reference by other localisation advocates who may like to undertake similar dialogue process in other countries.

CONTACT DETAILS:

Ecosystems Work for Essential Benefits, Inc.
#001 Toribia A. Lluch St., Lluch Compound,
Camague-Tubod, Iligan City 9200 Philippines
Tel. No.: 063 228 9617

Email: ecoweb@ecowebph.org | ecoweb2006@gmail.com

Website: www.ecowebph.org



<https://web.facebook.com/EECOWEB>



<https://twitter.com/EECOWEB>

AUTHOR

Carino V. Antequisa

CONTRIBUTORS

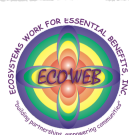
Renefe M. Padilla, Smruti Patel, Marilou M. Cezar

CONTRIBUTING EDITORS

Regina Salvador-Antequisa, Luz C. Sevidal Castro, Ph.D..

LAYOUT

Nikki Rose D. Dapanas



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Foreword

Acknowledgements

Users' Guide

This Toolkit for the conduct of country-level dialogue on localization is based on the experience of the dialogue process and tools used in the Philippines. Some learning from the actual experience is also indicated in this toolkit designed for the leading organizations and facilitators of localisation dialogue process. This toolkit provides users examples on how to conduct an inclusive localisation dialogue process that would not only involve the local and international humanitarian actors but to include the representatives of communities affected of crisis as well. This toolkit shares the tools and processes of the dialogue from the community to the national level.

The Toolkit is comprised of three main parts.

Part I provides the contextual background of the country-level dialogue on localization. This part gives a concise discussion on the Humanitarian System, the Grand Bargain Agreement (GBA) and the Localization Agenda under Workstream No. 2 of the GBA. Part I aims to provide a broader understanding of the global context and direction of the national localization dialogue.

Part II provides an overview of the framework and design of the Philippines' country-level dialogue. This part discusses the seven (7) most important aspects considered of the Philippines country-level dialogue including 1) Background, 2) Objectives, 3) Process, 4) Framework, 5) Stakeholders and Participants, 6) Timeframe and 7) Budget.

Part III provides the details of the 15 tools used in the four (4) methods employed at the different stages of the dialogue process.

The four methods employed in the country-level dialogue includes the following: A) Community Focus Group Discussions (Community FGD); B) Online Survey; C) National Online Dialogue; and D) Multi-stakeholder Dialogue.

The Toolkit provides details on the Description, Purpose, Procedure and Annexes for the tools used. The Description and Purpose of each tool are briefly described with concise statement to give a quick idea about the tool.

In the Procedure, details of the questions and the steps of using the tools are discussed thoroughly. For some of the tools, lessons learned and recommendations arising from the actual use of the tools are provided to serve as reminder and guide in improving the tool based on the country context of its application.

The Annexes include the details of the specific instrument in the form of tables and matrices in Word format that could be used or modified to suit the design and process of a particular country-level dialogue

Acronyms

A4EP	Alliance for Empowering Partnership
ADPC	Asian Disaster Preparedness Center
APP	Asian Preparedness Partnership
BSD	Break-out Session Documentation
BSR	Break-out Session Report
CBO	Community-Based Organization
CDP	Center for Disaster Preparedness
CLD	Country-Level Dialogue
CSC	Community Score Card
COVID-19	Coronavirus Disease
CSO	Civil Society Organization
DOS	Dialogue Output Summary
DSD	Dialogue Session Documentation
DSI	Dialogue Session Input
ECOWEB	Ecosystems Work for Essential Benefits, Incorporated
EM	Explanatory Matrix
FBO	Faith-Based Organization
FGD	Focus Group Discussion
FGD-QW	Focus Group Discussion - Questions and Worksheet
FGD-STT	Focus Group Discussion - Schedule, Teaming and Tasking
FT	Facilitation Team
GBA	Grand Bargain Agreement
GMI	Global Mentoring Initiative
HCT	Humanitarian Country Team
IDP	Internally Displaced Person
INGO	International Non-Government Organization
ISDR	International Strategy on Disaster Reduction
L&NCSO	Local and National Civil Society Organization

Acronyms

LDD	Localization Dialogue Design
LDP	Localization Dialogue Plan
LNGO	Local Non-Government Organization
MHT	Mindanao Humanitarian Team
NAPC-VDC	National Anti-Poverty Commission-Victims of Disasters and Calamities
ND	National Dialogue
NDC	National Dialogue Coordinator
NDR	National Dialogue Report
NDRRMC	National Disaster Risk Reduction and Management Council
NDS	National Dialogue Secretariat
NGO	Non-Government Organization
NNGO	National Non-Government Organization
OCD	Office of Civil Defense
OSQ	Online Survey Questionnaire
PhilPREP	Philippine Preparedness Partnership
PINGON	Philippine International Non-Government Organization Network
PO	People's Organization
Q	Questionnaire
RNL	Respondent's Notification Letter
SDF	Seven Dimension Framework
SL	State of Localization
SLSR	State of Localization Situationer and Recommendation
SPN	Survey Participants Notification
TQ	Theme Questionnaire
UN	United Nations
UNDRR	United Nations Office for Disaster Risk Reduction
UN-OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UN-RHC	United Nations - Resident High Commissioner

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TOOLKIT ON THE CONDUCT OF

LOCALIZATION DIALOGUE

I. CONTEXTUAL BACKGROUND

A. The Humanitarian System

The international 'humanitarian system' includes a wide range of organizations, agency groupings, and inter-agency processes that all combine to enable international humanitarian assistance to be channeled to those locations and peoples in need of it. However, there is no formal 'humanitarian system' as such; it is a term commonly used to capture the diversity of actors and mechanisms that contribute to the humanitarian effort. A wide range of organizations is often included in reference to 'the humanitarian system', including United Nations (UN) agencies, the International Red Cross Movement, nongovernment organizations (NGOs), and donor agencies. These organizations are guided by certain humanitarian principles: humanity, impartiality, independence, and neutrality which arise from international humanitarian law (IHL):



Humanity

"The right to receive humanitarian assistance, and to offer it, is a fundamental humanitarian principle, which should be enjoyed by all citizens of all countries."



Impartiality

"Aid is given regardless of race, creed, or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone."



Independence

"Humanitarian aid is not a partisan or political act and should not be viewed as such. Aid will not be used to further a particular political or religious standpoint... Humanitarian NGOs shall endeavor not to act as instruments of government foreign policy. Humanitarian NGOs are agencies which act independently from governments."



Neutrality

"Humanitarian assistance should be provided without engaging in hostilities or taking sides in controversies of a political, religious or ideological nature."

These humanitarian principles are not common to all agencies. For example, humanity, impartiality and independence are upheld by most, whilst neutrality is claimed by the UN, Red Cross Movement and a small minority of NGOs only.



COMPOSITION OF THE HUMANITARIAN SYSTEM [1]

In 2017, the total combined field personnel of the humanitarian sector numbered approximately 570,000. This represents an increase of 27% from the last SOHS report (450,000 in 2013). Growing numbers of national humanitarian workers appeared to drive this increase, while the number of international (expatriate) staff remained stable. On the average across humanitarian organizations, this growth in personnel did not keep pace with the overall rise in operational expenditure.

The majority of funding continued to flow through UN agencies, with the World Food Programme (WFP), the UN High Commissioner for Refugees (UNHCR) and the UN Children's Fund (UNICEF) being the three largest in terms of expenditure. Much of this funding was then passed on as grants to non-government organizations (NGOs). These three agencies were also among the largest in terms of staffing, although for the first time they were outstripped in staff numbers by an NGO (Médecins Sans Frontières (MSF)).

As in 2015, UN agencies and NGOs spent similar amounts overall (\$16 billion for the UN and \$16.8 billion for NGOs). Expenditure by the Red Cross/Red Crescent Movement fell in proportion to both UN organisations and NGOs as a result of reduced expenditure by National Societies. The concentration of funding flowing through a small number of international NGOs continued, evident in previous editions of The State of the Humanitarian System, though it was less marked than in the past: in 2017, 23% of funding went through six large international NGOs, compared to 31% through five in the previous edition of the SOHS.

B. The Grand Bargain Agreement

The Grand Bargain was originally established as one of three separate but interconnected recommendations of the UN Secretary General's High Level Panel on Humanitarian Financing, published in 2016: (1) reduce needs; (2) expand the resource base; and (3) establish a Grand Bargain between donors and aid organisations. The third pertains to a bargain in which the former would give better-quality funds and the latter would be more transparent and more cost-conscious about how it spent those funds.[2]

The Grand Bargain is an agreement between more than 50 of the biggest donors and aid providers worldwide. The Localization Workstream consists of the signatories to the Grand Bargain (including UN and donor agencies, INGOs, representatives of the Red Cross and Red Crescent Movement) and local actors. The IFRC and the Swiss Agency for Development and Cooperation are co-convenors of the Localization Workstream 6.

1 <https://reliefweb.int/report/world/state-humanitarian-system-2018-edition>

2 <https://interagencystandingcommittee.org/system/files/2021-06/Grand%20Bargain%20Annual%20Independent%20Report%202021%20-%20Executive%20Summary.pdf>

Signatories have also maintained significant momentum under workstream 2 (localization), with high levels of activity over the five-year period, including the development of a comprehensive package of guidance and increasing strategic engagement by and with local actors at the field and headquarters level.

Now accepted as a norm of international humanitarian action, there has also been a gradual expansion in the operational practice of localization going beyond the usual good performers: increasing numbers of other signatories reported in 2020 on their efforts to support institutional development of local partners and increase their access to international funding.

More signatories are meeting the 25% target for their own humanitarian funds allocated to local partners (13 by the end of 2020), access for local actors to pooled funds has increased significantly (39% of OCHA-managed

Country-based Pooled Funds (CBPFs) were allocated to local and national responders in 2020) and there has also been a marginal increase in the global funds allocated to local and national responders (see Figure 1).

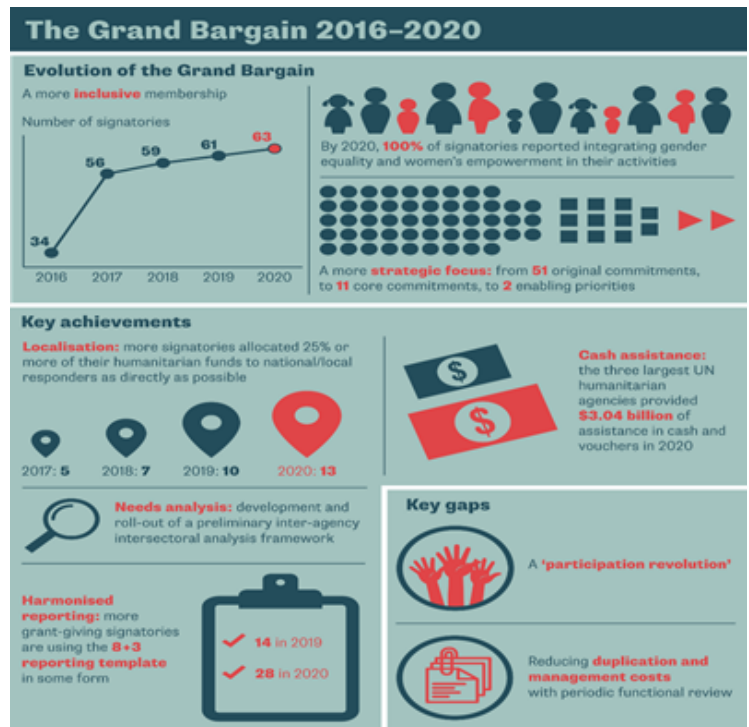


Figure No. 1. The Grand Bargain 2016-2020.

C. Localization – GB Workstream 2

The humanitarian sector has been discussing localization for over 25 years. The World Humanitarian Summit, the Agenda for Humanity, and the launch of the Grand Bargain in 2016 were major initiatives to reform the humanitarian system to make it fit for the future. In the last five years there has been a push for more concrete implementation of localization commitments at country level.

This report presents key findings of the country level dialogue carried out in the Philippines between February and July 2021 and aims to serve as a localization blueprint, a plan of action, with concrete recommendations to be taken forward by various stakeholders.

THE RESOURCE KIT ON COUNTRY-LEVEL DIALOGUE ON LOCALIZATION DESCRIBED LOCALIZATION IN THE CONTEXT OF THE GRAND BARGAIN AGREEMENT:

The Grand Bargain has brought localization to the forefront of policy discussions between stakeholders in international humanitarian action, though the notion of empowering local responders is not particularly new.² Still, there is no single agreed definition of the term.

In the context of the Grand Bargain, “localisation” has mainly been used to refer to increasing international investment in the capacity, delivery and leadership of local responders. The text of the Grand Bargain calls for ‘making principled action as local as possible and as international as necessary’ while continuing to recognise the vital role of international actors, in particular in situations of armed conflict.

In a narrow sense, localization can be seen as strengthening the role of local actors in the context of international aid, with the goal of reducing costs and increasing the reach of humanitarian action. In a broader sense, it can be viewed as a way of re-conceiving the humanitarian sector from the bottom up; recognizing that the overwhelming majority of humanitarian assistance is already provided by local actors.

The global consultations prior to the May 2016 World Humanitarian Summit (WHS) resurfaced the lack of recognition and resources for local and national actors, who are typically the first responders but also continue when the international attention and funding have shifted elsewhere. During the WHS, some initiatives were initiated to address their challenges. These became known under the banner of “localization”. The Grand Bargain, in its ten commitments, contains a significant reform agenda for the international relief sector. The second commitment in particular is for more support and funding for local and national actors.

Local actors in the Pacific (government, national societies and local and national NGOs) developed their own definition of localization as ‘a process of recognizing, respecting and strengthening the independence of leadership and decision-making by national actors in humanitarian action, in order to better address the needs of the affected population.’³

The global NGO network ICVA, defines localisation as the ‘process through which a diverse range of humanitarian actors are attempting, each in their own way, to ensure local and national actors are better engaged in the planning, delivery and accountability of humanitarian action, while still ensuring humanitarian needs can be met swiftly, effectively and in a principled manner.’⁴

“We commit to supporting local and national responders on the frontline, improve the use of cash and increase flexible funding.”

An understanding inherent to the Grand Bargain is that **“benefits are for all partners, not just the big organizations.”** “And the need was acknowledged **“to move from the present supply-driven model dominated by aid providers to a demand-driven model more responsive to the people we are assisting.**

The initiative to map the state of localization through multi-stakeholder dialogue was seen to be the first step in raising awareness of the commitments, understanding country-level progress, documenting the good practices already existing, and mapping the way forward. The Philippines country-level dialogue is part of a global effort to promote better understanding and implementation of the Grand Bargain localization commitments. As part of its commitment as the 63rd signatory of the Grand Bargain, the [Alliance for Empowering Partnership \(A4EP\)](#) committed to support such dialogues in the country through a collaborative process.

In the Philippines, the [Ecosystems Work for Essential Benefits \(ECOWEB\)](#) took the lead in the process in collaboration with the [UN OCHA Philippines](#), [Oxfam Philippines](#), and A4EP, with leadership support from the UN Resident and Humanitarian Coordinator.

The dialogue process was organised in collaboration with various CSO networks in the country, including the [Center for Disaster Preparedness, Philippines Preparedness Partnership](#) and [Asian Preparedness Partnership](#).

II. PHILIPPINE COUNTRY LEVEL DIALOGUE (CLD): FRAMEWORK and DESIGN

A. Background

Building on discussions held in the Grand Bargain Localization Workstream's demonstrator country missions and regional workshops in 2018-19, GB members working on Workstream 2 determined that it will be important to foster further dialogue about how best to meet Grand Bargain Localization commitments at the country level. However, given the nature of the Workstream as a voluntary composite group consisting of mostly headquarters-based representatives of signatory organizations and invited local actors, it is neither feasible nor desirable for it to try to lead or oversee solutions at the country level.

Its role will instead be catalytic, relying on the interest and active engagement of those based in the country, to facilitate exchange and learnings among the countries selected, ever conscious of its own limits of contextual understanding, time and resources. [4]

Hence, the process and design of the country-level dialogue on localization should be best led and coordinated by groups who are mainly based in the country while the GB members at the international level would provide the necessary support.

⁴ <https://glocalisation.ifrc.org/wp-content/uploads/2021/02/GB-Localisation-Workstream-Country-Level-Dialogue-Resource-Kit.pdf>

BEARING IN MIND THE WORKSTREAM'S LIMITED ROLE IN THE COUNTRY-LEVEL DIALOGUE PROCESS, THE WORKSTREAM PUBLISHED A RESOURCE KIT ON COUNTRY-LEVEL DIALOGUE ON LOCALIZATION IN FEBRUARY 2021. THE RESOURCE KIT POINTED OUT THAT THE AIMS OF THE CLD ARE:

- 1. To promote wider understanding and implementation of Grand Bargain commitments on localization at country level;*
- 2. To catalyse collaboration between Grand Bargain signatories and other relevant stakeholders at country level on implementation of localisation commitments while – whenever possible – exploring synergies and linkages with existing humanitarian coordination mechanisms (such as Humanitarian Country Teams and Clusters), donor coordination mechanisms and platforms as well as civil society networks;*
- 3. To support in-country counterparts to identify their context-specific opportunities, challenges and specificities when it comes to localisation and develop their own plans or solutions; and*
- 4. To learn lessons that will inform discussion and strategic direction in relation to the next phase of the Grand Bargain beyond June 2021*

THE RESOURCE KIT ALSO SUGGESTED THE FOLLOWING REQUIREMENT FOR A DIALOGUE PROCESS TO BE SELECTED AS A WORKSTREAM-AFFILIATED PROCESS:

- It must be co-facilitated by at least three actors, including at least one local actor, and one signatory donor or signatory agency;
- The dialogue process must be open and inclusive of Grand Bargain signatories and local actors;
- It must build upon, rather than seek to replace or alter, the existing Grand Bargain commitments on localization; and
- A short progress report from the co-facilitators should be submitted to the Workstream no later than the end of May 2021.

Following the above guidance, the country level dialogue in the Philippines was initiated by the Alliance for Empowering Partnership (A4EP), a signatory to the Grand Bargain Agreement (GBA), and Ecosystems Work for Essential Benefits (ECOWEB), a national NGO based in the southern island of Mindanao who is also a member and the sitting Chair of A4EP. ECOWEB took the lead in this process in collaboration with other GBA signatories present in the Philippines, particularly UNOCHA-Philippines and Oxfam-Philippines.

The four organizations pursued the process with full leadership support from the UN Resident and Humanitarian Coordinator.

The four collaborating organizations designed and agreed on the process, framework, objectives and outputs, stakeholders and participants, timeframe, tools and budget.

B. Objectives

The objectives set for the country dialogue process are to promote and institutionalize the implementation of Grand Bargain commitments on localization and the participation revolution at the country level, as well as, to devise a localization roadmap for the Philippines Humanitarian Country Team.

The dialogue also assisted in creating a greater sense of momentum and providing space to explore synergies and linkages with existing humanitarian coordination mechanisms, donors and Philippine INGO networks, private sector, local and national CSOs and national authorities. Lastly, it sought to identify opportunities and challenges to localization and to develop a country-level plan of action and a tracking mechanism, which are all crucial to the success of localization in-country.

The leading group adopted the aims enumerated in the Resource Kit and set specific outputs for the CLD process in the Philippines, as follows:

- 1. Shared contextual analysis of the status of localization implementation in the Philippines by civil society, UN agencies, INGOs, private sector and donors present in the country – including identified facilitating factors and constraints to localization;*
- 2. Specific recommendations from various humanitarian stakeholders on how to effectively move forward the localization and locally-led humanitarian actions in the country; and*
- 3. Country-level Plan of Action to promote implementation of Grand Bargain Commitments on localization in the Philippines.*
- 4. Recommendations for the next phase of Grand Bargain Beyond 2021*

C. Dialogue Process

The leading collaborating agencies set a seven-step process for the Philippines CLD. These include: 1) developing collaboration; 2) defining the framework and designing the dialogue process; 3) conduct of the study on the state of localization in the country; 4) national level dialogues; 5) inter-agency and multi-stakeholder dialogues; 6) analysis of result and writing of report; and 7) post-dialogue process. Following is a brief description of the steps:

1. DEVELOPING COLLABORATION AND RESOURCE MOBILIZATION

The country-level dialogue on localization in the Philippines kicked off when the Alliance for Empowering Partnership (A4EP), the 63rd signatory to the Grand Bargain Agreement and which had worked closely with Workstream 2, partnered with ECOWEB, a national NGO based in the southern part of the country and among the leading advocates for localization in the country. The two organizations agreed to roll out the country-level dialogue in the Philippines. This was in accord with the requirement set forth in the Resource Toolkit (2021).

The two organizations tapped national units of agencies and organizations who are GBA signatories that maintain operations in the Philippines: UNOCHA-Philippines and Oxfam-Philippines. The four (4) organizations volunteered to organize themselves into a loose consortium-like group with the sole purpose of facilitating and mobilizing resources and stakeholders for the country-level dialogue.

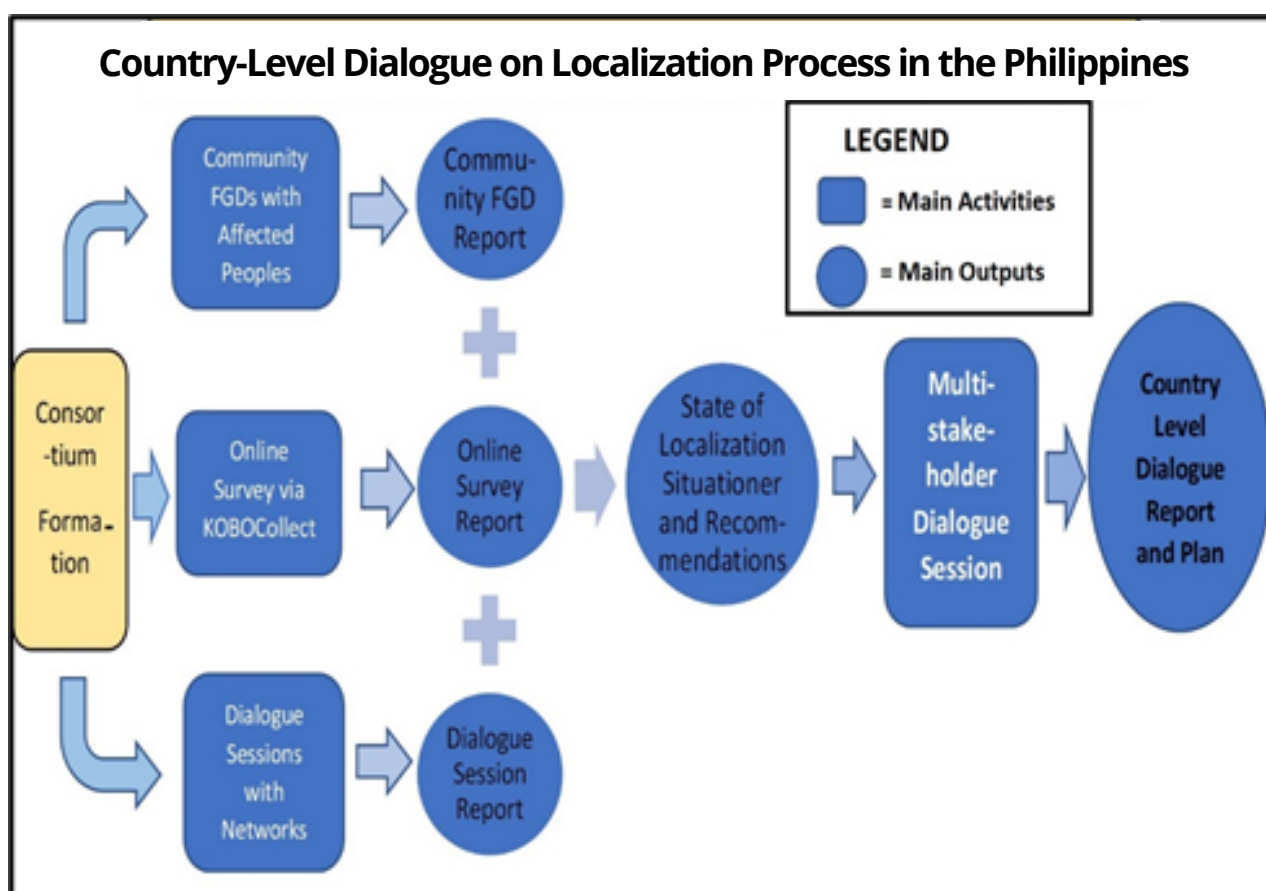


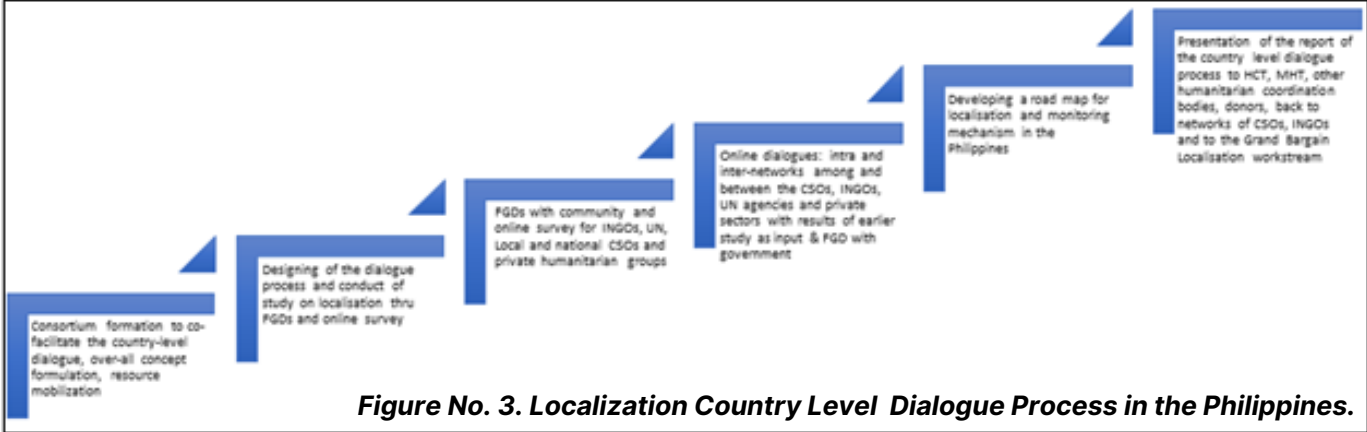
Figure No. 2. Country Level Dialogue Process on Localization in the Philippines.

In the Philippine experience, leadership to take on localization, with commitment from multi-stakeholders, is paramount. The involvement of A4EP and ECOWEB with UN-OCHA-Philippines and Oxfam Philippines made the localization dialogue process in the Philippines a collaborative effort of national and international humanitarian actors.

With UN-OCHA on board, the leadership support from UN Resident and Humanitarian Coordinator (UN-RHC) was assured.

The support of the UN-RHC was important to ensure the participation of other UN agencies and international humanitarian organizations based in the Philippines. Along the way, the leading collaborating agencies consortium were also able to collaborate with CSO networks of humanitarian actors in the country. Through ECOWEB, support from including the Center for Disaster Preparedness, Philippines Preparedness Partnership and Asian Preparedness Partnership, who were also doing awareness raising on the GB and localization in their respective networks was also generated to complement the resources needed to enable participation of local CSOs.

The consortium collaborating agencies formed a core team from the four agencies that conducted regular weekly meetings to plan and execute activities. Each core team member took responsibility to mobilize resources and engagement from wider stakeholder groups. Stakeholder groups representing the government, local governments, CSO networks, UN agencies and INGOs were among those that lent their support to the dialogue process towards developing a road map for localization in the Philippines. Figure 2 shows the summary and interaction of the dialogue process.



2. DESIGNING THE CLD PROCESS AND THE STUDY ON THE STATE OF LOCALIZATION

After its group formation, the collaborating agencies proceeded with designing the country level dialogue (CLD) process. They agreed on the framework to be used in the process especially in collecting data and recommendations from the participants, the stakeholders to be engaged with, the tools and methods to use in the national dialogue, the timeframe and lastly, the budget.

The collaborating agencies agreed to use the Seven Dimensions framework developed by Global Mentoring Initiative (GMI) in 2017. The framework provides a comprehensive overview that captures critical aspects of the relationship between national/local actors and international relief actors, that national and local actors – often for years – have been concerned and, at times, critical about.

The framework can help to structure the conversations between agencies planning to collaborate or already doing so. Rather than jumping from one topic to another (as there are systemic interconnections), it provides a visual landscape through which to move in a step-by-step manner.

The Seven Dimensions Framework of Localization was used in mapping the state of localization particularly in developing the online survey questionnaires and community focus group discussions. Separate questionnaires were developed for local/national NGOs (LNGOs/NNGOs) and private sector and for INGOs and the UN agencies but all are based in the Seven Dimensions framework. A guide was also developed for the conduct of Focus Group Discussions with communities affected by disasters. FGDs were conducted face-to-face in some communities and blended online in others – online facilitation with participants gathered in one place.

The Seven Dimensions framework served as a guide in designing and conducting the three main activities – community FGD, online survey and multi-sectoral by network online dialogue. The results served as basis in developing that would lead to the formulation of the road map for the localization of Humanitarian Action in the Philippines that commenced through the online inter-agency multi-stakeholder final dialogue done on June 10, 2021. The three main activities included community FGDs, Online Survey and Multi-stakeholders Online Dialogue.

3. CONDUCT OF COMMUNITY FOCUS GROUP DISCUSSIONS (FGDS)

Community-based FGDs & Score Card:

- 25 FGDs
- In 6 Regions
 - 4 in Luzon
 - 1 in Visayas
 - 20 in Mindanao
- 236 participants
 - 49% women
 - 29% men
 - 12% girls
 - 10% boys

The purpose of the community FGD is to hear the perspective of the people affected by crisis based on the Seven Dimensions localization framework. The FGDs, facilitated by ECOWEB and local CSO partners with support from OXFAM Pilipinas, were conducted with representatives of the crisis-affected communities purposefully to hear their views and perspectives about the localization agenda. Teams of facilitators and documenters undertook the task through face-to-face and online sessions. In the conduct of online-facilitated sessions, participants were gathered in one place equipped with the best internet connectivity while the facilitators were based at ECOWEB's office. (Details on the process and

methods of conduct of the community FGD are discussed in Section A of Chapter III.) A total of 24 FGDs were conducted in 6 regions across the three major island groups in the country – Luzon, Visayas and Mindanao. There were a total of 236 participants who belonged to communities affected by disasters and where humanitarian interventions had been undertaken within the last three (3) years prior to the FGD.

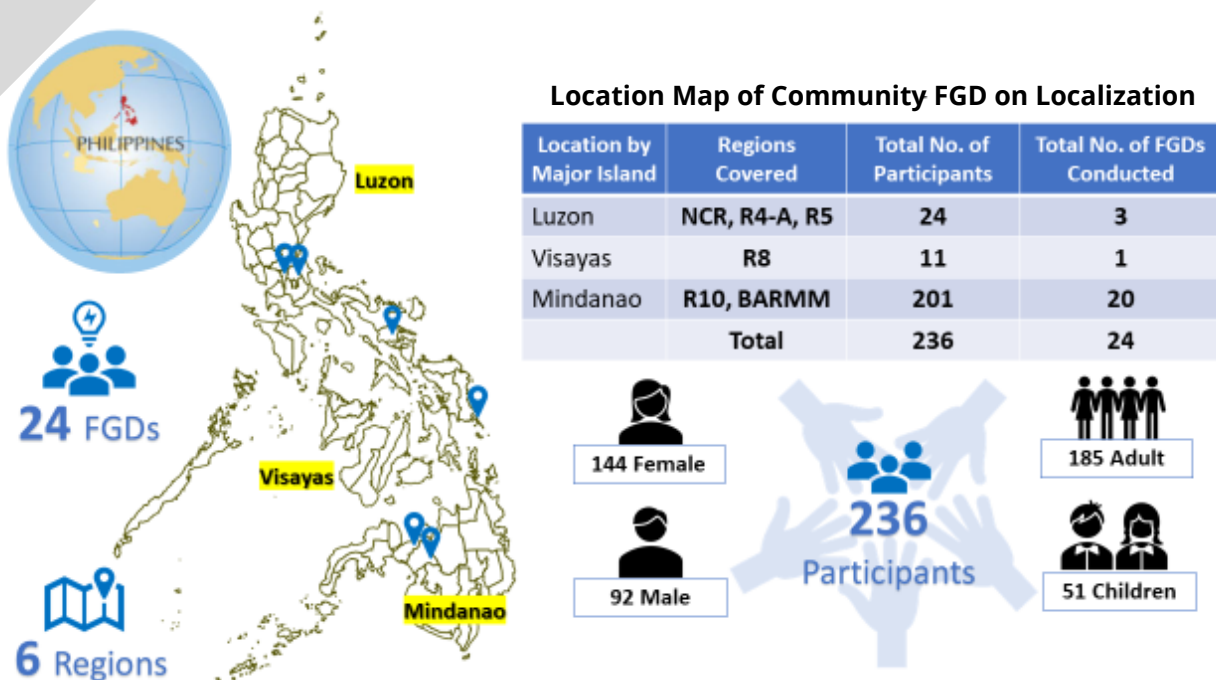


Figure No. 4. The Location Map of Community FGDs in the Philippines.

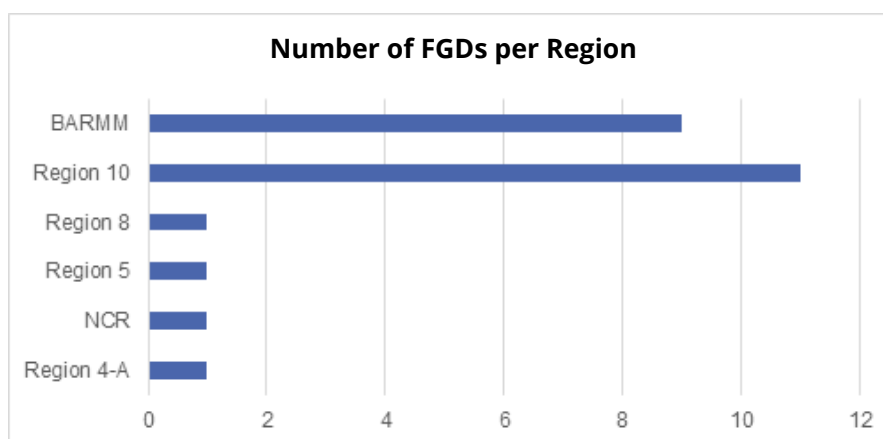


Figure No. 5. Number of Community FGDs in the Philippines by geographical region.

4. ONLINE SURVEY FOR THE STUDY ON THE STATE OF LOCALIZATION IN THE PHILIPPINES

The purpose of the study on the State of Localization is to determine **how far is the localization agenda of the Grand Bargain commitments on delivering the Participation Revolution and on Localization have been fulfilled in the Philippines.** The result served as the baseline and the starting point for the discussions at the national level dialogues and moving forward the localization agenda in the Philippines.

The study employed two main methods: Focus Group Discussions (FGD) and online survey. Owing to the restrictions on travel and gatherings, the FGDs were conducted through face-to-face meetings and online teleconference via zoom. The main respondents of the online survey were humanitarian actors and duty bearers. The humanitarian actors include local and national CSOs, international NGOs and UN Agencies

while the duty bearers included key persons from government agencies with either full or partial humanitarian mandates. There is a framework that NGO, UN and INGOs are also considered duty bearers?

The questions for both the affected people and communities and responders were structured according the Seven Dimensions framework (discussed in detail in Section B of this Chapter.) In consideration of disastrous impact of the COVID-19 pandemic, there were also specific questions on COVID-19 included in both the FGD guide and the survey questionnaires. The FGD's were conducted from March 3 to 15, 2021 while the online survey was open for six weeks until March 22, 2021.

Online Survey

- 63 respondents from CSOs and private sector
- 15 respondents from UN and INGOs

A total of 63 CSOs and Private Sector and 15 INGOs and UN agencies completed the survey. The online survey provided data regarding the awareness and status of the Grand Bargain commitments and implementation in the country. It draws recommendations from the local and national civil society organizations, UN agencies, donors, private sector, and

INGOs as well on how to move forward the localization of humanitarian action based on the experience and perspectives of the respondents. The analysis of the responses is presented in the succeeding sections.

Online survey, using KoboCollect, with data collected from organizational respondents from the UN, INGOs, CSOs and private sector.

5. NATIONAL-LEVEL DIALOGUES

A Multi-stakeholder Process



The dialogues on localization, which were held with local and national CSOs, private sector, humanitarian groups, INGOs and UN agencies, used the key analysis from the online survey and FGDs as starting points for the national discussions. Convening 11 inter-network and intra-network dialogues was a

Figure No. 6. The Multi-stakeholder to the Philippines Dialogue Process.

real collaborative effort. This diagram (Fig. 6) shows the collaboration efforts, the support provided and ownership from various stakeholders

Conduct of intra-network dialogues: CSO networks at sub-national levels (3 major islands); national CSO networks; HCT; MCT; PINGON and Business Humanitarian Groups.

Each online consultation took between 90-120 mins. The goal was to utilize the insights and analysis from the consultations to develop a road map for moving forward localization commitments in the country, with defined monitoring mechanisms. Findings of the online survey and the community FGDs were presented during the virtual dialogues. Participants were given the space to reflect on their experiences and the opportunity to have honest and open conversations.

They were asked for recommendations on how they think localization works for crisis-affected communities. This was achieved through break-out group sessions, as well as, through plenary discussion. The impact of COVID-19 was woven into all the group discussions. It was important that stakeholders felt safe and that they could openly share their experience and views. Participants in the dialogue break-out sessions were grouped according to the different dimensions. They explored questions such as: What can be improved? What obstacles can be anticipated and how to overcome them? What needs to change?

6. INTER-AGENCY AND MULTI-STAKEHOLDER DIALOGUE

The multi-stakeholder dialogue session was opened by the UN Resident and Humanitarian Coordinator Gustavo Gonzalez, followed by keynote remarks from Herndando Caraig, the Assistant Secretary of the government's Office of Civil Defense (OCD).

Close to a hundred participants took part in the final dialogue and action planning workshop. The breakdown by stakeholder is shown in Figure No. 7.

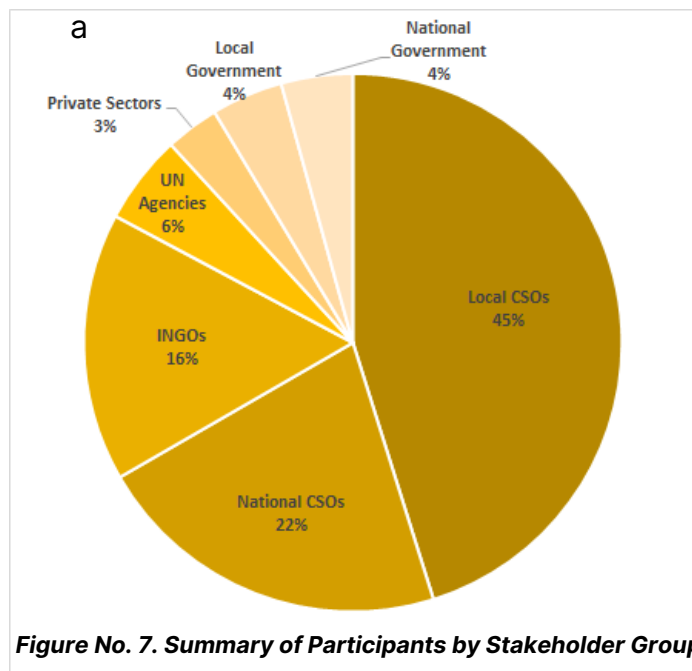


Figure No. 7. Summary of Participants by Stakeholder Grouping.

7. ANALYSIS AND REPORT WRITING: Harvesting Information from the Rich Discussions

Rich discussions in all the online dialogues were harvested by documenters and analysis was carried out to synthesize the key findings, insights, recommendations, and action points from the survey, FGDs and dialogues. The report is a key record of the proceedings and will be the reference

document to take actions forward. It will be shared with the stakeholders in the Philippines and to the wider audience including the Grand Bargain signatories.

8. POST-DIALOGUE ACTIONS:

Developing the Road Map and Moving Forward Localization in the Philippines

The Grand Bargain commitments, including the ones on localization and the participation revolution, aim at a wider reform of the practices of the humanitarian system in the Philippines. While several improvements have been achieved over the last few years, operational improvements by individuals and sets of collaborating agencies are not enough to affect systemic change. In this second wave of localization, the aim is to take a look at accelerating more holistic and systematic measures for localization. Figure 10 shows the different levels where actions need to take place and where responsibility and accountability must lie. A broader perspective is therefore needed that asks more strategic questions:

1) *How to make the collective, global, or 'system-wide' capacity better prepared to respond to a crisis in ways that maximize the participation of affected populations and reinforce rather than replaces local and national capacities?*

2) *What strategic decisions for the collective response to a particular crisis will create a situation where the international assistance reinforces rather than replaces local and national actors?*

3) *What will make our own organisation better prepared to do this?*

4) *What does localization mean for our individual (and collective) operational practices?*

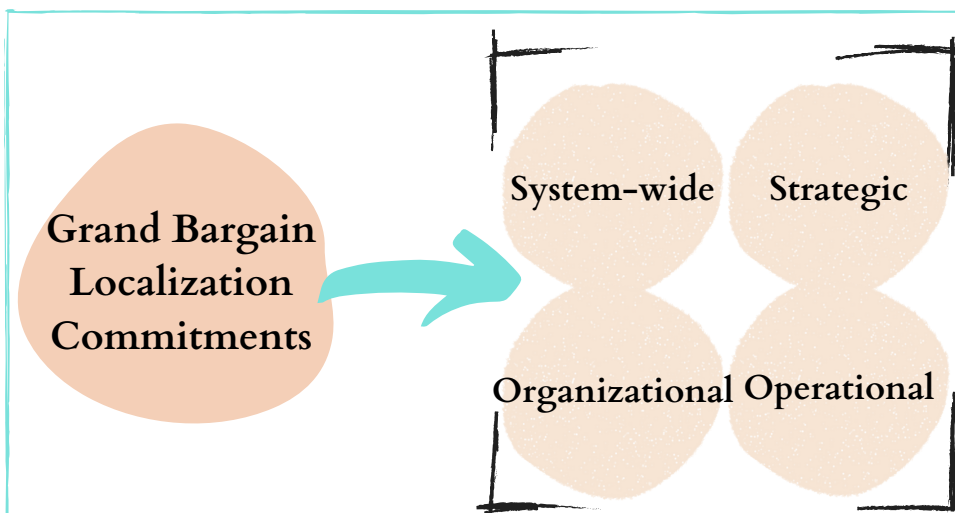


Figure No. 8. The Grand Bargain Localization Commitment Operationalization.

Taking into consideration the above questions and developing a road map for localization as well as putting in place a strong monitoring mechanism will ensure that the Philippines can move forward on its localization commitments.

Results of the dialogue process will be presented to various stakeholders including Humanitarian Country Team (HCT), Mindanao Humanitarian Team (MHT), other humanitarian coordination bodies, donors, networks of CSOs, INGOs and to the Grand Bargain Localization Workstream, as well as, to the Government of the Philippines. The HCT and the various CSO networks will be the key stakeholders targeted to move forward the identified actions.

D. Framework

The leading group agreed to use the Seven Dimensions Framework (SDF) for localization developed by the Global Mentoring Initiative (GMI) in 2017 for its work with the START Fund of the START Network. The SDF was further developed by identifying a set of 'emerging indicators' during GMI's subsequent work with the Disasters and Emergencies Preparedness Programme (DEPP) of the START Network.

The seven dimensions framework draws on the Grand Bargain commitment 2 to localization and commitment 6 to a participation revolution, Charter4Change commitments, and consultations with local, national and international actors. The seven dimensions include: 1) relationship quality; 2) participation revolution; 3) funding and finance, 4) capacity; 5) coordination mechanisms; 6) policies and standards; and 7) visibility and credit sharing.

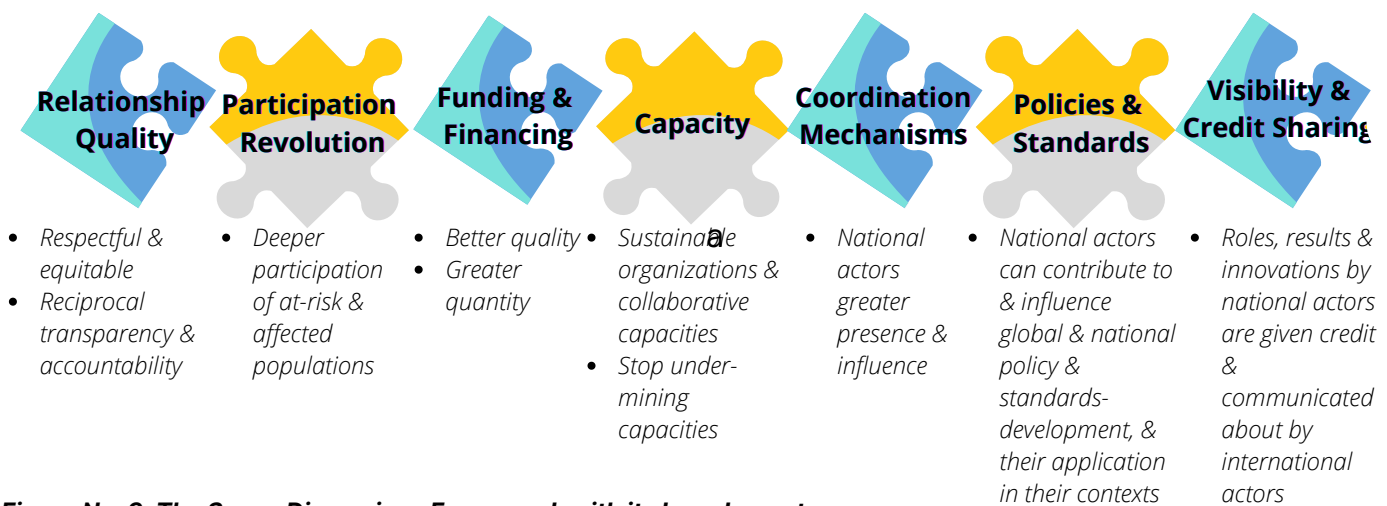


Figure No. 9. The Seven Dimensions Framework with its key elements.

THE CORE CONCEPT OF EACH OF THE SEVEN DIMENSIONS ARE EXPLAINED BELOW:

RELATIONSHIP QUALITY:

National and local actors are tired of being instrumentalized and of the prevailing sub-contracting relationship that many international agencies impose on them. They acknowledge the value of international agencies, and do not want to get rid of them. But they want to see more genuine and equitable partnerships. They want to be 'decision-making' and not just 'implementing' partners.

PARTICIPATION REVOLUTION:

Fuller and more influential involvement of crisis-affected people in what relief is provided to them, and how. As some displaced people in the Philippines put it: 'Nothing for us without us!' Genuinely participatory approaches are very rare:

PARTICIPATION REVOLUTION:

Although crisis-affected people around the world want to regain some control over their own lives, humanitarian actors tend to portray them as 'vulnerable', 'in need' etc. In other words, they are helpless and dependent on humanitarian assistance. In the 1990s, humanitarian actors talked about 'vulnerabilities and capacities assessments'. The contemporary emphasis is only on 'needs assessments'. The move, over the past decade, to more 'accountability to affected populations', has reduced this to feedback and complaints mechanisms, satisfaction surveys, and communicating with communities. There is little, early and effective, participation in decision-making by crisis-affected people, and little attention to their social organizing beyond the household level. In recent years, a number of humanitarian actors have experimented with community-led relief approaches, with participatory budgeting and 'voices to choices' approaches – but this remains marginal compared to the mainstream approaches.

FUNDING:

The commitment to ensure that at least 25% of internationally raised funding reaches national and local actors 'as directly as possible'. 'As directly as possible' has been interpreted as no more than one grant intermediary. The Grand Bargain largely refers to quantity of funding, although it does call for less earmarking. For local actors however, just as for international ones, the quality of funding (flexible, longer-term, covering core costs, predictable, maintaining cash flow etc.) is as important as the quantity. They also feel they cannot easily compete with INGOs if a grant is offered on condition of the grantee providing a percentage of co-funding. Advancing the funding, to be reimbursed for real and justified costs, is obviously impossible, as they are unable to build up any reserves. Furthermore, in emerging economies and countries with expanding middle classes, local and national CSOs are now looking at more domestic fundraising. They are deeply worried about the entry of international agencies (or their national affiliates) as competitors into these 'emerging markets'.

CAPACITIES:

More effective support for strong and sustainable institutional capacities, and less undermining of those capacities by international actors. A long and contentious topic: Some of the key issues are a narrow understanding of capacities by international actors that results in lack of recognition of various capacities and competencies that local/national agencies have; an assumption that local/national actors lack capacities and that international agencies have them;

uncoordinated and ineffective capacities that rely too much on generic and one-off training and is not tailored to the context or the agencies (the preference is for mentoring and on-the-job learning via accompaniment); too much emphasis on technical and compliance capacities which is a priority for international agencies but not necessarily so much for local/national ones; undermining capacities e.g., by hiring away the best

CAPACITIES:

staff of national actors, causing inflation when large numbers of international agencies come in, and maintaining financially fragile local/national organizations who cannot attract or keep experienced staff.

Local/national actors point out that even as they get stronger in many ways, the internationals shift the goal posts, so there is no finishing line. That this also means there are never significant role changes: they are not allowed to take on roles that the international agency keeps to itself. In other words, there is never a 'graduation': they remain eternal students.

Particular problems arise during general surge, when internationals rapidly hire large numbers of locals for their own capacity, and then tell local agencies they do not have the capacity. A related issue is how to maintain capacities for emergency response, during long periods when no emergency takes place.

NATIONAL ACTORS LEADING IN COORDINATION MECHANISMS:

More presence, influential participation and (co-) leadership of national government and non-government actors in 'coordination' mechanisms and forums such as clusters. Obstacles are the ability (and cost) to attend large numbers of meetings; meetings in a European language only, not understanding the complex architecture, jargon and acronyms of the international humanitarian system etc.

VISIBILITY:

Greater public recognition and visibility for the role, effort, contribution, innovation and achievements of local actors.[4] A particular irritation can arise when a local/national agency has been creative and innovative, and an international agency ('partner') takes up the idea, and publicizes it as its own.

POLICY AND STANDARD- SETTING INFLUENCE:

Increased and meaningful presence of national actors in international policy and standards-setting discussions and taking into account of their views and proposals. Standards are typically developed in Western countries by groups of internationals. They may not be realistic for particular contexts. There are far too many of them for even well-resourced INGOs to take up, let alone financially fragile local/national ones. Though several are framed as guidance, internationals may use them normatively towards local actors i.e. 'must meet'. If they then cannot meet them, they do not qualify for funding.

4 <https://gblocalisation.ifrc.org/wp-content/uploads/2021/02/GB-Localisation-Workstream-Country-Level-Dialogue-Resource-Kit.pdf>

E. Stakeholders and Participants

THE STAKEHOLDERS OF LOCALIZED HUMANITARIAN ACTION IN THE PHILIPPINES INCLUDE:

- *Affected communities*
- *Community-based Organizations (CBOs)*
- *Local Civil Society Organizations CSOs*
- *National NGOs/CSOs*
- *Local Governments*
- *Private Sector (foundations, volunteer groups)*
- *National Government (through national agencies)*
- *UN Agencies*
- *International Non-Government Organizations (INGO) Donors*



Figure No. 10: The Stakeholders of Localized Humanitarian Actions.

Targeted participants in the FGD include national and local civil society networks (CSOs) that would consist of Non-Government Organizations or NGOs, People’s Organizations or POs, Community-Based Organizations or CBOs, faith-based organizations or FBOs, academic institutions, among others; UN agencies; international non-government organizations or INGOs and donors present in the country, as well as, the private sector or the business groups implementing humanitarian actions and the government. Voices of the affected population were also needed to be heard (through FGDs) particularly their views and perceptions on the localization agenda. Their perception on the importance, relevance, as well as, the constraints and limitations of the local actors and other humanitarian actors is important to know in order to address their humanitarian needs and protect their rights. After agreeing on what stakeholders to include, networks were identified. From these networks, participants from among their stakeholder-members were specified.

Representatives of concerned government agencies shall also be engaged to generate views on how policies and programs of the government could be shaped to support the implementation of the Grand Bargain in the country and its future beyond June 2021.

F. Timeframe of the Multi-stakeholder Dialogue Process

Activities	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	June 21	Jul-Oct 21	Nov21-beyond
Prep Meetings of collaborating agencies – finalization of plan/ Resource Generation to support the dialogue process	■	■	■						
Process designing with details of guidance			■						
Community Focus Group Discussion – Preparation and Actual Conduct			■	■					
On-line survey on State of Localisation with CSOs, Private Sector, INGOs and UN agencies				■	■				
Intra-network dialogues (CSO networks, HCT, MHT, PINGON, Business humanitarian groups, government)					■	■	■		
Multi-stakeholder/Inter-network final dialogue and developing the road map of localization in the Philippines							■		
Writing of report on the outcomes of the dialogue process							■	■	■
Post-dialogue meetings and moving on activities by major stakeholders (HCT, MHT, CSO network, others)							■	■	■

Figure No. 11. The Timeframe of the Philippine Dialogue Process.

The dialogue process took place between February and June 2021 with preparations done between December and February and post-dialogue activities done right after as well. Figure No. 11 below shows major activities done within the 5-month-period and the

preparations made and post dialogue activities done. and consisted of focus group discussions (FGDs) with representatives of communities affected by crisis in six regions in the Philippines and with humanitarian responders. (Figure 12 shows an overview of the process and summary of participants to the five-months localization dialogue process.)

Totally, the dialogue process has reached 504 participants where 268 from humanitarian agencies through the online survey and dialogue sessions and 236 from the affected communities through the FGDs. The online survey for humanitarian responders that mapped the state of localization of humanitarian actions in their respective agencies was completed by 63 respondents from the CSOs and 15 from the UN agencies and INGOs. The series of online intra-network dialogues involved a total of 155 participants from national and local CSO networks, government agencies, INGOs and UN agencies, and private sector humanitarian groups operating in the Philippines. The process culminated in a multi-stakeholder/inter-agency dialogue on June 10, 2021, with close to 100 participants identifying key actions to move forward the localization in the country. It also brought to the fore the insights and findings from the community FGDs, online survey and the series of online dialogues among humanitarian stakeholders.

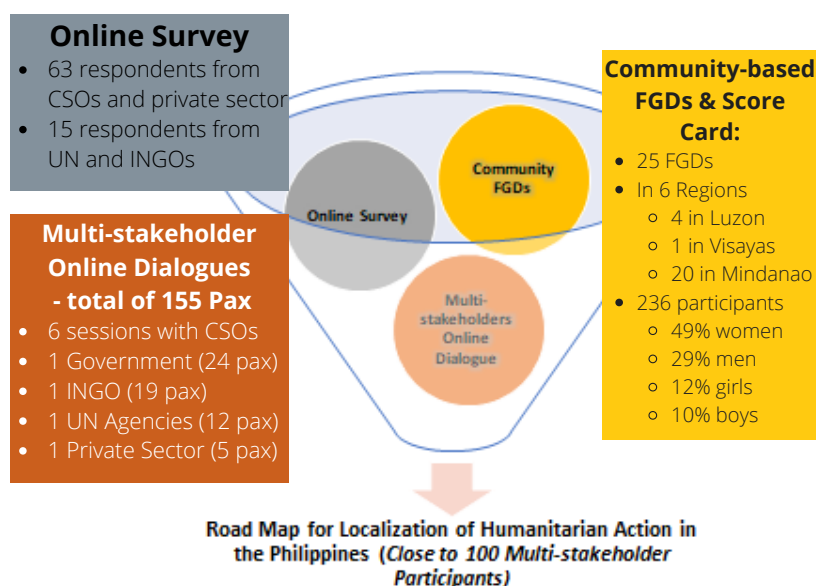


Figure No. 12. Summary of the 5-month Country Level Dialogue Process with the specific number of participants.

G. Resources Budget Mobilized to Support the Process

Figures No. 6 and No. 12 show the multi-stakeholdership of the Philippine dialogue process. They also reflect the resources contributed by various stakeholders that enabled the successful conduct of the various activities of the Philippine localization dialogue process. UN OCHA provided support in mobilizing participation of the UN agencies and members of the HCT and MHT as well as funding for the necessary technical support in preparation of the report. OXFAM Pilipinas provided co-funding through ECOWEB for the necessary technical support in the facilitation and documentation of the process including the conduct of the community Focus Group Discussions. OXFAM mobilized the participation of the INGOs particularly the members of the PINGON.

A4EP provided technical support and guidance for use of the 7 dimensions framework on localization. And ECOWEB, as the national organization in the collaboration, served as the lead in mobilizing the participation and engagement of the communities affected by crisis in the FGD and of local and national CSOs and networks and private sector in the dialogue process and in the online survey. ECOWEB also engaged the NAPC-VDC and OCD for government participation in the process. And to help augment the necessary resources for facilitation and documentation of the process and to provide access of local CSOs to necessary connectivity in the online dialogue activities, the CDP with PhilPREP and APP also provided additional support thru ECOWEB.

Photo taken by ECOWEB during IDP Consultation in Lanao del Sur

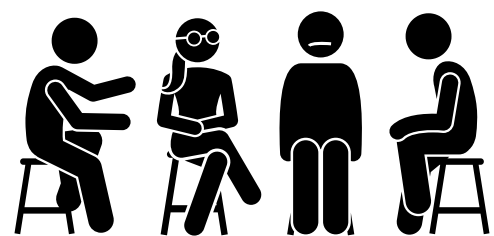




III. TOOLS USED IN THE CONDUCT OF PHILIPPINES COUNTRY-LEVEL DIALOGUE (CLD)

The Philippine country-level dialogue on localization used four (4) methods with particular tools and sub-tools agreed by the leading collaborating agencies – the A4EP, ECOWEB, OCHA and OXFAM and designed by the member/s in-charge of the designing particular method. The 4 methods include:

A. Community Focus Group Discussion (FGDs)



B. Online Survey



C. Online (by network) Stakeholders Dialogue



D. Multi-Stakeholder Dialogue



The tools presented in this Chapter are presented based on actual application with incorporation of modifications suggested for better use.

A. Community Focus Group Discussions (FGD)

The community FGD was one of the major methods used in the country level dialogue on localization agreed by the leading collaborating agencies consortium. The purpose of the FGDs was to generate both quantitative and qualitative data on the perspective of the affected population on localization. A score card method was used to rate participants' responses using the Seven Dimensions Framework. Targeted participants of the FGD were individuals and communities in different parts of the country who were affected by disasters and have received humanitarian assistance in the last three years after signing of the Grand Bargain Agreement.

The consortium member who led the process was ECOWEB, being the national organization among the collaborating agencies, led the conduct of the community FGD. ECOWEB also serves as owing to its well-placed position being the concurrent representative of the sector of the Victims of Disasters and Calamities (VDC) in the National Anti-Poverty Commission (NAPC) and by virtue of that, the right to represent the NAPC 14 basic sectors to the National Disaster Risk Reduction and Management Council (NDRRMC), the country's highest body overseeing and coordinating emergency and humanitarian actions, as well as, Disaster Risk Reduction (DRR) program of the government. The FGD process was supported by OXFAM Pilipinas.



Photo taken by ECOWEB during IDP Consultation in Lanao del Sur

CONSIDERING THE LIMITATIONS POSED BY THE COVID-19 PANDEMIC, ECOWEB USED VARIOUS TOOLS IN THE CONDUCT OF FGDS FROM PREPARATION UNTIL THE POST-FGD PHASE. THIS SET OF TOOLS INCLUDES:

- Tool A1:FGD Process Guide
- Tool A2:Community Scorecard
- Tool A3:Participant’s Consent Form for Face-to-face FGD
- Tool A4:Participant’s Consent Form for Online FGD
- Tool A5:Community FGD Question and Worksheet
- Tool A6:FGD Tasking and Teaming Schedule

TOOL A1:FGD PROCESS GUIDE

DESCRIPTION

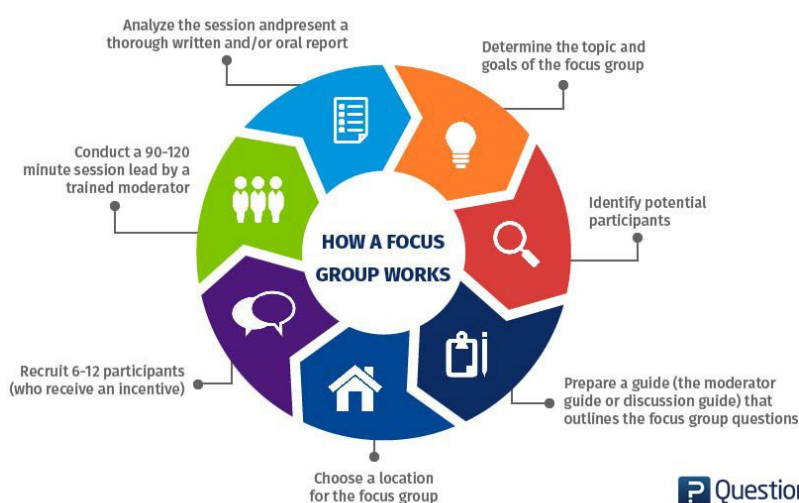
The first tool used by ECOWEB was the FGD Process Guide adopted from the 7-stage process outlined by QuestionPro (Figure A1) [6]. Contextualizing the process and in consideration of the design and framework agreed by the leading consortium collaborating agencies, ECOWEB modified the seven steps.

PURPOSE

The FGD Process Guide serves as the step-by-step reference in the preparation, actual conduct and preparation of the FGD report. It serves as the process-checklist for each of the planned FGDS

PROCEDURE

After the collaborating agencies decided that FGDS shall be conducted among the affected communities, the location and groups to be engaged were identified. The preparation for the conduct of the FGDS followed the procedure set in the FGD process guide with variations based on the modality of the conduct. The seven steps are discussed below.



QuestionPro

Figure No. 13. FGD Process Guide – a process adapted from QuestionPro and followed by ECOWEB in the preparation and actual conduct of community FGDS.

6 In this figure notation, A refers to the method and refer to the tool number, thus A1 means the first tool used in Method A.

Step 1: Goal and Topic of the FGD

The goal of the FGD is to find out about the experiences of the community, their insights, views and perspectives regarding the humanitarian responses done by governmental/ local/ national CSO/ International agencies/ UN agencies, private sector, among other responders to the crisis and disasters affecting vulnerable population in the target communities.

The FGDs tackled 8 topics that cover the 7 dimensions of Localisation:

1. Community context
2. Visibility of Humanitarian Responders
3. Modality of Assistance
4. Participation
5. Capacity of Responders
6. Relationship of Responders and Survivors
7. Coordination among Responders
8. Policies and Standards

Step 2: Target Participants

The target participants of the FGD were the internally-displaced persons or population affected by humanitarian crisis and disasters. Each FGD group was composed of 7-10 persons representing either an organized or unorganized affected population in target areas. Target groups represented different disaster contexts, as much as possible: armed conflict; typhoon; flooding; landslide; earthquake; volcanic eruption; drought; and others.

As much as possible FGD was inclusive of women, men, youth, elderly, children, IDP and non-IDP disaster affected, IP and affected in both rural and urban contexts.

The agreed target participants were the persons and communities affected by disaster in the last 5 years (2016-2020) after the signing of the GBA. These participants were identified from the communities assisted by ECOWEB and the other partner local humanitarian actors from the 3 major islands various parts in the country.

Step 3: Preparing the FGD Guide

The FGD Guide is drafted following the 7 dimensions of Localisation developed by the Global Mentoring Initiative and in cooperation with Start Network and other CSO networks advocating for localisation. The guide consists of guide questions, worksheets, guide for facilitators and documenters.

This guide is developed by ECOWEB and A4EP based on the consultations with ECOWEB staff and partners who have had humanitarian experience. The draft guide was tested by ECOWEB with groups of IDPs from the Marawi IDPs in Iligan City, Philippines. The learning from the test run served as basis in the preparation of this Localisation FGD guide with communities affected by humanitarian crisis.

To facilitate efficient conduct of the guided FGD, prepared worksheets and pre-identified titles were prepared ahead including identified titles of topics that could be written in meta-cards.

Facilitators also prepared the necessary materials in the checklist:

- Prepared Worksheets and pre-identified titles of topics
- Blank manila paper, meta cards, masking tape, pentel pens
- Name tags
- Stand for manila paper and that could serve as wall for meta cards
- Health protection supplies and materials as required under the pandemic condition

After finalizing the Guide, volunteer facilitators and documenters were recruited from within the staff and roster of volunteers of ECOWEB and local partner organizations. The recruited facilitators were, then trained and were assigned to FGD sessions (See Tool No. 6). Some facilitators were oriented via online sessions.

Step 4: Location of the FGD

The venue had to be conducive to a group discussion, ideally in the community where the participants are coming from. It had to have a space where participants of FGD numbering 7-10 could sit around to face each other with the facilitators and documenter. A space where participants could focus in the discussion without disturbance was ideal. A space for posting of prepared Worksheets was also advisable so participants can visually see results of the discussion.

But when face-to-face was not possible especially this pandemic and when there is no facilitator that can be tapped in the target area, virtual FGD could also be facilitated in two possible settings:

1) facilitator and documenter meeting virtually participants who would gather in one place with one community-based facilitator to assist; 2) participants spread from different areas with good access to WIFI connection and facilitator to facilitate the FGD virtually. The approach could be adjusted between face-to-face, blended approach and virtual approach.

In the actual conduct, the participants and the facilitating teams assigned to the FGD had to coordinate with the leaders of the targeted communities were asked to identify the respective venue for the face-to-face FGDs. The same was done for the online- facilitated FGDs where but with the requisite that the FGD participants group were provided with an option will have to gather in a place with good internet connectivity. Lack of access to internet connectivity to communities made it impossible to conduct an FGD with individual online participation.

Step 5: The Actual Participants (incentives)

All the participants came from organizations that were assisted by ECOWEB and other local humanitarian actors. It was the community organizations or their leaders who choose the participants to the FGD based on the required maximum number and gender representation aggregation. Two FGD sessions were also purposely organized to hear the voices of youth and children. Each FGD session was composed had a number of participants ranging from 7 to 15.

The plan participants were provided with meal/snacks, and transportation allowance, when needed or communication allowance for virtual FGD including face masks and alcohol.

Step 6: Actual Conduct of the FGD Session

The actual conduct consisted of the following parts:

1) Preliminaries and Introduction, to include

- Greetings, prayers and any other culturally-required start-up activity
 - Introduction of the facilitating and documenting team
 - Introduction of participants
 - Reminders on the protocols/COVID-19 precautions as a requirement under the pandemic condition: physical distancing, face mask, hand washing, alcohol, etc.
 - Starting with a smiley temperature check of the participants.
 - Providing background and purpose of the FGD (as part of the country-level dialogue process to input into global localization discussion – refer to concept paper)
 - highlighting that their contribution through the FGD will hopefully help improve the humanitarian system through their inputs that would be shared with various stakeholders in the humanitarian sector including the local/national CSOs, INGOs, UN agencies, private groups and the government;
 - Introducing the sponsoring/facilitating organizations of the FGD (ECOWEB, A4EP, OXFAM, OCHA
- their brief background and roles in the localisation movement – refer to the Country-level concept paper)
 - Informing participants that attribution of results of the discussion would be made confidential, unless they agree to be quoted. Facilitator asked for signed consent from participants for audio and written documentation of the proceedings and for documentation of answers. In the worksheet/manila paper posted on the wall for visual capture of discussions; photo documentation, their signed attendance, and for the consent for citing stories and quotes when necessary that could be made anonymous when preferred.
 - Orientation of the process flow for the next two hours – the estimated time frame of the FGD
 - Use of Magic ball/wand for time management: Agreeing with the participants that it is only the magic ball/wand that can allow them to speak. Reminding them that the magic ball/wand will explode if they hold it very long. The ideal time of holding the magic ball/wand was only one minute. After speaking, one passed the magic ball/wand to the next speaker. If none of the participants was going to speak, the magic ball/wand was returned to the facilitator. The facilitator could also hold and point the magic wand or pass the ball to one who the facilitator had wanted to speak.
 - Focus group discussion followed the prepared guide questions and made use of the worksheets in the following section. Guide for documenter was also indicated.
 - Each section was allocated a number of minutes. As much as possible,

process of discussion was mindful of the time to be able to finish the FGD in around 2 hours.

- The process included score card for views, feelings and perspective on certain question or statement. Some deepening follow-up questions were asked to gather reasons, examples and particular experience in relation to the score card result or initial view shared in response to questions asked.
- Each session ended with a summary of results as bridge to the next topic/question.
- At the end of the 2-3 hour FGD, facilitators thanked the participants for their time, willingness and openness to share in the discussion. They reminded them of the purpose of the FGD and how the results will be used.
- Feedbacking about the process and content of the FGD using a smiley temperature was facilitated.
- A final closure observing cultural practice in the community was made. Note that in the actual conduct by ECOWEB, sessions could last for The FGDs were set between 2 to 2.5 hours. This time limit was extended up to 34 hours or more especially in the online-facilitated FGD that experienced in the actual conduct of the online FGDs due to internet connectivity problems that slowed down the process. The scorecard method was used in getting information. *(Refer to Tool No. A24 for details in using scorecard.)*

Step 7: Report Preparation

1. Includes documentation consent
2. Signed attendance sheet
3. Written and photo documentation (for filing purposes and for possible reference to report if consent is given to allow quotation or referencing of particular important experience/story)
4. Proceedings and highlights/summary of the FGD results including feedback from the participants regarding the process and content of the FGD.

The documenters of each session made detailed documentation using the data capture worksheets included in FGD Guide (Tool No. A5). They also made summary report for each of the FGDs. The data collected from the worksheets were collated and analyzed.

TOOL A2: COMMUNITY SCORECARD

DESCRIPTION

The Community Score card (CSC) is a performance improvement tool pioneered by CARE in 2002 and is now a widely used approach by international, national and local agencies to generate citizen engagement and feedback on the quality and accessibility of various services.

The Community Score Card (CSC) is a two-way and ongoing participatory tool for assessment, planning, monitoring and evaluation of services.

The Community Score Card brings together the demand side (“service user” or “community member”) and the supply side (“service provider”) of a particular service or program to jointly analyze issues underlying service delivery problems and find a common and shared way of addressing those issues. It is an exciting way to increase participation, accountability and transparency between service users, providers and decision makers. [7]

The Community Score (CSC) is also a participatory and community-based social accountability mechanism that enables individuals and communities to assess the quality of programs and services. CSC is a process that creates an opportunity for direct dialogue between service providers and the recipient communities or groups. It is a process that empowers the public to voice their opinion and demand improved service delivery.

As a dialogue process, CSC is also an opportunity for service providers to express their limitations and constraints and express their requests to recipient communities. It is an opportunity to inform community members about available services, their rights and entitlements to access and contribute to the improvement of these services.

In the localization FGD, CSC is used as a tool to solicit feedback from affected communities on the various aspects of the localization of humanitarian actions following the Seven Dimensions framework.

PURPOSE

The Community Score (CS) is also a participatory and community-based social accountability mechanism that enables individuals and communities to assess the quality of programs and services. CS is a process that creates an opportunity for direct dialogue between service providers and the recipient communities or groups. It is a process that empowers the public to voice their opinion and demand improved service delivery.

In the localization FGD, CS is used as a tool to solicit feedback from affected communities on the various aspects of the localization of humanitarian actions following the Seven Dimensions framework.

Preparing the Tool:

1. The preparation of the tool commenced after the themes and questions of the community FGD were finalized and assessment choices defined.
2. Worksheets should be finalized first. As soon as the color and emojis to be used in the worksheet are finalized the preparation of the scorecard could commence.
3. As soon as the worksheets are finalized, its printing could commence. Worksheet could be printed in wide sheets of dimensions 3 feet by 2 feet or 4 feet by 3 feet depending on the number of columns and rows or could just be drawn in a kind of “manila” paper. The worksheets that will use the scorecard method for the assessments, should include the colors and emojis that will be used.

⁷ CARE Malawi. “The Community Score Card (CSC): A generic guide for implementing CARE’s CSC process to improve quality of services.” Cooperative for Assistance and Relief Everywhere, Inc., 2013.

Below are samples of Worksheets where the same scorecard could be used and a picture of an application in actual FGD session.

Worksheet No. 1 Disaster/Crisis Situation and their Severity of Impact				
Crisis / Disaster (Column 1)	Yr. of Event	Severity of Impact		
		Severe	Moderate	Minimal
Reasons for the Score Card Results				

Worksheet No. 8: Relationship with Responders				
Service Providers	Level of Relationship (Col 2)			Recommendations to Improve relationship
	Relationship needs improvement	Fair level of Relationship	Relationship is appreciated much	
Reasons for Rating				

Figure No. 14. Two Worksheets that could use the same score cards.

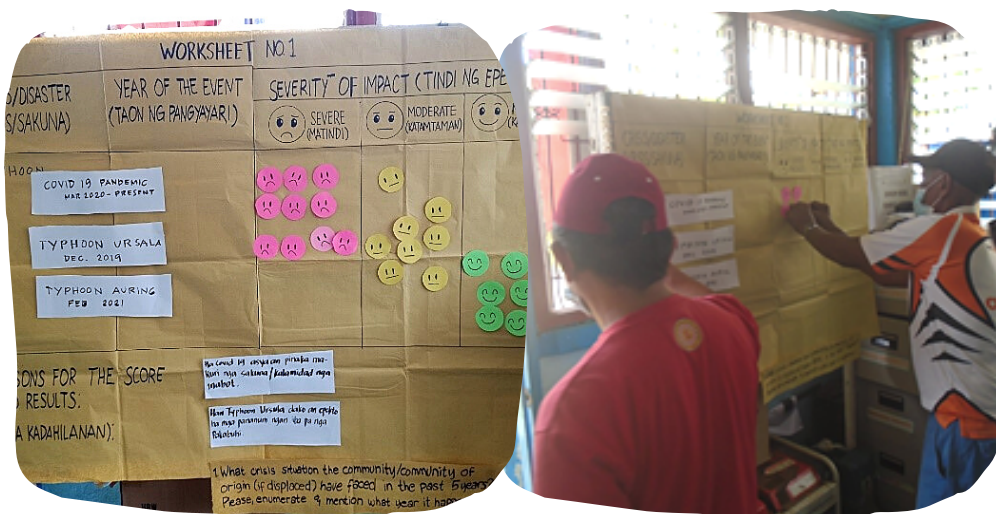


Illustration No. 1. Photos of actual use and one method applied in Worksheet 1.

4. In cases when there are a number more than one of FGDs to be conducted, the worksheets could be printed in tarpaulins so that they could be used repeatedly in several FGDs. Scores could be written on meta cards and pasted or pinned on the worksheet.

5. The preparation of the score cards could be done simultaneously with the worksheets when there are enough personnel who can prepare them.

6. Score cards are made of cut-out cartolina of three colors drawn with emojis (See Figure No. 15) that correspond to the assessment choices prescribed in a particular worksheet.

Below is an example of a set of score card.



Figure No. 15. Score card used for the FGD.

7. Each worksheet has its own set of assessment choices. However, the scorecard set could be similar, provided that, the color and emoji correspond to the assessment choices in the Worksheet.

8. The score cards should be prepared prior to the FGD. It should be arranged in sets and labelled with the theme and worksheet numbers where they are to be used. The number of sets to be prepared should correspond to the maximum number of expected participants. In cases when the number of participants could not be ascertained prior to the FGD, the number of score card sets should be the possible maximum. However, it should be a rule that the number of actual participants should not be more than the pre-determined maximum number. In the event that there would be more than the prescribed number, it must be decided before the conduct of the FGD whether the extra could participate in the assessment or not.

Using the Tool:

1. Participants should be oriented on how to use the score cards at the start of the FGD. It should be explained along with the other methods that will be employed in the FGD. Examples should be shown to the participants.

2. The worksheet should be explained first and the assessment choices should be made clear. Facilitators should ensure that all aspects of the worksheets are understood by the participants.

3. The score card set shall be distributed after the theme and questions had been discussed and before the assessment commences. Facilitators should make sure that all participants have their set of score cards and each assessment choices explained prior to the actual casting of assessments.

4. During the assessment, instructions when to raise the cards should be clear. For each assessed item, the participants were asked to raise the card that corresponds to their assessment. When participants raise their cards, they should be asked if their choices are final before they are counted.

5. The number of cards raised for each choice should be counted and the number of cards entered in the corresponding column in the Worksheet. Facilitators (or the counters) should make sure that the count corresponds to the numbers entered into the worksheet.

6. When the worksheet demands for explanations or reasons for their assessment choice, participants who have similar assessment could be grouped together to come up with their agreed reasons. The agreed reasons shall be recorded on the appropriate space in the Worksheet.

TOOL NO. A3: PARTICIPANT CONSENT FORM FOR IN- PERSON FACE-TO-FACE FGD

In the Philippines, with the enforcement of the country's Data Privacy Law in 2012, formal and if possible written consent should be secured when soliciting personal data or information in the form of statement, photos, video, voice record or other medium of recording through interviews, focus group discussions and other modes of gathering personal information.

The first another tool that was prepared for the community FGDs was the Participant Consent Form. In accordance with the Data Privacy Law, the person (or group) soliciting personal information should inform and explain to the respondent/s him/her the purpose and the process and should be asked him/her/them their consent. Participants were asked to sign individual consent forms at the start of the FGD.

FGD Participant Consent Form

I, *{full name of participant}*, after being informed of my rights to privacy of any data and information that I know under Republic Act No. 10173 or Philippines Data Privacy Act of 2012, give consent to the following acts:

(Check only those that you agree.)

- Makunan ako ng litrato. *[I could be photographed.]*
- Maibahagi ang aking litrato. *[Photos of me can be shared.]*
- Makunan ng video. *[I could be videoed.]*
- Kunan ng salaysay o interbyu. *[I can give statements or be interviewed.]*
- Pwedeng ibahagi ang aking larawan o video sa mga social media accounts o website ng ECOWEB at hindi magagamit sa masama o kumalat na ikakapanganib ng aking pagkakakilanlan. *[My photos or video could be shared in ECOWEB's social media accounts or website provided that it shall not be spread or used in the manner that will endanger my person and integrity.]*
- Ang lahat ng pahayag ko o ano mang impormasyon na aking sasabihin ay mananatiling kumpidensyal at mananatiling pribado. *[All my statement or information that I provided shall be confidential and shall remain private.]*

Name and Signature of Participant

Figure No. 16. FGD Participant Consent Form.

CONSENT FORM FOR ONLINE FGD PARTICIPANT/S

I am *{full name}*, member/officer of *{name of organization}*, an organization registered with the *{full name of registering authority}* in *{the year of registration}* with present address at *{address of the organization}*.

I confirm that I could clearly hear and see the facilitator and other participants of the FGD.

I confirm that our organization received the invitation for the FGD last (state the date or week) and we decided to fully participate.

I am using a *{laptop, smart phone, etc.}* to participate in the FGD.

And after being informed of my rights to privacy of any data and information that I know under Republic Act No. 10173 or Philippines Data Privacy Act of 2012, give consent to the following acts:

(Check only those that you agree.)

- Makunan ako ng litrato. *[I could be photographed.]*
- Maibahagi ang aking litrato. *[Photos of me can be shared.]*
- Makunan ng video. *[I could be videoed.]*
- Kunan ng salaysay o interbyu. *[I can give statements or be interviewed.]*
- Pwedeng ibahagi ang aking larawan o video sa mga social media accounts o website ng ECOWEB at hindi magagamit sa masama o kumalat na ikakapanganib ng aking pagkakakilanlan. *[My photos or video could be shared in ECOWEB's social media accounts or website provided that it shall not be spread or used in the manner that will endanger my person and integrity.]*
- Ang lahat ng pahayag ko o ano mang impormasyon na aking sasabihin ay mananatiling kumpidensyal at mananatiling pribado. *[All my statement or information that I provided shall be confidential and shall remain private.]*

Figure No. 17. Online FGD Participant Consent Form.

TOOL NO. A4: PARTICIPANTS' CONSENT FORM FOR ONLINE FGD

Like the face-to-face FGD, the facilitators first had to explain to the participants their right to privacy under Philippine Laws. Each of the consent options mentioned in the form had to be explained. After the explanation of their rights, the participants were given time to discuss and ask for clarifications. They were given the option to give their collective consent, if they all agree, or to sign individually, if they so prefer did not agree.

In case they agreed for a collective consent, they were asked to will appoint their spokes person who will declare their collective consent by declaring as “We” followed by the enumeration of the names of the participants. While the participants were declaring their consent the documenters also followed their declaration by using another form which the documenter had to initialize after the FGD. The video or audio recorded declaration should matched with the signed documentation.

In cases where some participants would disagree with the majority for a collective consent on their options, those participants should be given an option to sign make separate individual consent form and should also be documented separately.

TOOL NO. A5: COMMUNITY FGD QUESTIONS AND WORKSHEETS

DESCRIPTION

The community FGD Questions and Worksheets (FGD-QW) is the main tool for the conduct of the Community FGD. The tool consists of themes, components and supplemental tool. The main tool is subdivided into 8 themes, in turn ,composed of 4 components. The use of the main tool is facilitated with the use of three supplemental tools. These elements of the main tool are explained in more detail below.

THEMES

The main tool is subdivided into 8 themes based on the seven dimensions framework except for theme 8.

The themes identified in the FGD-QW are all based on the Seven Dimensions framework discussed in more detail in Part II, Section D above. Each of the themes and specific concerns is discussed below together with worksheets and explanation matrix. These include the following:

- 1) Community Context,**
- 2) Visibility**
- 3) Funding**
- 4) Participation**
- 5) Relationship and Quality**
- 6) Coordination**
- 7) Capacity and Standards**
- 8) Process Evaluation**

Theme No. 8 (Process Evaluation) is not included in the Seven Dimensions. Each theme tackles 1 to 3 topics where a question is based. Thus, each theme has 1 to 3 questions.

The community FGD Questions and Worksheets (FGD-QW) is the main tool for the conduct of the Community FGD. The tool consists of components and themes.

TOOL COMPONENTS

The tool includes four (4) components: 1) theme questionnaire; 2) Worksheets; 3) Scorecard; and 4) Explanation Matrix. The main method for collecting the data and assessment from the informants is through Scorecard Method explained further in Tool No. 05.

1.Introduction.

2.Theme Questionnaire. The Theme Questionnaire consists of a question or set of questions designed to trigger and guide the discussion of the focus group. These are questions for quantifying assessment using the scorecard. Each question in a particular theme focuses on a specific concern within the scope of the theme that is most relevant and important to people and communities affected by disaster and recipient of humanitarian aid. Particular themes have 1 to 3 questions and each question has a set of choices for the scorecard scoring.

3. Worksheets. The worksheets serve as the data capture form to record the result of the community scorecard on specific concern in a particular theme. Each theme has 1 to 3 Worksheets depending on the specific concern/s identified in a theme.

4. Scorecard. This refers to the set of cards used by the participants to assess a specific concern in a theme as shown in Figure 15.

5. Explanation Matrix. These matrices would capture the specific explanations on the scorecard result.

PURPOSE

The purpose of the FGD Questions and Worksheet is to collect from groups and communities affected by disasters the data, information and recommendation on localization following the seven dimensions framework.

PROCEDURE

Each of the themes of the FGD Questionnaire has its specific guide followed by the facilitators. Each set of questionnaire has its corresponding set of Worksheets, scorecards and explanation matrix. Below are the details of the procedures for each theme.

THEME 1. COMMUNITY CONTEXT: SEVERITY OF IMPACT AND EFFECT OF DISASTERS

EXPLANATORY NOTE:

The first theme pertains to the community context of the participants. It has two concerns: severity of impact and intensity of effect of disasters. It also has two questions: the first pertains to the disasters experienced by the participants in the last 5 years and the second pertains to the effect and impact of the two worst disasters identified from their answers in Q1.

To summarize the result of the scorecard, it has three accompanying worksheets: Worksheet 1, 2 and 3.

INSTRUCTIONS:

1. The facilitator prepares Worksheet No. 1 and explains what is crisis or disaster situation.

2. Ask the participants the question above and list the crisis they are mentioning in the Column 1 of Worksheet No. 1

1. Community Context	
Disasters and Severity of Impact	Intensity of Effect of Disaster
<p>Q1: <i>What crisis situation the community/community of origin (if displaced) have faced in the past 5 years? Please, enumerate and mention what year it happened.</i></p>	<p>Q2: <i>How did the top 2 disaster/ crisis events (identified earlier) affected the community?</i></p>

Figure No. 18. Set of questions used for Theme 1 (Community Context) of the Community FGD.

3. If more than 1 crisis/disaster experienced, ask participants to rank according to level of impact to the community by using a scoring card - **sever impact, moderate impact, minimal impact**. Count and enter the score card results in the 'severity impact' column

4. Identify top 2 disaster events with highest level of severity according to score card results. Ask participants on the reasons of their scoring and write the reasons in the space under.







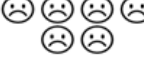

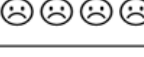
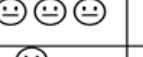


Worksheet No. 1 Disaster/Crisis Situation and their Severity of Impact				
Crisis / Disaster (Column 1)	Yr. of Event	Severity of Impact		
		 Severe	 Moderate	 Minimal
Reasons for the Score Card Results				

Figure No. 19. Worksheet No.1 - List of Disasters/Crisis Situation and their severity of Impact.

affected people resulting from the crisis or disaster. This is assessed from the perspective of the participants based on what happened to them, and their properties and their community.

Figure 20 shows how worksheet 1 was used in one of the FGDs conducted. The emoticons indicated by participants demonstrated assessment of severity of a disaster event based on the experience or perception of individual participants. This particular group identified COVID-19 pandemic as the disaster

Worksheet No. 1				
Crisis/Disaster	Year of the Event	Severity of Impact		
				
COVID-19 Pandemic	Mar 2020-2021			
Typhoon Ursula	Dec 2019			
Typhoon Auring	Feb 2021			
Reasons for the score card results:		<ul style="list-style-type: none"> > COVID-19 [pandemic] was the hardest disaster/ calamity that came [to us]. > During Typhoon Ursula the crops and livelihood was largely affected. 		

Legend:




	Severe Impact
	Moderate Impact
	Minimal Impact

Figure No. 20. Sample of use of Worksheet No. 1 in a community FGD in the Eastern Visayas area.

event that created most severe impact in their community followed by Typhoon Ursula (international name Phanfone) then Typhoon Auring (international name Dujan).

Worksheet No. 2 (Figure 21) is intended to capture the intensity of the various impacts brought about by the two (2) most severe disaster/crisis listed in Worksheet No. 2 and identify who were the most vulnerable groups affected.

INSTRUCTIONS:

1. The facilitator prepares metacards, pentel pens and Worksheet No. 3.
2. Distribute 3- metacards to each participant. Ask them to write the names of agencies or groups including those from government who responded to the crisis situation. If they know of more than 3, give them more metacards. Instruct the participants to put their filled-up metacards in Worksheet 3 and in the column (category of agencies) where they think the particular metacard belong




Worksheet No. 2: Crisis/Disaster Impact				
Effects/Impact of the crisis/disaster	Intensity of crisis impact			Most vulnerable groups affected
				
Reason for Rating/Ranking of disaster/crisis impact:				
Particular impact of the disaster to identified heavily affected groups:				

Figure No. 21. Worksheet No.2 - List of Effects/Impacts of Disasters/Crisis and their intensity.

Intensity here refers to the force of a particular impact or effect of a certain crisis/disaster creating negative condition to the participants.

Explanation Matrix (EM). The EM in WS 2 intends to capture two sets of information based on results of the discussion following the Worksheet No. 2. The first set is the reasons for the rankings of the impact: why are those disasters were given that particular rating or ranking. The second intends to identify what impact hits most to a particular vulnerable group of people.

Reasons for Rating/Ranking of Disaster/Crisis Impact:
Particular Impact of the Disaster/Crisis to Identified Heavily Affected Groups:

Figure No. 22. Explanation Matrix for WS-2.

The theme questionnaire, worksheets and explanation matrix were drawn in sheets of manila papers (size: 4' x 3') and were made ready prior to the FGD. The score cards used were color red, yellow and green cartolina cut into 4" x 4" squares were the emojis were drawn

DISCUSSION PROCESS

The discussion of Theme 1 proceeding in the following manner:

1. Each of the questions were explained by the facilitators with the emphasis on severity and intensity of the impact.
2. There were questions raised during the FGD about the definition of disaster as some participants included a multi-billion pesos investment scam that victimized many of the participants as among the disasters. Other participants also contended that the definition of disaster should limit to the definition used by the government.

Some argue that the financial scam, while it created havoc to many families, could not be considered as disaster because it was more of a crime that do not require humanitarian action but thorough law enforcement and judicial action.

The facilitators of FGDs where the participants included the investment scam in their list let the participants decide for its inclusion in the disaster list and a number did include it on the ground that its impact were largely similar to other disasters.

Hence, it was a disaster. After agreeing on the definition of disaster, the participants were asked to enumerate the disasters that they experienced. Members of the Facilitating Team write the disasters on meta-cards and paste it in the prepared Worksheet No. 1.

3. The participants assessed the severity of the impact using the score card with three choices: severe, moderate and minimal. Each score card is represented by an emoji.

4. After assessing the severity of the impact of the disasters, the participants were asked to determine the top two most severe disasters. These two disasters shall be used as reference in determining the various disaster impacts and the vulnerable groups that they have affected.

5. Focusing on the top two disasters, participants were asked to enumerate their impacts in their family and community.

The facilitating team wrote the impacts on meta-cards and pasted them in column 1 of Worksheet No. 2. After completing the list, the participants were asked to assess the intensity of the impact using the score card with three choices: severe, moderate and minimal. Their assessments were recorded under columns 2-4 in Worksheet No. 2.

6. After the assessment of the impact, the participants were asked to identify the most vulnerable groups affected and enter the groups in Column 5.

7. After completing the list, the entries of Worksheet 2 were summarized by the facilitator and the participants were asked the reasons and explanations why they rated some impacts as severe while the others as moderate. From their explanations, they were asked to determine what were the impacts to the most vulnerable people. Their explanations were recorded in the Explanation Matrix.

Worksheet No. 2: Crisis/Disaster Impact				
Effects/impact of the Crisis/Disaster (Focused on the TOP 2 disasters identified: COVID-19 pandemic and Marawi siege)	Intensity of Crisis Impact			Most vulnerable groups affected
	☹️	😐	😊	
1. Joblessness/unemployment/nawalan ng trabaho	7	1	-	Men
2. Poverty/Kahirapan	8	-	-	Women
3. Discrimination	1	7	-	Children
4. Loss of livelihood or source of income /Kawalan ng hanapbuhay	2	6	-	PWD
5. Scattered family / Pagkakawatak watak ng pamilya	5	3	-	Senior Citizen
6. Trauma among children and parent/na trauma ang mga bata at mga magulang	3	5	-	Boys
7. Loss of property/nawala ang lahat ng ari-arian at nakikihingi nalang sa mga kamag-anak	-	8	-	Girls
8. Education of children affected/stoppage of children from schooling/naapektuhan ang pag-aaral ng mga bata, nakatigil sila at maaring masira ang kanilang record	-	8	-	LGBTQIE++
Ranking of disaster/crisis impact and Reasons cited (translated in English):				
Top 1 Poverty – “Because of what happened (Marawi siege and COVID-19), we have lost everything. The condition changed everything resulting to abject poverty of the affected population.”				
Top 2 Loss of Source of Income/Livelihood – “As a result of Marawi Siege that happened in May 2017, we lost all sources of our income and were displaced from our homes and communities. Little by little though, we tried, with some help received, to recover the lost sources of our income; slowly operating again our businesses to generate income for our survival. But then, COVID-19 pandemic happened in 2020 that affected much again our efforts that a number were left with no choice but to close all our small business. And again, we have to start from zero.”				
Top 3 Joblessness – “Before, we had jobs in Marawi city but today we’ve lost them. And there is no company/institution in the area, where we are currently taking refuge, wherein we can apply for a job.”				
Particular Impact of the disaster/crisis to identified heavily affected groups:				
Family: Family is the most affected in every crisis and that includes all types of gender.				
Men (Kaialakihan) – “I am one of the breadwinner of my family and due to what happened in Marawi I’ve lost my small business and it depressed me.”				
Women (Kababaihan) – “As women, we also help our husbands in our business, but due to that crisis (Marawi siege) we’ve lost our only way in supporting our family and until now we can’t still forget/move on from what happened.”				

Figure No. 23. Sample of use of Worksheet 2 in a community FGD in Mindanao.

LESSONS AND RECOMMENDATIONS:

From the conduct of the discussion on Theme 1, the following lessons were drawn and some recommendations were enumerated:

1. The Theme 1 questionnaire focused on the “disasters faced by the community, their severity and intensity.” It was noted that participants have different notion about disaster that includes illegal activities that victimized people e.g. investment scam. In places like the Philippines where economic crimes are rampant and enforcement of laws are weak, economic crimes often affect families and communities in many ways similar to other disasters. In this context, communities should be given the prerogative to decide what they should consider as disaster even if it goes beyond the conventional definitions. However, facilitators should also make it clear that what they may include may not be acceptable and could not qualify for disaster response actions. It would be good that at the start of the FGD, some basic definitions set by international and national bodies should be presented, but participants will be informed that they may go beyond the definitions.

2. The Theme 1 questionnaire posed two questions: Question (Q) 1 asked for “crisis situation” faced by the community in “the last 5 years” and Q2, of top two “crisis/disasters”. **Q1 and Q2 should be consistent in the use of terms. Crisis and disasters have similarities but not entirely the same. If the two terms are to be used, there should be a clear definition articulating both their similarities and differences. The two terms should be defined in terms of a continuum where crisis includes processes and events prior, during and**

after the disaster which should be defined as the event when the community encounters the hazard and thereafter. The two terms should not be put expressed as “crisis/disaster” unless it pertains to their similarities. The terms should be used separately or with “and” depending on context to which they are referred.

3. The theme 1 questionnaire has two columns labelled “Disaster and Severity of Disaster/Crisis Impact” and “Intensity of Effect of Crisis/Disaster ImpactDisaster.” In the two column labels, there are four terms that needs to be clarified: impact, effect, severity and intensity. These needs to be defined carefully because in the field of climate change, they have different meanings but in the local context, they could be synonymous like impact and effect;andof severity and intensity especially if these terms do not have a clear equivalent in the local dialect. The definition should be presented in a glossary of terms that could be used as reference by the facilitators. It is recommended that instead of using the terms impact and effect, only the term impact shall be used and definedit based on the standard definition used by the UN Office of Disaster Risk Reduction (UNDRR). [8]

8 <https://www.undrr.org/terminology/disaster>

4. Question 1 set a time frame of “the last 5 years” which at the time of the conduct of the FGD would mean from 2016 to 2020. This could include disasters in 2016 that happened before the Grand Bargain Agreement (GBA). While localization has been discussed many years before the GBA, the FGD intends to look into how localization has been discussed in reference to the GBA, hence, it would be better to focus on disasters that happened after the GBA. It is recommended that the time qualifier should be after the “Grand Bargain Agreement” (September 2016) or set it simply “from 2017 onwards” in anticipation of future FGDs.

5. The themes identified for the FGD includes concerns about capacity of humanitarian actors, funding, etc. In this case, it is necessary that the disasters that will be included are those where the survivors receive humanitarian assistance by donors – local, national or international.

6. Under this theme 1, four important terms were to be used – disaster, impact, severity and intensity. These terms should be included in the glossary that shall be based on the definitions from the UNDRR and the UN’s International Strategy for Disaster Reduction (ISDR)

THEME 2. PRESENCE / VISIBILITY OF RESPONDERS (10 MINUTES)

EXPLANATORY NOTE:

Theme 2 of the FGD-QW focused on “presence and visibility of responders.” The responders refers to those who responded to the disasters identified under Theme 1 in the community of the FGD participants. Theme 2 has 3 questions and 3 Worksheets and they are numbered in continuation of the numbering in Theme 1 as Q3, Q4 and Q5.

In this context “presence” and “visibility” are understood as closely similar and to some extent interchangeable.

GUIDE QUESTION 3 (4 MINUTES):

WHO ARE THE GROUPS/AGENCIES, GOVERNMENT OR NON-GOVERNMENT, WHO RESPONDED TO THE CRISIS/DISASTER/S IDENTIFIED EARLIER?

INSTRUCTIONS:

1. The facilitator prepares meta cards, pentel pens and Worksheet No. 3.

2. Distribute 3- meta cards to each participant. Ask them to write the names of agencies or groups including those from government who responded to the crisis situation. If they know of more than 3, give them more meta cards. Instruct the participants to put their filled-up meta cards in Worksheet 3 and in the column (category of agencies) where they think the particular meta card belong.

3. After everybody has pasted their meta cards, validate the placement of the meta card.

4. Provide inputs/explanation, as necessary on the difference of each grouping of agencies – and their particular mandates. Prepare ahead list of UN agencies and INGOs operating in the area based on prior information gathered.

If they have identified an agency they missed to identify, add another meta card with the name of agency added.

5. Paste meta card-filled Worksheet on the wall at the side for reference in the succeeding activities.

Worksheet No. 3: Agencies responding to the crisis / disasters							
Local/ National CSOs	INGOs	Un Agenci es	Foreign Gov't Donor Agencies	National Gov't Agencies	LGU	Business Group	Indivi duals
Note on actual time for the exercise/any remarks							

Figure No. 24. Worksheet 3 - Agencies Responding to the Crisis/Disasters.

Note: CSOs include local/national NGOs/networks, faith-based groups, People's Organizations and other organized civil society groups as defined in the law.

GUIDE QUESTION 4 (2 MINUTES):
"HOW DO YOU VIEW THE LEVEL OF VISIBILITY OF EACH GROUP OF RESPONDERS IN YOUR COMMUNITY?"

Visibility would include signages/ billboards/ vehicles/vest/shirts/ flyers/IEC materials including radio, TV, social media with names and logos of the agencies and title of projects."

INSTRUCTIONS:

For each identified major impact (group of specific effects identified), ask the participants to rate the Intensity of Crisis/Disaster Impact using a smiley scoring card –

**LOW/
NO VISIBILITY:** 

You heard the names of agencies or receive assistance from those belonging to that category of agencies but you rarely see visibility of their names, logo or projects

**FAIR
VISIBILITY:** 

You know that they are responding because you know of people who received assistance from them or you personally see some of their visibility/promotional materials with their names and logo.

**HIGH
VISIBILITY:** 

You heard the names of agencies or receive assistance from those belonging to that category of agencies but you rarely see visibility of their names, logo or projects

Count and enter the number of votes for each Visibility rating in the column provided. Identify and list in the space provided below Top 3 most visible groups of humanitarian agencies according to ranking in number of votes.




Worksheet No. 4: Categories of Responders and Level of Visibility/Presence			
Categories of Humanitarian Responders	Level of Presence / Visibility		
			
1. Local and National CSOs/NGOs/ Society			
2. International NGOs			
3. UN Agencies			
4. Foreign Government Donor Agencies			
5. Local Government Units (Province, City, Municipality, Barangay)			
6. National Government			
7. Business Groups and Business Sector			
8. Individuals/Volunteers			
TOP 3 RESULTS	1. 2. 3.		
Notes/Remarks:			

Figure No. 25. Worksheet 4 - Categories of Responders and Level of Visibility/Presence.

GUIDE QUESTION 5: IMPORTANCE OF VISIBILITY (4 MINUTES) -

“WHAT DO YOU THINK ARE THE IMPORTANCE OF VISIBILITY MATERIALS AND HOW COULD THE VISIBILITY MATERIALS OF HUMANITARIAN AGENCIES BE IMPROVED TO MAKE IT MORE USEFUL FOR THE RECIPIENT COMMUNITIES OF HUMANITARIAN ASSISTANCE?”

Visibility like signages, promotion and information materials of the humanitarian responders.

Worksheet No. 5: Importance and Improvement of Visibility	
Views on the Importance of Visibility	
Suggestions to Improve Visibility to make it useful for the community	
Note on actual time of the exercise/any remarks	

Figure No. 26. Worksheet 5 - Importance and Improvement of Visibility.

DISCUSSION PROCESS

1. The concept of visibility in humanitarian action was explained by the facilitator and the participants were given time to clarify.

2. The participants were grouped into sub-groups of 3 to 5. Each sub-group were asked to answer Q3 and list their answer in a meta-card. After the sub-groups have written their meta-cards, they were asked to paste them in columns in a blank sheet of manila paper.

3. After all the groups have pasted their outputs, the facilitator presented Worksheet No. 3 and explained the categories. The facilitator asked the sub-groups to paste their meta-cards in the columns where they belong. After they pasted their meta-cards, the facilitators initiated a participatory review based on the earlier discussion and the misplaced ones were move to the proper category.

4. With all the meta-cards in proper place, the facilitator moved to Q4 and listed the categories of actors under column 1 of Worksheet 4.

The facilitator explained how to assess the level of visibility of each category of actors using meta-cards with three options: No/Low (Red), Fair (Yellow) and High (Green). For each category, the participants make their assessments and the number of votes were recorded in Worksheet 4.

5. After all the votes were recorded, the participants were asked to determine the top 3 most visible categories of actors. The choices were recorded in the allotted space.

6. The facilitator made a summary of the outputs in Worksheet 3 and 4, and presented Worksheet 5. The facilitator explained Column 1 (The importance of visibility) and column 2 (recommendations for improvement of visibility) then divided the group into smaller sub-group. Each sub-group were asked to write their inputs to Worksheet 5.

7. After the process and output were collected, the facilitator closed the discussions of the theme.

LESSONS AND RECOMMENDATIONS:

1. The theme focused on “presence” and “visibility” but the use of “/” conveys the message that in the context of the FGD, they are viewed as the same. However, the three questions in the theme only deals with visibility. Hence, it would be better to use the term “visibility” alone.

2. The heading of the theme “presence/visibility” could potentially lead to confusion as the two have both difference and similarities. In practice, some international humanitarian agencies have high visibility but they are not present because their response were coursed through their partners. But because they have clear policy on visibility and the local partner did not have, the international agency is more visible even if they are not present

because their response were coursed through their partners. But because they have clear policy on visibility and the local partner did not have, the international agency is more visible even if they are not present but the local group are not visible despite their presence. It is recommended that only the term “visibility” be used because it is also the theme included in the Seven Dimensions framework. However, if presence is also to be discussed, the two terms should not be linked by “/” but by “and” and their difference should be clearly described.

3. There is no standard definition of visibility in humanitarian work but various agencies have varied standards of visibility and ways of doing it. With this, it is very important that the FGD-QW to have its definition to be used for this FGD to serve not as a limiting factor but a point of reference by participants. Facilitators should be ready with examples of how agencies implement their visibility policies.

4. In using Worksheet 3, it is necessary that the categorization should be explained in the context of the definition of stakeholders as described in the FGD design. This is necessary because there are groups e.g., religious denominations who are prominent humanitarian responders but not included in the categories. Some participants view them as separate groups while others regard them as part of civil society. It is important to ensure that the categorization is simple and inclusive as possible.

5. In Worksheet 4, the system to determine the top 3 is not clear whether is should be based on the total number of votes, point system or by consensus decision of the participants. It is recommended that a clear system of how to determine the top 3 would be included.

THEME 3: FUNDING/ ASSISTANCE (QUANTITY, QUALITY, TRANSPARENCY AND ACCOUNTABILITY) (15 MINUTES)

EXPLANATORY NOTE:

Theme 3 focused on quantity and quality of Funding/Assistance. This theme is based on the third dimension of the Seven Dimensions framework. Its theme questionnaire (TQ) has Q6 which is actually a bundle of four (4) questions and Worksheet No. 6. Below is TQ Q6 and Worksheet No. 6.

GUIDE QUESTION 6 (15 MINUTES): TYPE OF ASSISTANCE

“WHAT ARE THE FORMS OF ASSISTANCE PROVIDED BY THE HUMANITARIAN RESPONDERS? FROM WHAT GROUP OF AGENCIES? HOW SATISFIED ARE YOU? DO YOU HAVE PARTICULAR IMPORTANT NEED/S NOT RESPONDED TO (PLEASE NOTE AS WELL)?”

INSTRUCTIONS:

1. Facilitator prepares meta cards, pentel pens and Worksheet Nos. 5 and 6.
2. Distribute 3-color meta cards (**RED, YELLOW, GREEN**) to each participant, number of cards depending on their need. Ask them to **write the assistance they have received from what agency** in response to the identified **Top 2 disaster experiences**. Instruct **one assistance per card and write** in the color of card representing their feeling in terms of quality and quantity of assistance received or not received but much needed as follows:

NOT SATISFIED:



You were not satisfied of what you received either in terms of quality or quantity or other reason. Or you have not but much needed.

FAIRLY SATISFIED:



You know that they are responding because you know of people who received assistance from them or you personally see some of their visibility/promotional materials with their names and logo.

VERY SATISFIED:



You know them because you received goods from them, you meet their staff and you see their signages, promotion materials and information about their response.

(Note: In the documentation report, summarize assistance according to sources – group of agencies, but not to be done during the FGD to save time.)

3. Prepare Worksheet No. 6 and ask the participants to paste their cards according to feeling of satisfaction.

4. Group the cards according to type of assistance received. Put a title on top of the group of cards according standard humanitarian assistance categorization: Cash/Voucher for individuals/families; Cash/voucher for groups; Food items; Non-Food Items (kitchen utensils, clothing, personal care, etc); WASH (water, sanitation, hygiene); Shelter Kits; Temporary/permanent shelter units; Health and Medical assistance; Psychosocial and Mental Health services; Trainings and Capacity development; livelihood materials; Protection/Legal services; Organizing and Advocacy; others.

5. Ask for reasons of the rating and note in the column below. Note any reason related to quality, quantity, relevance, timeliness, transparency, and accountability of the response.

6. Then ask for recommendations to improve or make better the responses and note in the space below.

Worksheet No. 6: Satisfaction on the Assistance Received		
☹️	😐	😊
	-	-
Reasons:	Reasons:	Reasons:
Recommendations:		
Note on the actual time for the exercise/any remarks:		

Figure No. 27. Worksheet 6 - Satisfaction on the Assistance Received.

DISCUSSION PROCESS:

1. In the conduct of the FGD, the participants were asked to enumerate the kinds of assistance that they received from humanitarian agencies and write them in meta-cards provided to them. The meta-cards were placed on the table and were grouped based on commonalities like food, medicines, farming tools, etc. The participants were asked if they agree with the groupings.

2. With the participants' agreement, the groupings were entered into the prepared Worksheet No. 6 at random. After entering the groupings in the Worksheet, the participants were asked to assess their level of satisfaction to the assistance that they received using the score cards with three choices: not satisfied (red), fairly satisfied (yellow) and very satisfied (green).

3. The participants were asked for their assessment for each kind of assistance and the number of assessment choices per choice were entered into Worksheet No. 6.

4. After doing the assessment, the participants were asked the reasons for their choices and the responses were entered into the assigned assessment column.

5. The last concern asked was the participants' recommendation to improve the methods of providing funding assistance. After the completion of Worksheet No. 6, the facilitator summarized the process and output and close the discussions of the theme.

LESSONS AND RECOMMENDATIONS:

Funding is an issue at the heart of localization. However, this has different significance to local humanitarian actors and affected individuals and communities. The Grand Bargain largely refers to quantity of funding. For local actors however, just as for international ones, the quality of funding (flexible, longer-term, covering core costs, predictable, maintaining cash flow etc.) is as important as the quantity.

To affected communities funding means more direct or indirect cash assistance where they have the flexibility to decide.

Q6 of theme 3 is a bundle of 4 questions but the Worksheet No. 6 only captures two information: the answers of question 1 (forms of assistance) and question 3 (level of satisfaction of the participants). Worksheet No. 6 do not have provision to capture information emanating from question 2 (the groups of agencies providing the assistance) and 4 (the needs that were not responded). However, it has a provision to capture the “reasons for the ratings” and “recommendations” that were not sought in Q6. There is a need to modify Worksheet No. 6. Below is the suggested modified Question 6 and Worksheet No.6

Worksheet No. 6: Satisfaction on the Assistance Received				
Types of Assistance (Col. 1)	Providing agencies or groups (Col 2) (Enter Code #)	Levels of Satisfaction (Col 3)		
		Not Satisfied 😞	Fairly Satisfied 😐	Very Satisfied 😊
Reasons for Rating				
Unmeet Needs				
Recommendations				
Code #'s for groupings of providing agencies (Please use for Column 2)				
1. Local and National CSOs/NGOs/ Society	3. International NGOs	7. Business / Private Groups		
2. Foreign Government Donor Agencies	4. UN Agencies	8. Individuals and Volunteers		
	5. National Government/ Agencies			
	6. Local Government Units			

Figure No. 28. Amended Questionnaire and Worksheet for Theme 3 (Funding).

THEME 4: PARTICIPATION IN THE CRISIS RESPONSE (15 MINUTES)

EXPLANATORY NOTE:

Theme 4 focused on participation of affected communities in humanitarian response. This theme is based on the principle of “participation revolution” of the Seven Dimensions framework and largely inspired by the sixth goal of the GBA. Its theme questionnaire (TQ) has Q7 and Q8 and its relevant information are captured by Worksheet No. 7.

There are four aspects of humanitarian response where affected communities were expected to participate: planning, implementation, monitoring and evaluation. Q7 determines the different activities where the affected communities were able to participate and the data were captured in Worksheet No. 7. Q8 guides the participants in formulating their recommendations for improving

each aspect of humanitarian response. Both activities and recommendations were captured in Worksheet No. 7.

GUIDE QUESTION 7 (5 MINUTES):
“WHAT PARTICULAR ACTIVITIES CONDUCTED BY THE RESPONSE AGENCIES THAT YOU WERE ABLE TO PARTICIPATE?”

INSTRUCTIONS TO FACILITATOR:

1. Prepare and explain Worksheet No. 7.
2. Ask the Question and ask the participants to write their answer in meta cards.
3. Ask the participants to paste their meta cards in the appropriate matrix whether it is under: Planning, Implementation, Monitoring, Evaluation. Validate placement in a discussion if a meta card is found not in the right matrix.
4. Ask the participants

GUIDE QUESTION 8 (10 MINUTES):
“WHAT DO YOU WANT TO SUGGEST TO IMPROVE YOUR PARTICIPATION IN PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION OF THE HUMANITARIAN RESPONSE.”

Note answer in the particular matrix.

DISCUSSION PROCESS:

1. The facilitator explained Q7 and elaborate the principle of participation of affected communities in humanitarian response based on the Seven Dimensions framework and its root from the 6th goal of the GBA. The participants were asked to recall and write in meta-cards what specific activities in the humanitarian response that they have participated.
2. The facilitator explained Worksheet No. 7 and the four phases in humanitarian response. After the explanation, the participants were asked to determine in what phase do the activities belong. They were asked to paste their meta-cards to the prepared Worksheet 7.
3. After all meta-cards were posted, the facilitator explained Q8 and participants were asked their recommendations to improve the quality of their participation in humanitarian response. Their recommendations were recorded under each of the phases in Worksheet No. 7.
4. When all the activities and recommendations were captured in Worksheet No. 7, the process and outputs of the discussion was summarized by the facilitator and the discussion on the theme was closed.

Worksheet No. 7: Participation in Humanitarian Response	
Planning	Implementation
Recommendations:	Recommendations:
Monitoring	Evaluation
Recommendations:	Recommendations:

Note on actual time for the exercise and any remarks:

Figure No. 29. Participation in Humanitarian Response.

LESSONS AND RECOMMENDATIONS:

1. In Q7, the phrase “response agencies” is better be expressed as “responding agencies.”
2. In the discussion on the concept of participation, it is important to emphasize that its aim is a “fuller and more influential involvement of crisis-affected people in what relief is provided to them and how this should be done.”
3. When explaining Q7, the phases of humanitarian response – planning, implementation, monitoring and evaluation – should be explained with concrete examples. After the activities in meta-cards are placed in their respective phases in Worksheet No. 7, there should be a discussion on what the participants expect in terms of their role in the particular phase. This is important to ensure that the affected populations are prepared to participate especially in phases where they are not used to participate and with due consideration that there are already systems and process that are observed by current dominant humanitarian actors.
4. In the discussion of the recommendations, facilitators should make sure that it is clear to the participants why such recommendation is put under that particular phase.

THEME 5: RELATIONSHIPS WITH RESPONDERS AND QUALITY OF SERVICES (15 MINUTES)

EXPLANATORY NOTE:

Theme 5 focused on the relationship of affected communities with humanitarian responders and the quality of services. This theme is primarily based on one of the principles of the Seven Dimensions framework – relationship quality. The theme is also directly linked to goal 2 and 6 of the GBA.

Below is the theme questionnaire with questions Q9, Q10 and Q11 and Worksheet No. 8. All the responses for the three questions are captured in Worksheet No. 8.

Worksheet No. has 5 columns, of which columns 2 to 4 captures the assessments of the relationship quality while column 5 captures the answers of Q11. The lowest row captures the answers of Q10.

The scorecard has three choices: relationship needs improvement (red), fair level of relationship (yellow) and relationship is appreciated much by the community.

INSTRUCTIONS TO FACILITATORS:

1. Prepare and explain Worksheet 8. [The relationship shall cover before, during and after the delivery of the humanitarian assistance. This pertains to how the responder communicates, exchange information and engage with the survivors/affected community.]
2. Use a score card to assess quality of relationship - 😞 **Relationship needs improvement**, 😊 **fair level relationship**, 😄 **Relationship is appreciated much by the community**. Enter the score in Column 2 of WS8.

GUIDE QUESTION 9: RELATIONSHIP WITH RESPONDERS

“HOW DO YOU ASSESS YOUR RELATIONSHIP WITH THE HUMANITARIAN AGENCIES THAT PROVIDED ASSISTANCE IN YOUR COMMUNITIES.”

GUIDE QUESTION 10:

“WHAT DO YOU THINK ARE THE REASONS FOR THE RATING RESULTS, ESPECIALLY OF THE EXTREME RATINGS: THE HIGHEST AND THE LOWEST RATINGS?”

After assessing the level of relationship with response agencies ask the guide question 10. Note answers below the columns in WS 8 and ask further.

GUIDE QUESTION 11:

“WHAT WOULD YOU LIKE TO SUGGEST, TO IMPROVE THE RELATIONSHIP BETWEEN THE RECIPIENT COMMUNITY AND THE PARTICULAR GROUP OF RESPONDERS?”

Note answers below the columns.

Worksheet No. 8: Relationship with Responders				
Service Providers	Level of Relationship (Col 2)			Recommendations to Improve relationship
	😞 Relationship needs improvement	😊 Fair level of Relationship	😄 Relationship is appreciated much by the community	
Local and National CSOs/NGOs				
International NGOs				
Foreign government donor agencies				
UN Agencies				
Local Government Units (Province, City, Municipality, Barangay)				
National Government				
Business Groups and Private Sector				
Individual donors				
Reasons for Rating				
Note on actual time of the exercise and any remarks:				

Figure No. 30.: Worksheet 8 - Relationship with Responders.

DISCUSSION PROCESS:

1. The discussion of the theme started with the explanation of what does “relationship with the humanitarian responders” means and emphasize that the participants should reflect their answers to the questions based on their recent actual experience.
2. In the discussion of Q9, the facilitator referred back to the output of Worksheet No. 4 in Theme 2 where the groupings of humanitarian actors were identified. Each of the grouping was pre-listed in column 1 of a prepared Worksheet No. 8. The facilitator explained the scorecard choices Q9 as enumerated above. Clarifications were solicited and were clarified. After the clarifications, discussions on Q9 were closed.
3. In Q10, the participants were asked for their explanation of their ratings or assessment for each of the grouping of humanitarian actors and the number of votes. The reasons were entered in the lowest row under each of the assessment choices. After all the explanations were gathered
4. After entering their explanations, the facilitator explained the importance of improving the relationship between affected communities and humanitarian actors in order to improve the quality of humanitarian aid and increase participation of affected populations as stipulated in the 6th goal of the GBA.

LESSONS AND RECOMMENDATIONS:

1. In the introductory discussion, it is important to emphasize to the participants that their actual experiences are very significant for the study.
2. When discussing Q9, facilitators should take note that most participants of the affected communities are not very aware of the nature of the groupings of humanitarian actors even if they were already discussed in Worksheet No. 4 of Theme 2. With this, it is good to cite again specific agencies or organizations for each of the groupings because they are the actual entities that the participants have encountered.
3. When discussing Q10, it would be important for the participants to cite instances or events that support their ratings. It is important to document how many participants are expressing the same reasons for one or more humanitarian actors as such reason especially if referring to actual incidents could establish some important trends that may need re-enforcement to be sustained or needing actions to be halted.
4. Prior to the discussion of Q11, it is necessary to explain the importance of the relationship of affected communities and humanitarian actors in improving the quality and effectiveness in the delivery of humanitarian aid. It would be good to give a briefer on this topic in the context of localization of aid as stipulated in the GBA.

THEME 6: COORDINATION OF CRISIS RESPONSE (15 MINUTES)

EXPLANATORY NOTE:

Theme 6 focused on coordination of humanitarian actors – international, national and local – in the conduct of Crisis Response. This theme is based on one of the principles of the Seven Dimensions framework. The theme questionnaire (TQ) has Q12, Q13 and Q14 and the answers are captured in Worksheet No. 9. Below is the TQ 6 containing Q12, Q13 and Q14, and Worksheet No. 9.

GUIDE QUESTION 12 (6 MINUTES): AWARENESS OF COORDINATION MECHANISM

“WHAT PARTICULAR COORDINATION MECHANISMS THAT HAVE EXISTED BETWEEN AND AMONG HUMANITARIAN AGENCIES DURING THEIR RESPONSE TO THE DISASTERS/CRISIS SETTINGS YOU HAVE IDENTIFIED EARLIER – IN THE TOP 2 DISASTER CONTEXTS? WHAT ARE THE AGENCIES INVOLVED IN SUCH MECHANISM?”

GUIDE QUESTION 13 (3 MINUTES):

“HOW EFFECTIVE IS THE CRISIS RESPONSE COORDINATION MECHANISM THAT YOU HAVE ENUMERATED?”

Use a score card to assess effectiveness of coordination using the scale below and enter the number of votes of participants in Column 3.



INSTRUCTIONS TO FACILITATORS:

1. Prepare and explain Worksheet No.9.
2. Ask question no. 11 and note answers under Columns 1 and 2.
3. After filling out columns 1 and 2, ask Question No. 12.

GUIDE QUESTION 14 (6 MINUTES):

“WHAT ARE THE REASONS TO THE RATING OF THE PARTICULAR COORDINATION MECHANISM. WHAT DO YOU SUGGEST TO IMPROVE THE MECHANISM TO EFFECTIVELY RESULT TO BETTER SERVICES TO THE AFFECTED POPULATION OF THE DISASTER/CRISIS?”

Note the answers under Columns 4 and 5.

Worksheet No. 9: Awareness and Recommendations of Coordination Mechanisms						
Description of Coordination [Column 1]	Organizations / Agencies Involved in the Coordination [Column 2]	Effectiveness of Coordination [Column 3]			Reasons [Column 4]	Recommendations [Column 5]

Note on actual time of the exercise and any remarks:

Figure No. 31. Worksheet 9 - Awareness and Recommendations of Coordination Mechanism.

DISCUSSION PROCESS:

1. The facilitator introduced the theme and emphasized its importance for the GBA especially in the localization campaign.
2. Q12 was explained that it focuses on the coordination mechanisms that existed between and among humanitarian agencies responding to the two top disasters identified through Q2 and captured in Worksheet No. 2 of which the result was shown.

The participants share their observations and other members of the team captured the ideas in meta-cards and posted them in Column 1 of the prepared Worksheet No. 2 while the names of the agencies involved were posted under Column 2.

3. After all the answers in Q13 guides the actual assessment of each coordination mechanism identified by the participants. The rating choices are: not effective (red), somehow effective (yellow) and highly effective (green). The answers are captured in Columns 3 of Worksheet 9.

4. Q14 focus on the reasons for the ratings and recommendations to improve coordination among humanitarian actors. The facilitator explained the importance of the participants' recommendations emphasizing its importance in enhancing the effectiveness of humanitarian response. The reasons for the ratings were recorded in Column 4 and the recommendations in Column 5 of Worksheet 9.

LESSONS AND RECOMMENDATIONS:

The term coordination mechanism is generally new to participants thus this needs to be explained clearly in the local dialect. It would be good to have some examples of coordination activities like meetings and communication arrangements.

THEME 7: CAPACITY, POLICIES AND STANDARDS IN CRISIS RESPONSE (10 MINUTES)

EXPLANATORY NOTE:

Theme 7 focused on two principles in the Seven Dimensions framework: capacity of humanitarian actors and the policies and standards that were put in place during the response. Its theme questionnaire, Q15 focused on recommendations to humanitarian organizations/agencies in order to address durable solutions and the root causes of vulnerabilities. The responses were captured in Worksheet No. 10.

GUIDE QUESTION 15 (10 MINUTES): POLICIES AND STANDARDS

“BASED ON YOUR PAST EXPERIENCES, WHAT RECOMMENDATIONS DO YOU PROPOSE TO HUMANITARIAN ORGANIZATIONS /AGENCIES TO IN ORDER TO ADDRESS DURABLE SOLUTIONS AND THE ROOT CAUSES OF VULNERABILITIES.”

Use Worksheet 10 for the answers.

Worksheet 10: Recommendations for Policies and Standards and Capacity Improvement	
Service Providers [Column 1]	Recommendations [Column 2]
1. Local and National CSOs/NGOs	
2. International NGOs	
3. Foreign government donor agencies	
4. UN Agencies	
5. Local Government Units (Province, City, Municipality, Barangay)	
6. National Government	
7. Business Groups and Private Sector	

Figure No.32. Worksheet 10 - Recommendations for Policies and Standards and Capacity Improvement.

DISCUSSION PROCESS:

1. The facilitator recalled the groupings of actors identified in through Q2 and captured in Worksheet 2. A prepared Worksheet No.10 was shown with the groupings pre-listed in Column 1.
2. The participants were asked to share their recommendations for each of the grouping of humanitarian actors. The discussion was closed after all the recommendations were captured in Column 2.

LESSONS AND RECOMMENDATIONS:

1. Theme 7 has two focuses: capacities of humanitarian actors and policies and standards. These two dimensions of localization are more distinct from each other thus it is better separated into two themes as presented in the Seven Dimensions framework. It is very important to discuss the two dimensions separately because these are the among those where there is a wide disparity between international and local actors and this needs to be addressed. It is also important to discuss this matter with affected communities because they will be playing an active role in the envisioned localized humanitarian system.

2. Q15 is difficult to answer when the two dimensions are lump together and when current conditions were not discussed first. Q15 should be modified in two ways: first disaggregate Q15 into two separate questions, each focusing to one dimension; and second, ask participants to describe each of the dimensions before giving their recommendations.

THEME 8: PROCESS EVALUATION

EXPLANATORY NOTE:

Theme 8 focused on evaluating the FGD process. This theme is not part of the Seven Dimensions but is essential for the FGD process. Q16 focuses on assessing the process especially the use of score card. The assessment was captured in Worksheet No. 11. Below is the Q16 and Worksheet No. 11.

GUIDE QUESTION 16 (5 MINUTES):

"HOW DO YOU VIEW THE PROCESS AND USEFULNESS OF THIS EXERCISE?"

Use a score card.

**NOT HAPPY WITH/
DO NOT APPRECIATE
THE EXERCISE** 

**QUITE HAPPY/
SOMEHOW APPRECIATE
THE PROCESS/EXERCISE** 

**SO HAPPY/
APPRECIATE THE
EXERCISE** 




Worksheet No. 11: Process Evaluation Documentation				
Score Results	Card			
	score Reason for answer			
Key feedback from the discussions	Note here if there are key reasons mentioned to the score card results. The Why?			
Any additional remarks (2 minutes):				
Note for possible Follow-up:				

Figure No. 33. Worksheet No. 11 - Process Evaluation Documentation.

DISCUSSION PROCESS:

- 1.The purpose of the evaluation was mainly to assess the process and usefulness of the FGD. The facilitator mentioned some aspects to be considered but these were not to be assessed individually. The participants were asked to give their evaluation of the whole process through scorecards with the assessment choices enumerated in the Q16.
- 2.The number of participants choosing an option were counted and their number entered into the worksheet.

LESSONS AND RECOMMENDATIONS

- 1.The purpose of the evaluation was mainly to assess the process and usefulness of the FGD. The facilitator mentioned some aspects to be considered but these were not to be assessed individually. The participants were asked to give their evaluation of the whole process through scorecards with the assessment choices enumerated in the Q16.
- 2.The number of participants choosing an option were counted and their number entered into the worksheet.

TOOL NO. A6: FGD SCHEDULE, TEAMING AND TASKING (FGD-STT)

The FGD-STT is a matrix that captures the schedule, teaming and tasking for all the FGDs. This is necessary to ensure good preparation, facilitation and teaming for the FGD. The FGD-STT contains the following element:

DATE:

This is the date agreed with the participants of the FGD.

TIME:

This is the time period allotted for the FGD as agreed with the host group and the participants. The time allotted is two-and-a-half to three hours. The facilitating team should observe the time frame especially for online FGD.

VENUE:

The venue is the place where the FGD is to take place as agreed with the participants. Wherever this place, the facilitating team should make the necessary arrangement before the scheduled day to ensure that the minimum required facilities required for the FGD are available and usable.

MODALITY:

This refers to whether the FGD is face-to-face, online or hybrid. It is necessary to determine the modality at least 3 days before the scheduled date in order to make the necessary preparations required. The tasking within the facilitation team will slightly differ depending on the modality of the FGD.

TEAM TASKING:

The Team refers to the FGD Facilitation Team (FT). The FT should be composed of not less than 3 persons that includes a Team Leader and two members. The minimum number could perform the three basic task during the actual FGD – facilitation, written documentation and photo or video documentation. If other persons are available other specific tasks may include: process management, co-facilitation and one for photo and another for video documentation.

Below is the sample format of the FGD-STT:

FGD SCHEDULE AND TASKING							
Date	Time		Venue	FGD Modality	Team Tasking		
	Start	End			Facilitation	Written Documt'n	Photo/ Video Documt'n.

Figure No. 34. Template for FGD - STT.

The full document of the FGD Questionnaire and Worksheet is in Annex C.

B. Online survey on State of Localization in the Philippines

The current State of Localization in the Philippines is a very important factor to be analyzed before determining how to advance the localization dialogue in the country and how the humanitarian actors working in the country could best contribute in realizing commitments under the Workstreams 2 and 6 of the Grand Bargain Agreement.

The state of localization was assessed through a two-phase process – 1) data gathering and 2) analysis of gathered data and information. The data gathering was done through an on-line survey through KOBOLCollect. The main informants of the survey were local and national NGOs, private sector groups, international NGOs, UN Agencies and Philippine Government agencies and units.

The main tool used in the data gathering process is the Online Survey Questionnaire (OSQ) administered by ECOWEB. The collation of the data was done by KOBOLCollect and the analysis of the trend was done by the consortium with ECOWEB and A4EP leading the process.



Photo taken by ECOWEB: A community solidarity group composed of fishermen in Santiago, Iligan City harvesting their Bangus aquaculture livelihood grant provided by the Marawi Response Project.

TOOL NO. B1: STATE OF LOCALIZATION – ONLINE SURVEY QUESTIONNAIRE (SL-OSQ)

DESCRIPTION

This survey is an initiative by ECOWEB, Alliance for Empowering partnership (A4EP), Oxfam and OCHA to map the state of localization in the Philippines. The questions are formulated around the Grand Bargain and Charter for Change commitments on localization.

The main tool for the survey is the Online Survey Questionnaire (OSQ). The OSQ has two versions: one for local and national CSOs (L&NCSO) and private sector and another for international NGOs (INGOs) and UN Agencies.

PURPOSE

The purpose of the online survey is to gather relevant data and information from humanitarian actors and stakeholders on the awareness, current activities and recommendations to advance the localization agenda in the Philippines that could serve as input to the national level dialogues.

PROCEDURE

The process of the preparation, actual conduct and analysis of the Online Survey were as follows:

1. Determining the target informants.

The leading consortium did a stakeholders' analysis and decided to focus the humanitarian actors working in the Philippines as the respondents of the survey.

They identified the humanitarian actors and grouped them into two: the locals and the internationals. The local actors refer to the Philippine-organized and registered humanitarian actors that included the local and national NGOs, private sectors and government agencies. The international actors are those that are part of an international organizations with or without registered Philippine entity and the UN Agencies working in the Philippines.

2. Designing of the OSQ. *The OSQ has three sections. Section I hope to generate information about the respondent organization. Section II hope to generate information about the level of awareness of the respondent organization on localization. Section III hopes to generate information about the respondent organization's experience on localization in the context of the seven dimensions. After deciding on the categorization of the humanitarian actors, the leading consortium designed separate OSQ's for each category: one OSQ for local actors and another for international actors.*

TOOL VERSION NO. B1.1: SL-OSQ FOR LOCAL ACTORS (OSQ-L)

The OSQ for local actors (OSQ-L) follows the three-section design. It has a total of 63 questions of which 9 is under Section I, 5 under Section II and 49 under Section III. The full OSQ is in Annex C.

The result of the survey was to serve as feedback to humanitarian coordination bodies, agencies, INGOs and CSOs

in the country as well as to the Grand Bargain Localization Workstream. Results are targeted to serve as inputs to donors, international and local actors in improving the humanitarian policies, systems and mechanisms towards realizing localization commitments made during the World Humanitarian Summit in 2016 and to make the affected population of crisis at the center of humanitarian aid. It will contribute to further dialogue, leading to concrete country level action plan.

TOOL VERSION NO. B1.2: SL-OSQ FOR INTERNATIONAL ACTORS (OSQ-I)

The OSQ for international actors (OSQ-I) follows the three-section design. It has a total of 54 questions of which 6 is under Section I, 5 under Section II and 44 under Section III. The full OSQ is in Annex D.

Like the OSQ-L, the result of the survey was to serve as feedback to humanitarian coordination bodies, UN agencies, INGOs and CSOs in the country as well as to the Grand Bargain Localization Workstream. Results are targeted to serve as local and international actors including donors in the hope of triggering changes in the humanitarian policies, systems and mechanisms towards realizing localization commitments of the Grand Bargain Agreement.

3. Pre-testing. *After the two versions of the questionnaire were formulated, it was pre-tested with volunteer local and International actors. The purpose of the pre-testing was to determine the length of time needed and the potential difficulties in answering the OSQ.*

With the feedback from the pre-testing, some adjustments were made to the OSQ.

4. Uploading to KoboCollect. *The OSQs were uploaded to KoboCollect on February xx, 2021. The survey questionnaire was opened to humanitarian actors until March 22, 2021. The task of uploading and monitoring the online survey was assigned to ECOWEB who intern assigned one of its staff to monitor progress of the survey responses within the prescribed period.*

5. Informing and encouraging target respondents. *Simultaneous with the uploading of the OSQ, notification letters (ST No. A4.1) were also e-mailed to target respondents identified by the consortium members. The members of the consortium also contacted the key persons of the target humanitarian actor through social media whenever possible. The contacts who were key movers of national networks were also encourage to invite their network members.*

6. Collating and Analyzing the data. *The answers of the OSQ were collated and the raw data were analyzed by KoboCollect. The data analysis was the basis of the trend analysis conducted by the team from ECOWEB and A4EP. The collated data and the trend analysis was presented to the members of the consortium for review and to be use as input in the preparation for the conduct of National Dialogues.*

ANNEXES:

- Annex : Online Survey Questionnaire for Local and National NGOs and private sector (OSQ-L)
- Annex : Online Survey Questionnaire for UN Agencies and International NGOs (OSQ-O)
- Annex : State of Localization – Respondent’s Notification Letter (SN-RNL)

TOOL NO. B2: SURVEY PARTICIPANTS NOTIFICATION (SPN)

DESCRIPTION

This survey is an initiative by ECOWEB, Alliance for Empowering partnership (A4EP), Oxfam and OCHA to map the state of localization in the Philippines. The questions are formulated around the Grand Bargain and Charter for Change commitments on localization.

The main tool for the survey is the Online Survey Questionnaire (OSQ). The OSQ has two versions: one for local and national CSOs (L&NCSO) and private sector and another for international NGOs (INGOs) and UN Agencies.

PURPOSE

The purpose of the online survey is to gather relevant data and information from humanitarian actors and stakeholders on the awareness, current activities and recommendations to advance the localization agenda in the Philippines that could serve as input to the national level dialogues.

PROCEDURE

The content of the RNL should be agreed by the leading consortium or organizations.

The key persons representing the leading organizations signed the RNL. In the case of the Philippines, it was signed by the four convenors of the consortium.

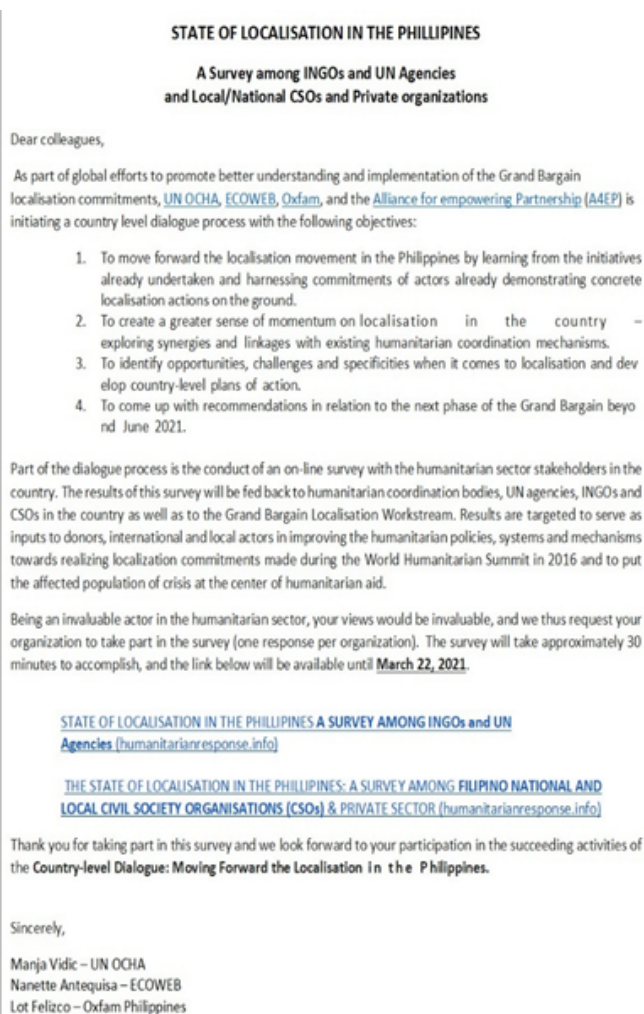


Figure No. 35. Sample of Respondent's Notification Letter.

The RNL shall be sent electronically and simultaneously with the uploading of the online survey questionnaire. It was sent to the local and international organizations and networks.

Three days after sending the RNL, target respondents were followed up by e-mail and other electronic messaging system. The responses were monitored daily.

C. Online dialogue with Stakeholders (CSO networks, private sector, UN Agencies, INGOs and Government agencies)

DESCRIPTION

The online national dialogue on localization is a planned open dialogue with key stakeholders identified by the leading consortium. They included individual and networks of local and national CSOs, private sectors, UN Agencies, international NGOs and humanitarian agencies of the government of the Philippines. The analysis of the outputs of the Community FGDs and the online surveys were used as starting points in the national discussions. The online dialogue was convened by 11 inter-network and intra-network sessions.

PURPOSE

The goal of the online national dialogue was to utilize the analysis and insights from the community FGDs and the online survey to develop a road map for moving forward localization commitments in the country, with a defined participatory process of implementation and monitoring. Findings of the online survey and the community FGDs were presented during the virtual dialogues and participants were given the time and space to reflect on their experiences and have the opportunity for an honest and open conversations. This was achieved through break-out group sessions as well as through plenary discussion. The current and potential long-term impact of COVID-19 was discussed and recommendations to mitigate them were also collected.



PROCEDURE

The online national dialogues were initiated and led by the consortium. Its implementation was coordinated with the participating networks. It has three general phases: 1) planning and preparations, 2) actual dialogue sessions and 3) post-dialogue activities.

• PLANNING AND PREPARATION

The conduct of the online national dialogue was part of the overall plan of the Philippine country level dialogue on localization. Detailed planning commenced towards when the data from the community FGDs and the online survey on the state of localization were almost done. By this time, the localization trends were clearer and the most strategic participants were already identified. The planning and preparations followed the following steps:

1. Mapping and identification of the networks and lead partner organizations. The mapping of the target participants was based on the stakeholder analysis done by the consortium (see Part II-E). The leading consortium decided to prioritize national networks of humanitarian actors to maximize participation.

2. Exploratory conversations with key network members. The four members of the consortium tapped their existing lines with the national networks for the exploratory conversations. In the exploratory conversations, most of those who were contacted were key network members who responded to the online survey on state of the localization.

To generate interest for the national dialogue, some initial findings worth of interest to the network were initially shared to them during the exploratory discussions. Hence, it would be good to start the exploratory conversations when initial results of the survey were already available.

3. Designing the dialogue sessions and the main tools. While the exploratory discussions were done, the consortium also started the design of the dialogue session. Several factors were considered, among which are the following: the COVID-19 pandemic, the presentation of the result of the State of Localization Survey, technical-logistical support for an online conference, staffing and facilitation, budget and the design of the sessions.

Among the key features of the design of the dialogue session were: it should be online via zoom, it would run for minimum of 2 hours and possibly extended up to 15 minutes with the agreement of the participants, break-out sessions should be no more than 35 minutes, results of the State of Localization Survey shall be presented first and the break-out sessions should be not more than 4 groups focusing on one to two dimensions plus the impact of COVID-19 on localization. ECOWEB was identified as the lead member who will be in-charged in the organizing of the secretariat and the recruitment of facilitators, documenters and technical staff. The detail of the dialogue session design is in Main Tool No. C1.

4. Preparing the summary of the results of the State of Localization.

The result and analysis of the State of Localization is an important import for the national dialogues and its initial result are also important during the exploratory conversations. It would be good to have people who will concentrate on this part while others are concentrating on the other aspects of the preparations.

5. Recruiting and organizing the facilitation and documentation secretariat (FDS).

To facilitate and conduct the national dialogues on localization, the consortium requested ECOWEB to lead the process. In response, ECOWEB organized a National Dialogue Secretariat (NDS). The operational structure of the NDS is shown in Figure 1.

The NDS was headed by the National Dialogue Coordinator. Under the ND Coordinator were the Lead Facilitator and the Lead Documenter and below them were the facilitators and documenters. Under the direct supervision of the ND Coordinator are the Admin/Finance Staff and the Technical Support Staff. The members of the NDS composed of ECOWEB staff and volunteers recruited for the localization project.

The operational structure above is recommended for a smooth and efficient process. This could be adjusted based on the most realistic conditions of the country.

Figure 34 (Table 1). shows the specific responsibilities and deliverables of each unit and individuals in the structure

Photo taken by ECOWEB during a workshop with IDP - Youth of Marawi Siege



TABLE 1: TASKS, FUNCTIONS AND DELIVERABLES FOR THE NATIONAL DIALOGUE SESSION

UNIT/ PERSONNEL	TASKS AND FUNCTIONS	DELIVERABLES
National Dialogue (ND) Coordinator	<ul style="list-style-type: none"> • Reports to the Leading Consortium • Oversees the overall implementation of the national dialogue sessions. • Initiate the exploratory conversations with network leaders. • Leads in the designing of the dialogue sessions. • Sign-off the invitations for the networks. 	<ul style="list-style-type: none"> • Dialogue Session Design • Schedule of Dialogue Sessions • National Dialogue Report
Admin/ Finance Staff	<ul style="list-style-type: none"> • Facilitates the payments and procurement of supplies and services for the conduct of dialogue sessions • Keeps all the transaction records. • Prepare financial reports of activities conducted. 	<ul style="list-style-type: none"> • Up-to-date payments of the facilities and services for the national dialogue sessions. • Financial reports and statements
Technical Staff	<ul style="list-style-type: none"> • Set up the online platform for the dialogue session. • Set up the pre-registration system. • Administer the online platform during the actual dialogue session. 	<ul style="list-style-type: none"> • Effective platform for the dialogue session.
Lead Facilitator	<ul style="list-style-type: none"> • Reports to the ND Coordinator. • Follow-up the networks after the exploratory conversations and when ready, prepares with them the Session Plan in collaboration with the Lead Documenter. • Coordinates with the Admin and Finance Staff for logistics • Coordinates with the technical staff for technical matters for the online dialogue session. 	<ul style="list-style-type: none"> • Invitations to Networks • Final plan and schedule for all dialogue sessions • Final
Lead Documenter	<ul style="list-style-type: none"> • Reports to the ND Coordinator. • Coordinate with the Lead Facilitator for the planning of the documentation. • Monitors the pre-registered participants for every dialogue session 	<ul style="list-style-type: none"> • Collated Dialogue Session Summary Report for presentation by the end of the session. • Compilation of Dialogue Session Documentations
Session Facilitator	<ul style="list-style-type: none"> • Reports to the lead Facilitator. • Coordinates with the Technical staff for preparations of the online platform. • Supervises and supports the session coordinators for the preparations, actual conduct and post session activities. • Review the draft Dialogue Session Documentation (DSD) 	<ul style="list-style-type: none"> • Specific dialogue session plan/s with time slots, tasking and logistics of sessions for facilitation. • Final copy of the DSD
Session Documenter	<ul style="list-style-type: none"> • Documents the full dialogue session and produced the following: <ul style="list-style-type: none"> ◦ Dialogue Output Summary Report (Main Tool No. C4) after the break-out session. ◦ Draft DSD 3 days after the session and submit to the Session Facilitator. 	<ul style="list-style-type: none"> • Dialogue Output Summary Report (DOSR/Main Tool No. C4) • Draft Dialogue Session Documentation (DSD) for review and finalization by the Session Facilitator
Break-out Session Facilitator	<ul style="list-style-type: none"> • Leads and facilitate the break-out discussion session • Assist the Break-out session documenter in drafting the Break-out Session Documentation (BSD) 	<ul style="list-style-type: none"> • Break-out session attendance or photo of participants
Break-out Session Documenter	<ul style="list-style-type: none"> • Documents break-out sessions using BSD template (Main Tool No. C3) and submit a quick draft to the Session Documenter. • Review and finalize the BSD and submit the final version to the Session Documenter. 	<ul style="list-style-type: none"> • Draft Break-out BSD immediately after the break-out session. • Final BSD 2 days after the dialogue session.

IMPORTANT NOTES:

- 1.The lead facilitator may act as session facilitator or break-out group facilitator when the work load allows and when the need arises.
- 2.The lead documenter may act as session documenter or break-out group facilitator when the work load allows and when the need arises.
- 3.All the dialogue sessions should be fully recorded including each break-out session. This is very important in preparing the Dialogue Session Documentation (DSD).

Figure No. 37. Table 1 - Tasks, Functions and Deliverables for the National Dialogue Session.

6. Orientation session for facilitators and documenters. The ND coordinator organized an orientation session with all members of the Facilitating Secretariat that includes some staff from other members of the consortium who acted as session or break-out session facilitators. ECOWEB's communications team acted as the technical staff. Documenters were recruited from ECOWEB staff and volunteers.

The facilitators were oriented on their roles during the break-out sessions and the seven dimensions framework was reviewed. The documenters were also instructed on how to use the data capture templates (*see Main Tool No. C3 - Break-out Session Documentation Template, Main Tool No. C4 - Dialogue Output Summary (DOS) Report Template and Main Tool No.- C5- Dialogue Session Documentation (DSD) Template*). The Lead Facilitator and Lead documenter should ensure that session facilitators and documenters, and break-session facilitators and documenters have their respective copies of the documentation tools.

7. Formal invitation of the participating networks and agencies. The networks and organizations who committed to participate were immediately given invitations (See Main Tool No. C2 - Dialogue Session Invitation Template). The template was drafted by ECOWEB and was agreed by the leading consortium.

8. Send-off of the Dialogue Plan and planning session with networks. After sending the invitation to a network, a planning session was set and they were also provided with a copy of the Dialogue Plan that is also discussed during the meeting. This meeting happened at least 5 days prior to the scheduled dialogue session.

9. Setting up the online platform for the dialogue. In preparation for the dialogue session, the conference platform was set up. This entails the registration with Zoom or other service providers. The platform should be set up earlier to ensure that participants could pre-register. Ideally, pre-registration is necessary to allow assignment of participants to break-out groups. However, when pre-registration is not possible to participants due to poor internet connectivity when they could only register during the session, not pre-registered participants shall be allowed to choose what break-out groups they could join provided that participants shall be equitably distributed.

To ensure the equitable distribution of participants, the lead documenter should monitor the actual number of participants and make calculations on the number of participants per break-out group as set in the rules below.

• **ACTUAL DIALOGUE SESSIONS**

The actual dialogue was set for two hours. The facilitators and documenters were required to be on-line ten (10) minutes before the appointed time for the start of the session and a final briefing was done by the national dialogue facilitator.

The actual dialogue session consisted of seven (7) parts with specific duration and assigned facilitators and documenters:

1. **Welcome and introductions.** This is the formal opening of the dialogue session. This includes three (3) elements: formal welcome, introduction of participants and showing of pictures of past activities of the CLD. This part is allotted with 10 minutes

The Session Facilitator signals the start of the session. He/She formally welcomes all the participants or calls on the National Dialogue Coordinator (NDC) to do the welcoming. The NDC may also act as the Session Facilitator and just do the formal welcome. The introduction of participants is done by networks or groups and facilitated by the Co-Facilitator. The showing of pictures shall be done by the lead documenter or a staff in-charge of photo-documentation. The photo-showing is also a situationer on the ongoing CLD process.

2. Presentations. The presentations include the following: 1) briefer on the background of the Grand Bargain Agreement and an overview of the localization, 2) results of the community FGD and 3) result/findings of the State of Localization Survey. The presentations were given a time slot of 20 minutes with each presentation allowed 6 to 7 minutes.

3. Break-out session briefing. The briefing session discusses the process, the groupings and the guide questions of the sessions. There are three (3) questions for the discussion of the break-out groups: 1) What needs to change? 2) What obstacles can be anticipated and 3) how to overcome them?

4. Actual Break-out session. The break-out sessions were designed for participants to provide insights and information pertaining to the seven dimensions of localization. The break-out session is allotted with 35 minutes. The number of break-out sessions depended on the total number of participants registered as the briefing session. The lead documenter is primarily responsible of determining the ideal number of break-out groups based on the following rules:

- a. One (1) group for every five participants
- b. Three (3) is the minimum number of participants for a break-out group
- c. Seven (7) groups when total participants reached 35 or more.

The above rules allow flexibility to the Session Facilitator and the Lead documenter to decide on the number of participants per break-out groups provided that all the aspects of the Seven Dimensions are discussed. Depending on the number of break-out groups, the dimensions shall be assigned for each group. Below is an example of the assignment of the dimensions for a 4-group break-out session:

The break-out sessions were designed for participants to provide insights and information pertaining to the seven dimensions of localization. The break-out session is allotted with 35 minutes. The number of break-out sessions depended on the total number of participants registered as the briefing session. The lead documenter is primarily responsible of determining the ideal number of break-out groups based on the following rules:

- Break-Out Group 1: Quality of relationship and partnership; Funding and financing + COVID
- Break-out Group 2: Participation of the affected population; Humanitarian Standards and Policy + COVID
- Break-out Group 3: On Capacity, Visibility and Coordination + COVID19

The documenter of each break-out group should document the discussion of each dimension using the Break-out Session Documentation (BSD) Template.

The BSD should be made as clear and concise as possible and be given to the session documenter immediately after the break-out session to enable him/her to prepare the Dialogue Output Summary (DOS). While the lead documenter is preparing the DOS, another documenter shall do the documentation of the reporting and the plenary session.

5. Reporting of Break-Out session outputs. The reporting of the break-out session shall be done by the rapporteur elected by the members of the break-out group members. The reporting shall range from 20 to 35 minutes. The report shall be based on the BSD prepared by the Break-out session documenter. Each group is given maximum of 5 minutes to report. This means that in the case of more than 4 break-out groups, an extension of 5 minutes is necessary thus allowing a 15-minute extension if there are 7 break-out groups.

In the case when the session is participated by not more than 5 participants, there would be no break-out group session and the lead documenter will take care of the documentation. However, if there is another available documenter, it would be better so that the lead documenter shall be able to concentrate on capturing and summarizing the insights and information in the DOS while the other documenter could concentrate in documenting the details of the discussions by capturing it in the BSD. Instead of having a reporting session, a summation of the discussion shall be made by the lead documenter.

6. Sharing of insights. The sharing of insights is a way of soliciting feedback on the dialogue session from the facilitating group and the participants It is recommended that at most three persons shall share their insights:

one each from the leading consortium, the leaders of the network and from among the participants. Each sharer shall be given at most 3 minutes to share their insights.

7. Summary and next steps. The summary shall be presented by the Lead Documenter or the Session Facilitator using the DOS. This is very important to give the participants an overview of what was achieved in the dialogue. During the break-out session there were 3 questions guiding the discussion, the summary of the answers of these questions should be highlighted in the DOS and these answers should be the bases for the formulation of proposed next steps. These steps should directly address the two questions: 1) What needs to change? 2) What obstacles can be anticipated and 3) How to overcome them?

The proposed next steps are extremely important because it shall send assurance of continuity to the participants. The next steps shall also be presented to the multi-sectoral dialogue. These next steps could also be acted by the network or the individual organization as their concrete action to advance the localization dialogue.

• **POST-DIALOGUE ACTIVITIES**

The post-dialogue activity has three levels of work:

1. Review and finalization of the session documents. Further enhancement of the DOS. This shall be the primary responsibility of the Session Documenters. In case there are more than one session documenter, the Lead Documenter should immediately initiate a meeting of all session documenters to plan

and set realistic deadlines. The immediate production of the DOS is extremely important so that the document could be submitted to the lead documenter to be used as input in the planning for the Multi-sectoral national dialogue session.

The session documenters should also review the DSD and submit the final version to the Lead Documenter for finalization and compilation. The Lead documenter should ensure the accuracy and completeness of the documents because they would

become the primary source documents to the report that will be prepared for the Multi-sectoral dialogue and other future documents on localization.

2. Preparation and analysis of the National Dialogue Report (NDR).

The Executive Summary of the NDR is the main output to the multi-sectoral dialogue while the final full shall be the main input in the drafting of the final report for the Country Level Dialogue on Localization.

TOOL NO. C1: LOCALIZATION DIALOGUE DESIGN (LDD)

DESCRIPTION

The LDD serves as the guiding framework in planning the dialogue sessions and in collecting data and information. The LDD has two main parts: the basic information and the activity and tasking guide. The first part provides the most important information on the participating groups and the date and time of the session. The second part outlines the activities, the time slot and the people responsible for the activities. The LDD could be modified to suit the context and needs of a particular country provided that shall serve the same purpose.

PURPOSE

The LDD ensures that the national dialogue has a standard process of conduct in terms of facilitation and the collection of the needed information. The design also outlines the system of tasks and responsibilities that ensures the delivery of outputs

PROCEDURE

- The LDD is to be formulated and approved by the entity leading the national dialogue session which in the case of the Philippines, the consortium of A4EP, ECOWEB, OXFAM-Pilipinas and UN-OCHA-Philippines.
- The LDD shall be presented to all facilitators and documenters at different levels – national, session and break-out sessions. It shall be used by the session teams – session facilitator and documenters and other support staff.
- The localization dialogue plan (LDP) for a specific session shall be captured in the LDD for comments and approval by the Lead Facilitator and documenter. Below is an example of an LDP used in the Philippines country level dialogue.

Annexes: Annex G1 – Example of Localization Dialogue Plan (LDP)

Tool No. C1: LOCALIZATION DIALOGUE DESIGN			
A. BASIC INFORMATION			
Stakeholder/s	<i>Refer to the stakeholders' analysis in Part II-E. Could be multi-stakeholders.</i>	Group/Network	<i>An existing network that have members that are humanitarian organizations</i>
Date	<i>The date agreed with the network</i>	Time Allotment	<i>Minimum of 2 hours and can be extended for 20 mins.</i>
B. ACTIVITY and TASKING GUIDE			
Time Slot	Activity and Topic Guide	Person/s In-charge	Remarks
Time Slot (E.g. 1:00 – 1:15) Time allotment (E.g. 15 mins)	1. Welcome and Introduction <ul style="list-style-type: none"> Welcome message Introduction of participants Photo/video update of CLD activities 		
Recommended: 20 mins	2. Presentations: <ul style="list-style-type: none"> Context of Localisation/Grand Bargain Background Results of Community FGDs Findings of the Localisation survey 		
Recommended: 10 mins)	3. Break-out Session Mechanics		
Recommended: 35 mins	4. Break-out sessions <i>Guide question for all:</i> <ul style="list-style-type: none"> <i>What needs to change?</i> <i>What obstacles can be anticipated?</i> <i>How to overcome them?</i> Break-out groups and assigned themes <i>(The number of break-out groups depend on the number of participants who registered during the actual session. The theme assignment depends on the number of break-out groups.)</i>		(Rules of Break-out groupings: <ol style="list-style-type: none"> One (1) group for every five participants Three (3) is the minimum number of participants for a break-out group Seven (7) groups when total participants reached 35 or more. Lead facilitator decides the number of break-out groups other than documenter's computation and the theme assignments.)
Recommended: Min: 20 mins Max: 35 mins	5. Plenary reporting (5 mins per group) Limit: min of 5 mins per break-out group	Group appoints their rapporteur.	
Recommended: 10 mins	6. Sharing of Key insights Focus on learning and reflections of the activity and how this could improve localization.	--from session organizer, network and participants	
Recommended: 10 mins	7. Conclusions and Next Steps <ul style="list-style-type: none"> wrap-up, thanks, proposed next steps 	Session Facilitator	

Figure No. 37. Tool No. C1 - Localization Dialogue Design.

LOCALIZATION DIALOGUE PLAN (Sample)			
A. BASIC INFORMATION			
Sector	Multi-sectoral	Group/Network	DRR Response Network
Date	May 20, 2021	Time	1:00 – 3:00 PM
B. ACTIVITY and TASKING GUIDE			
Time Slot	Activity and Topic Guide	Person/s In-charge	Remarks
1:00 – 1:15 (15 mins)	1. Welcome and Introduction <ul style="list-style-type: none"> Welcome Introduction of the Participants Picture 	Session Facilitator Co-Session Facilitator Lead Documenter	OCHA Reminder of recording, online registration
1:15 – 1:35 (20 mins)	2. Presentations: <ul style="list-style-type: none"> Context of Localisation/Grand Bargain Background Results of Community FGDs Findings of the Localisation survey 	Session Facilitator Co-Session Facilitator Lead Documenter	(10mins) (10mins) (10mins)
1:35 – 1:45 (10 mins)	3. Break-out Session Mechanics <ul style="list-style-type: none"> Details, instructions and clarifications Discuss the guide questions 	Co-Session Facilitator	
1:45 – 2:20 (35 mins)	4. Break-out sessions <i>Guide question for all:</i> What needs to change? What obstacles can be anticipated and how to overcome them? Plenary Discussions – 35 minutes Group 1: <i>On Quality of relationship and partnership; Funding and financing + COVID</i> Group 2: <i>On Participation of the affected population; Humanitarian Standards and Policy + COVID</i> Group 3: <i>On Capacity and Coordination + COVID19</i> Group 4: <i>Visibility and impact of Covid-19</i>	Co-Session Facilitator Break-Out Facilitator: Documenter: Facilitator: Documenter: Facilitator: Documenter: Facilitator: Documenter:	Group to have facilitator and documenter Documenter to use the Break-out Session Reporting Template (BSRT)
2:20 – 2:40 (20 mins)	5. Plenary reporting (5 mins per group)	Session Facilitator and Groups	Assign rapporteur per group
2:40 – 2:50 (10 mins)	6. Sharing of Key insights <ul style="list-style-type: none"> from workshop from participants 	Co-Session Facilitator From consortium Local Network pax	1 from consortium and 2-3 pax; 3 minutes/pax
2:50 – 3:00 (10 mins)	7. Conclusions and Next Steps <ul style="list-style-type: none"> wrap-up, thanks, proposed next steps 	Session Facilitator	

Figure No. 38. Sample of Localization Dialogue Plan.

TOOL NO. C2: DIALOGUE SESSION INVITATION (DSI) TEMPLATE

DESCRIPTION

The DSI is the standard invitation to the localization dialogue for networks and their members. This is formulated and agreed by the leading consortium. It contains the basic information of the dialogue session including the purpose, objectives and some specific details on date and time of the activity. It also identifies the representatives of the entities leading the national dialogue sessions. The DSI could be modified to suit with the context and needs of a particular country.

PURPOSE

The DSI aims to formally invite the network and its members and inform them of the basic details of the session.

PROCEDURE

1. The DSI should be first agreed and approved by the leading body to ensure clear messaging. The names and signatures of the persons leading the members of the consortium or other entities should appear as the inviters.
2. The DSI should be sent to the leadership of a network or to a particular organization upon their expression of commitment during the exploratory conversations.
3. The invitation should be followed up to make sure that it was also sent to network members.
4. The DSI should be sent through the agreed medium of communication e.g., email or courier service. When sent electronically, it should be done in format that cannot be altered. Below is an example of the DSI used during the Philippine country level dialogue.

[Put the names and logo of the leading organizations here.]

Philippines Country-level Dialogue on Localisation

Invitation to (name of Sector/Organization)
Date and Time: (May 27, 2021, 1:00 to 3:00 PM)

We have the pleasure to invite you to the country level dialogue on localization. The initiative to map the state of localization in the Philippines and country level dialogue is part of global efforts to promote better understanding and implementation of the Grand Bargain localization commitments. The process is a collaboration of initiating agencies (Site names of initiating organizations) and actual conduct done in cooperation with various CSOs and networks to include CDP-DRR COP, among others.

The objective for the country dialogue process is to promote and institutionalize the implementation of Grand Bargain commitments on localization at the country level. It will help to create a greater sense of momentum and provide the space to explore synergies and linkages with existing humanitarian coordination mechanism, donors and Philippines INGO networks, private sector and local and national CSOs. It will assist in identifying opportunities and challenges to localization and to develop a county level plan of action and tracking mechanism. The aim is to finish the process by June 2021 and share the learning and recommendations from the process nationally and with the Grand Bargain signatories and beyond.

The online dialogue session will take place on (Date), (time to time – state if AM or PM). We will present the key highlights from 25 focus group discussions that were conducted in 6 regions with the people affected by crisis. We will also share with you the key issues coming out of the online survey carried out during March/ April with CSOs and private sector, INGOs and UN agencies. The aim is to have a forward looking discussion on how to make progress on localization commitments. Your experiences and perspectives are very valuable to this process. It will contribute towards developing a collective action plan for localization in the Philippines.

(State the sector or organization) participants can pre-register and join the session with the following link: [Zoom link for Localization Discussion with the \(State the sector or organization\)](#)


You will need a steady internet access. If you need assistance in that please let us know. The dialogue will be interactive with small group discussions so you are able to have quality conversations.

We very much hope you will join us for this dialogue.

Yours sincerely,

On behalf of the initiating partners (Site names of initiating organizations)

(Name of lead convener)
 (Position)
 (Organization)



Invitation to NAPC VDC and Basic Sectors doing Humanitarian Work
Philippines country level dialogue on Localisation
Date and Time: May 24, 2021, 1:00 to 3:00 PM

We have the pleasure to invite you to the country level dialogue on localisation. The initiative to map the state of localization in the Philippines and country level dialogue is part of global efforts to promote better understanding and implementation of the Grand Bargain localisation commitments. The process is a collaboration of initiating agencies UN OCHA, ECOWEB, Oxfam and Alliance for Empowering partnership (A4EP) and actual conduct done in cooperation with various CSOs and networks to include CDP-DRR COP, among others.

The objectives for the country dialogue process is to promote and institutionalise the implementation of Grand Bargain commitments on localisation at the country level. It will help to create a greater sense of momentum and provide the space to explore synergies and linkages with existing humanitarian coordination mechanism, donors and Philippines INGO networks, private sector and local and national CSOs. It will assist in identifying opportunities and challenges to localisation and to develop a county level plan of action and tracking mechanism. The aim is finish the process by June 2021 and share the learning and recommendations from the process nationally and with the Grand Bargain signatories and beyond.

The online dialogue session with NAPC VDC and Basic sectoral reps doing humanitarian work will take place on **May 24, 2021, 1:00 to 3:00 in the afternoon**. We will present the key highlights from 25 focus group discussions that were conducted in 6 regions with the people affected by crisis. We will also share with you the key issues coming out of the online survey carried out during March/ April with CSOs and private sector, INGOs and UN agencies. The aim is to have a forward looking discussion on how to make progress on localisation commitments.

Your experiences and perspectives are very valuable to this process. It will contribute towards developing a collective action plan for localisation in the Philippines.

NAPC VDC and Basic Sectors participants can pre-register and join the session with the following link: [Zoom Link for Localisation Dialogue with NAPC-VDC and Basic Sectors](#)

You will need a steady internet access. If you need assistance in that please let us know. The dialogue will be interactive with small group discussions so you are able to have quality conversations.

We very much hope you will join us for this dialogue.

Yours sincerely,
 On behalf of the initiating partners OCHA, ECOWEB, OXFAM and A4EP



 Regina "Nahette" Salvador-Antequis
 Executive Director
 ECOWEB, Inc.

Figure No. 39. Annex H1 - Example of Dialogue Session Invitation (DSI).

TOOL NO. C3: BREAK-OUT SESSION REPORT (BSR) TEMPLATE

DESCRIPTION

The BSR is a brief report capturing the answers to the three questions asked for each break-out groups, the recommendations for each of the humanitarian actors and the common recommendations to all actors. The recommendations for each and all humanitarian actors came from the discussion on Question 3 – *How to overcome the obstacle in Question 2*

PURPOSE

The purpose of the is to capture and answers of the break-out group on the three question and their recommendations to humanitarian actors.

PROCEDURE

1. All break-out session documenters should have a copy or copies of the BSR Template for each of the dimension that will be tackled during the break-out session.
2. The key points of the answers should be captured in the BSR Template to come up with the BSR that should be submitted to the Session documenters immediately after the break-out session for review and concurrence.
3. All names of the members of the break-out group should be recorded in the template and names and signatures of the break-out session facilitator and documenter should affix their signatures prior to submission to the session facilitator.
4. The session documenter should incorporate the BSR to the Dialogue Output Summary Report using Main Tool No. C4.

BREAK-OUT SESSION REPORT (BSR) TEMPLATE			
A. Basic Information			
Break-Out Session No.		Group or Network	
Date		Time Start	Time End
Localization Dimension			
B. Key Findings and Insights			
1) What needs to change?			
2) What obstacles can be anticipated?			
3) How to overcome them?			
Names of Participants			
1)		4)	
2)		5)	
3)		6)	
Name and Signatures of Documenter and Facilitator			
Role	Name	Signature	Date
Brk-out Session Documenter			
Brk-out Session Facilitator			
Lead Documenter			
Session Facilitator			

Figure No. 40. Annex I - MT No. C3 - Break-out Session Report (BSR) Template.

TOOL NO. C4: DIALOGUE SESSION REPORT (DSR)TEMPLATE

DESCRIPTION

The DSR is a simple tool that summarizes the output of a particular dialogue session. The DSR relies on the inputs from the BSR and the discussions during the plenary reporting. The DSR is to be accomplished during the session and be presented in the last part of the dialogue session. However, if it is not realistic to produce the DSR at the end of the session, this could be done a few days after the session and should be sent immediately to the Lead Documenter because this is needed to produce the State of Localization Situationer that is an input to the Multi-stakeholder online dialogue

PURPOSE

The purpose of the DSR is to summarize the main outputs of the dialogue session and put it in a simple matrix for quick appreciation.

PROCEDURE

The session documenter shall collect all the e-copies of the break-out session report (BSR). The BSR shall be quickly studied and the common points shall be summarized and entered into the DSR.

The DSR shall be presented to the plenary in the last part – Conclusions and Next steps – of the session.

The DSR shall be reviewed by the session documenter and the final document shall be submitted to the Lead Documenter as input for the State of Localization Situationer. It shall also be provided to the session documenter to serve as reference and annex to the Dialogue Session Documentation Report (DSDR).

DIALOGUE SESSION REPORT (DSR)			
A. Basic Information			
Network / Sector			
Date		Time Started	Time Ended
B. Key Findings and Insights			
Seven Dimensions +COVID	1) What needs to change?	2) What obstacles can be anticipated?	3) How to overcome them?
1. Quality of Relationship			
2. Participation Revolution			
3. Funding			
4. Capacities			
5. Coordination Mechanisms			
6. Visibility			
7. Policy and Standard			
8. COVID-19 Pandemic			
Name and Signatures of Documenter and Facilitator			
Role	Name	Signature	Date
Session Documenter			
Session Facilitator			
CONCURRED BY:			
Lead Documenter			
Lead Facilitator			

Figure No. 41. Annex J - MT No. C4 - Dialogue Session Report (DSR) Template.

TOOL NO. C5: DIALOGUE SESSION DOCUMENTATION (DSD) TEMPLATE

DESCRIPTION

The DSD template is the format for the full documentation of a dialogue session. This is the detailed form of the DSR. It captures the details of who were the persons involved in the process, the summary of the participants by gender and the details of trends and observation of the Seven Dimensions. In addition to the seven are the themes on COVID-19 and Looking Forward. The last one is about the recommendations on advancing the localization agenda in the country. All the data presented in the DSR are elaborated with details in the DSD.

PURPOSE

The purpose of the DSD is to capture the details of the discussions during the break-out sessions and the plenary. For the future, this shall serve as one of the reference documents of the report for the Country Level Dialogue on Localization

PROCEDURE

All session documenters should have a copy of the DSD either in hard and electronic or any one of them. The hard copy could serve as the discussion capture document when technical problems arises. It is highly recommended that when resources allows, there would be two session documenters: one will do the electronic and the other do the manuscript.

DIALOGUE SESSION DOCUMENTATION TEMPLATE					
Please fill in this section it is mandatory					
A. BASIC INFORMATION					
Date of Consultation:				Time of consultation:	
Medium: Skype Phone Zoom					
Recording Ssk:					
Facilitators	1				
	2				
	3				
Name of documenter/s	Overall Documenter				
	1				
	Breakout				
	2				
3					
4					
Participating Humanitarian Actors					
Contact Details of Facilitating Group					
Number of Organizations Present					
Attendance By Gender					
Gender	Women	Men	Boys	Girls	LGBTQI+
Number					
B. DOCUMENTATION DETAILS					
Please fill in all sections as issues come up in the consultation. Please make concise notes and analyze key issues that came up in the consultation in each section and fill in the summary key observations					
Dimensions	Details of Trends and Observations				Summary of Key Observations
1. Relationship Quality					
2. Participation Revolution					
3. Funding and Financing					
4. Capacity					
5. Coordination Mechanisms	5.1. Governmental				
	5.2. International				
	5.3. Interaction of gov't and international co-ordination				
	5.4. Coordination among Philippine CSO's				
	5.5. Leadership				
6. Viability					
7. Policy and Standard-setting Influence					
8. COVID-19 Pandemic					
9. Looking Forward					
Follow up					
Name and Signatures of Documenters and Facilitator					
Role	Name		Signature	Date	
Session Facilitator					
Ass't. Session Facilitator					
Lead Documenter					

Figure No. 42. Annex III-C7 – Dialogue Session Documentation (DSD) Template.

D. Multi-stakeholder on-line dialogue, moving forward the localization at country level

TOOL NO. D1: STATE OF LOCALIZATION SITUATIONER AND RECOMMENDATIONS (SLSR)

DESCRIPTION

The SLSR is the tool that concisely captures the state of localization in the country and the specific recommendations for each of the dimension in the Seven Dimensions framework. It is based in the DSRs prepared by the session documenters. It has four (4) parts: the basic information, key findings, recommendations for each stakeholder and common recommendations to all stake-holders. The SLSR could be

PURPOSE

The purpose of the SLSR is to have a concise document that will capture the main agenda of the multi-stakeholder on-line dialogue.

PROCEDURE

The Lead Documenter shall be responsible of preparing the SLSR. She or he shall ensure that electronic and hard copies of the following:

- Community FGD Survey Report
- Online Survey Report
- Dialogue Session Report

DSR shall be submitted to her/him not later than two days after the dialogue sessions and if possible, the DSDs within a week.

Photo taken by ECOWEB during an FGD with the Indigenous Abaca Farmers in Rogongon, Iligan City



STATE OF LOCALIZATION SITUATIONER AND RECOMMENDATIONS (SLSR)							
A. Basic Information							
1. Number of Respondents by Stakeholder							
Local CSOs		Church-based Orgns		International NGOs			
National CSOs		Local Gov't Units		UN Agencies			
Private Sector Group		National Agencies		Donors			
Others				TOTAL			
2. Period of Survey		From		Until			
3. Number of Dialogue Sessions Conducted							
4. Participating Stakeholders							
B. Key Findings and Insights on Philippines Localization							
Seven Dimensions + 2	Where are we now?	What needs to change?	What obstacles can we anticipate & how will we overcome them?	What would success look like?	What progress markers can tell us whether we are advancing?		
1. Quality of Relationship							
2. Participation Revolution							
3. Funding							
4. Capacities							
5. Coordination Mechanism							
6. Visibility							
7. Policies & Standards							
8. COVID Pandemic							
9. Moving Forward							
C. Major Recommendations to Humanitarian Actors							
Local CSOs	National CSOs	Local Gov't Units	Nat'l Gov't Agencies	Private Sectors	Int'l. Agencies/ NGOs	UN Agencies	Donors
D. Common Recommendations to All Humanitarian Actors							
Name and Signatures of Responsible Persons							
Role	Name			Signature		Date	
Lead Documenter							
Lead Facilitator							
CLD Coordinator							

Figure No. 43. State of Localization Situationer and Recommendations (SLSR) Template.

TOOL NO. D2: ACTION PLANNING – PROGRAM AND INVITATION

DESCRIPTION