TRAINING MANUAL

Basic Training on RIGHTS-BASED HUMANITARIAN RESPONSE

A Manual for Trainers

This document is based on the Four Humanitarian Principles, Nine Humanitarian Standards Christian Aid Rapid Response Team - Humanitarian Orientation for Partners' Empowerment (49CARRAT-HOPE) Trainer's Manual developed by Christian Aid (CA). Modifications have been made based on lessons learned during the Consortium on Humanitarian Action and Protection (CHAP) from training activities conducted in the field. CHAP is composed of Buklod Tao, Inc. (Buklod), Balay Rehabilitation Center (Balay), Center for Disaster Preparedness (CDP), and Camarines Norte Provincial Disaster Risk Reduction and Management Office (PDRRMO).

The Philippines, one of the most disaster-prone countries in the world, was selected to be among the pioneer members of the Asian Preparedness Partnership (APP). The APP initiative is supported by the Asian Disaster Preparedness Center (ADPC). At the national level, APP led to the establishment of the Philippine Preparedness Partnership (PHILPREP), which brings together key humanitarian stakeholders such as the Center for Disaster Preparedness (CDP) for civil society and humanitarian organizations, the Office of Civil Defense (OCD) for the government, and the Philippine Disaster Resilience Foundation (PDRF) for the private sector.

This Trainer's Manual is further modified by CDP under the project "Strengthening Emergency Response Capacity of Local Humanitarian Actors in Asia" funded by the Bill and Melinda Gates Foundation (BMGF) through ADPC and APP.

Contents

Acronyms

49CARRAT-HOPE	Four Humanitarian Principles, Nine Humanitarian Standards Christian Aid Rapid Response Team – Humanitarian Orientation for Partners' Empowerment
ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
Balay	Balay Rehabilitation Center
Buklod	Buklod Tao, Inc.
CA	Christian Aid
CARRAT	Christian Aid Rapid Response and Assessment Team
CBDRRM	Community-Based Disaster Risk Reduction and Management
CDP	Center for Disaster Preparedness
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CHAP	Consortium on Humanitarian Action and Protection
CHP	Core Humanitarian Principles
CHS	Core Humanitarian Standards
CRC	Convention on the Rights of the Child
CRM	Complaints and Response Mechanism
CSO	Civil Society Organization
DRRM	Disaster Risk Reduction and Management
EWS	Early Warning System
HOPE	Humanitarian Orientation on Partner Empowerment
ICRC	International Committee of the Red Cross
IDP	Internally Displaced Person/s
IFRC	International Federation of Red Cross and Red Crescent Societies
IHL	International Humanitarian Law
INGO	International Non-Governmental Organization
IRR	Implementing Rules and Regulations
LDRRMC	Local Disaster Risk Reduction and Management Council
LFUs	Local Government Units

MIRA	Multi-Cluster Initial and Rapid Assessment
MISP	Minimum Initial Service Package
NDCC	National Disaster Coordinating Council
NDRP	National Disaster Response Plan
NDRRMC	National Disaster Risk Reduction and Management Council
NFI	Non-Food Items
NGO	Non-Governmental Organization
PDNA	Post Disaster Needs Assessment
PDRA	Pre-Disaster Risk Assessment
PDRRMO	Provincial Disaster Risk Reduction and Management Office
PO	People's Organization
PVCA	Participatory Vulnerability and Capacity
RA	Republic Act
RBA	Rights-Based Approach
RBHR	Rights-Based Humanitarian Response
RDANA	Rapid Damage Assessment and Needs Analysis
RH	Reproductive Health
SFDRR	Sendai Framework for Disaster Risk Reduction
SSS	Social Security System
UNGPID	United Nations Guiding Principles on Internal Displacement
UNISDR	United Nations International Strategy for Disaster Reduction
WASH	Water, Sanitation, and Hygiene

Overview

The Consortium on Humanitarian Action and Protection (CHAP) was organized in 2016 to enable its members to collectively share and institutionalize good practices on rights-based humanitarian response in their respective areas. One of CHAP's key interventions is the provision of the Basic Training on Rights-Based Humanitarian Response (RBHR) to response workers and volunteers in local government units (LGUs), non-government organizations (NGOs), and people's organizations (POs).

Goal and Objectives of the Training

The Rights-Based Humanitarian Response (RBHR) Training seeks to provide the foundation needed by humanitarian workers and volunteers to uphold human rights through applying the humanitarian principles, core humanitarian standards, and rights-based approach (RBA) in humanitarian response work during emergency response. Specifically, at the end of the training, it seeks to enable participants to:

1. Describe emergency response in the context of human rights and disaster risk reduction and management (DRRM) framework;

2. Explain the process of emergency assessment, humanitarian response programming, and emergency response management that is consistent with humanitarian principles and standards and RBA; and

3. Discuss how humanitarian workers can be mobilized, nurtured, and sustained for humanitarian response.

This manual is designed to guide RBHR participants, as well as the graduates of the training who intend to pass on their learnings to others, including advocates, local disaster risk reduction and management council (LDRRMC) members, and volunteers in their localities/project areas.

Training Audience

The primary audiences for this manual include stakeholders who engage in humanitarian response, such as members of the barangay, municipality, or provincial DRRM councils, CSOs, private sectors, and community/local volunteers.

If the participants have already been trained on CBDRRM, they may not require significant time for the session on CBDRRM under Module 1. A brief review of the approach would suffice. However, there may be a need to identify the crucial role of the CBDRRM approach in the processes discussed under Modules 2 to 4 (Emergency Assessment, Emergency Programming, and Emergency Response Management Operations).

Training Content and Process

The manual is comprised of three major parts and five modules.

PART 1: The Context of Emergency Response

This portion provides the rationale for a systematic humanitarian response that adheres to humanitarian principles and standards in the Philippines and around the world. At the same time, it establishes the role of emergency response in the framework of DRRM. It is comprised of a module on Emergency Response in the Context of Disaster Risk Reduction and Management (Module 1). The module has three sessions focusing on emergency response in the light of (1) key humanitarian terms and policies; (2) the DRRM Framework; and (3) Community-Based Disaster Risk Reduction and Management (CBDRRM).

PART 2: Emergency Response and Early Recovery

This part of the training provides the framework for designing and implementing emergency response mechanisms and interventions. It is comprised of three modules. The module on Emergency Assessment (Module 2) stresses the importance of gathering and analyzing relevant disaster data to determine the appropriate response measures needed by the affected population. It is followed by the module on Humanitarian Programming (Module 3). This module provides participants with tools and options to guide them in designing emergency response measures. Such a design serves as basis for project proposals submitted to donor agencies. Building upon Module 3, the module on Humanitarian Response Management (Module 4) provides practical guidance on managing response operations.

PART 3: Humanitarian Resources

The last major section of the RBHR Training focuses on humanitarian resources (Module 5). This part of comprised of one module. Part 3 provides support for determining how human resources can be nurtured and sustained for humanitarian response.

The training process is summarized in Figure 1.

Each training day begins with preliminary activities that aim to set the tone for the day. These activities include rituals and energizers, a review of the highlights from the previous training day (except for Day 1), and a preview of the day's session. The last session of the training is devoted to conducting re-entry planning where the participants outline how they intend to use their learnings in their respective LGUs/areas.

The content of the modules is based on a rights-based approach (RBA). In terms of process, most of the modules encourage the use of participatory methods and group work to facilitate learning, such as:

- Group exercises to enable the participants to introduce sessions/concept and apply RBA, humanitarian principles and standards, as well as emergency response management tools;

- Plenary sharing of individual insights and results of group exercises; and

- Brief inputs from the facilitators and resource speakers to level off on concepts and share good practices.

Ideally, four days are allotted for the RBHR Training. However, the trainer may adapt the schedule, content, and process in order to meet the needs of the participants. Managing time may be challenging since most of the modules require group exercises. Hence, it is best to produce handouts to reduce time for inputs, as well as provide the participants with references should the time run out for discussions during the sessions.

Course Certification

The Center for Disaster Preparedness provides certificates of completion to participants attend all the days of the training, participate in all the workshops, complete the pre/post-test, fill up the evaluation form, participate in the developing the action plan/re-entry plan, and participate in the practical demonstration for the Training of Trainers.

Figure 1. **Basic Training on Rights-Based Humanitarian Response**
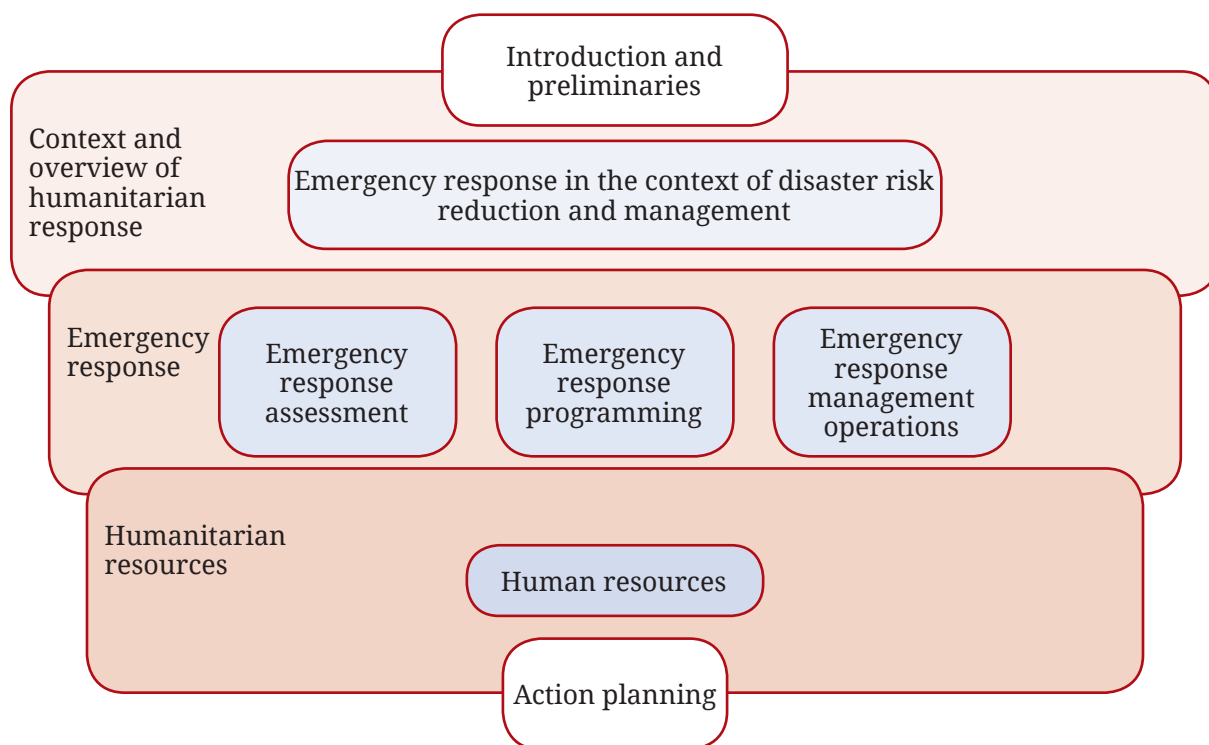
OPENING OF THE TRAINING WORKSHOP

Learning Objective

By the end of the session, participants will be able to explain the rationale, objectives, basic content, and schedule of the Basic Training on Rights -Based Humanitarian Response.

Session at Glance

Timing	Topic	Method
30'	Activity 1: Introduction of Participants	Introductory Game/s Individual Introduction
15'	Activity 2: Setting of Expectations	Individual Reflection
15'	Activity 3: Training Overview	Plenary Discussion

Duration	60'
Materials	• Metacards • Markers • Manila papers • Masking Tape • Laptop • LCD Projector
Preparation	• Prepare 4 sheets of metacards labeled as 1) What I Hope to Learn, 2) What Could Hinder Learning, 3) What Could Facilitate Learning, and 4) Expectation from the Facilitators, respectively. These will be used for the "Setting of Expectations" exercise. • Prepare a PowerPoint presentation for the training overview.

Process

Introduction of Participants

- Have the participants introduce themselves and the organization they work for. Prior to the introduction, a series of culturally sensitive games and activities to loosen up the participants is suggested.

Setting of Expectations

- Ask the participants to write their expectations on the metacards as follows:

- Pink metacard: What they hope to learn from the training

- Blue metacard: What could hinder learning

- Yellow metacard: What could facilitate learning

- Green metacard: What they expect from the facilitators

- Have participants post their responses on the white board in front. Cluster similar ideas.

- Summarize the expectations posted and relate them to the training objectives, flow, and adjustments that the trainer/secretariat could do to meet expectations.

Training Overview

- Discuss the rationale, objectives, selection of participants, content, and process of the training.

- Encourage the participants to ask questions or make clarifications on the content and process of the training.

- Daily feedback (bull's eye, social media icons), course evaluation, giving of certificates

CONTEXT AND OVERVIEW OF HUMANITARIAN RESPONSE

Module 1

EMERGENCY RESPONSE IN THE CONTEXT OF DISASTER RISK REDUCTION AND MANAGEMENT

Session

Session 1.1

Key Terminologies, Concepts, and Policies in Humanitarian Response

Session 1.2

Situating Humanitarian Response in the DRRM Framework

Session 1.3

Humanitarian Response Using the CBDRRM Approach

Key Terminologies, Concepts, and Policies in Humanitarian Response

Learning Objectives

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

- Define the key terms and concepts of rights-based humanitarian response; and

- Discuss the humanitarian principles and core humanitarian standards.

Session at Glance

Timing	Topic	Method
30'	Human Rights Issues and Concerns During a Disaster	Role Playing
30'	Key Terms and Concepts in Humanitarian Response	Interactive Discussion
15'	Legal Instruments and Key Policies on Human Rights Protection	Input Discussion
45'	Humanitarian Principles and Core Humanitarian Standards	Plenary Discussion

Duration	120'

Materials	• Metacards • Markers • Manila papers • Masking Tape • Laptop • LCD Projector

Preparation	• Prepare a PowerPoint presentation with Key Terms and Concepts in Humanitarian Response and Key Policies on Human Rights Protection.

Process

Human Rights Issues and Concerns During a Disaster / 30'

- Divide the participants into three groups. Instruct all the groups to portray the human rights issues and concerns they have witnessed or heard of in the following situations:

    - Group 1: During a Disaster and Displacement

    - Group 2: During Humanitarian Response in an Evacuation Center

    - Group 3: During Resettlement, Return, and Integration

- Give each group three minutes to prepare and two minutes to present the situation to the group.

- After each presentation, ask the following questions:

    - What were the human rights issues and violations presented in this situation?

    - Why do these happen?

    - How can these be addressed?

- Highlight the common violations and possible points for action.

Key Terms and Concepts in Humanitarian Response / 30'

- Define and discuss the following terms. Use examples/illustrations.

    - **Humanitarian and Pakikipagkapwa** - Emphasize that being humanitarian is inherent in our culture as manifested in our concept of "kapwa" or recognizing ourselves in others.

    - **Human Rights** - Universal legal rights or guarantees protecting individuals and groups against actions and omissions that interfere with fundamental freedoms, entitlements, and human dignity.

    - **Displacement** - Moving something from its place or position.

    - **Internally Displaced Persons (IDPs)** - Persons or groups of persons who have been forced or obliged to flee or leave their homes or places of habitual residence, in particular, as a result of, or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights, or natural or human-made disasters, and who have not crossed an internationally recognized border.

- **Rights-Based Approach (RBA)** - An approach based on international human rights standards and operationally directed to promoting and protecting human rights.

- **Humanitarian Protection** - The effort to protect the fundamental well-being of individuals.

- **Humanitarian Action/Response** – Intend to save lives, alleviate suffering and maintain human dignity during and after man-made crises and disasters caused by natural hazards, as well as to prevent and strengthen preparedness for when such situations occur.

- **Rights-Based Humanitarian Response** - An approach placing human rights protection and realization at the center of international assistance, ensuring that the plans, policies, and processes of international assistance are anchored in a system of rights and corresponding obligations established by international law.

Note: Also mention major disasters in Philippine history (Yolanda, Sendong, Ondoy, Bohol Earthquake, Pinatubo Eruption, Moro Gulf Tsunami, 2008-Armed Conflict in ARMM, Zamboanga Siege, 2017 War in Marawi etc.) in which human rights were violated or where the duty-bearers failed to protect those affected. It is best to mention the disasters that occurred in the region where the training is being held.

Legal Instruments and Key Policies on Humanitarian Rights Protection / 15'

- Emphasize that human rights protection is inscribed in international policies that the Philippines has ratified and in our very own Constitution.

- Briefly discuss features that address the concerns raised during the role playing (no need to detail key provisions):

  - International Humanitarian Law (IHL)

  - Universal Declaration of Human Rights

  - 1987 Philippine Constitution

  - United Nations Guiding Principles on Internal Displacement (UNGPID)

  - International Covenant on Civil and Political Rights

  - International Covenant on Economic, Social, and Cultural Rights

  - Convention on the Rights of the Child

  - Convention on the Elimination of All Forms of Discrimination Against Women

  - Protocol II or Protocol Additional to the Geneva Conventions of 12 Aug 1949, relating to the Protection of Victims of Non-International Armed Conflict

- Convention Against Torture

Humanitarian Principles and Core Humanitarian Standards / 45'

- Discuss the history of humanitarian work. Relate world events and their influence on humanitarian work and principles.

- The evolution of humanitarian work brought forth the concept of humanitarian imperative or addressing human suffering wherever it is found, with particular attention to the most vulnerable in the population, such as children, women, the displaced, and the elderly. The dignity and rights of all those in need of humanitarian assistance must be respected and protected. The humanitarian imperative implies a right to receive humanitarian assistance and a right to offer it. At times, humanitarian access to civilian populations is denied by authorities for political or security reasons. Humanitarian agencies must maintain their ability to obtain and sustain access to all vulnerable populations and to negotiate such access with all parties to the conflict.

  - The International Humanitarian Law and the Declaration of Human Rights serve as the foundation of the standards and framework of humanitarian response. Conducting humanitarian response entails dealing with dilemmas. Decisions and actions should not cause any harm, whether intentional or unintentional, to the affected communities.

  - The humanitarian principles and human rights (rights-based approach) should always govern how a humanitarian response is carried out. The four humanitarian principles include:

    - **Humanity**: Human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings. Each individual has inherent dignity, which is the reason why assistance is delivered.

    - **Neutrality**: Humanitarian actors must not take sides in hostilities or engage in controversies of political, racial, religious, or ideological nature. Transparency and openness are key issues to maintain neutrality. Neutrality for an organization that has adopted a rights-based approach must not, however, be an obstacle to tackling human rights violations. Neutrality is not a justification for condoning impunity or turning a blind eye to egregious human rights abuses. It does not negate the need for some form of action, whether through strategic advocacy, simple presence, political demarches, local negotiations, etc.

    - **Impartiality**: Humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class, or political opinions. Elements: Non-discrimination, Proportionality, No subjective distinction.

- **Independence**: Humanitarian action must be autonomous from political, economic, military, or other objectives that any actor may hold with regard to areas where humanitarian action is being implemented.

- Proceed with a discussion of the Core Humanitarian Standards (CHS).

- Ask the participants to remain in their groups. Distribute sheets of paper containing nine commitments to each group. Assign three commitments per group. Instruct them to discuss what specific activities can be implemented in line with these principles. Ask them to cluster their responses according to each project cycle management phase: Needs Assessment and Analysis, Planning, Resource Mobilization, Implementation and Monitoring, Operational Peer Review and Evaluation.

- Emphasize that the CHS guides their actions, interventions, and organizational systems when responding to emergencies. CHS emphasizes that communities should be at the center of humanitarian response endeavors.

- Remind the participants that protection is concerned with the safety, dignity, and rights of people affected by disaster or armed conflict.

Transition to Session 2

Explain that the training will focus on upholding and protecting human rights (especially of IDPs) and the provisions on the foregoing policies, principles, and standards during disaster response. Nonetheless, such can only be done if effective prevention, mitigation, and preparedness mechanisms are in place. The next session is situated on rights-based humanitarian response in the DRRM context of the Philippines.

Key Terms and Concepts in Humanitarian Response

- Human rights are universal legal guarantees protecting individuals and groups against actions and omissions that interfere with fundamental freedoms, entitlements and human dignity. Human rights law obliges governments (principally) and other duty-bearers to do certain things and prevents them from doing others (UNHCR, 2006).

- Importantly, human rights:

  - Are universal—the birthright of all human beings

  - Focus on the inherent dignity and equal worth of all human beings

  - Are equal, indivisible and interdependent

  - Cannot be waived or taken away

  - Impose obligations of action and omission, particularly on States and State actors

- Have been internationally guaranteed

- Are legally protected

- Protect individuals and, to some extent, groups

Characteristics of Human Rights (HR)

- Highest collectively shared ideals, values and principles by EVERYONE

- In all aspects of society, human rights (requirements for a life of dignity) are fundamental

- Social spheres that require Good Governance

  - Politics

  - Arts

  - Sports

  - Business

  - Policing

  - Military operations

  - Legislation (local and national)/framing of laws and policies

  - Administration of schools

  - Criminal justice system

  - Family life

  - Health sector/medicine

  - Social protection

- Since governance is the over-arching regulator in all these social spheres, the full respect, protection, and fulfilment of human rights is dependent on good governance. Good governance is the realization of the requirements of a life of dignity/HR.

- Good Governance = State performs its duties towards all claim holders with fairness and equity

- State officials are the primary duty bearers.

- Some Key Civil and Political Rights (*Freedom from Fear*)

- Right to life

- Right to fair and impartial trial

- Non-discrimination

- Recognition as person and equality before the law

- Freedom from torture

- Right to privacy

- Freedom from slavery and forced labor

- Right to liberty

- Freedom of expression

- Right to security of person

- Freedom of assembly

- Right to humane treatment when deprived of liberty

- Freedom from imprisonment for debt

- Rights of children

- Participation in government

- Right to fair and impartial trial

- Rights of women

- Rights of persons with disabilities

- Examples of Economic and Cultural Rights (*Freedom from Want*)

  - Right to work

  - Just and favorable conditions of work

  - Trade union rights

  - Right to social security

  - Protection of the family

  - Right to food

- Right to health

- Right to education

- Right to participate in cultural life

- We take for granted that government, through laws and positive action, has been guaranteeing and fulfilling HR.

Rights and Freedoms

- For one to have the freedom to exercise and enjoy a right, it must be respected, protected, and fulfilled.

Major parties involved in the realization and fulfillment of human rights

- Rights/Claim Holders- Citizens/ordinary individuals

- Duty Bearers- State and everyone who forms part of the State machinery

  - **Executive**- National and local government officials, various department and line agencies

  - **Legislature**- Senate and House of Representatives

  - **Judiciary and Criminal Justice Institutions**- Courts, jails, prisons, and law enforcement agencies such as the Philippine National Police (PNP)

  - **Military**- All branches of the Armed Forces of the Philippines (AFP)

Figure 2. **Nature and Commitment of Parties to Human Rights**

Rights holders	Duty bearers
Responsibilities	Human rights obligations
Exercise	Respect
Defend	Protect
Respect	Fulfill

From Human Rights and the prevailing conditions in the Philippines by Budit

Duty Bearers
- State – Primary Duty Bearer

- Parents and adults, church, military, civil society, community, school, NGOs and INGOs, other stakeholders

Human Rights Duties and Obligations of the State

Duty to respect (always)	**= obligation to not actively violate right**
Duty to protect (if the State has the knowledge and capacity)	= obligation to take protective measures (legal/ operational) for people threatened in the enjoyment of their rights by third parties or specific situations
Duty to fulfil (if the State has capacity)	= obligation to offer certain services or goods
Duty not to discriminate	= obligation not to disadvantage people for reasons linked to their gender, religion, ethnic origin, etc.

Rationale for Human Rights Related to Disasters

- Because disasters and emergencies affect human beings

- Because people affected by disasters remain residents and citizens of their countries/ communities with the same rights as others who have not been affected, but with particular needs that are different

- Because humanitarian and recovery activities do not take place in a legal void

Rights-based Framework

- Human rights provide:

- A framework to analyse the vulnerability of the people affected by disasters and who may have specific needs

- Standards for non-discriminatory humanitarian assistance

- A framework for appropriate humanitarian assistance

- Non-discriminatory humanitarian assistance means that it is adapted to the particular needs of the persons or communities. It does not mean that everyone needs to have the same thing.

- Appropriate humanitarian assistance means that it is (i) available; (ii) accessible; (iii) acceptable and (iv) adaptable.

- A rights-based humanitarian approach,

- Places the human being at the centre of humanitarian action instead of structures or mandates

- Helps to identify the pertinent needs

- Requires the authorities and humanitarian actors to recognise that the beneficiaries are people with rights who need to be consulted and be active participants in the decisions that concern them and not simple objects of charity

- Identifies the rights holders and the duty bearers

- Attributes responsibilities

Humanitarian Protection

- Aims for a comprehensive respect for all a person's rights

- According to the terms and spirit of the applicable legal instruments

- **Protection**

  - Analyses the needs of affected persons (i) in view of their vulnerability, (ii) systematically and context-specific, (iii) in light of applicable human rights standards

  - Proposes:

  - Environment building actions to create/consolidate an environment conducive to full respect for the rights of individuals;

  - Responsive actions to address on-going violations; and

  - Remedial actions to restore dignified living conditions through rehabilitation, restitution, and reparation.

- **Protection in disasters**

  - Rights are grouped into four, of which the first two usually correspond to the immediate emergency phase and guidance is given for:

  - Protection of life, dignity, and physical safety

  - Protection of basic needs

  - Protection of other economic, social, and cultural rights

  - Protection of other civil and political rights

- **Protection: Identifying vulnerabilities**

Figure 3.   **Identifying Vulnerabilities**
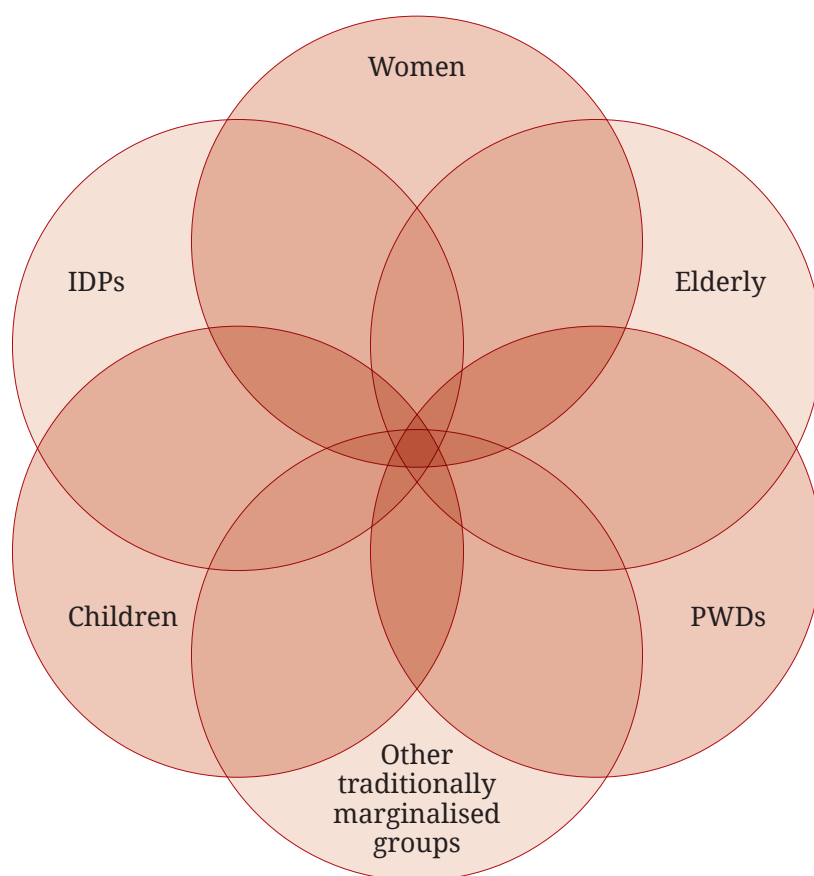
- **Protection: Developing strategies**

  - Protection consists of strategies to:

    - Recognise the vulnerability ahead of time

    - Act with the vulnerable persons (participatory assessment)

    - Reduce their vulnerability by influencing:

      * Time factors (moments when the risks are highest)

      * Places (where risks are highest)

      * Actors

        › being a source of risk

        › being a source of protection

- **Typical challenges for protection in disasters**

  - Protection of life and physical/psychological integrity

  - Protection of integrity/dignity

  - Access to water, sanitation, food, shelter

  - Discrimination in access to assistance (women, ethnic minorities, older persons, persons with disability, etc.)

  - Exploitation of women and children when displacement becomes protracted or when early recovery has failed or not been implemented

  - Access to personal identification documents

  - Freedom of movement and right to choose one's place of residence (forced relocation)

- **Typical protection challenges: examples**

Obligation	Right to food	Right to life
Duty to respect	Not to hinder access to available food / not to use food as a means of pressure or coercion	Not to kill
Duty to protect	Protect single women from being hindered to access food assistance	Alert systems / evacuations
Duty to fulfil	Distribution of food	Risk reduction measures

Figure 4. **Humanitarian Standpoint**

Protection-aid continuum
- responsive action
- remedial action
- environment-building

Pakikipag-kapwa
(*community practice of respect for human rights, humanitarian principles and culture of peace*)

Values of humanity

H.E.D
(*healing, empowerment development*)

Humanitarian standpoint
- based on basic rights and fundamental standards on civilian protection
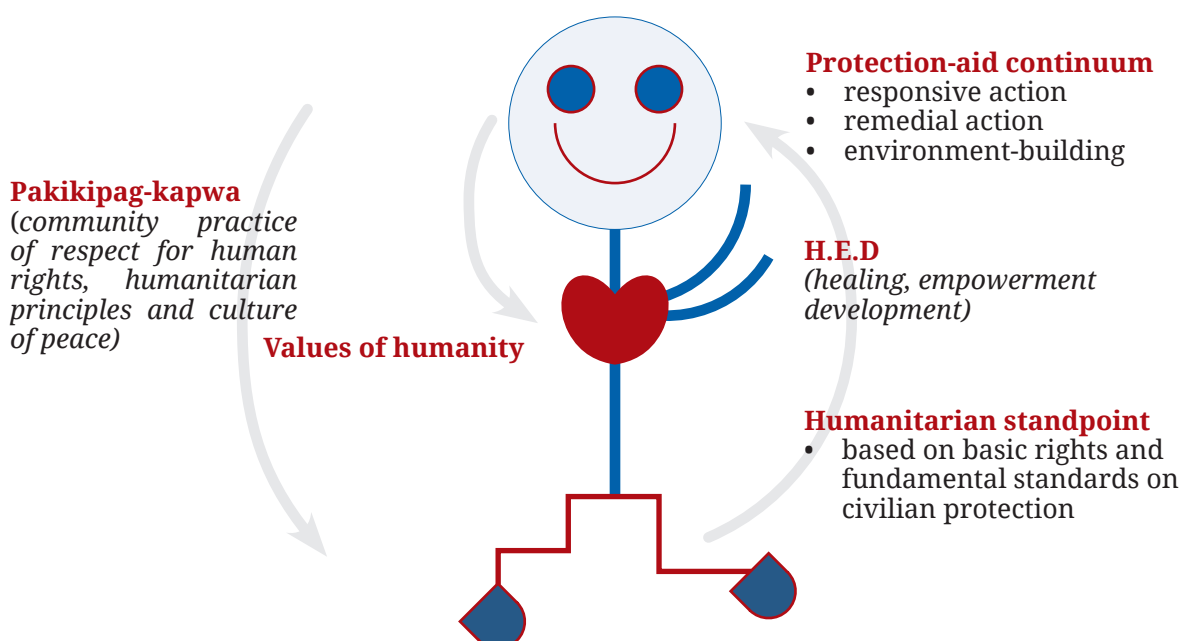
Internally Displaced Persons (IDPs)

- What is internal displacement?

    - Involuntary movement

        - Element of coercion

        - Movement is within national borders

        - Due to armed conflict, generalized violence, violations of human rights, natural or human-induced disaster

- Who are IDPs?

    - "Internally displaced persons are persons or groups of persons who have been forced or obliged to flee or leave their homes or places of habitual residence, in particular, as a result of, or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights, or natural or human-made disasters, and who have not crossed an internationally recognized state borders." -Introduction to the UN Guiding Principles on Internal Displacement

Legal Instruments and Key Policies on Human Rights Protection

The Sendai Framework for Disaster Risk Reduction

- Follows the Hyogo Framework for Action (HFA) 2005-2015: Building the Resilience of Nations and Communities to Disasters.

- The goal of the Sendai Framework for Disaster Risk Reduction (SFDRR) is to lessen the prevailing disaster risks then and now through the "whole-of-society approach."

- Gives emphasis on the importance of the "whole-of-society approach" wherein the role of every member of the community is recognized.

- Covers a wider range of hazards: small-scale and large-scale; frequent and infrequent; and slow-onset and sudden on-set.

- The SFDRR shall serve as a roadmap for every country, especially for hazard prone countries like the Philippines.

Figure 5. **Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2030 Four Priority Actions**

Understanding disaster risk	Strengthening disaster risk governance to manage disaster risk
Investing in disaster risk reduction for resilience	Enhancing disaster preparedness for effective response and to "build back better" in recovery, rehabilitation and reconstruction

Figure 6. **Distinguishing Characteristics of Republic Act 10121**

PD 1566	RA 10121
Focuses on disaster response	Involves comprehensive planning to mitigate disaster risks
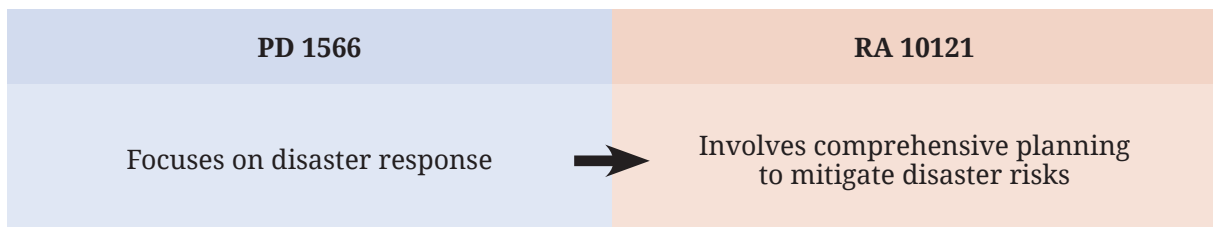
Figure 7. **National Disaster Risk Reduction and Management Framework of the Philippines**
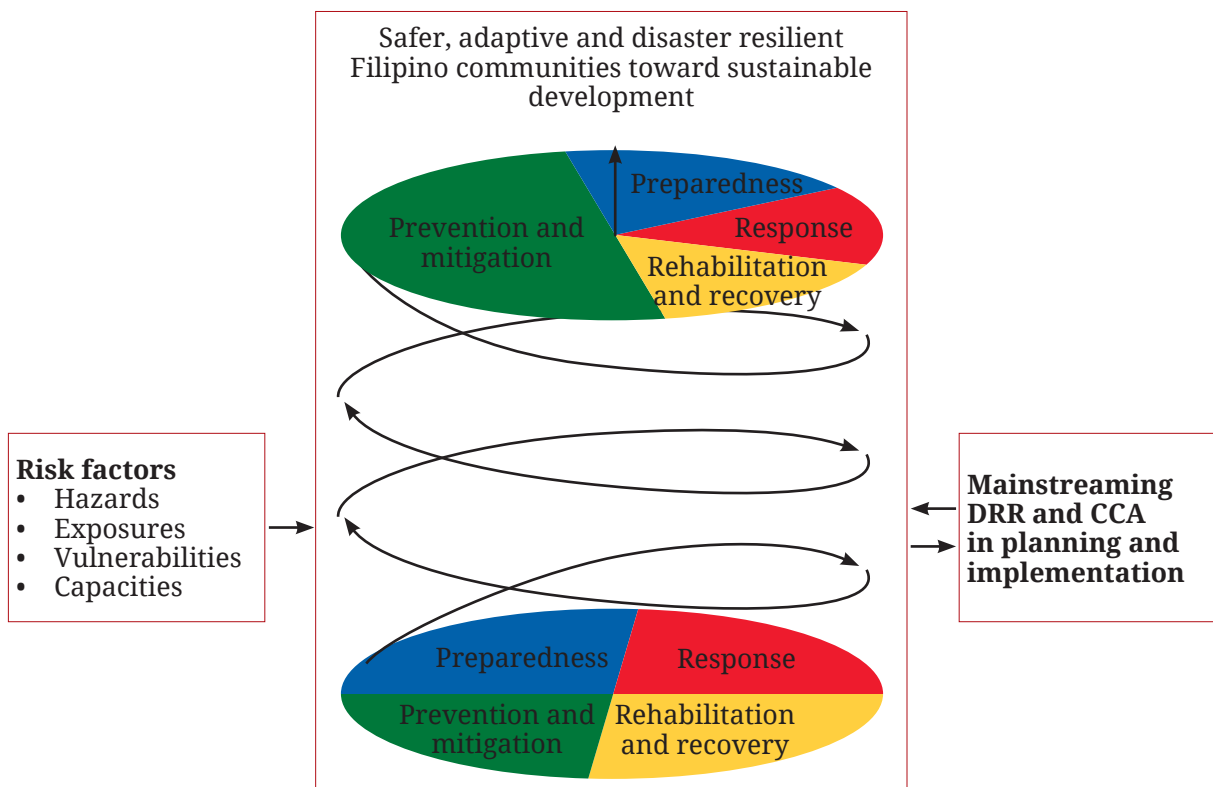
RA 10121	CBDRRM related-content
Sec. 2-d	"Adopt a disaster risk reduction and management approach that is holistic, comprehensive, integrated, and proactive in lessening the socioeconomic and environmental impacts of disasters including climate change, and promote involvement and participation of all sectors and all stakeholders concerned, at all levels, **especially the local community**."
Sec 12 c-10	Training and orienting **the community people** in CBDRRM
Sec 12 c-9	Do community risk assessment **with the people**
Sec 12 c-11	Do **community risk reduction planning**
Sec 12 c-13-16	Strengthen the **local DRR organization (Barangay DRRM Committee)**

Figure 8. Organizational Structure of the National Disaster Risk Reduction and Management Council
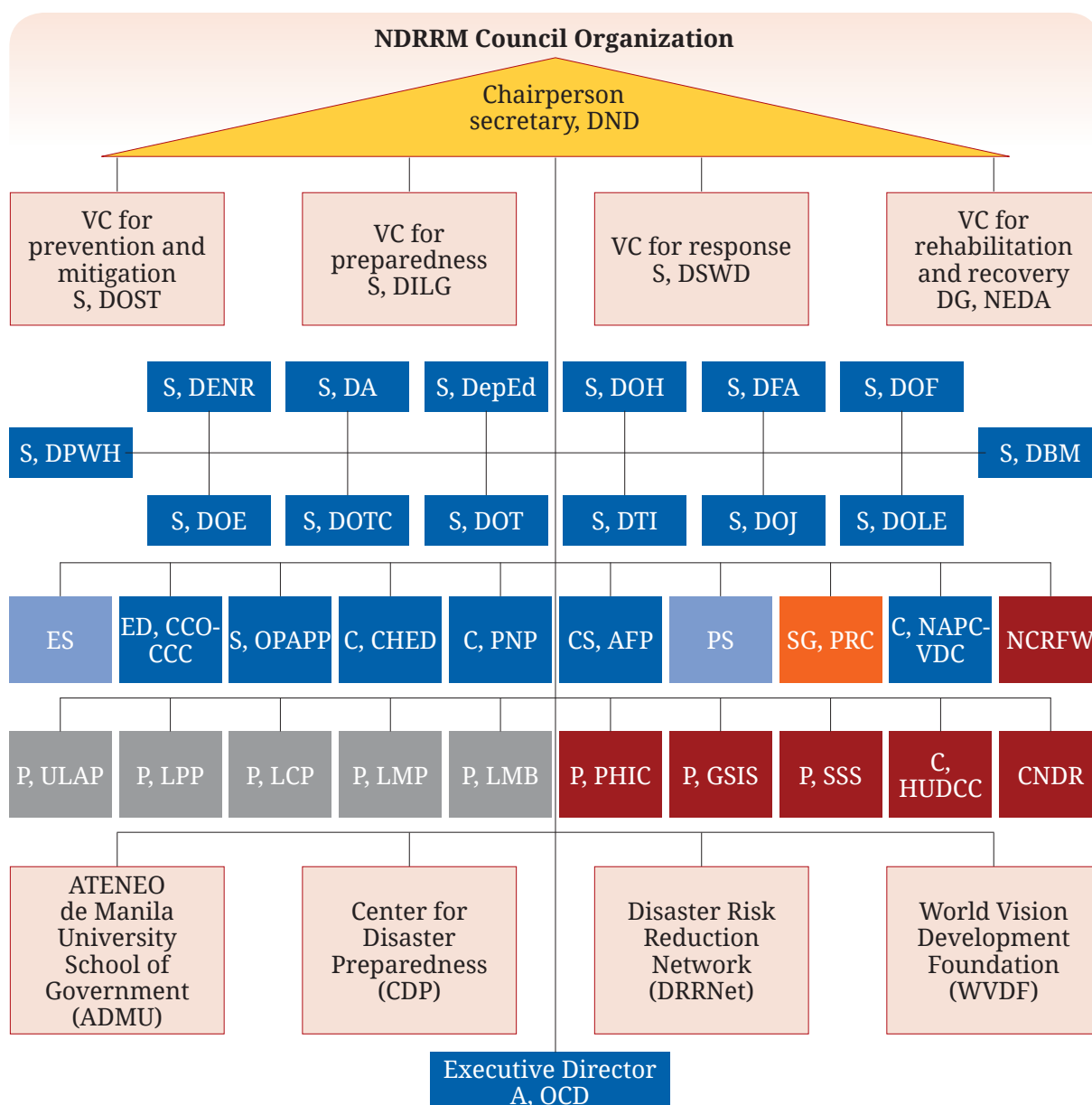
Barangay Development Council

- Takes the lead in planning

- Headed by the Barangay Captain

- Members:

  - Barangay Council

  - NGOs and POs acting in the barangay, not under (at least) ¼ of the members (2 - 3 persons)

  - Representative of the Congressman

Figure 9. **Organizational Structure of the Barangay Disaster Risk Reduction and Management Committee**

BDRRMDC Sctructure

BDRRMDC Chairperson (Kapitan)

Administration and training	Research and planning	Warning and operation	Recovery and rehabilitation

Monitoring and warning	Communication	Transportation	Rescue	Relief distribution
Security	Supplies and logistics	Evacuation center management	Health	Damage assessment
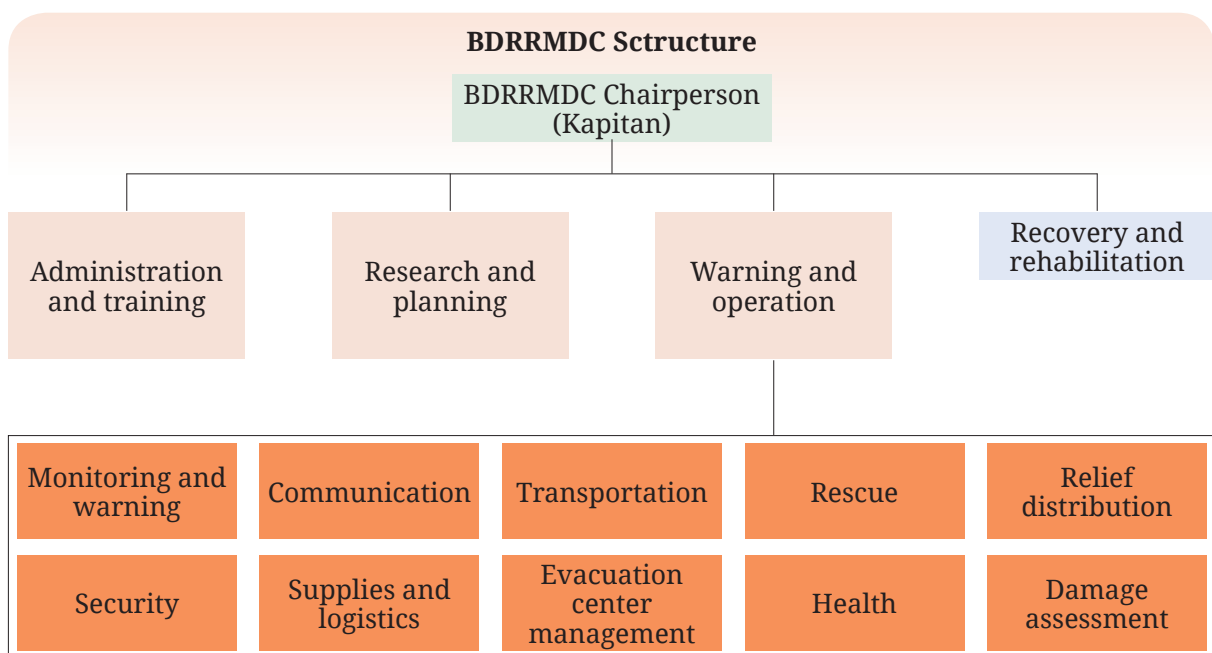
Disaster Response

- How do the DRRMCs coordinate during disaster?

  - BDC – if only one barangay was affected;

  - City/ Municipal DRRMC – if two or more barangays were affected;

  - Provincial DRRMC – if two or more towns/cities were affected;

  - Regional DRRMC – if two or more provinces were affected;

- National DRRMC – if two or more regions were affected;

- Can the Barangay Council declare a State of Calamity in their area?

  - NDCC Memo Order No. 04, S-1998 Amended Policies, Procedures and Criteria for Calamity Area Declaration

- How is the State of Calamity declared in the barangay?

  - Within 24 hours, the BDC/BDRRMC should have a meeting and recommend the Barangay Council to declare a State of Calamity.

  - Based on the recommendation of the BDC/BDRRMC, the Barangay Council must declare a State of Calamity.

- Basis for State of Calamity Declaration

  - At least two of the following conditions must be present for the affected area:

    - 20% of the population are affected and are in need of help, or 20% of the houses were damaged.

    - 40% of their sources of income were destroyed.

    - Primary routes and bridges are heavily damaged and impassable.

    - Widespread devastation and loss of fisheries, crops, livestock, and other agricultural products.

    - Destroyed lifelines like the electricity, water system, transportation, communication, etc.

    - Occurrence of an epidemic.

- Remedial Measures (Sec. 17)

  - Setting of a price ceiling

  - Monitoring, controlling, or prohibition on overpricing, excess interest, and hoarding

  - Programming of funds for the construction and restoration of safer public facilities and infrastructure.

  - Interest free loans from the government and other lending institutions.

- Prohibited Acts and Penalties Under RA 10121

  - Neglect of duties resulting in severe damage, loss of lives, and improper use of funds

  - Prevention of the entry or distribution of relief goods, suitable technology, materials, experts, and disaster teams in the affected areas.

  - Buying, selling, and acquisition of relief goods, materials, and other products intended for use of the affected population and/or concerned agency.

  - Wrongful introduction of the source of relief goods, materials, and other products by:

    - Removal or replacement of labels

    - Repacking with the purpose of applying new labels

    - Lying about the source of relief goods

  - Replacing the relief goods, materials, and other products.

  - Unauthorized request for donation using the name of other groups.

  - Making use of wrong data in order to get support or donation.

  - Tampering and theft of hazard monitoring equipment.

- What are the possible punishments for infractions?

  - Penalty ranging from P50,000.00 – P500,000.00

  - 6 months to 1 year imprisonment

  - Confiscation of materials and devices

    * **Public Officials** – can be permanently disqualified from their public positions. This is in addition to the possible penalty, imprisonment, and confiscation.

    * **Corporations and other groups** – the penalty will be imposed on the officials. Their licenses or accreditation can be nullified and confiscated.

    * **Foreigners** – can be deported after his/her sentence.

- Responding to disaster is the primary responsibility of the government. Humanitarian agencies will intervene if the government cannot supply the needs of the affected individuals and the community.

Other Laws/Policies/Guidelines regarding DRRM

- National Disaster Response Plan

Figure 10. **Organizational Structure of the National Disaster Response Cluster**
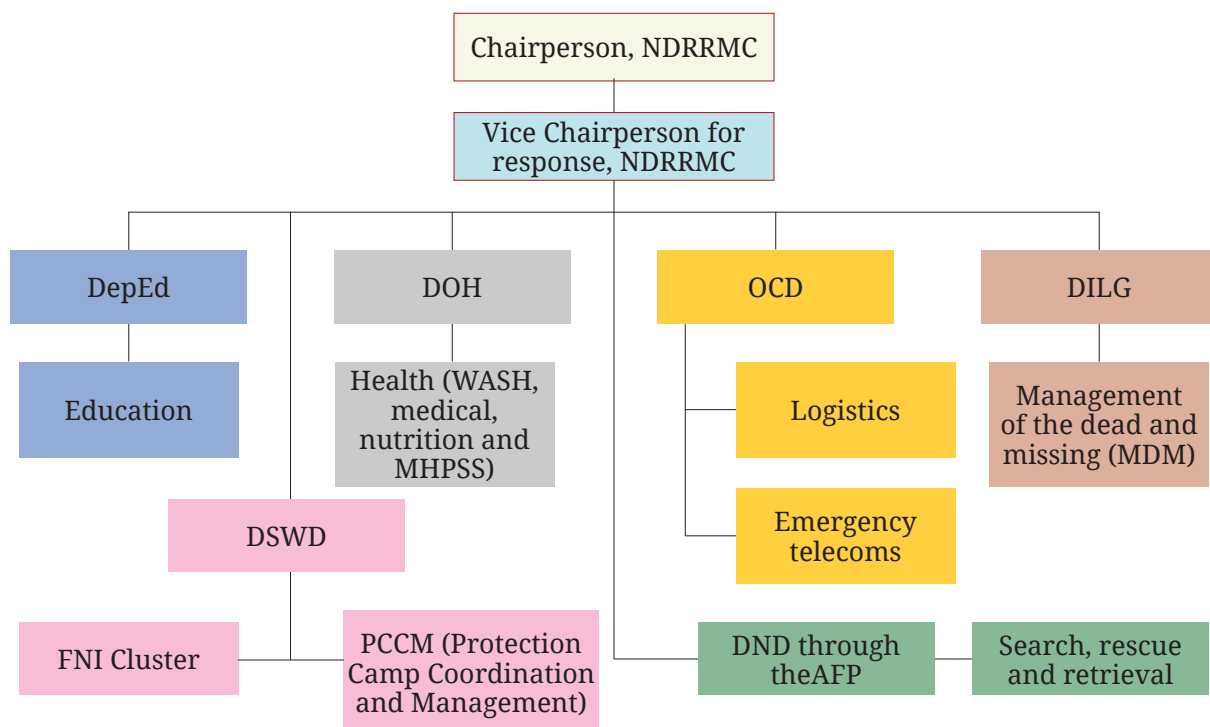
RA 7581: The Price Act
- An act providing protection to consumers by stabilizing the prices of basic necessities and prime commodities and by prescribing measures against undue price increases during emergency situations and like occasions

RA 10821: Children's Emergency Relief and Protection Act
- The Department of Social Welfare and Development (DSWD) will organize a Comprehensive Emergency Program for Children, ensuring the enforcement of the humanitarian standards for the welfare and protection of the children.

- Priorities:

  - Making sure there are transitional shelters for orphaned and isolated children

  - Urgent provision of the children's basic needs and services

- Strengthening mechanisms that will ensure the safety of the affected children

- Provision of health, medical, and nutritional services

- Action Plan for the restoration of the educational services for the children

- Availability of child-friendly spaces

- Advocating for the rights of children

Magna Carta of Women (RA 9710) and Reproductive Health Law of 2012 (RA 10354)

- Distribution of "Minimum Initial Service Package for Reproductive Health" (MISP) or priority actions done during emergency situations caused by armed conflict or natural disasters, including establishment and management of refugee camps

- Timely and appropriate type and quantity relief delivery operations like food, water, sanitary packs, psychosocial support, livelihoods, education, and comprehensive services including the enforcement of the MISP for the reproductive health

Reproductive Health Law of 2012 (RA 10354)

- The LGU and DOH shall ensure the distribution of MISP for reproductive health, including the distribution of health care kits for mothers with newborn babies, during disasters.

Magna Carta of Disabled Persons (RA 9442)

- Otherwise known as the Magna Carta for Persons with Disability as Amended, and For Other Purposes' Granting Additional Privileges and Incentives and Prohibitions on Verbal, Non-Verbal Ridicule and Vilification Against Persons with Disability

IDP Bill (Vetoed)

- Rights of Internally Displaced Persons Act

- An act protecting the rights of internally displaced persons and penalizing the acts of arbitrary internal displacement

What is International Humanitarian Law (IHL)?

- IHL is a set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare. IHL is also known as the law of war or the law of armed conflict.

- **IHL: BASIC RULES PROTECTING THE CIVILIAN POPULATION**

  - The prohibition on attacking civilians or civilian property and on indiscriminate attacks;

  - The prohibition on starving civilians as a method of warfare and on destroying objects indispensable to their survival;

- The prohibition on reprisals against civilians and civilian property;

- The prohibition on using civilians as "human shields";

- The prohibition on collective punishment, which, in practice, often consists of destroying homes and thus leads to displacement;

- The obligation for all States and all parties to a conflict to allow the unhindered passage of relief supplies and the provision of assistance necessary for the survival of civilians.

- **The UN HR Treaty System**

    - International Covenant on Civil and Political Rights (1966) - 1st Optional Protocol (individual complaints) - 2nd Optional Protocol (abolition of death penalty)

    - International Covenant on Economic, Social, and Cultural Rights (1966)

    - International Convention on the Elimination of All Forms of Racial Discrimination (1965)

    - International Convention on the Elimination of All Forms of Discrimination against Women (1979) - Optional Protocol (allowing for petitions and inquiries)

    - International Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984) - Optional Protocol (establishing system of regular preventive visits to places of detention)

    - International Convention on the Rights of the Child (1989) - 1st Optional Protocol (involvement of children in armed conflict) - 2nd Optional Protocol (sale of children, child prostitution, and child pornography)

    - International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990)

    - International Convention Against Involuntary or Enforced Disappearance

    - International Convention on the Rights of Persons with Disabilities

- **Examples of Human Rights reflected in our National Laws**

    - 1987 Philippine Constitution

    - Labor Code of the Philippines

    - RA 6657: Comprehensive Agrarian Reform Law of 1988

    - RA 7279: Urban Development and Housing Act of 1992

    - RA 9710: Magna Carta of Women, 2009

- RA 9344: Juvenile Justice and Welfare Act of 2006

- RA 9745: Anti-Torture Act of 2009

- RA 9851: International Humanitarian Law (IHL) Act

- RA 9502: Universally Accessible Cheaper and Quality Medicines Act of 2008

Special Protection of Internally Displaced Persons (IDPs)
"Understanding the Basic Human Rights of IDPs"

- In 2013, the Philippines has the 'biggest new displacement in the world' with more than 7 million IDPs

- The United Nations Guiding Principles on Internal Displacement (UNGPID)

  - Crafted by a team of international UN experts

  - Submitted to the UNCHR on its 54th session in 1998

  - The most comprehensive legal protection for IDPs

  - Intended to serve as an international standard guide to governments as well as international humanitarian and development agencies in providing assistance and protection to IDPs

- **Divisions of the Principles of the UNGPID**

  - Protection from displacement

  - Protection during displacement

  - Principles relating to humanitarian assistance

  - Principles relating to return, resettlement, and reintegration

- **Salient Features of the Bill at both Houses (Vetoed)**

  - Clarification on the rights of IDPs and the prohibition of arbitrary evacuation of people

  - Identification of clear agencies that would address the needs of IDPs

  - Provision for the establishment of a "One-stop-shop" for the needs of IDPs

  - Provision regarding compensation for the loss of loved ones and property, as well as a provision for financial aid

  - Corresponding penalties for those who infringe upon the rights of IDPs

- **Basic Human Rights of IDPs**

- IDPs have the same rights and freedoms under International and Philippines Law, like every other Filipino;

- IDPs have the right not to be discriminated against in the enjoyment of any rights, on the grounds of being a displaced person;

- IDPs have the right to protected against arbitrary displacement from your home or place of habitation;

- IDPs have the right to be protected against genocide, murder, summary of arbitrary execution, and enforced disappearances, including abduction, and illegal detention;

- IDPs have the right to be protected against rape, mutilation, torture, cruel, inhuman or degrading treatment or punishment, and other outrages upon personal dignity such as acts of specific violence, forced prostitution, and any form of indecent assault;

- IDPs have the right to be protected against slavery or any contemporary from of slavery such as sale into marriage, sexual exploitation, or forced child labor;

- IDPs have the right not to be interned in or confined to a camp;

- IDPs have the right to be protected against act of violence intended to spread terror;

- IDPs have the right to be protected against discriminatory arrest and detention due to your displacement;

- IDPs have the right to be protected against forced recruitment into any armed force or group due to displacement;

- IDPs have the right to freedom of movement and where to live;

- IDPs have the right to move freely in and out of camps or other settlements;

- IDPs have the right to seek safety in another part of the country;

- IDPs have the right to flee the country;

- IDPs have the right to seek asylum in another country;

- IDPs have the right to be protected against forcible return to, or resettlement in, any place where their life, safety, liberty and/or health may be at risk;

- IDPs have the right to know the fate and whereabouts of IDPs reported missing, and the cooperation of involved international organization engaged in this task;

- IDPs have the right to be with family members whose personal liberty has been restricted by international or/ confinement in camps;

- IDPs have the right to safe access to needed food and potable water, basic shelter and housing, appropriate clothing, and essential medical services and sanitation.

- IDPs have the right to receive medical care and attention as soon as feasibly possible, without discrimination others than for reasons of medical priorities;

- IDPs have the right to be protected against pillage, direct or indiscriminate attacks or other acts of violence, being used to shield military operations or objectives, being the object of reprisal, and being destroyed or appropriate as a form of collective punishment.

- IDPs have the right to freedom of thought, conscience, religion or belief, and opinion and expressions;

- IDPs have the right to freely seek employment and to participate in economic activities;

- IDPs have the right to associate freely and participate equally in community affairs;

- IDPs have the right to vote and to participate in governmental and public affairs, including the access and the means to do so;

- IDPs have the right to voluntarily return, in safety and with dignity, to your home and place of habitation;

- IDPs have the right to full participation in the planning and management of return, resettlement and reintegration; and

- Displaced children have the right to receive free and compulsory education at the primary level.

- **Recommendations from IDPs**

  - End war.

  - Strengthen information systems through improved surveillance of reported cases of violence against "survivors" or IDPs by concerned agencies.

  - Establish clear definitions of policies on the Rights and Protection of IDPs.

  - Create a plan for the government regarding the return and rehabilitation of IDPs.

Situating Humanitarian Response in the DRRM Framework

Learning Objective

By the end of the session, the participants of the training would be able to:

- Situate humanitarian response in the DRRM Framework

Session at Glance

Timing	Topic	Method
60'	The DRRM Framework	
40'		DRRM Stations
20'		Plenary Discussion
60'	Local Policies that Support Rights-Based DRRM and Humanitarian Response	
20'		Interactive Discussion
40'		Plenary Discussion

Duration	**120'**	
Materials	• Four stations with tables and chairs • "Passports" • Stamp • Refreshments/Mini-Tokens • Laptop • LCD Projector	
Preparation	• Prepare PowerPoint presentations	

Process

The DRRM Framework / 60'

DRRM Stations / 40'

- Divide the participants into four groups. Instruct all the groups to portray the human rights issues and DRRM Stations.

- Orient the participants on the content of the "passport," a passport-like document for each participant so that s/he can visit all the DRRM stations or café destinations.

- Have a quick review of the four thematic areas of DRRM. Briefly show the connection of the four thematic concerns in DRRM in the context of pre-, during, and post-disaster/humanitarian work.

- Give the following instructions:

  - Explain that there are four stations (café destinations) representing each of the four thematic areas in DRRM:

    - Café Sandigan (1): Disaster Prevention and Mitigation

    - Café Puro Kahandaan (2): Disaster Preparedness

    - Café Kopiko (3): Disaster Response

    - Café R and R (4): Disaster Rehabilitation and Recovery

  - The groups take turns touring each café destination for a maximum of ten (10) minutes per round (total of 4 rounds). Preferably, each group should be composed of a diverse set of participants so that sharing of insights and experiences is optimized. To enter a café destination, each participant must present a Passport, which will be issued by the facilitators at the beginning of the session.

  - At least 1 facilitator is assigned in each café destination to lead and document the highlights of the discussion by the participants in each round, as guided by the following steps:

    - Briefly recall with the participants the issues, challenges, and lessons learnt that were shared during the previous session (role playing).

    - Provide time for participants to look at the samples of activities and programs displayed in the café destination and those shown in their passports. Aside from the samples, encourage participants to discuss what they have already done in their areas (with respect with the particular thematic area).

    - Then ask the participants "What are the top 3 programs and activities in this thematic area that would help them to have a better humanitarian response?"

- After touring each café destination, the facilitator places a stamp on the participant's Passport to indicate that s/he has visited the specific café destination. The participant receives a mini-token or simple refreshment from each round.

Plenary Presentation / 20'

- After the exercise, the facilitator in each café destination summarizes and shares the results of the discussions in the plenary.

- Highlight the salient points reported by the facilitators.

- End by emphasizing the following:

  - Each DRRM thematic area (Prevention and Mitigation, Preparedness, Response, and Rehabilitation and Recovery) is relevant in improving humanitarian response. The confluence of the thematic areas is necessary to build resilience.

  - Resilience is "the ability of households, communities and state to absorb and recover from shocks, whilst positively adapting and transforming their structures and means for living in the face of long-term stresses, change and uncertainty" (Organization for Economic Co-operation and Development). Resilience is not only manifested in the way people can absorb and recover from the impact of disasters. Rather, the ultimate measure for resilience is the ability to adapt and transform systems and structures so that the negative effects of disasters could be minimized or eliminated.

  - Experiences and lessons learnt in humanitarian work serve as the foundation for improving and developing DRRM mechanisms to ensure better response should another disaster strike.

  - The interventions under the four thematic areas are continuous. They run parallel to each other rather than as a sequence, "expanding or contracting" on demand (Expand-Contract Model). For instance, the relief and response strand "expands" immediately after a disaster. But with time this activity "contracts" as the recovery and rehabilitation strand "expands". The contraction and expansion of the thematic areas vary depending on the extent of the hazard event and the vulnerability of the community at risk.

Local Policies that Support Rights-Based DRRM and Humanitarian Response / 60'

- **The secret to effective protection of human rights during response is effective prevention, mitigation, and preparedness mechanisms, as well as applying the lessons learned from response, rehabilitation, and recovery experiences during previous disasters**. This is recognized by the government and institutionalized through the Philippine Disaster Risk Reduction and Management Act of 2010 or Republic Act 10121. This is manifested through the following key provisions:

- Framework

- Organizational Structure and Key Players/Stakeholders

- Budget Allocation/Funding

- Emphasize the following:

- RA 10121 emphasizes that disasters are caused not just by hazards, but also recognizes other key risk factors such as vulnerabilities, capacities, and exposure. Hence, the law focuses not just on disaster response but on prevention and mitigation, preparedness, and rehabilitation and recovery. The key is to reduce disaster risks by addressing a community's exposure and vulnerabilities to hazards and enhancing their capacities to prepare for, respond to, and recover from hazards and disasters. Human rights can be better upheld if protection mechanisms are already installed in the four thematic areas of DRRM.

  - This framework is operationalized through an organizational structure, from national down to the local levels, that ensures that there are government units that focus on each thematic area. Moreover, the structure ensures that the national government, local government, civil society organizations (CSOs), and communities are working together towards risk reduction and protection of human rights before, during, and after a disaster.

  - The law also ensures that there are funds to support the DRRM framework. Having sufficient funds help ensure that the basic human rights of disaster survivors are protected, especially during disaster events.

  - The law is also in line with the Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2030, an international framework that sets four priorities for action to achieve a safer and resilient world in the next 15 years. The four priorities are: (1) understanding disaster risk; (2) strengthening disaster risk governance to manage disaster risk; (3) investing in disaster risk reduction for resilience; and (4) enhancing disaster preparedness for effective response and to "build back better" in recovery, rehabilitation, and reconstruction. It was adopted on March 18, 2015 at the Third United Nations (UN) World Conference in Sendai, Japan.

- Aside from RA 10121, there are also local policies that seek to ensure human rights protection during emergency response.

- Provide a brief overview of these policies and briefly discuss the features focusing on human rights protection during emergencies:

  - National Disaster Response Plan

  - Republic Act 7581

  - Republic 10821

- Republic Act 9710

- Reproductive Health Law of 2012

- Emphasize that all the local policies and laws discussed help ensure human rights protection during emergencies. Along with international human rights policies and principles, these local legislations should guide all humanitarian response workers in their efforts to address the needs of disaster survivors.

Transition to Session 3

- There is an approach that helps ensure that community members themselves, the primary responders when disasters occur, are able to uphold human rights when disasters occur. This is the Community-Based Disaster Risk Reduction and Management (CBDRRM) Approach.

- The next session provides an overview of the approach and how humanitarian protection can be ensured through CBDRRM.

HUMANITARIAN RESPONSE IN DRRM FRAMEWORK

Figure 11. **Four Pillars of Disaster Risk Reduction and Management (DRRM)**
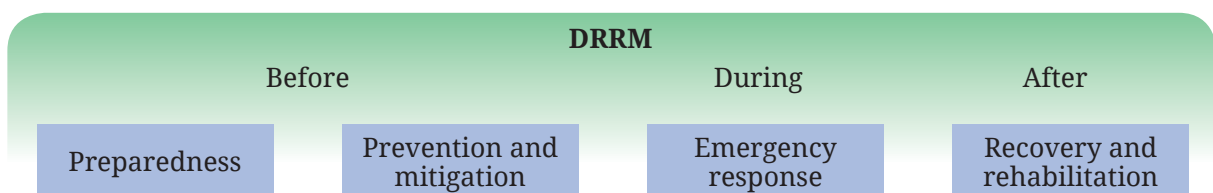
Figure 12. **Activities under Emergency Response**
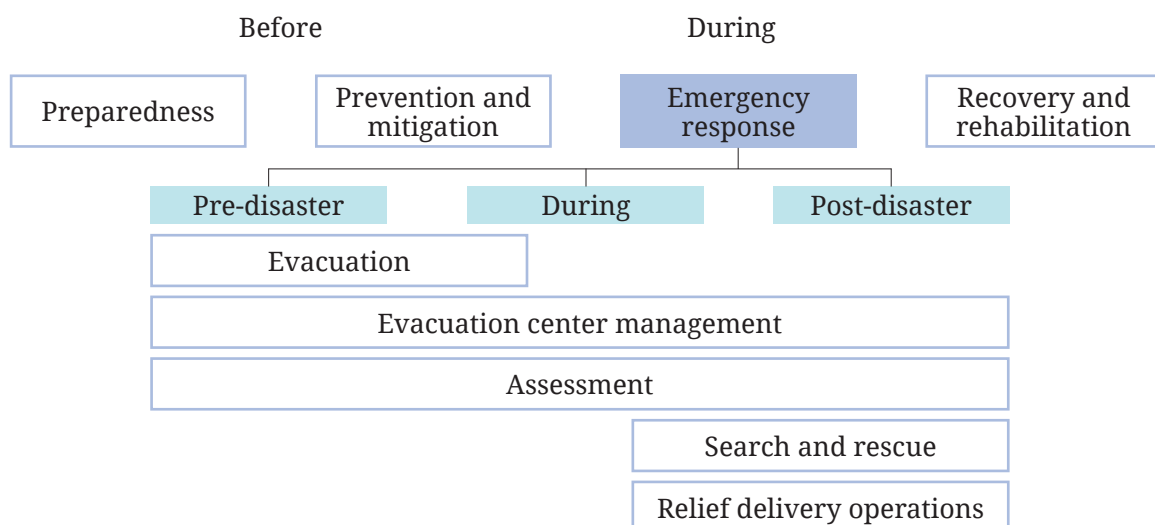
Figure 13. **Humanitarian Response Using the Community-Based Disaster Risk Reduction and Management (CBDRRM) Framework**

CB DRRM			
Before		During	After
Preparedness	Prevention and mitigation	Emergency response	Recovery and rehabilitation
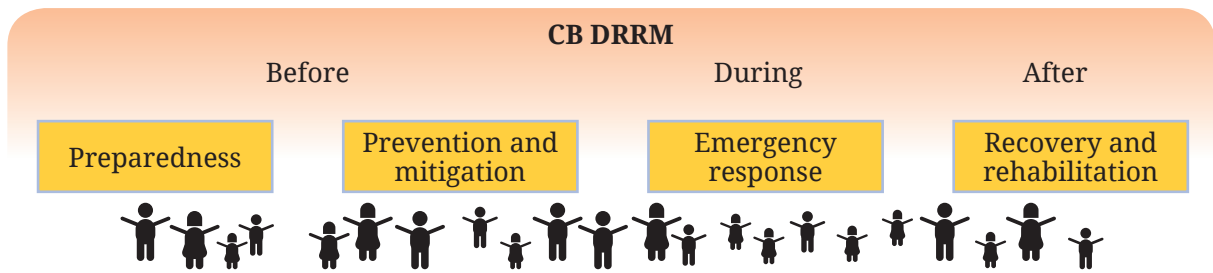
Figure 14. **Community-Based Disaster Risk Reduction and Management (CBDRRM) Process**

Continuos DRRMC formation/strengthening

a. Initiating the process: formation or activation of the Barangay Disaster Risk Reduction and Management Committee (BDRRMC)

e. Monitoring and evaluation

d. Community-managed implementation

b. Community risk assessment

c. CBDRRM planning

Figure 15. **Upscaling Humanitarian Action**

Context of humanitarian response

Introduction and preliminaries

DRRM context and emergency response

Emergency response

Emergency assessment

Humanitarian programming

Humanitarian response management (operations)

Human resources

planning

Upscaling humanitarian action
Utilizing good practice model and whole of society approach in rights-based humanitarian action
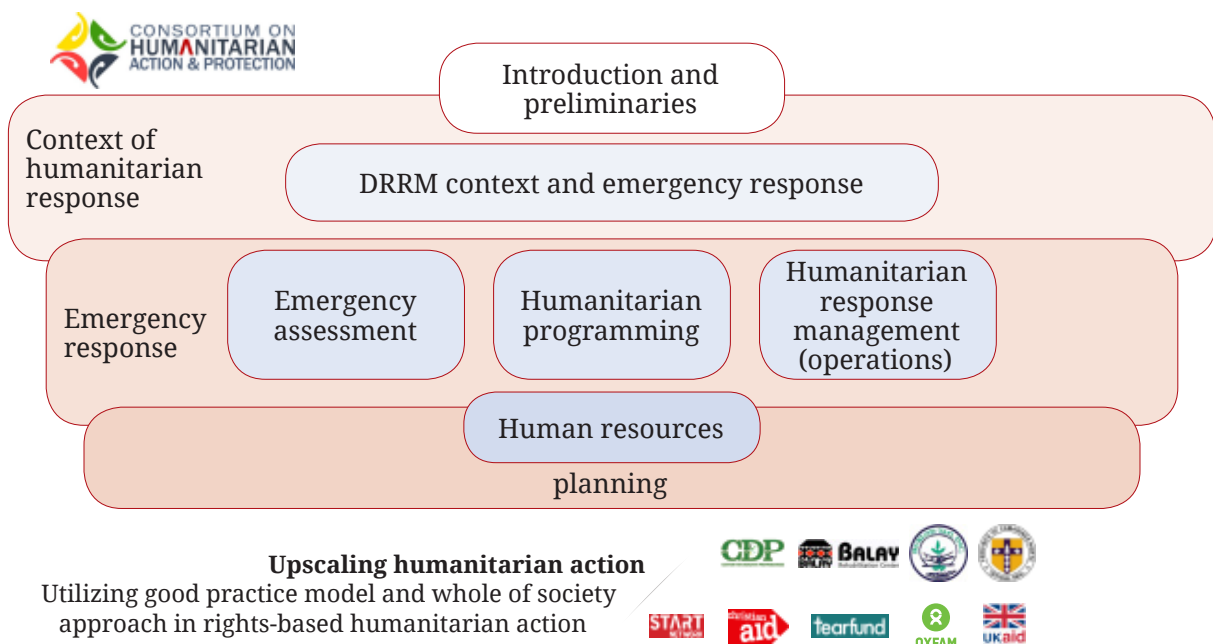
Humanitarian Response Using the CBDRRM Approach

Learning Objective

By the end of the session, the participants of the training would be able to:

- Explain how the CBDRRM approach can facilitate rights-based humanitarian response.

Session at Glance

Timing	Topic	Method
30'	The Experience of Buklod Tao	Input and Film-Showing
30'	The CBDRRM Approach	Plenary Discussion

Duration	60'
Materials	• Bukluran Video • Laptop • LCD Projector • Speakers
Preparation	• Prepare external speakers. • Prepare Buklod Tao video presentation. • Prepare PowerPoint presentation on the CBDRRM Approach.

Process

The Experience of Buklod Tao / 30'

- Give a brief description of Buklod Tao

  - Nature of the organization and membership: Buklod Tao is a people's organization (PO) in Banaba, San Mateo, Rizal that has been practicing CBDRRM since the early 1990's. Is composed of community members, mostly coming from the most vulnerable sectors of the barangay.

  - Provide a brief history of Buklod Tao (how it was formed).

- Discuss disaster risks in Banaba (anchor inputs on the map of Banaba showing the highly exposed and vulnerable areas).

- Film Showing: BUKLURAN, A Documentary of the Banaba Disaster Risk Reduction Project (15 Minutes)

- Inform the participants that the film shows how human rights have been upheld by Buklod Tao through the CBDRRM approach. It also shows how the PO effectively responded to and recovered from Typhoon Ondoy in 2009 using the approach.

The CBDRRM Approach / 30'

Input-Discussion
- Ask the participants what they learned from the film.

- Synthesize the answers of the participants. Wrap up by concluding that the people in the community themselves are capable of solving their problems. They themselves could protect their rights during disasters. This is the premise of the CBDRRM approach. It is a process of disaster risk reduction and management in which at-risk communities are actively engaged in the identification, analysis, treatment, monitoring and evaluation of disaster risks in order to reduce their vulnerabilities and enhance their capacities, and where the people are at the heart of decision-making and implementation of disaster risk reduction and management activities.

- Hence, communities become more organized and systematic in all the four thematic areas of Disaster Risk Reduction and Management, especially during disaster response.

- Site examples of how Buklod Tao was able to uphold human rights through the approach. CBDRRM is in line with the Rights-Based Approach (RBA) as both:

  - Identify the realization of human rights as ultimate goals of development;

  - Recognize people as key actors in their own development, rather than passive recipients of commodities and services;

  - Recognize participation is both a means and a goal;

  - Aim to implement strategies that empower;

  - Monitor and evaluate the outcomes and processes;

  - Focus on marginalized and excluded groups;

  - Ensure that the development process is locally owned;

  - Aim to reduce disparities and empower those left behind;

  - Use situation analysis to identify immediate, underlying and root causes of development problems;

- Include all stakeholders, including the capacities of the state as the main duty-bearer and the role of other non-state actors, in analysis; and

- Develop and sustain strategic partnerships.

Activity/Process
- Emphasize that the CBDRRM process and RBA can help communities develop appropriate humanitarian response mechanisms and collectively respond to disasters when they happen (site examples from the Buklod Tao experience).

Transition to Module 2

- Give a brief review of lessons from Module 1. Emphasize that the sessions under the module (Levelling Off on Key Terms and Policies, Situating Humanitarian Response in the DRRM Framework, and CBDRRM) sought to provide the rationale for a systematic humanitarian response that adheres to humanitarian principles and standards, as well as to establish the role of emergency response in the framework of DRRM and CBDRRM. The succeeding module will primarily focus on how they can apply the RBA and CBDRRM during emergency response.

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EMERGENCY RESPONSE

Module 2

EMERGENCY RESPONSE ASSESSMENT

SESSION

Session - 2.1

Simulation

Session - 2.2

Input-Synthesis

Simulation

Learning Objectives

By the end of Module 2, the participants of the training would be able to:

- Identify the different information needed to be gathered in an emergency assessment;

- Explain the ethical process of data gathering to affirm the dignity of the affected populations; and

- Employ different assessment tools and methodology during emergency response through a simulation activity.

Session at Glance

Timing	Topic	Method
90'	Assessing the Needs During Emergencies	
15'		Plenary Instructions
45'		Simulation Activity
15'		Consolidation of Data
15'		Plenary Discussions

Duration	90'

Materials	
	• Actors/Actresses and props for simulation • Metacards • Markers • Laptop • LCD Projector • Notebooks • Pens • Flipcharts • Masking Tape

Process

- Preparatory Activity

- Set up three stations in the venue (isolated or far from each other) where actors are given a scenario to act out. Each scenario will require the participants to determine the needs of those affected by a major disaster.

Assessing the Needs During Emergencies / 30'

Plenary Instructions / 15'
- Explain that a simulated emergency assessment is about to be conducted. The simulation requires participants to define individual roles and work together as a team. They will be provided with specific emergency assessment tools (RDANA tool, MIRA, and ask in advance if there are CSO assessment tools that can be used in the exercise) to be used in data gathering and in defining the best possible action(s).

- Divide the participants into assessment teams. Provide the general scenario handout and assessment tool to the participants. Give each team five minutes to review the handout and tool, and to plan and assign roles. Assign a participant observer for each team.

Simulation Activity / 45'
- Signal the start of the simulation activity.

- Each team goes to different stations and tries out their assessment skills. Ten minutes is given for each team to stay in one station. The stations have actors/actresses that act as different stakeholders (e.g., disaster-affected person from different sectors, government official at the community level and municipal or city level). The actors can vary their attitude towards the assessment teams (e.g., reluctant/uncooperative respondents, overeager/opportunistic politician, traumatized "victim").

- Signal the end of the simulation activity and start of team consolidation.

Consolidation of Data   / 15'
- Each team regroups to consolidate findings and debrief.

Plenary Discussions: Processing of the Simulation Experience / 15'
- Ask the following questions:

  - What were your findings? What are the needs of those affected?

  - What were the factors that facilitated data gathering?

  - What were the factors that hindered data gathering?

  - What do you think about the assessment tool/s used? What was useful? What were the gaps?

  - What possible disrespect for human rights or the dignity of those affected could happen while assessing their needs?

  - How can we determine the needs of those affected and uphold their dignity at the same time?

Input-synthesis

Learning Objectives

By the end of the session, the participants of the training would be able to:

- Explain how the CBDRRM approach can facilitate rights-based humanitarian response.

Session at Glance

Timing	Topic	Method
60'	Data Needs and Assessment Tools	Interactive discussion

Duration	60'	
Materials	• Laptop • LCD Projector	

Process

Data Needs and Assessment Tools / 60'

- Discuss the content of the PowerPoint presentation on Data Needs and Assessment Tools. The facilitator should:

  - Share their personal experience in emergency assessment.

  - Discuss the importance of ensuring the emergency assessment is rights-based.

  - Explain the importance of emergency assessment.

  - Discuss the different kinds of assessments in DRR in the communities: Community Risk Assessment, Pre-Disaster Risk Assessment, RDANA, and PDNA.

  - For emergency assessment, discuss current assessment tools by the participants, MIRA, and RDANA.

- Focus on the RDANA being the assessment during emergency response.

- Discuss what to assess during an emergency.

- Discuss the following key questions:

  - When will it be conducted?

  - What is the process for conducting the RDANA?

  - Who will do it?

  - What are the tasks included in conducting RDANA?

- Discuss the basic ethical principles.

- Always refer to the simulation experiences and realizations during the discussion. Moreover, ask the participants to share actual experiences conducting disaster assessments.

Transition to Module 3

- Discuss the content of the PowerPoint presentation on Data Needs and Assessment Tools. Always refer to the simulation experiences and realizations during the discussion. Moreover, ask the participants to share their experiences.

- Emphasize that the data that we gather during emergency assessment are essential for programming and planning appropriate response interventions for the affected population. The next module will focus on how this can be done.

Module Reference

Christian Aid & Center for Disaster Preparedness. (2017). 49CARRAT-HOPE (Four Humanitarian Principles, Nine Humanitarian Standards Christian Aid Rapid Response Team Humanitarian Orientation for Partners' Empowerment) Training Manual. Unpublished.

INPUT-SYNTHESIS OF EMERGENCY ASSESSMENT

Figure 16. **Rapid Damage Assessment and Needs Analysis (RDANA) in Emergency Response**
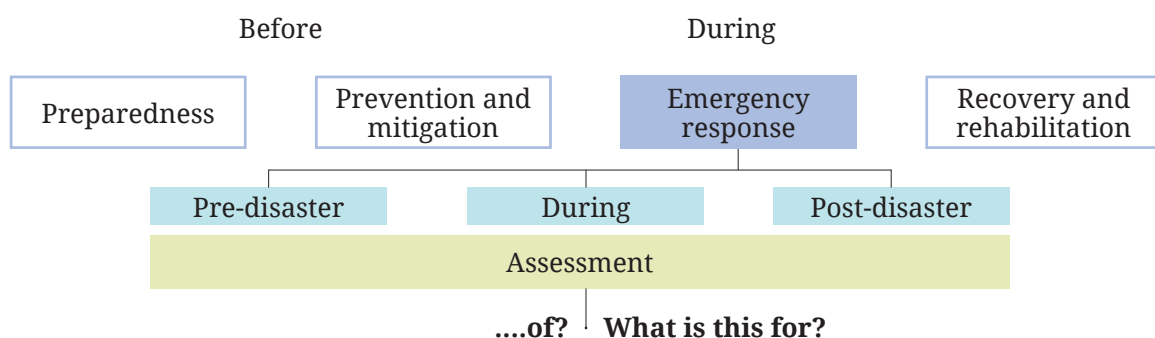
The Importance of Assessment

- To provide a "snapshot" or describe the effects of the disaster in terms of:

  - Scale and severity

  - Most affected areas

  - Effects on the vulnerable sectors

Different Types

- PDNA

  - This is done in order to identify the severity of the damage caused by the disaster in the affected community, including the various sectors such as fisheries, agriculture and others in a detailed manner.

  - The results of the analysis of the gathered data will be used to identify the long-term needs that will help with the recovery of the affected community.

- RDANA MECHANISM

  - This is done to assess the damage, needs and vulnerabilities, and capacities.

When is it Done?

Figure 17. **Levels of Assessment Before, During, and After Disasters**
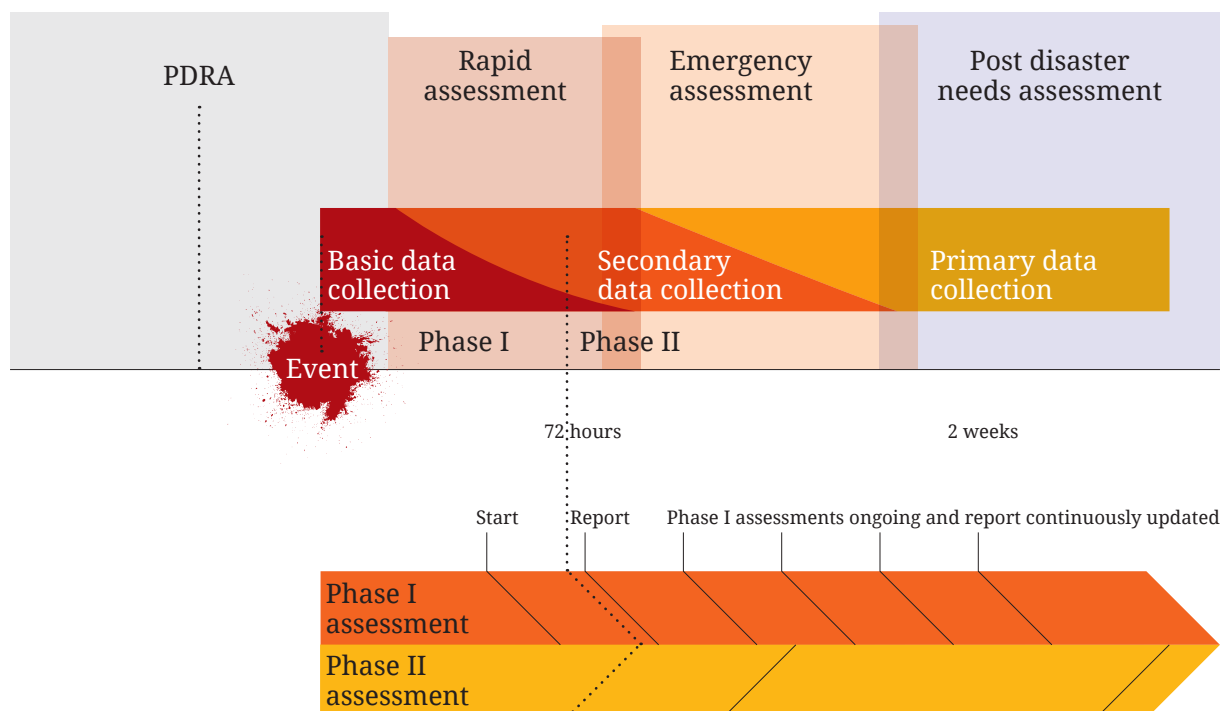
Source: ASEAN-ERAT guideline

Levels of assessment

	Phase 0	Phase 1	Phase 2	Phase 3	Phase 4
Goal	Preparedness	Saving lives	Sustaining lives, protecting livelihoods	Restoring livelihoods &re-establishing essential services	
Indicative Timing (days)	Before disaster occurs	1-3 / 1-7	4 – 10 / 15	11 / 16 – 30 / 45	31 /46+
Purpose	• Establish procedures and responsibilities for assessments • Prepare tools	• Estimate scale, severity and impact of the disaster • Locate affected populations to gather information for initial response decisions • Plan for next assessment phase	• Planning of humanitarian response • Define focus for follow-on Assessments	• Detailed situation and trend analysis • Detailed planning for humanitarian relief and early recovery	• Programming for recovery
Methodologies	• Contingency planning process • Humanitarian preparedness • Trainings on Sphere Standards, etc.	• Mainly quick field visits (sea/land) or flyovers for preliminary information • Satellite imagery	• Joint assessments • Community level discussions • Key informants • Purposive sampling	• Joint multi-sectoral assessments • Community and/or household survey	• In-depth sectoral assessments

Figure 18. **The Process of Rapid Damage Assessment and Needs Analysis (RDANA)**

Figure 19. **Elements of a Field Response Plan**
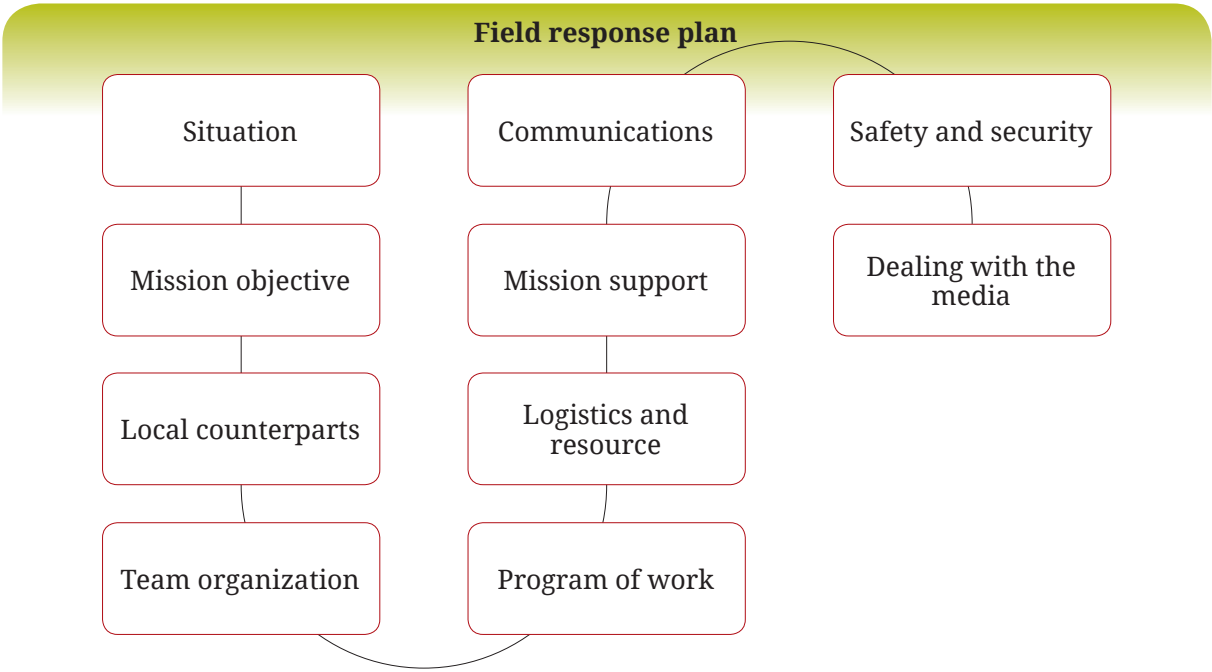
What are Needed?

- COORDINATION

- WHY IS IT NEEDED?

  - Through coordination during assessments, the organizations will:

    - Have a shared vision about the needs of the community.

    - Have an understanding and prioritization of the needs.

    - Have a wider reach.

    - Use resources more effectively.

    - Have a strong foundation during planning.

    - Lessen assessment fatigue among the affected community.

- ASSESSMENT TOOLS

  - MULTI-CLUSTER INITIAL RAPID ASSESSMENT (MIRA)

  - RDANA FORM NDRRMC - 2014

  - RDANA INITIAL REPORT – PHASE I

- PERSONAL NEEDS

Figure 20. **Preparations to be Mission Ready**
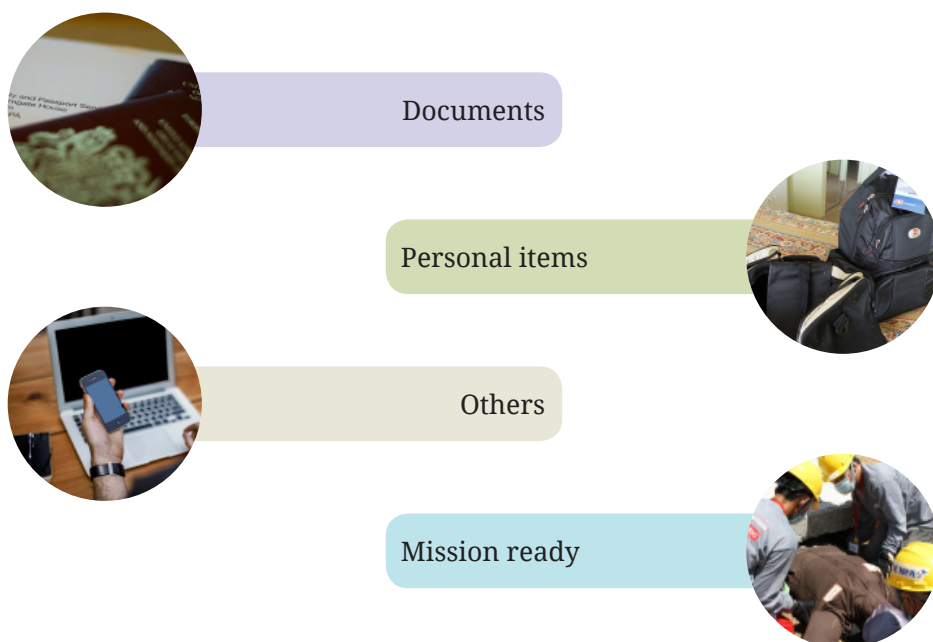
- Passport (valid for at least 6 months)

- Visa

- Travel Attestation (SASOP Form 5)

- Vaccination/Immunization Records

- Prescription for eyeglasses/contact lenses

- Local currency

- Credit Card(s)

- Name Card

- Writing materials

- Standard Operating Procedure for Regional Standby Arrangements and Coordination of Joint Disaster Relief and Emergency Response Operations (SASOP)

- Assessment Guidelines

- Maps

- Mission Ready

  - Prepared family

  - Sensitive matters resolved before mission

  - Knowledge of disaster management set-up

  - Awareness of culture and practices of affected country

Basic Ethical Principles

- INFORMED CONSENT

  When conducting the assessment, the participants (including children and the elderly) have the right choose whether or not to participate in the assessment. Informed consent is used to inform potential participants about the assessment - including risks to participation, how their information will be used, and what is expected of them- in language or words appropriate to their level of understanding, as this may affect the likelihood of them to participate in the assessment.

- PROTECTION FROM HARM

  When conducting the assessment, the participants have the right to be protected from physical and psychological danger that they may experience during the assessment.

- PRIVACY

  When conducting the assessment, the participants have the right not to disclose their identity in the conducted research. This right of the participants should also be considered in terms of written reports and informal discussions about the research.

- KNOWLEDGE OF RESULTS

  The participants have the right to be informed about the results of the assessment using the language or the words appropriate to their level of understanding.

- IMPORTANT POINTS TO REMEMBER!

  - In data gathering, only the information needed to achieve the objective of the assessment should be collected.

  - The required information must be gathered quickly during the initial visit as it may not be possible to come back to the area after the assessment.

  - An effective disaster response plan is based on the results of the assessment, and is invaluable for the affected community.

EMERGENCY RESPONSE PROGRAMMING

Session

Session 3.1

Mainstreaming Protection, Gender, Inclusivity, and Advocacy in Programming Humanitarian Response

Session 3.2

Programming Basic Services: Food, Non-Food Items, WASH, and Shelter

Session 3.3

Programming Special Technical Services: Psychosocial Support, Peace Process

Mainstreaming Protection, Gender, and Inclusion in Programming Humanitarian Response

Learning Objectives

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

- Recognize that vulnerable sectors are left behind in community activities; and

- Discuss mechanisms to ensure that cross-cutting concerns in emergency response are addressed during the pre-disaster phase (prevention, mitigation, and preparedness).

Session at Glance

Timing	Topic	Method
60'	Protection, Gender, Inclusion, and Advocacy in Humanitarian Response	
30'		Exercise: Power Walk
30'		Interactive Discussion

Duration	60'

Materials	• Metacards • Markers • Masking Tape

Process

Protection, Gender, and Inclusion in Humanitarian Response / 60'

Exercise: Power Walk / 30'

- Give each participant a character to portray (written on a metacard). Ask them to keep their character a secret until the end of the exercise. Inform them that the activities to be mentioned in this session are community activities.

- For each activity, the participants must decide if their character can participate in the activity. If their character can participate, they may take a step forward. If they think their character cannot participate, they should remain where they are.

- After the exercise, ask the participants to tape the metacard of their character on their chest. Ask them to look around and observe the characters that moved forward and those that hardly moved. Ask them for their insights and views.

- Stress that, similar to the exercise, those belonging to the vulnerable sectors are often left behind in community activities. On the other hand, those in power or with money are present in most activities. Being inclusive ensures that everyone, especially from among the most vulnerable groups, can participate in community activities and humanitarian endeavors.

Interactive Discussion / 30'

- Paste the following terms on the board horizontally: protection, gender, and inclusion. Ask the participants to share their understanding of these terms. Provide additional inputs if necessary (or correct misconceptions).

- Next, ask each participant to paste the metacard of their character (during the Power Walk) under the term or concept that their role is mainly concerned with (i.e. Do the concerns of the character fall under protection, gender, or inclusion?).

- Ask 3-5 participants to explain the concern they chose for their character. Ask the participants why these concerns are important to humanitarian response. Remind the participants that they may fall under one or more categories.

- Relate their responses to the need to uphold human rights and dignity during emergency response. Emphasize that the mechanisms to ensure that the cross-cutting concerns are addressed during emergency response should be done during the pre-disaster phase (prevention, mitigation, and preparedness). Moreover, the needs assessment should already include questions focusing on these concerns (e.g. gathering gender-, age-, disability-disaggregated data).

- Remind the participants to keep in mind the cross-cutting concerns of protection, gender, inclusion, and advocacy when programming humanitarian response services to be discussed in the next sessions. Remind them to ensure that these services are gender sensitive, inclusive, and protective of human rights.

Programming Basic Services: Food, Non-food Items (NFIs), Wash, and Shelter

Learning Objectives

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

- Recognize the different types of emergency response, the associated principles and standards of each, and sources of additional information on different types of emergency response;

- Identify which units in the local DRRM councils /organizations are in charge of humanitarian response and determine each unit's tasks and responsibilities; and

- Explain the process of programming for food, non-food items, WASH, and shelter.

Session at Glance

Timing	Topic	Method
10'	Local Structure for Emergency Response	Plenary Discussion
110'	The Sphere Project	
50'		Interactive Discussions
60'		Group Exercise: Application of the Sphere Standards

Duration	**120'**
Materials	• Metacards • Markers • Manila papers • Masking Tape • Copies of the Sphere Handbook • Laptop • LCD Projector

Process

Local Structure for Emergency Response / 10'

- Ask the participants to draw their local DRRM structure. Ask them which sub-committees and sub-units are in-charge of humanitarian response. Ask them which committees/units in their local DRRM structure are in charge of programming and providing food, non-food items (NFIs), WASH, and shelter when disasters occur.

- Explain that the formation and strengthening of the local DRRM structure is essential for an effective response. There are sub-committees and persons assigned to lead the work, ensure systematic response, and protect human rights.

- Ask how these committees/units relate to upper LGU/s and the National Disaster Response Structure/Cluster.

- Explain that Session 2 focuses on ensuring that human rights are upheld when programming and providing food, NFIs, WASH, and shelter when disasters occur.

The Sphere Project / 60'

Interactive Discussion / 50'
- Introduce the Sphere Project.

- The Sphere Project was initiated in 1997 by a group of humanitarian non-governmental organizations (NGOs) and the International Red Cross and Red Crescent Movement. Their aim was to improve the quality of their actions during disaster response and to be held accountable for them. They based Sphere's philosophy on two core beliefs: first, that those affected by disaster or conflict have a right to life with dignity and, therefore, a right to assistance; and second, that all possible steps should be taken to alleviate human suffering arising out of disaster or conflict. The technical chapters of Sphere Standards serve as a guide in designing interventions on Food Security, WASH, Shelter and Non-Food Items, and Health Action.

- Distribute copies of the Sphere Handbook to all the participants. Ask the participants to go back to their groups during the simulation (needs assessment). Assign each group with a different technical chapter:

  - Group 1: Food and NFIs

  - Group 2: WASH and Evacuation Site

  - Group 3: Shelter

- Ask each group to read and discuss the standards set by the Sphere Project focusing on the basic service assigned to them. Give the groups 15 minutes to complete this task.

- After the group discussion, have a plenary sharing of ideas and ask the following:

- Can the standards be applied to your context? Why or why not?

- Emphasize that the Sphere standards seek to ensure that the basic services provided to disaster survivors uphold human rights and dignity. However, it is recognized that the provision of these services also depends on the context and situation in a given area. If the standards cannot be applied, the members of the LDRRMC should always ensure that the human rights and dignity are upheld. The CBDRRM approach could help as the people themselves could set the mechanisms and standards for food, NFIs, WASH, and shelter, based on their culture, context, and their sense of fairness.

  - Stress the need to ensure that concerns on protection, gender, inclusion, and advocacy are mainstreamed in such mechanisms.

Group Exercise: Applying the SPHERE Standards   / 60'

- Ask each group to go back to the data they gathered during the simulation (needs assessment). Ask them to identify the appropriate food and non-food items (Group 1); WASH facilities (Group 2) needed in the evacuation area and/or affected community, as well as the evacuation site lay out; and shelter lay out or floor plan along with the content of shelter tool kit content (Group 3).

- Remind the groups to apply the Sphere standards and/or provide the appropriate services given their context and culture. Also, remind them to ensure that concerns on protection, gender, inclusion, and advocacy are addressed. Give each group 10 minutes for the exercise.

- Give each group five minutes to report their outputs. Encourage the other groups to share comments and insights.

Transition to Session 3

- Summarize the key messages from the session. Emphasize that the data gathered during the needs assessment will be the basis for programming response interventions. Programming of basic services (food, NFIs, WASH, shelter, evacuation site) for the affected population should uphold human dignity. Following the standards set by the Sphere Project helps in this endeavor, as well as the collective development of mechanisms and standards through CBDRRM. The concerns of protection, gender, inclusivity, and advocacy should also be addressed when programming humanitarian response.

- Having discussed how to program rights-based basic services, explain that the next session will focus on programming rights-based special technical services.

THE SPHERE PROJECT

Figure 21. **Three Foundations and Four Principles in The Sphere Project**

"... ensures the basic conditions for life with dignity."

3

Foundations
- Humanitarian charter
- Protection principles
- Core humanitarian standards

4

Principles
- Water supply, sanitation and hygiene promotion
- Food security and nutrition
- Shelter and settlement
- Health

Foundations

Humanitarian Charter

'...all people affected by crisis have a right to receive protection and assistance'

Protection Principles

'...practical translation of the legal principles and rights...
that inform all humanitarian response'

Core Humanitarian Standards

'...essential processes and organizational responsibilities
to enable quality and accountability'

Principles

Water Supply, Sanitation and Hygiene Promotion

'Everyone has the *right to water and sanitation*'

Food Security and Nutrition

'Everyone has the *right to be free from hunger and to have adequate food*'

Shelter and Settlement

'Everyone has the *right to adequate housing*'

Health

'Everyone has the *right to timely and appropriate healthcare*'

The Core Standards

- The Core Standards are the first set of minimum standards and inform all others. They describe how the processes and approaches taken during a humanitarian response are fundamental to an effective response.

- A focus on the capacity and active participation of those affected by disaster or conflict, a comprehensive analysis and understanding of needs and context, effective coordination among agencies, a commitment to continually improving performance, and appropriately skilled and supported aid workers are all essential in order to attain the technical standards.

Figure 22. **Core Humanitarian Standard**
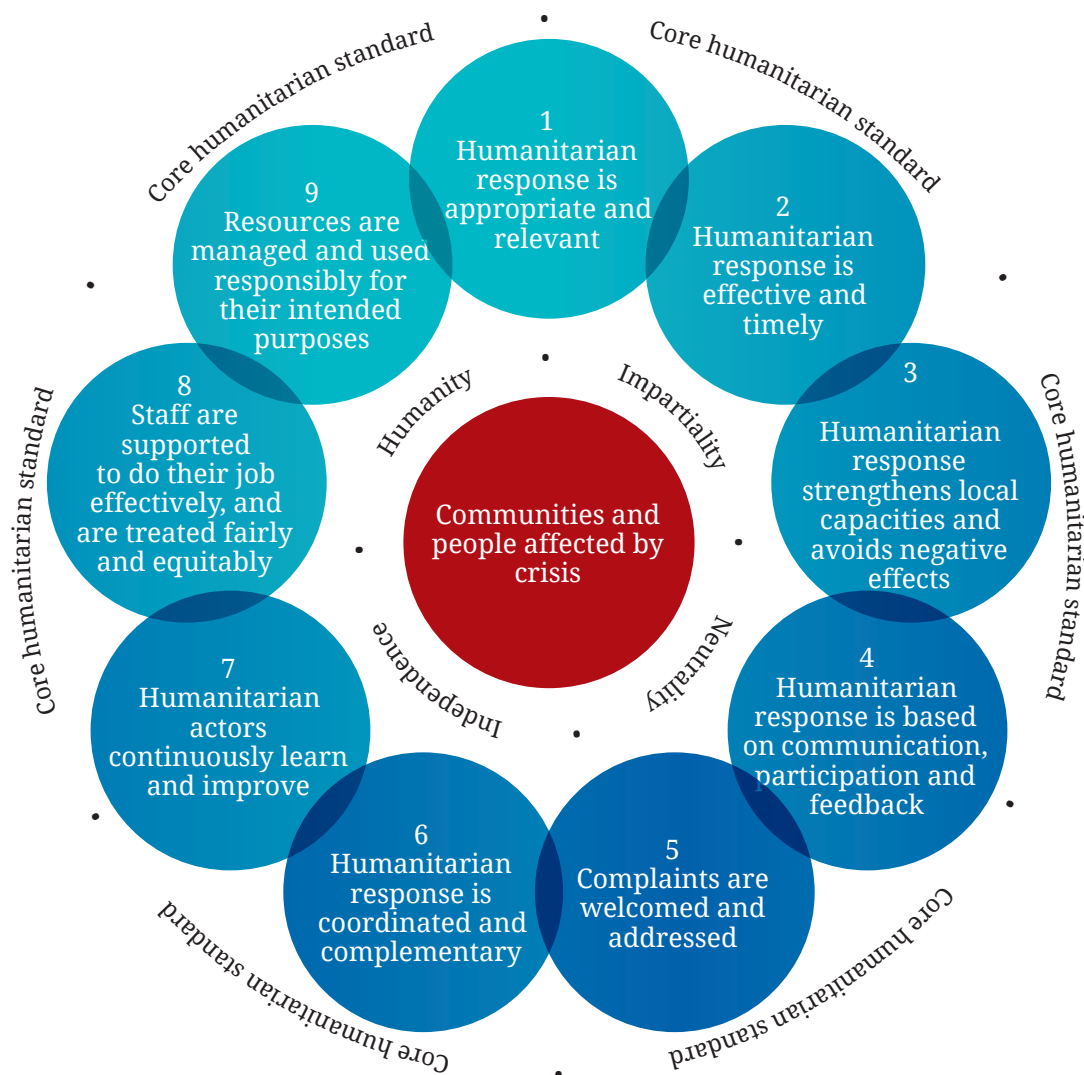
- Sphere Integrates good practices in the following cross-cutting themes:

  - HIV/AIDS
  - Persons with Disability
  - Protection
  - Children

  - Older people
  - Environment and Culture
  - Gender
  - DRR

How to use the Sphere Handbook

- Core and Minimum Standards
  These are **qualitative** and **universal in nature** and specify the minimum levels to be attained in humanitarian response across four technical areas.

- Key Indicators
  These are '**signals**' that show whether the standard has been attained.

  They help measure and communicate results of key actions

  They relate to the achievement of minimum standards.

- Key Actions

- Guidance Notes, which:
  - Highlight context-specific points to consider when applying the minimum standards, key actions and indicators (e.g. existing national standards);

  - Provide guidance on tackling practical difficulties or benchmarks and advice on priority issues or cross-cutting themes; and

  - Include critical issues related to standards, actions or indicators and describe dilemmas, controversies or gaps in current knowledge.

DIFFERENT TYPES OF RELIEF

- Food and NFIs

- Temporary shelters

- Immediate reconstruction of critical facilities (i.e., electricity, water, communication, roads, etc.)

- Immediate medical service (i.e. first aid, water supply, sanitation, etc.).

- Psychological first aid

Minimum Standards in Water Supply, Sanitation and Hygiene (Wash) Promotion

Areas of Key Standards

- Water supply
- Hygiene promotion
- Solid waste management

- Excreta disposal
- Vector control
- Drainage

- Water and Sanitation Response Planning in Emergencies

- How much water do people need for drinking per day?

- How much water do people need per day?

- How far should people walk to collect water?

- What should the water quality be like?

- How close should latrines be to houses?

- How far away should a camp be to a mosquito breeding site?

- What size refuse container does a family need?

Water Supply

- 15L/person/day (3L of drinking water/person/day)

- 500m distance from nearest water point

- 1 water point per 250 people

- 1 wash basin per 100 people

- 2 containers of 10-20L per household

- Regular maintenance of the installed systems and facilities is ensured, and users are also involved

Sanitation and Hygiene Promotion

- 1 latrine for every 20 people (or 50 in emergencies)

- Latrines less than 50m from houses

- Community included in the design and positioning of latrines

- Hand washing facilities located next to latrines

- Gender considerations for latrines

- Women, men, and children have access to hygiene items and are able to use effectively

Hygiene Items Consideration:

- Basic Hygiene Items

- 1 250g bathing soap per person/ month

- 1 200g laundry soap/person/ month

- 1 menstrual item/person

- Additional items based on cultural practices

    - 75ml/100g toothpaste

    - 1 toothbrush

    - 250ml shampoo, etc.

Excreta Disposal

- Latrines at least 30m away from groundwater source; 1.5m above water table

- Population should be satisfied with the process of consultation and with the toilet facilities provided

Vector Control

- All populations at risk understand the modes of transmission and take action to protect themselves

- People avoid exposure to mosquitoes during peak biting times

- Fewer people are affected by vector-related health problems

- Personnel carrying out chemical vector control measures are protected

- Accepted international standards and norms from World Health Organization (WHO) must be adhered in the choice of quality, storage and transport of chemicals for vector control measures.

Solid Waste Management

- All households must have access to refuse containers; emptied twice a week

- For communal refuse pits, all households are no more than 100m from a refuse pit

- At least one 100L refuse container is available per 10 families

- 1 person = 1L of refuse/ day, 25-35% organic

Minimum Standards in Food Security and Nutrition

- Calories: 2,100 kcals per day (initial planning figure to be modified based on thorough demographic analysis of population)

- Makeup: 10% – 12% total energy from protein and 17% total energy from fat

- Standard food relief package consists of:

  - 400 grams of rice per adult per day

  - 200 grams of rice per child 12 years/old and below per day

  - 3 tins of canned goods per family of six

  - Assortment of dried fish, vegetables, beans and local food items which may be substituted with canned goods when practicable

Non-Food Items (NFIs) (Domestic Needs)

- Water containers: 2 vessels of 10-20 litters for collecting plus 1 vessel of 20 litters for storage

- Eating Utensils

1 cooking pot with lid	1 spoon per person
1 basin	1 plate per person
1 kitchen knife	1 mug per person
2 wooden spoons	

Minimum Standards in Health Action

- **Health Excess Mortality**

  - CMR: 1 per 10,000 per day CMR

  - U5CMR: 2 per 10,000 per day under 5 CMR

    - Measles vaccination coverage: 95% of all children 6 months – 12 years of age

    - Measles vaccine needs: 140% of target group (15% waste and 25% stockpile)

- **Medical Staff**

  - 1 home visitor for each 500 – 1,000 population

  - 1 supervisor for each 10 home visitors

  - 1 senior supervisor

  - 1 peripheral health facility per 10,000 population

- 1 central health facility for each 50,000 population

Minimum Standards in Shelter, Settlement and NFIs

- **Camp Site Planning**

  - Gross area: 4.5 square meters per person (inclusive of all use except agriculture or garden)

  - Dimension/distance: Maximum distance between shelter and toilets is 50 meters

  - Firebreaks: 2 meters between shelters, 6 meters between clusters of shelters, 15 meters between blocks of clusters

  - Distance between wells/springs and latrines: latrines farther than 30 meters from ground water sources and 1.5 meters above water table

  - Maximum distance from any shelter to water point is 500 meters

  - Elevation/drainage: 3 meters above high water table

  - Shelter area: 3.5 – 4.5 sqm covered area per person

  - Plastic sheeting for temporary shelter: 4 meters X 6 meters sheet per household of 5 people

Programming Special Technical Services: Psychosocial Support, Peace Process

Learning Objectives

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

- Explain the different considerations made in programming special technical services, psychosocial support, and peace process;

- Identify the capacity and gaps of their existing organizations for specific emergency response; and

- Seek opportunities to gather other knowledge using secondary sources.

Session at Glance

Timing	Topic	Method
90'	Psychosocial Support	
30'		Dyads
60'		Input-Discussion
30'	Peace Process	Highlighting the discussion points and key messages

Duration	120'	
Materials	• Bond paper sheets • Pencils • Crayons • Soft Music • Laptop • LCD Projector • Speakers	
Preparation	• Prepare PowerPoint presentations for PSS and Peacebuilding	

Process

Psychosocial Support / 90'

Video Presentation and Plenary Sharing: The Yolanda Experience / 30'

- Have the participants watch the video on Typhoon Yolanda.

- After watching the film, ask participants the following questions:

  - What did you feel while watching the film?

  - What did the Barangay Captain interviewed in the film feel right after Yolanda?

  - What could have been done to help him overcome the pain and loss?

- Let the participants share their insights and thoughts.

Input-Discussion / 60'

- Discuss the definition of 'psychosocial'. Relate insights from the previous activity to the definition and show visual examples.

- Discuss the types, principles, and programming of Psychological First Aid. Ask the participants if there were people in need of focused or specialized psychosocial services during the needs assessment (simulation).

- Ask participants to describe the characteristics and behavior of these people. Relate their responses to programming psychosocial first aid.

- Summarize key points and the importance of programming psychosocial interventions to protect the well-being of disaster survivors.

- Introduce the next session (peacebuilding) and emphasize that peacebuilding (and achieving peace) is essential in promoting one's well-being.

Peace Process / 30'

- To encourage discussion, ask the following questions to the participants:

  - If relief services are provided to war-torn or armed conflict areas, what will be the implications specifically related to:

    - Provision of relief goods: Will affected communities that are sympathizers of a non-state armed group involved in the armed conflict be provided with relief goods and assistance?

    - Transportation of relief goods: Will you allow the military to escort or use any of their transportation facilities in the delivery of relief goods to an armed conflict affected community?

- Coordination: Will you coordinate with the military or non-state armed groups when providing relief goods to affected communities? What would be the areas/agenda for such coordination?

- Proceed to discuss the complexity of armed conflict as it relates to providing humanitarian response and programming. Focus on the particular conflict dynamics (power relations between the conflicting parties, the scope of their influence within the community, LGUs and other stakeholders) where the training is being held and discuss how such dynamics may influence humanitarian response and programming.

- Emphasize the importance of scenario building in the communities when planning and designing preparedness, prevention, and mitigation measures.

- Discuss how to program peace building in armed conflict/war-torn areas.

- Note: Always provide an update on the peace and security situation and peace building efforts in the region where the training is provided.

Transition to Module 4

- Summarize key lessons from the module (Emergency Response Programming) by reviewing the three sessions:

- Programming Basic Services (Food, NFIs, WASH, Shelter), Mainstreaming Protection, Gender, Inclusion, and Advocacy in Programming Humanitarian Response, and Programming Special Technical Services (Psychosocial Support and Peace Building). The basis of programming should be the results of a systematic needs assessment (discussed in Module 2). When programming these services, the rights and dignity of those affected should be foremost in the mind of response workers.

- Having programmed the services for response, the next module will focus on managing the operationalization of these services.

Module References

Christian Aid & Center for Disaster Preparedness. (2016). 49CARRAT-HOPE (Four Humanitarian Principles, Nine Humanitarian Standards Christian Aid Rapid Response Team Humanitarian Orientation for Partners' Empowerment) training manual. Unpublished.
Training Materials and Presentation of Balay Rehabilitation Center.

PSYCHOLOGICAL SUPPORT SERVICES

What is Psychosocial?
"The pain of the pinky is felt by the entire body" (Filipino Knowledge)

- **"Psycho"**

  - From the Greek word "psyche"

  - This means "breath", "soul," "spirit"

  - In modern psychology, this refers to:

    - Actions or habits

    - Self or individuality that includes perspective, belief, faith, abilities, knowledge

- **"Social"**

  - Family

  - Neighbor

  - Community

  - Social inclusion

- **Psychosocial?**

  - *This is not included in the Filipino vocabulary. However, we have our own understanding of this as a concept or a perspective with the connections to certain events in life.*

  - Relationship with our ourselves, with other people, with the community, and with the situation we are in.

  - The effect of our experiences and situation towards our being, as well as our influence towards our environment and situation.

What is Psychosocial Well-being?

- The state of well-being or doing well in all aspects of life:

  - Basic survival needs are met.

  - Age-appropriate physical, intellectual, emotional, and development needs are addressed.

  - Social relationships are positive and supportive.

  - People have access to economic and environmental resources.

- **Aspects of 'Relief' in Filipino Culture**

  - **Spiritual**

    - Healthy spirituality

    - Strong connection with God

  - **Mental and Emotional**

    - Healthy mind and emotion

    - Change of mindset and the healing of emotions

  - **Physical**

    - Absence of sickness, liveliness, strong body

    - Taking care of the body

  - **Relationships**

    - Deep connection with family and others

    - Conflict resolution

  - **Work**

    - Work gives joy and high self-appreciation

  - **Play**

    - Play and joyfulness

    - Having hobbies and recreation

  - **Environment**

    - Stability of different institutions one is included in (church, school, government)

    - Caring for the environment

What do we do when victims of violence or crimes need help?

- Provide assistance, sympathy, and concern

Figure 23. **Crisis Affecting Psychosocial Wellbeing**

"Crisis"
(disaster, emergency situations)

Physical + Mental + Emotion + Family and social health = Wellbeing

Self reliance · Personal growth · Psychosocial wellbeing · Harmonious relationship · Purpose

Psychosocial well being is affected
"Good life"
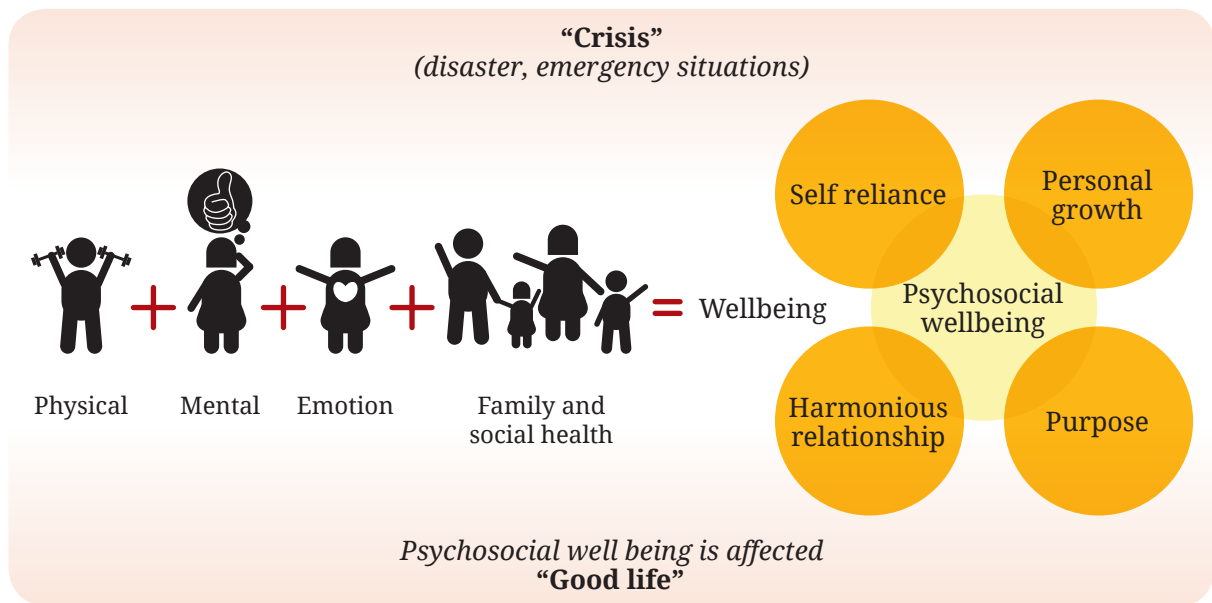
Psychosocial Support (PSS)

- Material and non-material interventions that aim to protect or promote psychosocial well-being

- Specific, planned, and intentional (IASC, 2007)

- Its goals are primarily preventive, and its beneficiaries are individuals who have not developed symptoms of mental disorders.

- Crosscutting activities which prevent and reduce negative impacts on well-being that promote the ability of families and communities to support each other, resume everyday activities, and heal (UNICEF).

Figure 24. **Psychosocial Support Services in Emergencies**

Specialised services

Focused, non- specialised supports

Community and family support

Intervention pyramid for mental health and psychosocial support in emergencies
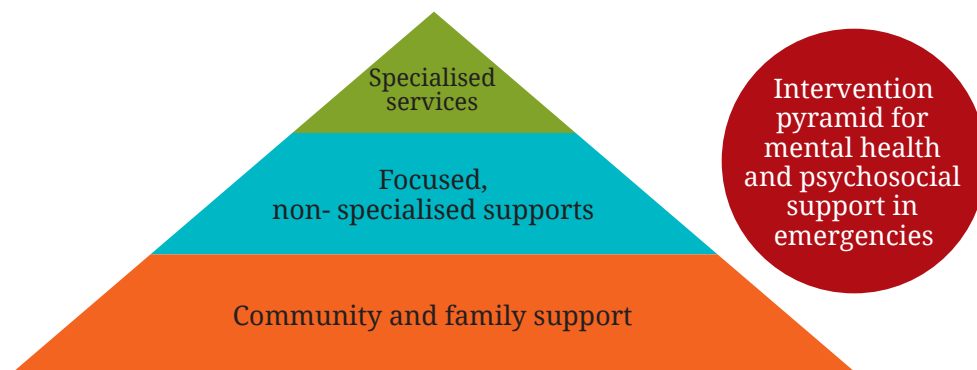
Programming Psychosocial Support

- **Basic Security and Services**

  - Food and nutrition

  - Water and sanitation

  - Livelihood

  - Health services

  - Social services

  - Information services

- **Community and Family Support**

  - Activities that:

    - Promote a sense of safety and security

    - Give accurate and timely information

    - Normalize daily life

    - Encourage participation

    - Restore trust and confidence

    - Enhance resilience

  - Return to work and school

  - Play and recreation activities

  - Pre-school/school-based activities

  - Children and youth clubs

  - Religious and traditional ceremonies

  - Community sensitization

  - Parental groups

  - Skills training

  - Apprenticeships

- Livelihood and micro-credit

- Schemes

- **Ways to Strengthen Family and Community Supports**

  - Provide guidance based on culturally accepted parenting methods

  - Support parents and family members to deal with their own difficulties

  - Support and facilitate the establishment of parent committees

  - Carry out regular family visits for caregivers in need of additional support

  - Support family access to basic services

  - Help caregivers and educators better cope with life during and following an emergency via guidance on coping skills, supportive supervision, and peer group support

  - Help caregivers such as teachers, community or religious members, and health workers support children

  - Teacher training: Teachers are often very effective vehicles for helping distressed children, provided there is no conflict between the ethnic or political background of the teacher and the children.

  - Training for health personnel

  - Psychosocial support for adult caregivers

  - Strengthen child-to-child or youth support

  - Resumption of cultural activities and traditions

  - Strengthening social networks

- **Focused Support**

- For those having difficulty coping with their existing support network but who are not suffering from a clinical mental disorder (e.g. case management, hotline, psychological first aid, counselling, and structured play activities)

- **Specialized Services**

- Psychological or psychiatric support for those with mental disorder, drug or alcohol addiction, disability or becoming mute, and excessively aggressive

Core Principles in Mental Health and Psychosocial Support

1. **Human Rights and Equity**

   *Equity and non-discrimination

2. **Participation**

   * Maximization of affected population in humanitarian response

3. Do No Harm

   * Sensitivity, relevance, confidentiality

4. **Building on Available Resources**

   *Building local capacities, supporting self-help and strengthening the resources already present

5. **Integrated Support System**

   *Highly fragmented and stand-alone services should be avoided if possible

6. **Multi-layered Supports**

   *Layered system of complementary supports that meets the needs of different groups

Peacebuilding

- Peacebuilding is characterized as efforts 'to identify and support structures that will tend to strengthen and solidify peace in order to avoid a relapse into conflict' (The Centre on Conflict, Development and Peacebuilding).

- Measures designed to consolidate peaceful relations and strengthen viable political, socio-economic and cultural institutions capable of mediating conflict, and to strengthen other mechanisms that will either create or support the necessary conditions for sustained peace (Inter-Agency Network for Education in Emergencies).

Humanitarian Action

- Humanitarian action encompasses emergency preparedness and response to crisis situations. The following areas of action are included:

- Basic services delivery (e.g., agriculture, camp coordination and management, early recovery, education, emergency shelter, emergency communication, health, logistics, nutrition, protection and water, sanitation and hygiene [WASH])

- Coordination of humanitarian action and advocacy; Information management and analysis; Civil-military coordination; Political liaison with international/national actors; and Project administration.

Figure 25. **Disaster Risk Reduction and Management (DRRM) Process and Peace-Building Process**

Safe and disaster resilient communities

- Prevention and mitigation
- Preparedness
- Response
- Recovery and rehabilitation

Conflict analysis
Constituency-building
Conflict resolution
Conflict transformation
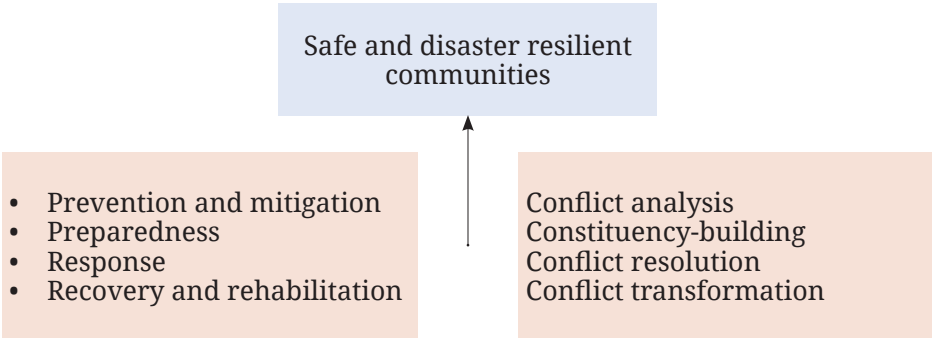
EMERGENCY RESPONSE MANAGEMENT OPERATIONS

SESSION

Session 4.1

Beneficiary Selection

Session 4.2

Emergency Response Management

Beneficiary Selection

Learning Objectives

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

- Identify the different humanitarian actors and the power relationships amongst them, especially between the donors, responders and the beneficiaries;

- Discuss disaster response at the individual and family levels; and

- Apply humanitarian principles and standards when responding to the most vulnerable groups, especially persons with disability, children, and older people.

Session at Glance

Timing	Topic	Method
120'	Setting Criteria for Beneficiary Selection	
15'		Exercise
45'		Workshop
30'		Plenary Discussion

Duration	120'	
Materials	• Biscuits • Metacards • Markers • Manila papers • Masking tape	
Preparation	• Prepare PowerPoint presentation on beneficiary selection	

Process

Setting Criteria for Beneficiary Selection / 90'

Exercise: Dividing the Goods / 15'
- Divide the participants into three groups. The groups MUST NOT be equally divided. Ensure that one group is made up of 10%, another is composed of 30%, and the last has 60% of the total number of participants.

- Distribute the same amount of biscuit packs ("relief") per group. Allow them to identify and agree on the criteria for relief distribution (e.g. who will be prioritized among their group members and why).

- Process the experience by asking the following questions:

- What difficulties were encountered by each group in relief distribution?

- How were these difficulties resolved?

- How can you relate the exercise to real-life situations during relief distribution?

- Explain that the exercise is intended to prepare the participants for the next workshop on beneficiary selection.

- Facilitate discussion on the relevance of knowing the target beneficiaries or most vulnerable groups, what they need, and how much they need. Connect this activity to the Power Walk in Module 3, making sure that the assessment consultations are all inclusive.

Workshop / 45'
- Ask the participants to go back to their workshop groups. Ask them to recall their findings during the needs assessment (simulation). Based on these findings, instruct the groups to come up with selection criteria and a proposed beneficiary list for the following relief packs:

  - Group 1: Food and NFIs

  - Group 2: WASH and Evacuation Site

  - Group 3: Shelter Kits

- Have each group present their selection criteria. Remind participants to present and defend their criteria and beneficiary list based on its alignment with humanitarian standards, with the context and culture in the locality, and with gender, inclusion, and protection principles.

- Pose critical questions to each group that will highlight the difference of "beneficiary selection" between development and humanitarian workers. Curve ball questions should be asked (e.g., should formal/informal leaders who are critical to gain access to the vulnerable groups be included in the beneficiary list?)

- After all groups have presented, facilitate a plenary processing and ask the following: How do you feel about the process? What was challenging in the exercise? How do you think the selection criteria will change during the recovery and rehabilitation phase?

- Stress the following:

  - While it is important to note each one's perspectives in selecting community partners for development work, it is a challenge for development workers to apply humanitarian principles that focus on the most vulnerable when selecting beneficiaries for immediate emergency response.

  - Despite the relatively large amount of humanitarian funding, the resources are never enough to satisfy everyone's needs and wants. Limitations will inevitably limit the type and quantity of resources to provide and the number of beneficiaries. It should be noted that the most common source of conflict during an emergency response is borne out of non-transparent and biased selection of beneficiaries. This can be contradictory to development approaches that seek wider and more inclusion in the process. Moreover, development strategies may have different targets and preferences (e.g., community members who are active in the organization or supportive of an advocacy). The selection of beneficiaries may be easier when the choice is only between the rich and the poor, but it becomes complicated when the choice is amongst different sectors among the poor who were all affected by a disaster.

- It is important to have a clear grasp of the different humanitarian principles and standards:

  - Impartiality

  - Neutrality

  - Participation and Informed consent

  - Support to local capacity

  - Balanced representation of vulnerable people

Transition to Session 2

- This session stressed the importance and difficulty of establishing the criteria for beneficiary selection to ensure that the most vulnerable are chosen for immediate emergency response.

- The next session will tackle how the goods and services will be brought to the beneficiaries selected.

BENEFICIARY SELECTION

Whyselect?

Why not just give to everyone?

Why not just air drop goods to those in need?

- To affirm dignity with love, compassion, and humility

What if the LGU fund is limited?

What are the selection criteria?

Figure 26. **Beneficiary Selection Criteria**

Marginalised sectors; informal settlers; small farmers and fisherfolk; indigenous people; discriminated people, hand to access people; etc.

Poorest of the poor and the most severely affected

Preferential treatment for: female-headed households; women and widows; children - girls in particular; elderly; people with disabilities; indigenous and tribal people; people living with HIV/AIDs

Figure 27. **Transparency and Community Involvement in Beneficiary Selection**

It is important to be:

Transparent to the community and other stakeholders about the selection criteria

Involve the community in the process of developing the selection criteria

Figure 28. **Guidelines in the Conduct of Beneficiary Selection**

Humanitarian consideration
- Alleviate human suffering
- Treat affected families as dignified humans

Impartiality
- Provide assistance to those in need regardless of race, nationality, or political alignment

Neutrality
- Aid will be given according to the need of individuals, families and communities not by political alignment or religion

Cultural sensitivity
- Respect customs and traditions practiced in the community

Receiving aid from other agencies may eventually exclude the poorest from receiving standards-compliant emergency response. *How will you handle their frustration and anger?*

This may include people who are opposed to your advocacy. *Will you still respond to their needs?*

Often, formal and informal leaders are excluded from the beneficiary list. *How will this affect your allies and the community you are organizing?*

Selecting may cause harm and conflict. *How do you handle this?*

Emergency Response Management

Learning Objectives

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

- Recognize the different operational areas to manage in an emergency response; and

- Apply humanitarian standards in the management of emergency response to ensure that beneficiaries get what they deserve.

Session at Glance

Timing	Topic	Method
90'	Operationalizing Emergency Response	
60'		Workshop
30'		Plenary processing of Workshop Results

Duration	**90'**
Materials	• Printed case study • Metacards • Markers • Manila papers • Masking tape
Preparation	• Prepare PowerPoint presentation on Operationalizing Emergency Response

Process

Workshop / 60'

- Ask the participants to go back to their groups. Distribute copies of the case study to all the participants. Discuss the case. Instruct the groups to develop an emergency relief operations plan given the scenario in the case study. To do this, ask participants to:

  - Analyze and prioritize the needs of those affected;

- Identify the general strategies to address the needs given the internal and external conditions in the affected area;

- Determine the agencies and organizations that could be partners in realizing the strategies and assist in response operations;

- Identify the logistics and human resources needed;

- Map points of entry; and

- Identify the mode of distribution of relief goods.

• Ask participants how they can apply the Core Humanitarian Standards in each phase.

Plenary Processing of Workshop Results / 30'

• Have each group present their respective outputs. Ask other groups for issues that may be encountered by the reporting group given their plan.

• After all the groups have reported, ask for alternatives given the case study. Allow the participants to explore other strategies, then point out the importance of having alternatives (Plans A, B, and C) or having a contingency plan to ensure that services are still provided if something unexpected happens. Discuss all the potential issues that could be encountered when delivering services and planning for them.

• Emphasize the following points:

- The organizational structure should be able to facilitate an efficient, effective and accountable emergency response. Often the problem is the lack of personnel. As such, assigning multiple tasks to people can be arranged as long as objectives are met and principles are observed.

- Aside from staff and volunteers recruited, it is also important to recognize the role played by people affected by the disaster. Allowing people affected by disasters to participate/volunteer in the emergency process is encouraged. This is a form of psychosocial support that aids in the healing of mild trauma by transforming victims to social agents.

Transition to Part 3

• Review key lessons from Part 2 of the Training. Part 2 primarily focused on applying humanitarian principles and standards in emergency response: needs assessment; programming of basic and technical services while mainstreaming the concerns of protection, gender, inclusivity, and advocacy; and emergency response management operations focusing on beneficiary selection and planning for response/relief operations.

• The next part of the training focuses on the participants – humanitarian workers/ volunteers. It deals with how their organizations could ensure their health, safety, and wellbeing. It also tackles the importance of self and team care.

Module Reference

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OPERATIONALIZING EMERGENCY RESPONSE

What were the events in the past related to humanitarian response?

- World Events and Humanitarian Structures Timeline

  - 1863 – Birth of the Red Cross

  - 1864 – The Red Cross and the Humanitarian Law

  - 1914-1918 – World War I

    *National Red Cross Societies

  - 1939-1945 – World War II

    *UN Charter

  - 1949 – Geneva Convention

  - 1859 – Battle at Solferino

    *ICRC (International Committee of the Red Cross)

  - 1967-1970 – Biafra Conflict

  - 1994 – Rwandan Genocide

    *Red Cross and People in Aid Codes: Sphere forms

  - 1997 – Sphere Handbook

  - 2003 – Humanitarian Accountability Partnership International (HAP International) Forms

  - 2004 – Indian Ocean Tsunami

    *Humanitarian Reform Project Cluster; CERF (Central Emergency Response Fund)

  - 2013 – Typhoon Haiyan / Yolanda

  - 2015 – Core Humanitarian Standards

  - 2016 – World Humanitarian Summit

Figure 29. **World Events and Humanitarian Structures Timeline**
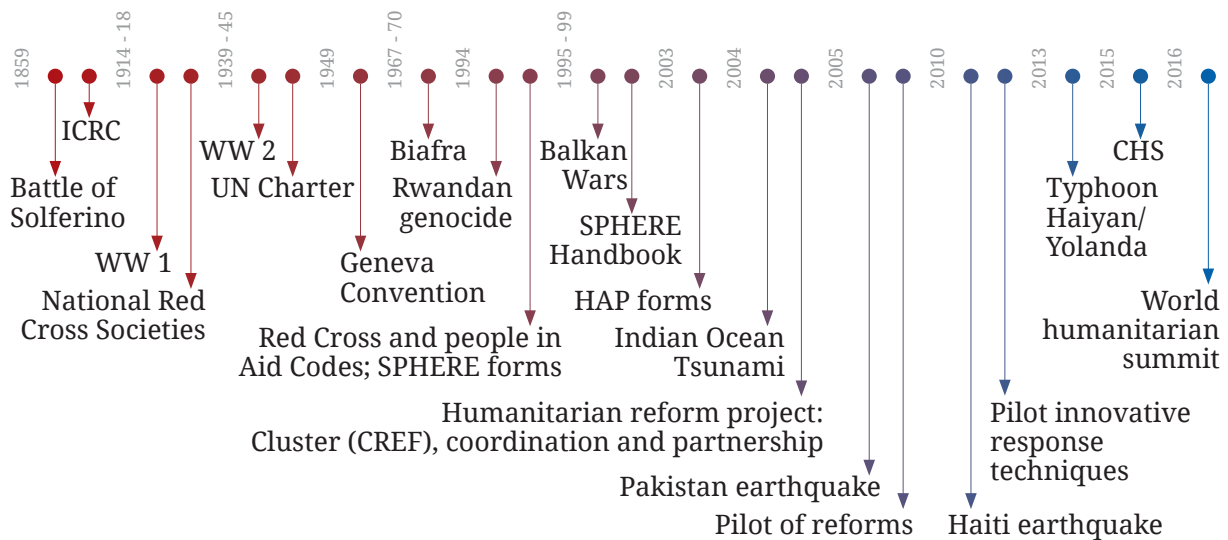
Introduction

- **Disaster Response**

  - Provision of emergency services and public assistance during or after a disaster in order to save lives, lessen the effect on health, ensure the safety of each one, and give the basic needs of the affected population.

- **Humanitarian Imperative**

  - The humanitarian imperative implies a right to receive humanitarian assistance and a right to offer it. At times, humanitarian access to civilian populations is denied by authorities for political or security reasons. Humanitarian agencies must maintain their ability to obtain and sustain access to all vulnerable populations.

- **The Humanitarian Principles**

  - The **humanitarian principles** are designed to govern the way humanitarian response is carried out. They are often used in the charters and mission statements of humanitarian organisations.

    - **Humanity** – Human suffering must be addressed wherever it is found.

    - **Neutrality** – Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.

    - **Impartiality** – Humanitarian action must be **carried out on the basis of need** alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or political opinions. Elements: Non-discrimination, Proportionality, and No subjective distinction.

- **Independence** – Humanitarian action must be **autonomous** from the political, economic, military and/or any other objective that an actor may hold with regard to areas where humanitarian action is being implemented.

- **Humanitarian Standards**

Figure 30. **Core Humanitarian Standard**
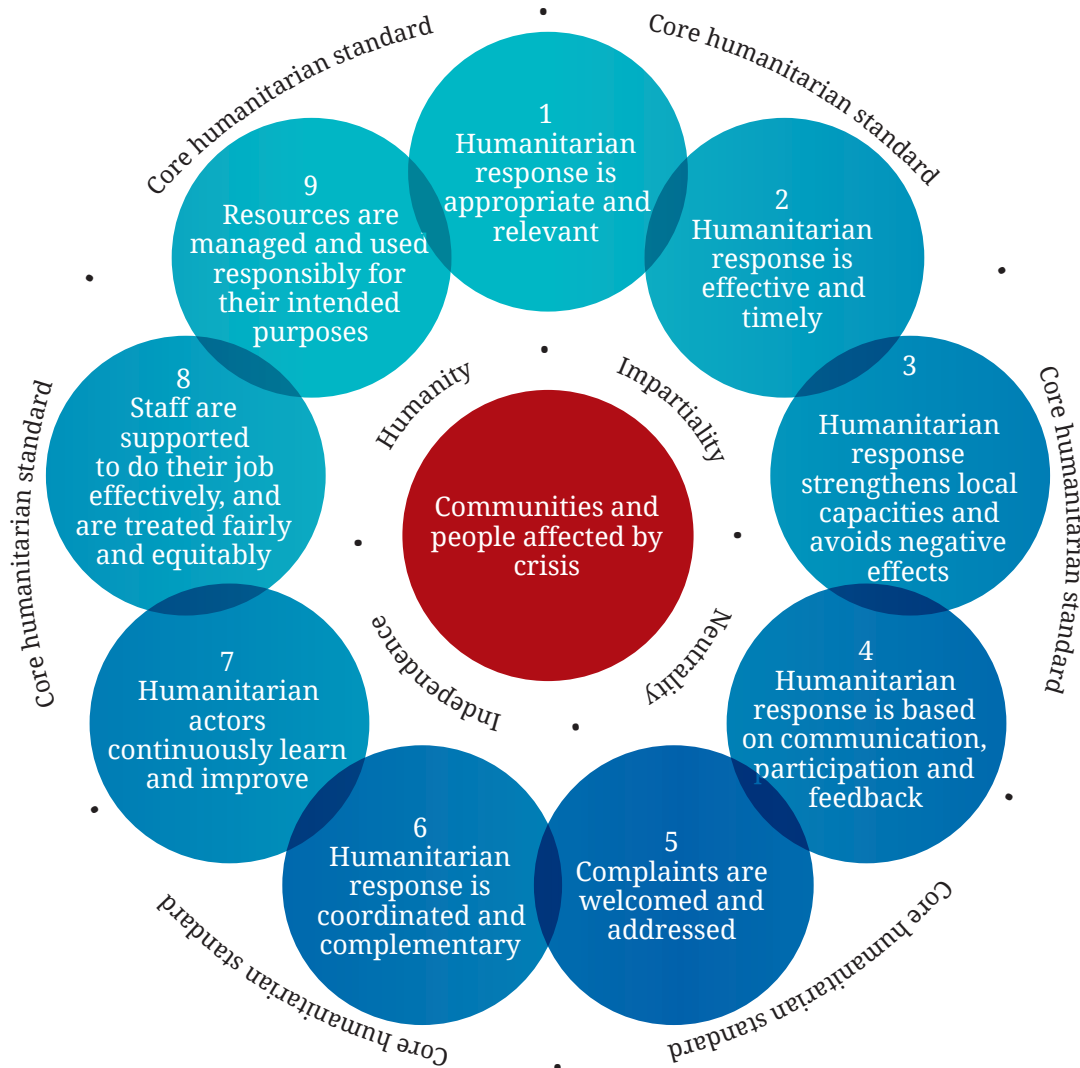
- **Interoperability**

  - Describes the effort to optimize the response to the needs of affected people by making systems that are very different work better together in a predictable way, based on their respective comparative advantage without co-opting them and while accommodating different values (UN OCHA).

Figure 31. Interoperability for Response in the Philippine DRRM System

Action All requests and inquiries outside of government will be coordinated through the NDRRMC.

Select Incident Command Posts

Emergency operations Center (EOC) at the LGU

Warning agency
- PAGASA
- MGB
- PHILVOCS

NGOs/ INGO/CSO

Action Augmentation: **EOC** will determine the Incident Command Posts needing support and coordinate with the Response Cluster different LGUs

RDANA

Action Assumption: **EOC installed** by the Rapid Response Team will function with members of the National Response Cluster and the LCCs of the different LGUs

NDRMC

Response Cluster DSWD

Focal person or Rapid Response Team (RRT)

Action NDRRMC will activate the response assistance of the Response Clusters based on reports or no reports from the affected LGUs.

Action Response Clusters will act on reports or no reports from the affected LGUs through the focal persons (regional, province, city/municipal) or the deployment of the RRT at the affected areas.

Action Response Clusters focal person or Rapid Response Team coordinates with the affected LGUs for appropriate deployment and submit status to head of Response Cluster.

→ *Direction of action and information*

Figure 32. Objectives of the Response Cluster in the Philippine DRRM System

To ensure safety of learners and DepEd personnel and to provide continued access to quality of education to all affected learner.

To ensure effective and predictable health response built on health priorities and related best practices.

VC for response (DSWD)

To provide assistance in the proper identification and disposition of the remains in a sanitary manner with cautions to prevent negative psychological and social impact on the bereaved and the community.

Operational coordinator (OCD)

Education (DepEd) | **Health (DOH)** | **IHR (DFA)** | **Logistics (OCD)** | **MDM (DILG)** | **Protection (DSWD)**

To provide an efficient and effective logistics coordinating structure that will harmonize the activities of all clusters and encourage regular info-sharing among all stakeholders and other partners which covers the following: transportation (emergency road network, land sea and air); warehousing; inventories; tracking of deployed items.

DILG, DSWD, DOH. NTC, AFP, BFP, PRC and private / volunteer groups

FNI (DSWD) | **SRR (DND-AFP)** | **LAO (DILG-PNP)** | **ETC (OCD)** | **CCCM (DSWD)**

To save lives by providing food and non-food to the affected populations during the emergency response phase in the short-term, and to restore at least the pre-disaster level of foo security in the affected areas in the long-term.

To provide for an effective, timely, organized and systematic search, rescue and retrieval in all emergencies to further minimize loss of lives and casualties.

To strengthen ICT capacities at the national down to local level; responders to prepare for, respond to, and recover from the impacts of disasters.

To provide assistance and augment all requirements for the management and evacuation of families affected by disasters.

Figure 33. Membership of the Response Cluster in the Philippine DRRM System

TESDA, DOH, DPWH, MGB, DSWD, PRC, UNIVEF, Save the Children, Plan International, World Vision, private / volunteer groups acknowledged by NDDRMC

DFA, OCD, DILG, DOH, MMDA, REACT, NBI, PRC, PNP, BFP, DPWH, DFA, PCG, IFRC, ICRC, UNDAC and private / volunteer groups

VC for response (DSWD)

Operational coordinator (OCD)

Education (DepEd)	Health (DOH)	IHR (DFA)	Logistics (OCD)	MDM (DILG)	Protection (DSWD)

DILG, DSWD, DOH. NTC, AFP, BFP, PRC and private / volunteer groups

FNI (DSWD)	SRR (DND-AFP)	LAO (DILG-PNP)	ETC (OCD)	CCCM (DSWD

DepEd, DPWH, DA, DILG, DOH-HEMS, OCD, PRC, NFA, AFP, PNP, NHA, BFP, WFP, World Vision, IOM, FAO ADRA, and other organizations acknowledged by NDRRMC

OCD, PRC, DSWD, PNP, BFP, AFP, PCG, DFA, NBI, WHO, UNICEF, PLAN International, Save the Children, World Vision, WFP, private and volunteers groups.

DFA, DPWH, AFP, DOTC, DILG, DSWD, BFP, PCG, PPA, PNP, DFA, CAAP, MIAA, WFP and private / volunteers group

OCD, DSWD, DILG, DOH, MMDA, NBI, PRC, PNP, BFP, AFP, DPWH, DFA, PCG, MGB, IFRC, ICRC, and private and volunteers groups.

DOH-HEMS, DILG, DA, NFA, PCG, BFP, AFP, OCD, WFP, World Vision, International Organization for Migration, FAO, PRC, ADRA, CNDR and other organizations acknowledged by NDRRMC

Figure 34. Structure of the Municipal DRRM Council in the Philippines

MCDRRMC Sctructure

LDRRMC Chairperson (Mayor)

LDRRMO

Administration and training	Research and planning	Warning and operation

Preparedness	Prevention and mitigation	Emergency response	Recovery and rehabilitation

Monitoring and warning	Communication	Transportation	Rescue	Relief distribution
Security	Supplies and logistics	Evacuation center management	Health	Damage assessment

Figure 35. **Structure of the Barangay DRRM Committee in the Philippines**

BDRRMC Sctructure

BDRRMC Chairperson
(Kapitan)

| Administration and training | Research and planning | Warning and operation | Recovery and rehabilitation |

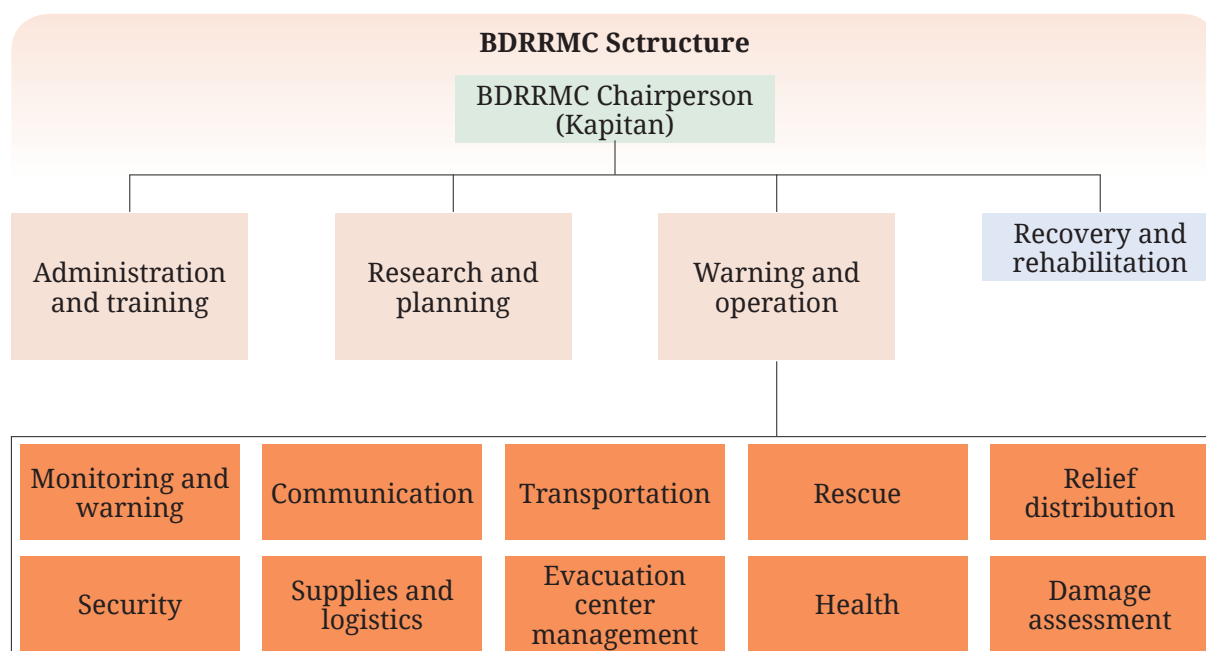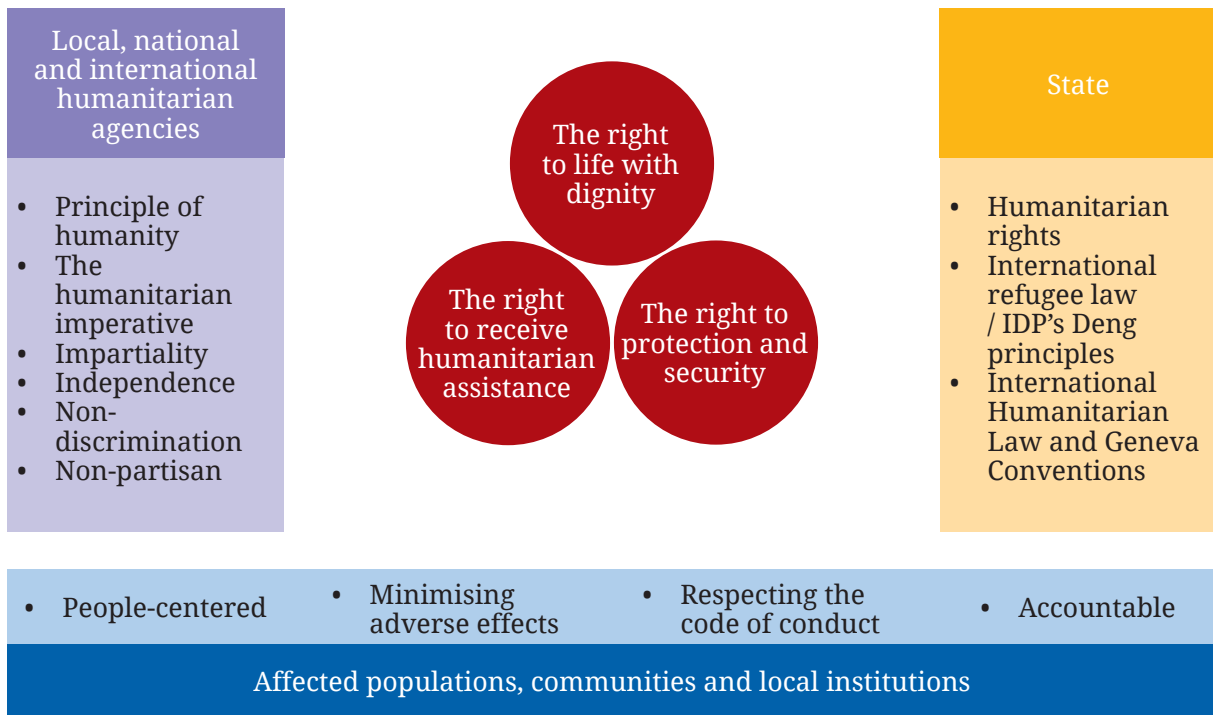| Monitoring and warning | Communication | Transportation | Rescue | Relief distribution |
| Security | Supplies and logistics | Evacuation center management | Health | Damage assessment |

Figure 36. **Comparison between the National Disaster Response Plan (NDRP) and the UN Cluster System**

National Disaster Response Plan (NDRP)	UN Cluster System
Food and Non-Food Items	Food Security
	Shelter
	Nutrition
Health	Health
Protection	Protection
Logistics	Logistics
Camp Coordination and Camp Management	Camp Coordination and Camp Management
Education	Education
Emergency Telecommunications	Emergency Telecommunications
NDRP	UN Cluster System
International Humanitarian Relations	
Management of the Dead and Missing	
Search, Rescue and Retrieval	
Law and Order	
	Early Recovery
	WASH (Water, Sanitation, and Hygiene)

Figure 37. **Humanitarian Landscape**

Local, national and international humanitarian agencies

- Principle of humanity
- The humanitarian imperative
- Impartiality
- Independence
- Non-discrimination
- Non-partisan

The right to life with dignity

The right to receive humanitarian assistance

The right to protection and security

State

- Humanitarian rights
- International refugee law / IDP's Deng principles
- International Humanitarian Law and Geneva Conventions

- People-centered
- Minimising adverse effects
- Respecting the code of conduct
- Accountable

Affected populations, communities and local institutions

HUMANITARIAN RESOURCES

HUMAN RESOURCES

Session

Session 5.1

Principles of Duty Care

Session 5.2

Self and Team Care

Principles of Duty Care

Learning Objectives

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

- Identify the principles and steps to ensure the health, safety, and wellbeing of staff and volunteers engaged in humanitarian work; and

- Describe strategies to protect the health, safety, and wellbeing of humanitarian response staff and volunteers.

Session at Glance

Timing	Topic	Method
10'	Session Introduction	Plenary Discussion
50'	Principles of Caring for Humanitarian Workers	Interactive Discussion

Duration	60'

Materials
- Printed sheets of the principles of caring for humanitarian workers
- Metacards
- Markers
- Masking tape

Preparation
- Prepare PowerPoint presentation about the Principles of Caring for Humanitarian Workers

Process

Session Introduction / 10'

- Ask the participants to recall Commitments 7 and 8 of the Core Humanitarian Standards. Are these commitments applied in their workplace?

- In most cases, especially if they are with the local government unit (LGU) or local NGO, their salary/allowance is not commensurate to the workload, especially when disasters occur.

- Remind the participants that their agencies/offices/organizations should also ensure their safety, dignity, and rights.

Principles of Caring for Humanitarian Workers / 50'

Briefly discuss the seven principles of caring for humanitarian workers (based on People in Aid Code of Good Practice). Post each printed copy of the principle in front as it is being discussed (arrange the principles horizontally, from left to right).

- Ask the participants to write on color-coded metacards (one color is assigned per principle) how each principle is applied in their workplace. Have them post their answers in front, under the principle where these practical applications belong.

- After everyone has posted their answers, ask the following:

  - Do you all have the same benefits?

  - What do other participants have in their organizations that you don't have? Do you need these?

  - What do all of you need but don't have?

- Ask the participants to share their ideas of how the principles can be further applied.

- Point out the following:

  - Humanitarian response staff and volunteers must also keep their own health and well-being in mind. They should:

    - Ensure health and safety and not compromise the safety of colleagues

    - Give feedback for any concerns

    - Follow security measures

- On the other hand, humanitarian organizations should:

  - Give time to ensure safety of family

  - Develop policies: office and personal security, travel, legal, health (physical and mental health) emergency procedures (need to evacuate etc.)

  - Provide the necessary social protection benefits: Social Security System (SSS), PhilHealth, accident insurance

  - Determine individual's medical and psychological fitness and provide check-ups and up to date vaccinations

  - Provide proper briefing of staff and volunteers

- Provide safety gear and survival kit

- Maintain a 24-hour communication system

- Establish emergency payroll for staff

PRINCIPLES OF CARING FOR HUMANITARIAN WORKERS

People in Aid Code of Good Practice

- **Principle 1: A human resource strategy is a part of the strategic and operational plan.**

  Application: Ensure that the plan has a statement regarding the important role of people in achieving the plan, as well as a capacity building plan, provision of resources for human resource development, policies to take care of staff and family in times of emergencies, and a Code of Conduct.

- **Principle 2: Human resource policies are fair, effective and transparent.**

  Application: Discuss policies with staff. Policies should be applied to all. It must also be regularly reviewed.

- **Principle 3: Strong support, management, and leadership of staff is key to effectiveness response.**

  Application: Provide managers with adequate leadership training, familiarize them with key policies, and ensure they have the resources to manage effectively. Conduct an Emergency Orientation Program for all staff, establish a Drills Employee Tracking System, and Family Emergency Plans.

- **Principle 4: Dialogue with staff on matters likely to affect their employment enhances the quality and effectiveness of our policies and practices.**

  Application: Hold regular staff meetings, team meetings, assessment-planning.

- **Principle 5: Policies and practices should be established that attract and select a diverse workforce with the skills and capabilities to fulfill our requirements.**

  Application: Screening processes should be effective at determining whether a person can thrive in a highly stressful work situation. Hold regular performance appraisals.

- **Principle 6: Training and development help staff improve their professional work.**

  Application: Provision of relevant training, development and learning opportunities, both personal and professional are required to help staff work effectively and professionally.

- **Principle 7: The security, good health and safety of staff are prime responsibilities of the organization (duty of care).**

  Application: Security policies should be in place, and staff must be taught self-care, wellness, peer support, and provided resources such as medical insurance, medical check-ups, and psychosocial workshops.

Self and Team Care

Learning Objectives

By the end of Module 5, participants will be able to:

- Explain the importance of self and team care; and

- Describe strategies for self and team care before, during and after helping in disaster situations to the most vulnerable groups, especially persons with disability, children, and older people.

Session at Glance

Timing	Topic	Method
60'	Coping with Stress	
50'		Individual Exercise: Meditation
30'		Interactive Discussion

Duration	**60'**	
Materials	• Laptop • LCD Projecto	
Preparation	• Prepare PowerPoint presentation on Self and Team Care	

Process

Individual Exercise: Meditation / 10'

Instruct each participant to close their eyes. While soft music is being played, ask them to meditate and reflect on the following:

- What they THINK about after undergoing emergency response

- What they FEEL after undergoing emergency response

- What they DO after undergoing emergency response

Group Exercise: Discussions and Role Play / 30'

- Divide the participants into 4 groups. Group 1 will discuss what they think about after undergoing emergency response. Group 2 will discuss what they feel after undergoing emergency response. Groups 3 and 4 will discuss what they do after undergoing emergency response.

- Instruct Groups 1 and 2 to share their discussion points. Instruct Groups 3 and 4 to create a scenario for role play. Provide ample time for Groups 3 and 4 to role play their actions.

Interactive Discussion / 20'

- Once all the groups have acted out their thoughts, feelings, and actions after undergoing emergency response, point out that the stress, exhaustion, lack of sleep, etc. depicted by the groups need to be managed to ensure that they are still able to help others.

- Discuss the definition and importance of self and team care, as well as the strategies for self-care before, during, and after a disaster.

- End the session by reminding the participants to take care of themselves so that they can take care of others.

Module References

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World Health Organization. (2013). Psychological first aid: Facilitator's manual for orienting field workers. Retrieved from http://www.who.int/iris/bitstream/10665/102380/1/9789241548618_eng.pdf

World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva. Retrieved from http://whqlibdoc.who.int/publications/2011/9789241548205_eng.pdf

SELF AND TEAM CARE

Self and Team Care: Caring for the Caregivers

How did you care about the health, safety, and wellness of your team members when you responded to a disaster?

Provide recommendations that will ensure the health, safety, and wellness of your team members.

- Self-Care

Take care of yourself so that you can best care for others.

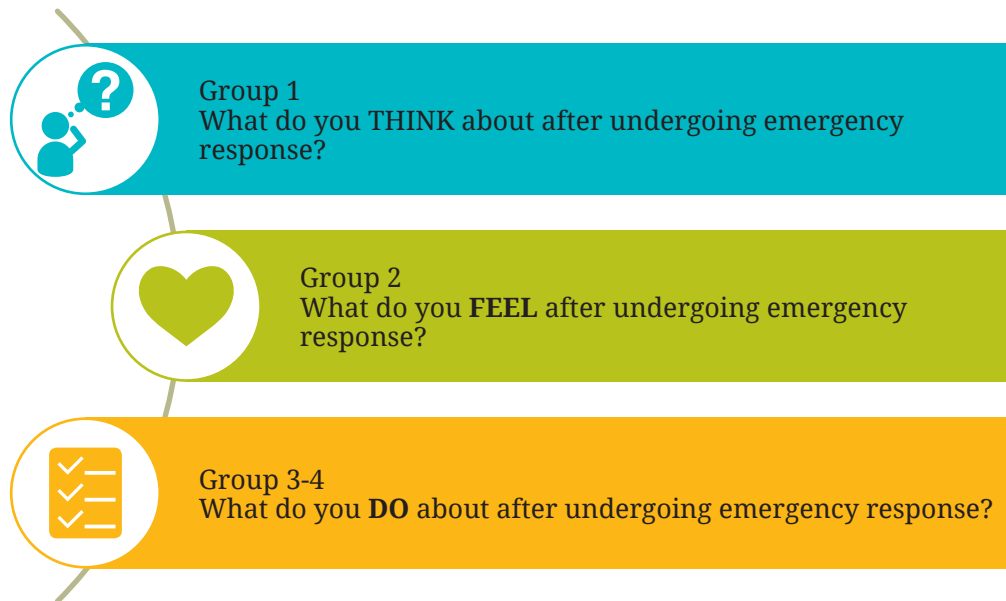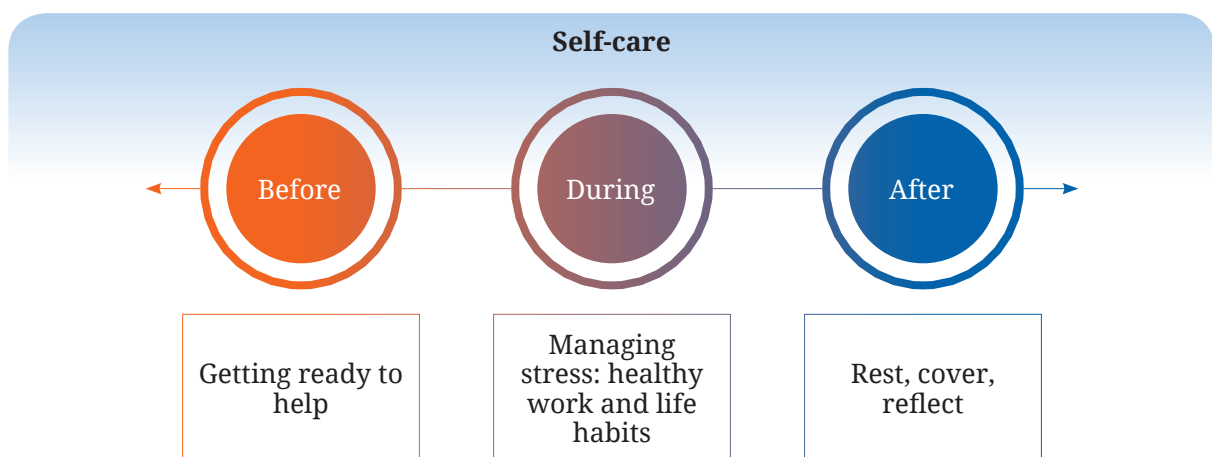Figure 38. **Group Exercise on Thinking, Feeling, and Doing**

Group 1
What do you THINK about after undergoing emergency response?

Group 2
What do you **FEEL** after undergoing emergency response?

Group 3-4
What do you **DO** about after undergoing emergency response?

Figure 39. **Self-Care Before, During, and After Disasters**

Self-care

Before	During	After
Getting ready to help	Managing stress: healthy work and life habits	Rest, cover, reflect

DURING: Managing Stress – Healthy Work and Life Habits

Stress

- As a helper, you may feel responsible for people's safety and care.

- You may witness or even directly experience terrible things, such as destruction, injury, death, or violence.

- You may also hear stories of other people's pain and suffering.

- All of these experiences can affect you and your fellow helpers.

Stressors

- **Two broad categories of stressors**

A stressor is anything that causes the release of stress hormones. There are two broad categories of stressors: **Physiological** (or physical) stressors and **Psychological** Stressors.

- **Physiological (or physical) Stressors**

These are stressors that put strain on our body (i.e.: very cold/hot temperatures, injury, chronic illness, or pain).

- **Psychological Stressors**

These are events, situations, individuals, comments, or anything we interpret as negative or threatening.

Tips

- Try to take time to eat, rest and relax, even for short periods.

- Try to keep reasonable working hours so you do not become too exhausted.

- Consider, for example, dividing the workload among colleagues, working in shifts during the acute phase of the crisis and taking regular rest periods.

- **Develop Positive Habits**

  - Minimize your intake of alcohol, caffeine or nicotine and avoid non-prescription (illegal) drugs.

- **Social Support**

  - Check in with colleagues to see how they are doing, and have them check in with you. Find ways to support each other.

  - Talk with friends, loved ones or other people you trust for support.

- **Reflect**

  - Think about what has helped you cope in the past and what you can do to stay strong.

  - Remember that you are not responsible for solving all of people's problems. Do what you can to help people help themselves.

AFTER: Rest, Recover, Reflect

Rest and Reflection

- Taking time for rest and reflection is an important part of ending your helping role.

- The disaster situation and needs of people you have met may have been very challenging, and it can be difficult to bear their pain and suffering.

- After helping in a disaster situation, take time to reflect on the experience for yourself and to rest.

The following suggestions may be helpful to your own recovery:

- Talk about your experience of helping in the crisis situation with a supervisor, colleague or someone else you trust.

- Acknowledge what you were able to do (and not able to do) to help others, even in small ways.

- Learn to reflect on and accept what you did well, what did not go very well, and the limits of what you could do in the circumstances.

- Take some time, if possible, to rest and relax before beginning your work and life duties again.

Long-term recovery

- If you experience these particular symptoms for more than a month:

  - Upsetting thoughts about the event

  - Very nervous or extremely sad

  - Have trouble sleeping

  - Drink a lot of alcohol/take drugs

- It is advised that you speak to a mental health specialist.

Learning Objectives

By the end of the re-entry planning, participants will be able to:

- Determine the programs, projects, and activities (including policy and mechanism development) that their offices could adopt to apply humanitarian principles in emergency preparedness and response (needs assessment, programming basic and technical services, etc.);

- Set a 1-year time frame for the action plan; and

- Identify the persons/committees responsible for each task/action.

Session at Glance

Timing	Topic	Method
10'	Rationale and Objectives for Re-Entry Planning	Plenary Discussion
30'	Re-Entry Planning	Workshop

Duration	30'

Materials	• Laptop • LCD Projector

Process

Rationale and Objectives for Re-Entry Planning / 10'

- Ask the participants to get into groups according to the organization they belong to.

- Explain the rationale and objectives for the re-entry planning.

  - A re-entry plan is a plan formulated by training participants to apply their learnings when they 're-enter' their organization. Formulating one is important to ensure that the knowledge and skills learned during the training are transferred to their organization. Hence, the organization also learns and hopefully improves its performance in the process.

  - Formulating a re-entry plan requires time for the participants/trainees to reflect on their learnings, the conditions of their organization (and partner

communities as well), and how the learnings can help address certain conditions in their organization and partner communities.

Workshop / 20'

Ask each group/organization to answer the following questions:

- Based on lessons learned from this training and/or the response experiences of your organization:

  - What are the capacity gaps in your organization in terms of:

    - Preparedness mechanisms

    - Emergency needs assessment

    - Mainstreaming protection, gender, inclusion, and advocacy in programming humanitarian response interventions

    - Programming basic services

    - Programming special technical services

    - Beneficiary selection

    - Planning for relief delivery

  - What do you need to improve these gaps in the next year?

  - What programs, projects, and activities (PPAs) will you conduct to attain this? When will you conduct these activities?

  - Who will be in-charge of implementing each PPA?

- Ask the participants to submit a copy of the re-entry plan to the Training Team.

TRAINING OF TRAINERS

Session

Session 7.1

Adult Learning

Session 7.2

Practicum

Adult Learning

Learning Objectives

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

- Discuss the significance of using adult learning in training events;

- Describe the characteristics of an adult learner; and

- Identify facilitation methods for adult learning.

Session at Glance

Timing	Topic	Method
60'	Adult Learning	Interactive Discussion

Duration	60'

Materials	• Copies of "show me" activity • Craft papers / bond papers • Photos / sample of concepts

Preparation	• Prepare the materials • Practice the "show me" activity (optional)

Process

Actual Facilitation / 30'

- **Activity** 1: Ask participants to take a moment and recall a training event in which they have been a participant. Ask the participants to break into pairs and discuss what made it a successful training activity. Have the pairs share their discussion points with the plenary.

  - Provide the following questions as guide to the discussion by the pairs.

    - How did you feel when going to the venue?

- How were your needs recognized by the trainer?

- What activities in the session helped in meeting your needs?

- (optional activity) "Show Me"

- Plenary discussion on significance of adult learning

- Types of participants

- Characteristics of an adult learner

- **Activity 2**: "Training Styles". What is important to you as a trainer?

Concepts for Discussion / 30'

Significance of Adult Learning

- Learning styles

  - Traditional vs. participatory learning

  - Learning is **not about** a deposit of knowledge, from teacher to student – the banking concept of education

  - The role of the teacher and the role of the student must be interchangeable. Both need to be aware that learners can be teachers and teachers can be learners. (Freire)

- Samples of participant types

Characteristics of an adult learner

- Affected by:

  - Age, Developmental stage, Adult roles, Experience, Method of learning, Cognition

- Adult Learning Principles (LEAPS)

  - Learning Styles

  - Experience

  - Application and Action

  - Personal Benefit

  - Self-Direction

Adult learning methodologies

- Training styles

- What do adult learners expect?

  - **Expertise** at a high level

  - **Experience** of real-world applications and teaching

  - **Rationale**: A planned and logical approach regarding why the sessions and activities are arranged the way they are

    - Logical flow/structure of learning session to facilitate opportunities for learning

    - Consideration to time and budget limitations

  - **Conviction**: Importance of a clear understanding of content and skills

Inclusive Facilitation/Learning

- Being inclusive is not just about disability. It is about a space where everybody can participate and feel comfortable.

- Being inclusive is not only the responsibility of the trainer. Inclusion is also the responsibility of the participants.

- However, it is the trainer's responsibility to create space and opportunities for the group to explore what being inclusive means for the group.

- As a trainer, it is important to think about who is not in the room and why that might be. This can help in planning future trainings.

- What are the needs of a facilitator?

Is our activity inclusive?

- Who is not here? Why?

Are both the trainers' and participants' needs satisfied?

TIPS

- The more you try to anticipate the needs of your participants, the more successful you will be as a trainer.

- Significance of learning by doing.

- Our job is to facilitate learning.

Module References

Basic Instructors' Guide (BIG) for CBDRRM Manual, OCD-JICA
AusAID-DILG-CDP. Technical Assistance for Urban Settler Families Project (2013-2015).
2015. CDPFI. Trainer's Academy 2.
2015. ASB Indonesia. Inclusive Facilitation Workshop
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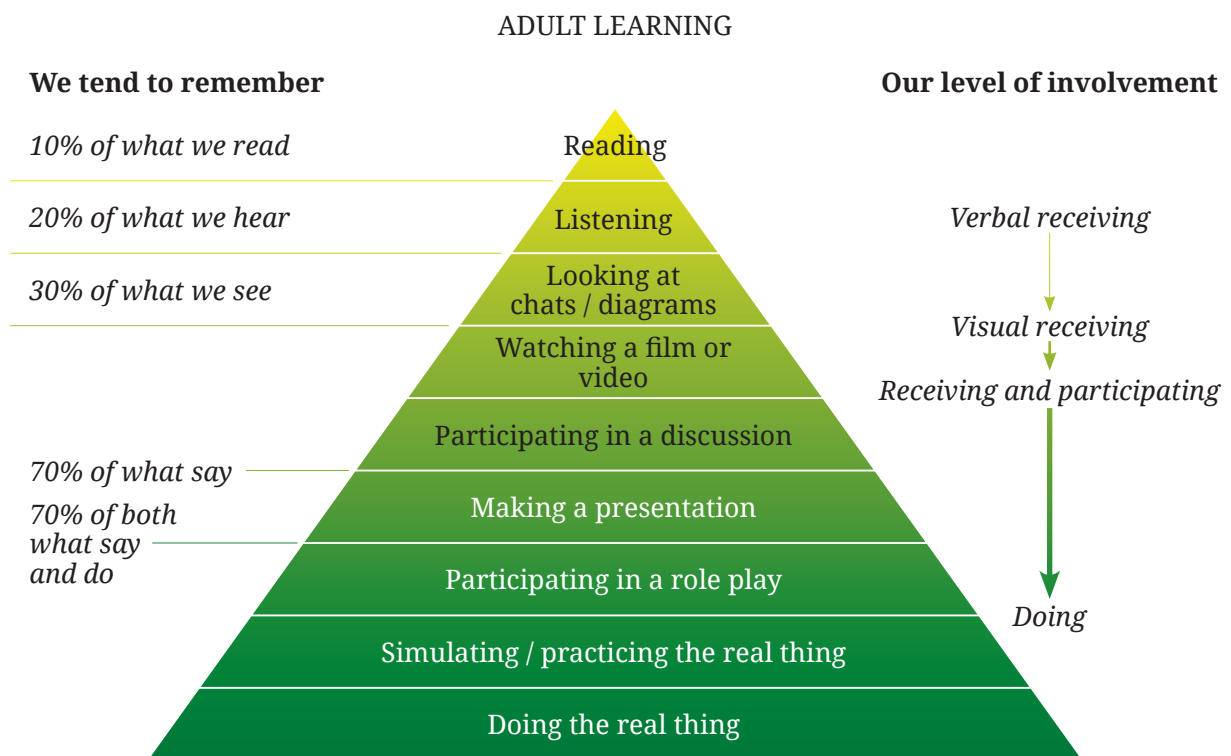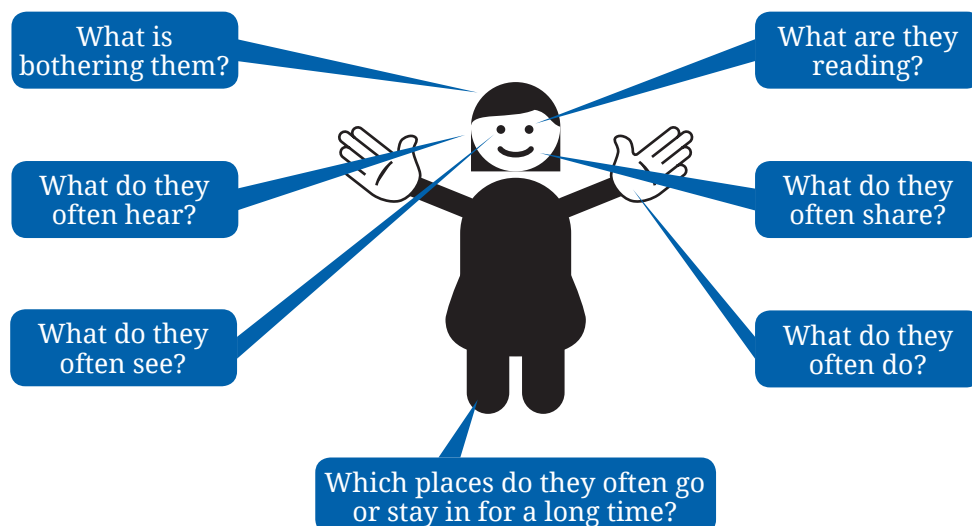**Figure 40. Higher Levels of Involvement Leads to Better Recall**

ADULT LEARNING

We tend to remember

Our level of involvement

10% of what we read — Reading

20% of what we hear — Listening

30% of what we see — Looking at chats / diagrams

Watching a film or video

Participating in a discussion

70% of what say — Making a presentation

70% of both what say and do — Participating in a role play

Simulating / practicing the real thing

Doing the real thing

Verbal receiving

Visual receiving

Receiving and participating

Doing

Figure 41. Things to Consider among Adult Learners

What is bothering them?

What are they reading?

What do they often hear?

What do they often share?

What do they often see?

What do they often do?

Which places do they often go or stay in for a long time?

More often than not…

1. Adults are self-directing once they recognize the need.

2. Adults are often preoccupied with problem solving and finding solutions to daily tasks.

3. Adults have broad experience and a knowledge base to build upon.

4. Adults need to immediately apply learnings.

Figure 42. **Comparing Traditional and Participatory Workshop Designs**

Aspects	Traditional	Participatory
Focus	Content	Learner
Main assumption	Learner's main problem is lack of knowledge and skills	Learners have stock knowledge or opinions on a topic based on experiences that they can share with and learn from other learners
Role of trainer	Instructor	Facilitator
Role of learner	Sit and listen quietly and passively ("not to make noise")	Actively discuss their experiences, share ideas, analyze, plan and apply new learning
Process	Lecture. Pass information in one direction from outside expert to the learner	Group processes that communicate to the heart, mind and spirit of the learners
Main objective	Transferring technical content from the instructor's mind to the learners' mind	Enable the learners to have synergy of knowledge skills, and attitude that they could apply in real life and reap benefits from

Implications of the Workshop Design

- Participatory

- Simple-Complex

- Awakening the Senses

- Individual-Group

- Experiential/Application

- Body-Mind-Heart-Spirit

- Context-based

Usually, there are constraints in terms of time and budget.

The Training Cycle

- Pre-Training Phase

  - Conducting Training Needs Assessment (TNA)

  - Designing the Training and Training Modules

  - Coordination with Participants

  - Logistical Preparations

- **During Training**

- **Actual Training Phase**

  - Overall Training Coordination/Facilitation

  - Module Facilitation

  - Documentation

  - Evaluation

  - Administrative Transactions

- **Evaluation**

  - Written or spoken

  - Public or private

  - Open-ended or closed

  - Group or individual

  - Authored or anonymous

  - And/or combined in various sequences

- **After Training**

  - Post-Training Phase

    - Comprehensive Evaluation

    - Finalization of Training Report

    - Monitoring and Evaluation of Application/Participants

- In the next 5.5 days...

- Is the module appropriate given the contexts of our partners/learners?

  - Does it uphold participatory principles?

  - Does it consider the unique characteristics of adults? Is it gender sensitive? Does it mainstream the concerns of the vulnerable sectors (children, elderly, PWDs, women, LGBT)?

  - Will I be able to run this in my area? What will I change?

Module References

Chambers, Robert.2002. Participatory workshops: a sourcebook of 21 sets of ideas and activities. London: Earthscan Publications.

Hope, A. & Timmel, S. 1984. Training for Transformation 1. Gweru: Mambo Press.

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Practicum

Learning Objectives

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

- Discuss a session from the Basic Instructors' Guide (BIG) for CBDRRM Manual;

- Identify the strengths that can be improved when facilitating a session; and

- Assess co-participants by the way they handled their sessions.

- ## Session at Glance Session at Glance

Timing	Topic	Method
60'	Practicum Process	Interactive Discussion
	Fix the place	
	Practicum	
	Sharing of Experiences During the Practicum	
	Summary	

Duration

60'

Materials

- Tool Kits 1-5 (PowerPoint Presentations of all modules for each of the participants)
- 5 laptop computers
- 5 LCD projectors
- Other training materials that may be requested by the participants

Preparation

- Prepare the materials
- Practice the "show me" activity (optional)

Process / 60'

Reminders to the Facilitator:

- Do not forget to do the following things by the end of Day 4 (one day before the practicum):

- Each group will be asked to choose a module that they are most comfortable running and assign a session to each of the group member to deliver and manage for the practicum.

- Advise the participants to read Annex 2 (Tips on Facilitation) of the Basic Instructors' Guide (BIG) for CBDRRM Manual.

- Make sure that the participants have an electronic copy of the toolkits/PowerPoint presentations one day before the practicum to give them ample time to study their sessions.

- We are now at the last session of our five-day training – the practicum. Now that we have finished all the modules, we have enough knowledge to run the next series of trainings in community-based disaster risk reduction and management (CBDRRM). The practicum will serve as proof of our readiness. This will also allow us to learn about our areas for improvement as facilitators/trainers.

- Before we get back to our groups and have our practicum, let us first talk about the process of this session.

Group Activity: Practicum

- The practicum will be done by every group. The room will be arranged in a way that each group will not be distracted by other groups (other rooms can be used if available).

- Two representatives from the training team will sit with each group to facilitate the practicum.

- Each participant shall be given 15 minutes to facilitate the session assigned to him/her. The representatives from the training team may stop the participant from continuing even if his/her time is not over yet if he/she has shown enough.

- An assessment will be done after each session in order to look upon the performance of each facilitator and gain insight as to what went well and what needs to be improved:

  - The facilitator shall be the first one to give their assessment on their own performance.

  - Every member of the group will provide their assessment of the facilitator. In order to save time, previous points raised should not be mentioned repeatedly.

  - Members of the training team will be the last to provide their assessment points.

- After every member of the group is done with their sessions, one representative will be asked to share their realization and/or tips for facilitation that they have learned throughout the discussions (*plenary processing*).

Summary Discussion and Processing: Group Activity 6-1. Practicum

- Congratulate each one of the participants for a successful practicum.

- Ask for one volunteer from each group to share their reactions and/or tips for facilitation that the group learned throughout the practicum.

- After sharing, ask the other groups if there are any further clarifications, questions, or comments.

- Summarize the points shared by the volunteers.

- Ask the participants to prepare for the final activity and closing rites.

PRACTICUM

Figure 43. **Focus on Understanding the Context of Participants / Communities**
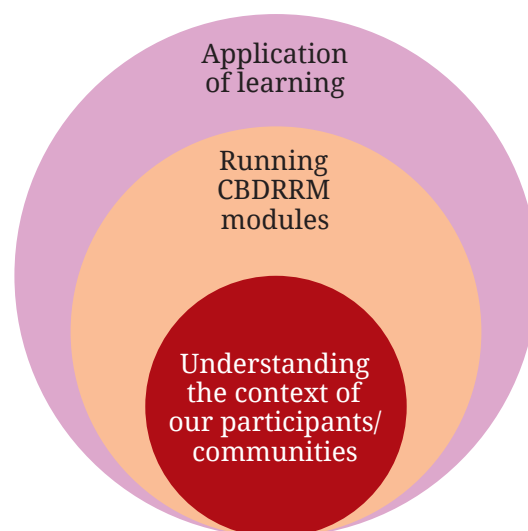
Practicum

Tell me and I will forget. Show me and I will remember. But let me and I will understand.

- The CDP Experience

  - Simulated

  - "Real" (on-site)

- Lessons from PATATAG (a case story)

  - Pre-Training Phase

- Organizing the Training Team
- Conducting TNA
- Designing the Training and Training Modules
- Coordination with Participants
- Logistical Preparations
- Actual Training Phase
  - Overall Training Coordination/ Facilitation
  - Module Facilitation
  - Documentation
  - Evaluation
  - Administrative Transactions

Major Lessons from PATATAG

1. Establishment of Training Team

2. Designing of the training

   - TNA
   - Clarity of objectives and message
   - Clarifying the message
   - "Team Designing"
   - Creative methodology
   - Phasing
   - Time Allotment

3. Inviting the Resource Speakers

   - Selection
   - Pool of Trainers
   - Adjustments on the design for them

4. Managing and Facilitating the Sessions

- Time Management

- Consideration of their limitations and capacities

- Questions and Answers

- Flexibility

- Selection of topics "to sacrifice"

5. Support to the participants

- Coordination (before and during)

- Psych prep

- Balance between experienced participants and inexperienced ones

Lessons from the "Practicum Learners"

Pre-Training Activities

1. Proper coordination and preparation among the training team members is crucial for ensuring smooth flow of the training.

2. Prepare all the necessary materials (visuals, workshop materials).

3. The Facilitator/Resource Speaker should study the topic so that s/he would not read his/her inputs during the training and technical questions from the participants could be answered adequately.

During the Training

1. Begin with energizers that are related to the topic or training.

2. Build rapport with the participants (through jokes, anecdotes, eye contact, etc.)

3. Ask questions to solicit ideas and experiences from the participants (start from what the participants already know).

4. Use visuals that could trigger discussions (film, pictures) and stimulate strong emotions.

5. Use the language/dialect that the participants are most comfortable with.

6. Try to use experiential methods when discussing highly technical terms (e.g. greenhouse effect, liquefaction)

7. Praise the participants for good insights and outputs. Avoid comments that could hurt the participants.

8. Compare and contrast to illustrate points.

9. A well-modulated voice helps get the participants' attention; high energy level could help energize the participants too.

10. Manage time well but ensure that all the topics are fully covered.

11. Community-based DRRM: Ensure that the DRRM mechanisms are crafted by the community members themselves.

Figure 44. **Module Assignment**

Designing a training (Pre-training)

Training title	Basic Training on Community-based Disaster Risk Reduction and Management
General objectives	
Date and number of days	2 days
Barangay/venue	
Participants	

Topic content	Objectives	Methodology	Duration	Materials needed	Person responsible	Budget

ANNEX

Proposed Template for Re-Entry Planning

Organization: _____

Date Prepared: _____

		Gaps	Programs, Projects, and Activities	Time Frame	Person/ Office Responsible
1.	On Preparedness Mechanisms				
2.	On Emergency Needs Assessment				
3.	On Programming Basic Services (Food, NFI, Shelter, WASH)				
4.	On Programming Special Technical Services (e.g. Psychosocial Support, Peace Building)				
5.	On Mainstreaming Protection, Gender, Inclusion, and Advocacy Concerns in DRRM				
6.	On Beneficiary Selection				
7.	On Planning for Relief Delivery Operations				
	Other DRRM Concerns				

_____

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