AID

ALL IN DIARY

A PRACTICAL TOOL

FOR FIELD BASED HUMANITARIAN WORKERS

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Contents

The All In Diary has 5 key sections with inter-related information pages.
Additional resources can be downloaded from the Resources pages on www.allindiary.org

Sources of relief news and information

Up-to-date information about the country or countries affected by disaster, the nature of the disaster, and the relief effort is essential to ensure appropriate responses.

Remember accurate information is critical to effective response.

Ensure you are well informed and regularly update yourself on the local context.

General country background

Zimbabwe Situation http://www.zimbabwesituation.com/ - daily news updates and links to other Zimbabwe sites

CIA World Factbook – https://www.cia.gov/library/publications/the-world-factbook/geos/ZI.html
- Extensive geographical, demographic, political, economic, military and infrastructure data.

BBC News -
http://news.bbc.co.uk/1/hi/world/africa/country_profiles/1064589.stm
country profile - guide to history, politics and key facts on Zimbabwe.

IRIN - Integrated Regional Information Networks -
http://www.irinnews.org/Africa-Country.aspx?Country=ZW
- latest news and features on Zimbabwe from UN OCHA.

Kubatana - http://www.kubatana.net/index.htm
- an online community for Zimbabwean activists with directory of NGOs

Zimbabwe government online - http://www.gta.gov.zw/
-provides information on government ministries, department etc

Current emergency information

Zimbabwe on OneWorld
http://uk.oneworld.net/guides/zimbabwe/development
- poverty, food security, health and HIV/AIDS, Economy.

ReliefWeb   -
http://www.reliefweb.int/rw/dbc.nsf/doc104?OpenForm&rc=1&cc=zwe -
daily news with sector reports, appeals tracking and briefing kit.

GeoNet –
http://geonetwork.unocha.org/geonetwork/srv/en/main.home?uuid=
- Access to integrated spatial data for Zimbabwe (interactive maps, GIS data sets, satellite imagery).

OCHA Zimbabwe -
http://ochaonline.un.org/Default.aspx?alias=ochaonline.un.org/zimbabwe.
- regular updates on humanitarian action in Zimbabwe.

World-newspapers.com – http://www.world-newspapers.com/zimbabwe.html - directory of Zimbabwe newspapers

NANGO - http://www.nango.org.zw/index.asp - national association for NGOs in Zimbabwe

Country profile – Zimbabwe

Below is key information and statistics on the
Republic of Zimbabwe.
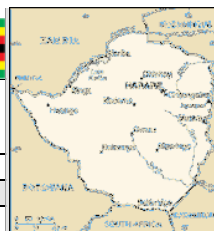
Geography	landlocked; border countries – Botswana, Mozambique, South Africa, Zambia
Capital	Harare
Demographic data	
Population (UN, 2008)	13.5 million
Human Development Index	151 (*2007/8*)
Life expectancy	44 years (men); 43 years (women)
Under 5 mortality rate	90 (*2007*); 95 (*1990*)
People living with HIV/AIDS - prevalence rate 15-49 yr olds	1.3 million (*2007 estimate*) 15.3% (*2007 estimate*)
Refugees	2,500 (Democratic Republic of Congo)
IDPs	569, 685 (*2007*)
Access to improved drinking water	98% urban; 72% rural (*2006*)
Access to improved sanitation	63% urban; 37% rural (*2006*)
Literacy (i.e. age 15 and over can read and write) – *2003 estimate*	
Total population	90.7%
male	94.2%
female	87.2%
Trade and economy	
Main industries	Agriculture, manufacturing, mining
Main exports:	Tobacco, cotton, agricultural products, gold, minerals
Main trading partners	South Africa, China
Currency	US dollars and South African rand most commonly used following suspension of the Zimbabwe dollar.
Ethnic groups	
African	98% (Shona 82%; Ndebele 14%; other 2%)
mixed and Asian	1%
white	less than 1%
Religion and language	
syncretic (part Christian, part indigenous beliefs)	50%
Christian	25%
Indigenous beliefs	24%
Muslim and other	1%
Languages	English (official); Shona; Sindebele

Sources: BBC news-country profiles; ReliefWeb: UNICEF

Consolidated Appeal (revised): Zimbabwe May 2009

Summary by sectors of appeal project requirements (*in USD*):

- food (*290m*)

- agriculture (*142m*)

- health (*92m*)

- education (*73m*)

- water and sanitation (*55m*)

- protection/ human rights/ rule of law (*16m*)

- economic recovery and infrastructure (*11m*)

- coordination and support services (*5m*)

Local context

Questions to consider

- What are the best sources of reliable local knowledge?

-What role is being played by the government?

- What coordination mechanisms are in place for managing the response, e.g. Humanitarian Coordinator, Clusters.

- Which organisations and groups (international and local) are already established in country and what resources (human, material) do they have in responding to the disaster?

- What were the key issues facing the country just prior to the disaster?

- Which groups were the most vulnerable before the disaster, and which are most vulnerable as a result of the disaster?

- How might the existing issues and vulnerabilities affect short term disaster relief, and longer term recovery and rehabilitation?

- How sensitive is the local population to outside interventions?

"The international humanitarian response system needs to work much harder to understand local contexts and work with, and through, local structures.

It is not just a question of supplying quantities of aid to far off places, it is also about making sure aid is appropriate, and improves the capacities of local structures to do it their way."

Recommendation from the Tsunami Evaluation Coalition: (July 2006)

Essential baseline data

Key reliable baseline data will give you a reasonable understanding of the local context and enable appropriate preparation for your response.

☐ Gather geographic, demographic, political, and socio- economic data

☐ Gather pre-and post-disaster data which can be compared

☐ Refer to national and international country strategy documents e.g. Contingency plans, Poverty Reduction Strategy, Comprehensive Humanitarian Action Plan (CHAP)

☐ Find out who is doing what, where (often referred to as WWW)

☐ Dis-aggregate (split) data by age, gender, location, vulnerability

☐ Contact relevant national and local authorities and line ministries, UN agencies and OCHA, Clusters, NGO coordinating bodies, to assist in gathering the data needed.

Sources of Humanitarian Guiding Principles & Standards

Protection of Rights of Individuals in Emergencies

INTERNATIONAL HUMANITARIAN LAW
(inc. Geneva Conventions 1949 & protocols of 1977)
- protects rights of civilians and non-combatants in conflict situations

HUMAN RIGHTS LAW
(Universal Declaration of Human Rights 1948)
- protects rights of individuals at all times

Guiding principles and standards

Red Cross/ Red Crescent Movement
to prevent and alleviate human suffering wherever found
- *Fundamental Principles*
- *Code of Conduct*
www.ifrc.org

The Sphere Project
linking human rights and humanitarian principles with minimum standards and levels of service
- *Humanitarian Charter & Minimum Standards in Disaster Response*
www.sphereproject.org

Humanitarian Accountability Partnership - International
making humanitarian action accountable to beneficiaries
- *Principles of Accountability*
www.hapinternational.org

People in Aid
promoting good practice in the management and support of aid personnel
- *Code of Good Practice*
www.peopleinaid.org

Additional Sector Initiatives for Quality Humanitarian Practice

ECB Project
(Emergency Capacity Building)
- impact measurement and accountability initiative
www.ecbproject.org

ALNAP
(Active Learning Network for Accountability & Performance)
- sector-wide evaluation, learning & accountability
www.alnan.org

Good Humanitarian Donorship Initiative
- promotes good practice and greater accountability in donorship
www.goodhumanitarian donorship.org

Groupe URD
- promoting a questioning approach to quality assurance
www.urd.org

Compas Qualitie
- promotes quality approach to managing & piloting humanitarian practice
www.projetqualite.org

Coordination Sud
- promoting a comprehensive approach to quality: how to achieve quality
www.coordinationsud.org/

Humanitarian law

The principles of humanitarian practice aim to ensure the rights of those affected by conflict or natural disaster to protection and assistance, while minimising the potential negative impact or manipulation of such assistance and strengthening preparedness for future disasters.

International humanitarian law comprises a set of rules which for humanitarian reasons, seek to limit the effects of armed conflict. Humanitarian practice is guided by humanitarian law and **a range of international standards and codes of conduct** including:

- Universal Declaration of Human Rights 1948
- Four Geneva Conventions of 1949 & additional protocols of 1977
- Principles of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes
- The Sphere Project (2004) Humanitarian Charter and Minimum Standards in Disaster Response

Humanitarian practice includes the protection of civilians and those no longer taking part in hostilities, meeting their basic needs for food, water, sanitation, shelter and health care and assisting their return to normal lives and livelihoods. Humanitarian practice is guided by the following **principles**:

- **Humanity** – every individual's right to life with dignity and the duty on others to take steps to save lives and alleviate suffering.
- **Impartiality** – to act on the basis of need without discrimination.
- **Neutrality** – to act without preference for one group or another.
- **Independence** – to ensure the autonomy of humanitarian action from any other political, economic or military interests.

Considerations for humanitarian practice in conflict:

- Risk of 'doing harm' or fuelling conflict through manipulation or diversion of aid supplies in exchange for concessions i.e. access.
- Risk of compromising human rights through withholding aid or conversely, negotiating with armed forces.
- Need for understanding of political, social and ethnic context.
- Value of advocacy or lobbying to raise awareness of rights abuses and promote the principles of good humanitarian practice.
- Value in collaboration with local organisations and social movements to apply pressure or assist in resolving constraints.
- Importance of conflict sensitive approaches in programming.

Good humanitarian practice:

Prevents or relieves human suffering

Is provided proportional to need

Is impartial & independent

Respects the diversity, rights & dignity of those affected

Is accountable to supporters & beneficiaries

Is flexible & appropriate to context

Facilitates participation of affected groups

Strives to reduce future vulnerability

Promotes self reliance & local response capacity

The Code of Conduct
for International Red Cross, Red Crescent Movement and NGOs

The Code underpins good humanitarian practice.

It is not about operational details, such as how to calculate food rations or set up a refugee camp. Rather, it seeks to maintain high standards in disaster response.

The 10 Principles of Conduct for Disaster Response Programmes:

- apply to any NGO - national or international, small or large;
- seek to guard our standards of behaviour;
- are voluntary and self-policing;
- can be used by governments, donors, and NGOs around the world, as a yardstick against which to judge the conduct of those agencies with which they work.

Disaster-affected communities have a right to expect those who seek to assist them to measure up to these standards:

1 The Humanitarian imperative comes first.

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

3 Aid will not be used to further a particular political or religious standpoint.

4 We shall endeavour not to act as instruments of government foreign policy.

5 We shall respect culture and custom.

6 We shall attempt to build disaster response on local capacities.

7 Ways shall be found to involve programme beneficiaries in the management of relief aid.

8 Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs.

9 We hold ourselves accountable to both those we seek to assist and those from whom we accept resources.

10 In our information, publicity, and advertising activities, we shall recognise disaster victims as dignified human beings, not hopeless objects.

In the event of armed conflict, the Code of Conduct will be interpreted and applied in conformity with international humanitarian law.

The Code of Conduct was developed and agreed upon by eight of the world's largest disaster-response agencies in the summer of 1994.

ICRC

care

oikoumene

Caritas Internationalis

Oxfam International

Save the Children

By the end of **2008** more than **460** organizations had signed the code.

Additional resources:
Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief © ICRC (1994)

Web links for further information
Code of Conduct publication
http://www.ifrc.org/publicat/conduct/code.asp

The Sphere Project

Humanitarian Charter and Minimum Standards in Disaster Response

The Sphere Project sets out what people affected by disasters have a right to expect from humanitarian assistance. The project has developed several tools, the key one being the handbook which offers a common terms of reference and aims to improve quality and accountability .

The cornerstone of the book is the **Humanitarian Charter**, which describes the rights of people affected by disasters, and incorporates international legal instruments and The Code of Conduct.

Minimum Standards Common to all Sectors

These common standards outline the responsibilities of organisations and individuals, and are relevant to each of the technical sectors – so need to be considered and applied at all times.

1. Participation
How can you ensure the affected population participates in all aspects of your programme – in assessment, design, implementation, monitoring & evaluation?

2. Initial assessment
Do you have a clear understanding and analysis of the situation - threats to life, dignity, health, and livelihoods? Have you consulted with the relevant authorities to assess the most appropriate response?

3. Response
Are you responding to reliable assessed needs? Are you coordinating with other agencies to share information, minimise gaps and duplication. and maximise impact?

4. Targeting
How can you ensure you provide assistance or services equitably and impartially, based on the vulnerability and differing needs of individuals or groups?

5. Monitoring
What processes are in place to monitor the effectiveness of your programme, and to change or adapt as required? How will information be shared across all sectors?

6. Evaluation
Have you considered how to evaluate your programme systematically and impartially, to draw lessons for the future and to enhance accountability?

7. Aid worker competencies and responsibilities
Do you have the relevant technical qualifications and experience to carry out your duties? Are you briefed on the local context, your responsibilities and of others?

8. Supervision, management and support of personnel
Are you receiving adequate supervision and support to undertake your duties effectively? Are there others you could work with to share and build capacity?

Does your project use objectives informed by the Sphere handbook? Use indicators? Meet the Minimum Standards?

Local conditions may prevent agencies from achieving the key indicators. If so, all actors should agree achievable indicators appropriate to a particular disaster situation. It is also important to adhere to national standards and guidelines where possible.

What is in the Sphere Handbook?

Humanitarian Charter
affirms the principles of:
- *right to life with dignity*
- *distinction between combatants and non-combatants*
- *principle of non-refoulement*

Minimum standards
- *specify minimum levels of service to aspire to*

Key indicators
- *'signals' that show whether a standard has been met (both qualitative and quantitative)*

Guidance notes
- *help to put indicators into context*
- *describe dilemmas, controversies or gaps in current knowledge*

Adapted from Sphere Handbook
————————————————
Sphere standards and indicators:
- can be used to lobby for funding and better practice
- help quantify what is needed to enable people to achieve life with dignity.
- do not require additional expense

PEOPLE IN AID *Code of Good Practice*

People are central to achieving your organisation's mission. How your organisation's staff are managed will have an impact on their effectiveness.

The Principles of the Code of Good Practice:

1 Human Resources Strategy
How can you ensure the right staff are recruited and deployed in the right time to meet programme objectives?
Do you have the resources to employ, manage, support and train them?

2 Staff Policies and Practices
Are your staff policies and practices in writing and understood by all?
Are they applied consistently to all staff and take into account relevant legal provisions and cultural norms?
Are they fair, effective and transparent?

3 Managing People
Do all staff have clear work objectives and performance standards?
Are managers trained and supported to manage well? Are reporting lines clear?

4 Consultation and Communication
Are all staff informed and consulted on matters which affect their employment?
Do managers and staff understand how to communicate and participate?

5 Recruitment and Selection
Do your policies and practices aim to attract and select the widest pool of suitably qualified candidates?
Are your processes clear, fair and consistent?

6 Learning, Training and Development
Are all staff given induction and briefing?
Do staff know what training and development they can expect and are opportunities offered fairly?

7 Health, Safety and Security
The security, good health and safety of your staff are a prime responsibility of your organisation.
Do you have clear written policies?
Do they include assessment of security, travel and health risks and plans?
Are managers and staff clear and trained in their responsibilities?

Adapted from the People In Aid Code of Good Practice
- for full details and implementation guidelines follow the links below

Additional resources:
People In Aid Code of Good Practice © People In Aid (2003),

Web links for further information:
People In Aid website
http://www.peopleinaid.org/code/online.aspx

The People In Aid Code of Good Practice is an internationally recognised tool that helps agencies enhance the quality of their human resource management.
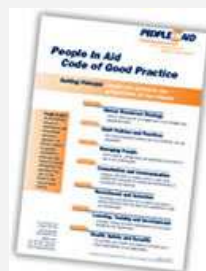
Agencies which implement the Code increase the effectiveness of their programme and their overall impact.

Similarly, each field-based unit or project which engages staff needs to consider the practical application of these principles.

You can find additional guidelines in the *Managing People* pages.

Humanitarian accountability

Humanitarian accountability involves ensuring the interests of donors, staff, and particularly beneficiaries, are reflected in what you do, how you do it, and the ultimate outcomes.

"While our individual roles and responsibilities may vary, our ultimate accountability as humanitarians is to the people we serve….."
Jan Egelund, Humanitarian Exchange, No. 30, June 2005

HAP | Humanitarian Accountability Partnership

"making humanitarian action accountable to beneficiaries"

HAP *was formed in December 2003 – following the 1996 Joint Evaluation of the International Response to the Genocide in Rwanda.*

It is an international self regulatory body based on a partnership of member agencies.

HAP's mission *is to make humanitarian action accountable to its intended beneficiaries through self-regulation, compliance, verification and quality assurance certification.*

Accountability ensures that power is used responsibly

Consider:

- Who you are responsible for and who you are responsible to;
- What your responsibilities are and how they will be met;
- The mechanisms needed to ensure these responsibilities are met;
- The processes needed to enable corrective action where appropriate.

Effective accountability and responsible use of power requires:

- Decision-making processes **which involve those who will be affected** by the decisions made.
- **Appropriate communication systems** that ensure those affected by decisions, proposals and actions are fully informed, taking into account technology limitations and language requirements.
- Processes that give **equal access and consideration to all groups** in raising their concerns and seeking redress or compensation.

Seven principles of Accountability

1. Respect and promote the rights of legitimate humanitarian claimants.
2. State the standards that apply in your humanitarian assistance work.
3. Inform beneficiaries about these standards and their right to be heard.
4. Meaningfully involve beneficiaries in project planning, implementation evaluation and reporting.
5. Demonstrate compliance with the standards that apply in their humanitarian assistance work through monitoring and reporting.
6. Enable beneficiaries and staff to make complaints and to seek redress in safety.
7. Implement these principles when working through partner agencies.

Accountability is one of the 10 principles underpinning the **Code of Conduct for Disaster Response**

Adapted from © HAPI Principles of Accountability (2003)

United Nations agencies in Zimbabwe

The United Nations (UN) is a global, inter-governmental organisation – with representation from almost every nation in the world. It works to achieve international co-operation in solving economic, social, cultural, or humanitarian problems. In disaster situations which are beyond the capacity of national authorities, the UN and its agencies may be called upon to:

- provide and coordinate humanitarian assistance,
- protect and support those affected by disaster,
- protect and assist refugees.

UN agencies supporting humanitarian activities in Zimbabwe

FAO – *Food and Agriculture Organisation of the UN*
Provides early warning of impending food crises, and assesses global food supply problems.
http://www.fao.org/countryprofiles/index.asp?lang=en&ISO3=zwe

ILO – *International Labour Organisation*
Works with government, employers and trade unions to promote employment opportunities and standards, and social dialogue and protection.
http://www.ilo.org/public/english/region/afpro/harare/country/zimbabwe.htm

IOM – *International Organisation for Migration*
An intergovernmental agency which helps transfer refugees, IDPs and others in need of internal or international migration services.   http://iom.org.za/site/

OCHA – *United Nations Office for the Coordination of Humanitarian Affairs*
Mobilises and coordinates international humanitarian response in collaboration with the **Inter-Agency Standing Committee (IASC)**
http://ochaonline.un.org/Default.aspx?alias=ochaonline.un.org/zimbabwe

UNDP - *United Nations Development Programme*
Assists disaster-prone countries in contingency planning and with disaster mitigation, prevention and preparedness measures   http://www.undp.org.zw/

UNHCR - *United Nations High Commission for Refugees*
Provides international protection and assistance for refugees, stateless persons, and internally displaced persons (IDPs), particularly in conflict-related emergencies.
http://www.unhcr.org/cgi-bin/texis/vtx/page?page=49e485c66

UNICEF - *United Nations Children's Fund*
Works to uphold children's right, survival, development and protection by intervening in health, education, water, sanitation, hygiene, and protection
http://www.unicef.org/infobycountry/zimbabwe.html

UNFPA - *United Nations Population Fund*
Focuses on reproductive health including HIV prevention, advocacy, population and development strategies, and gender.
http://zimbabwe.unfpa.org/UNFPA%20in%20Zimbabwe.htm

WFP - *World Food Programme*
Principle supplier of relief food aid.   http://www.wfp.org/countries/zimbabwe

WHO - *World Health Organisation*
Provides global public health leadership by setting standards, monitoring health trends, and providing direction on emergency health issues.
http://www.who.int/hac/network/who/co_zimbabwe/en/index.html

Governments, NGOs, UN agencies, private sector, military and peace keepers – may respond in a disaster.

UN OCHA works with them to ensure a coherent framework within which everyone can contribute promptly and effectively to the overall response effort.

Since 2005, this has been done through the **Cluster Approach.**

Within this mechanism, individual UN agencies take lead responsibility for different sectors.

OCHA coordinates by:

- establishing common coordination and information management systems;

- facilitating assessments and monitoring;

- convening coordination meetings;

- mobilising funds and resources through the Consolidated Appeals Process;

- advocates to address common needs and problems

Adapted from Basic Facts About the UN, p. 245-256

Web links for further information
http://www.unsystem.org/
http://www.un.org/aboutun/untoday/
http://www.undp.org.zw/images/stories/Docs/ZUNDAF.pdf

Conflict sensitivity

Conflict sensitivity is about working in a way that is sensitive to the context you are operating in, to guard against aggravating existing or potential conflicts.

o Conflicts arise due to poverty (e.g. contested access to limited services or resources) or inequality (e.g. amongst ethnic, religious, or political groups).
o The grievances that fuel conflict can quickly turn to greed.
o Insurgents initially seek funds / food for survival but this can be taken over by powerful / political interests e.g. looting, blockades, ransoms, illegal trading.
o Humanitarian assistance presents a significant risk to aggravating conflict through the diversion or manipulation of aid supplies.

Approaches that address the underlying causes of conflict:
o Promote human security, respect for human rights, political / judicial reforms;
o Tackle inequality, exclusion, and discrimination to prevent grievances arising;
o Combine peace building, sustainable development, and strengthening civil society with short term humanitarian relief.

A conflict sensitive approach	How to achieve this
▪ Understand the context you are operating in. ▪ Understand the interaction between your programme and that context. ▪ Apply this knowledge to avoid negative impacts (do no harm) and maximise positive impacts.	▪ Carry out and regularly review a conflict analysis. ▪ Link the conflict analysis with the project cycle for your intervention. ▪ Plan, implement, monitor and evaluate your programme in a conflict sensitive way – including making changes to avoid negative impacts.

Conflict analysis

Analyse the context	Map other responses	Design your strategy
- Research country's history; - Analyse security, political, economic and social issues; - Identify conflict actors; - Identify conflict trigger factors and possible outcomes, power of grievances and greed, and opportunities for peace.	- Identify interests and policies of international and local security, political, financial, social, and development agencies; - Consider whether they are a cause of, or response to the conflict.	- Consider supporting a common approach; - Adjust interventions in line with analysis; - Support security, political, economic, and social reforms tackling the causes of conflict.

Do No Harm

Humanitarian assistance given without consideration of conflict sensitivity can increase the risk and incidence of violence, waste limited aid resources and leave those affected worse off as a result of your intervention.

Adopting a conflict sensitive approach will do no harm by:
o Decreasing the levels of, or potential for, violence;
o Reducing the risk of death or injury to beneficiaries and humanitarian workers
o Minimising lost or wasted resources through trouble shooting or corruption;
o Reducing the risk of project delays, closure, or early withdrawal;
o Promoting rapid recovery and sustainability.

Guiding principles of a conflict sensitive approach:

All aspects are tailored to suit the local context

Use participatory processes

Take account of the conflicting views, interests and perceptions of all other actors

Be neutral and impartial

Be transparent in communications and approach

Respect people's ownership of the conflict and their own suffering

Be accountable for your own actions

Work in partnership and co-ordinate with other actors

Complement and build on local capacities and the efforts of others

Be timely in your response

Additional resources:
Conducting conflict assessments, © Goodhand, Vaux & Walker / DFID
Conflict-Sensitive Approaches to Development, Humanitarian Assistance and Peace building, Chapter 1 ,© Africa Peace Forum etc (2003),
Aid Reform: Addressing Conflict and Situations of Fragility, © CARE (2009)
Zimbabwe – Engaging the Inclusive Government © International Crisis Group, Africa Briefing No. 59, 2009

Web links for further information
Saferworld :http://www.saferworld.co.uk/ ;
International Alert: http://www.international-alert.org
http://www.crisisgroup.org/home/index.cfm?action=conflict_search&l=1&t=1&c_country=119
Conflict sensitivity: http://www.conflictsensitivity.org

Protecting those at risk

All relief workers can help protect those at risk by being alert to protection problems, reporting them as soon as possible, and through well planned activities.

PRINCIPLES OF PROTECTION WORK

Prioritise people's personal safety, dignity and integrity

Fieldworkers are expected to work to preserve people's dignity, safety, and integrity just as much as their physical needs.

Recognise people at risk as key actors in their own protection

Work directly with the people themselves to support, identify, and develop ways in which they can protect themselves and realise their rights.

Respect individuals' decision on confidentiality, particularly in relation to sexual and gender based violence, and where family members are involved.

Engage the legal responsibilities of authorities and individuals

Protection is a shared responsibility.

Sources of protection lie in international humanitarian, refugee, and human rights law. Overall legal responsibility lies with the state. Where states cannot meet all their humanitarian responsibilities, certain agencies have a protection mandate (e.g. UNHCR, UNICEF, OHCHR, and ICRC).

NGOs can help with practical, on-the-ground protection through well planned activities, and monitoring and reporting on rights violations.

Work together with others on different types of responses

NGOs can assist protection by:
- sensitively reporting protection concerns, either to government authorities and international bodies, or other NGOs, as they occur;
- alerting the public and media to those concerns;
- promoting international standards among government and local officials;
- offering legal and social advice, education and training programmes;
- monitoring human rights.

Avoid increasing the risk to endangered populations by misconceived or badly implemented activities, e.g.

- increased risk to victims due to your activities and presence *(e.g. backlashes, corruption)*;
- aid is incorporated into abusive strategies *(e.g. forced displacement)*
- inadvertently legitimising violations or perpetrators *(e.g. deliberate starvation legitimised as famine)*;
- possibility or perception of bias *(e.g. limited resources forces priorities to be made and risk being seen as 'taking sides')*;
- protection-focused work risks politicising humanitarian action and violating impartiality;
- work becomes skewed towards protection and not enough on food, shelter, water and health.

Your overall protection programme should try to answer the following questions.
- Who are you trying to protect and from what are you trying to protect them?
- What capacity do people have to protect themselves?
- How will you help them and what resources will you use?
- Who will you do it with?
- How will you know if you have succeeded?

Violations and deprivations that cause protection needs.

(women, children, elderly and disabled can be most at risk)

PERSONAL VIOLENCE
- Deliberate killing, wounding, displacement, destitution ,or disappearance.
- Sexual violence and rape.
- Torture and inhuman or degrading treatment.

DEPRIVATION
- Dispossession of assets by theft and destruction.
- Misappropriation of land and violation of land rights.
- Deliberate discrimination and deprivation in health, education, property rights, access to water, and economic opportunity.
- Violence and exploitation within the affected community.

LIMITED MOVEMENT & RESTRICTED ACCESS
- Forced recruitment of children, prostitution, sexual exploitation and trafficking, abduction, and slavery.
- Forced or accidental family separation, or forced relocation.
- Arbitrary restrictions on movement: forced return, punitive curfews or roadblocks which prevent access to fields, markets, jobs, family, friends, and social services.
- Thirst, hunger, disease, and reproductive health crises caused by the deliberate destruction of services or the denial of livelihoods.
- Restrictions on political participation, freedom of association, and religious freedom.
- The loss or theft of personal documentation that gives proof of identity, ownership, and citizen's rights.

Adapted from Protection - ALNAP guide for humanitarian agencies © ODI (2006)

Millenium Development Goals

The Millennium Development Goals (MDGs) are eight international development goals that have been agreed by 192 United Nations member states and at least 23 international organizations. They serve as a target to eradicate extreme poverty by the year 2015.

Eradicate extreme poverty and hunger	• Halve the proportion of people living on less than $1 a day • Achieve Employment for Women, Men, and Young People • Halve the proportion of people who suffer from hunger
Achieve universal primary education	• By 2015, all children can complete a full course of primary schooling, girls and boys
Promote gender equality and empower women	• Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015
Reduce child mortality	• Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate
Improve maternal health	• Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio • Achieve, by 2015, universal access to reproductive health
Combat HIV/AIDS, malaria and other diseases	• Have halted by 2015 and begun to reverse the spread of HIV/AIDS • Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it • Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases
Ensure environmental sustainability	• Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources • Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss • Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation • By 2020, to have achieved a significant improvement in the lives of at least 100 million slum-dwellers
Develop a global partnership for development	• Develop further an open, rule-based, predictable, non-discriminatory trading and financial system • Address the Special Needs of the Least Developed Countries (LDC) • Address the special needs of landlocked developing countries and small island developing States • Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term • In co-operation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries • In co-operation with the private sector, make available the benefits of new technologies, especially information and communications

Immediate humanitarian objectives in Zimbabwe

- Save and prevent loss of lives by assisting vulnerable groups, displaced and mobile populations;

- Support Government efforts to stabilize the population in acute distress and increase capacity to deliver essential services;

- Support the restoration of livelihoods, prevent depletion of productive household assets, and strengthen local institutional capacity for essential recovery activities including disaster risk-reduction.

Source: Mid Year Revision, CAP, May 2009

Priority MDGs in Zimbabwe

Goal 1 - *Eradicating extreme poverty and hunger*

Goal 3 - *Gender Equality and Empowerment of Women*

Goal 6 - *Combating HIV AND AIDS*

because non-attainment of these three goals would undermine achievement of the remaining MDGs.

Source: Zimbabwe Millennium Development Goals 2004 Progress Report

Additional resources:
Milllenium Development Goals Report, United Nations Department of Economic and Social Affairs, 2009
Zimbabwe Millennium Development Goals 2004 Progress Report, Government of Zimbabwe, 2004

Web links for further information
http://www.dfid.gov.uk/Global-Issues/Millennium-Development-Goals/
MDG Toolkit - http://www.civicus.org/mdg/title.htm
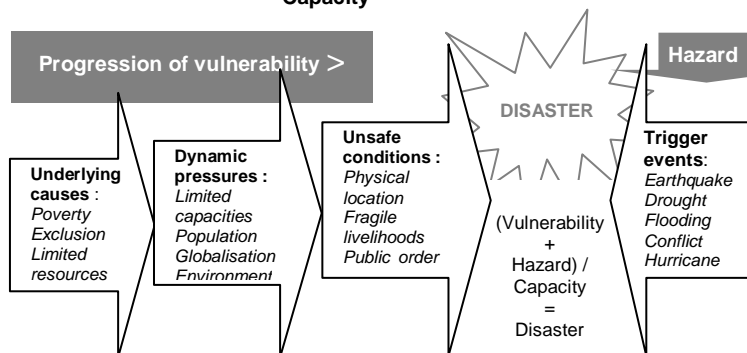http://ddp-ext.worldbank.org/ext/GMIS/home.do?siteId=2

Understanding disasters

"Hazards only become disasters when people's lives and livelihoods are swept away…we must reduce the impact of disasters by building sustainable communities that have long-term capacity to live with risk."

Kofi Annan, Former UN Secretary-General, International Day for Disaster Reduction, 8 Oct 2003

Vulnerability in Zimbabwe

- Causes of vulnerability including poverty, unemployment, or social exclusion, force people to live in unsafe locations (e.g areas prone to flooding or poor rainfall) or in an unsafe manner (e.g. continually moving, living in insanitary and unprotected conditions, reliant on subsistence agriculture)
- Hazards are potential threats which may be natural (e.g. flooding, shortage of rainfall) or human-made (e.g. civil conflict, war, forced evacuation).
- Disasters occur when those who are vulnerable lack the capacity, and are unable to cope with a major hazard due to underlying social, economic, environmental or political pressures.
- The reason for, and the nature of, vulnerability will influence the impact of a hazard on different people or groups.

Hazard + Vulnerability = Disaster
Capacity

Progression of vulnerability >

Hazard

DISASTER

Underlying causes : *Poverty Exclusion Limited resources*

Dynamic pressures : *Limited capacities Population Globalisation Environment*

Unsafe conditions : *Physical location Fragile livelihoods Public order*

(Vulnerability + Hazard) / Capacity = Disaster

Trigger events: *Earthquake Drought Flooding Conflict Hurricane*

Adapted from UN DMTP (1992) Overview of disaster management

Reducing risk of disaster

Disaster risk relates to the chance of negative consequences when a particular hazard affects vulnerable people or locations. Risks can be reduced through measures that **mitigate the effects of disaster:**

- structural measures (i.e. design of buildings, physical barriers)
- non structural measures such as environmental control or land use regulation, training and public awareness

and measures that **prepare for future disasters** i.e.

- planning and early warning systems
- stockpiling (water, grain, seed) and increased community response capacity.

Hyogo Framework for Action (HFA)
2005 - 2015

HFA is a guiding instrument agreed by all UN member states to reduce disaster risk at international, national, and community levels.

The HFR offers 5 **priority areas for action:**
1. Make disaster risk reduction a priority;
2. Know the risks and take action;
3. Build understanding and awareness;
4. Reduce risk;
5. Be prepared and ready to act.

Who is responsible for implementing disaster risk reduction and the HFA?
- National authorities,
- International and regional organisations and institutions,
- Civil society, including volunteers and community based organisations.

Linking relief, rehabilitation and development in emergency response avoids leaving a community more vulnerable to the next disaster.

Additional resources:
Participatory Vulnerability Analysis – a guide for field workers, © Action Aid (2005)
Community Based Disaster Risk Management – field practitioners handbook, © ADPC (2004
Hyogo Framework for Action (fact sheet) , © ISDR (2007)

Web links for further information
http://www.proventionconsortium.org
http://www.unisdr.org
http://www.preventionweb.net/english/
http://practicalaction.org/?id=region_southern_africa_reducing_vulnerability

Disaster management

Long term development is undermined by disaster but can be enhanced through well planned disaster recovery and disaster risk reduction measures.

Pre-disaster risk reduction phase — disaster impact — **disaster** response — preparedness — relief — mitigation — rehabilitation — reconstruction — Post disaster recovery phase

early warning — emergency — preparedness — relief — mitigation — rehabilitation — reconstruction
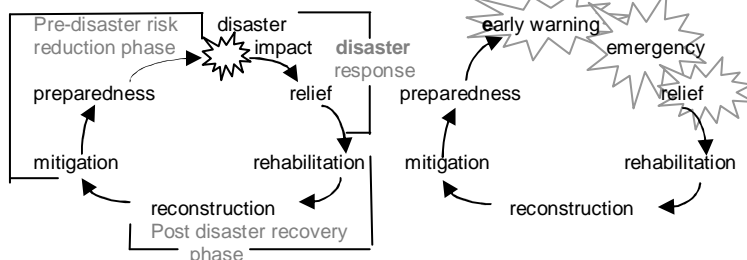
'Natural' / rapid onset disaster   **'Man-made' / Slow onset disaster**

Adapted from UNDTMP Overview of Disaster Management 1992

Responsibility for disaster management

- The state has ultimate responsibility for managing disasters. Regular collaboration with national authorities and compliance with local legal and procedural requirements is important in ensuring a coordinated response.

- In situations of conflict, severe crisis, or failure to protect and provide for those affected, the UN and other NGOs may come in to assist.

- Despite limited recognition of community based disaster management capacity, time and resources can be saved, and mistakes and conflict avoided, through early community involvement.

Linking relief, rehabilitation and development (LRRD)

Disasters represent a major threat to sustainable development but also an opportunity to 'build back better' e.g. safer houses, effective land use, reconciliation.

Development can contribute to disasters through increasing risks e.g. through environmental degradation, climate change, but also offer the opportunity to mitigate risks through strengthening community preparedness and building response capacity.

Essential to effectively linking relief and development are:

- A well planned **phase out** and arrangements for **handover of responsibility** for short term relief assignments;

- **Involvement of beneficiaries and host communities** in decision making and implementation at all stages in response and recovery;

- Addressing the **differing and long term needs** of affected groups e.g. livelihood opportunities, land, access to basic services, support for vulnerable groups;

- **Sufficient resources** to meet sustainable development needs;

- **Integration of disaster risk reduction** (mitigation and preparedness measures) as an integral part of the recovery process.

Phases of disaster management

relief
- stage immediately after a disaster involving search & rescue, tracing survivors, and meeting basic food, water, medical and shelter needs.

rehabilitation
- period to restore 'normal' life (social, health, livelihoods, education) - also making changes needed due to the disaster.

reconstruction
- period to re-establish & improve infrastructure, housing and pre-disaster services & social conditions.

mitigation
- provisions made to reduce the risk of a disaster.

preparedness
- activities prior to disaster to minimise damage and loss of life, and facilitate rapid rescue, relief, and rehabilitation.

Building disaster preparedness

Activities at community level can reduce the impact of hazards and enhance response and recovery.

Disaster preparedness planning

Effective national and local preparedness will involve activities in:

- **Vulnerability assessment** – to assess hazards and their potential effects including social and economic impacts in addition to threats to life and property, vulnerable groups and anticipated resource and relief needs.
- **Disaster response planning** – to determine clear objectives and allocate responsibilities for government, NGOs and local groups in an emergency. Zimbabwe's **National Policy on Drought Management** provides a framework for drought management planning, mobilisation of funds for drought management, and provision of food security and grain reserves.
- **Institutional strengthening** – to identify existing expertise, coordination and communication structures, outstanding gaps and allocation of roles.
- **Information systems** – to coordinate the collection and dissemination of information between those engaged in the response and the general public.
- **Allocation of resources** – to ensure explicit arrangements are in place for funding, supplies, logistics and coordination.
- **Early warning systems** - - to raise public and international awareness. The **SADC Drought Monitoring Centre** carries out monitoring to mitigate the adverse effects of extreme climatic events on agricultural production, food security, water resources , energy, and public health in Zimbabwe.
- **Response mechanisms** – to establish and develop capacity for a range of response measures at national and local level.
- **Public education & training** – to enable effective community based action.
- **Testing** – to provide opportunities for practice and planning improvements.

Community based disaster risk management

Community level measures might include:

- Community based **hazard / risk / vulnerability and capacity assessments** and development of community level **disaster plans**
- Setting up **disaster committees** with agreed membership, roles and responsibilities for preparedness and response
- Identifying activities specific to potential local hazards which could **minimise impact and damage** e.g. designated shelters, grain banks
- Determining an **early warning system** and necessary coping mechanisms for different groups
- Scenario planning and **public awareness raising** with community groups on a cyclical basis
- Establishing community level **communication systems.**
- Supporting **diversification of livelihoods** e.g. through access to land

The best opportunity to introduce and implement preparedness and mitigation strategies is in the immediate aftermath of a disaster.

Extracted from UNDMTP Disaster Preparedness

NGOs can support community action through:

- Developing **public information** / communication systems and materials

- Organising **training** in Sphere, emergency preparedness etc

- Building response and **organisational capacity** of local organisations

- Supporting physical, social and economic **preparedness and response measures** to minimise disaster risk e.g. diversified livelihoods, food security

Cluster Approach in Zimbabwe

The Cluster Approach was adopted by Zimbabwe in March 2008.

The aim is to strengthen predictability, response capacity, coordination, accountability, and partnership in key sectors of humanitarian response.

The affected state has the primary role in the initiation, organization, coordination, and implementation of humanitarian assistance.

As agreed by national authorities and the Humanitarian Country Team, the following organisational structure is now in place for the humanitarian operation.

Each Cluster has a designated lead agency (or agencies), responsible to the Emergency Relief Coordinator (global level) or Humanitarian Coordinator (country level).

At a global level, the aim is to strengthen preparedness and capacity to respond to emergencies through response teams, training, stockpiles, standard tools and methodologies, and sharing best practice.

At a country level, the aim is to ensure a more coherent and effective response by building on existing coordination mechanisms in partnership with government, and mobilising stakeholders to coordinate, share information, and respond in a strategic manner.

Clusters	Cluster leads
Agriculture	FAO
Water, Sanitation and Hygiene	UNICEF and OXFAM GB
Nutrition	UNICEF and Helen Keller International
Health	WHO
Emergency Telecommunications	WFP and UNICEF
Logistics	WFP

- An Early Recovery Network led by UNDP will be formalised shortly.
- There is also a Protection sectoral working group with a rotating Chair that meets on a monthly basis to ensure the necessary coordination.

The website 'OneResponse' is currently being established – and will include details on clusters in due course.
http://oneresponse.info/Pages/default.aspx

'The cluster approach works best when the meetings go far beyond basic information sharing and tackle the operational constraints of the response, and strategically plan the evolving response in proportion to evolving needs.' From Generic Reform Presentation, Dec 06, Humanitarian Support Unit, OCHA

Cluster Lead Agencies (CLAs)

- support government coordination and response efforts;
- facilitate coordination between Cluster partners within a given sector, and between different sectors;
- encourage joint working;
- ensure that responses are in line with existing guidelines and standards;
- collate and share information;
- identify gaps and duplication in the response;
- stand in as the 'provider of last resort' when there are no other options.

Cluster Coordinators

- are appointed by CLAs to carry out the above responsibilities.

Cluster members

All organisations working in the humanitarian response should endeavour to

- communicate with,
- share information, and
- work together with the Cluster Coordinator

to ensure all needs are met, and
to prevent overlaps.

Adapted from IASC Guidance Note-Nov 2006

Internally displaced persons

Mobile and vulnerable populations in Zimbabwe

Zimbabwe has experienced substantial population movements since 2000 due to the "Fast-track Land Reform Programme", then the government's "Operation Restore Order" programme in 2005, and subsequent migration due to poverty, insecurity, unemployment, and disease.

These mobile populations are particularly vulnerable to:

- **Human trafficking –** a growing problem particularly for women and children. See http://www.iom.org.za/CounterTrafficking.html#Human
- **Poor health –** mobile populations are more vulnerable to illness due to inadequate or erratic access to food, poor nutrition, and unhealthy living conditions. They may also contribute to the spread of disease.
- **HIV and AIDS –** lack of income or assets and continued movement forces people into unsafe living practices e.g. prostitution, exchanging sex for food etc, and those already suffering from HIV and AIDS are weakened, more vulnerable to opportunistic infection and unable to source ARVs.

Guiding principles on internal displacement

- People may be forced to flee or leave their homes due to natural or man-made disaster, general insecurity or violation of human rights.

- Those that do not cross an international border are defined by the UN as INTERNALLY DISPLACED PERSONS (IDPS).

1-4 GENERAL PRINCIPLES
- Equal rights and equal obligations
- Universal application
- Right to seek and enjoy asylum
- State responsibility for protection

5-9 DISPLACEMENT PROTECTION
- Prevention of displacement
- Minimising severity and frequency of displacement
- Protection of indigenous groups

10-15 PHYSICAL SECURITY AND FREEDOM OF MOVEMENT
- Right to life, dignity and personal integrity
- Protection against arbitrary arrest, detention and forcible return
- Choice of location and residence
- Protection from forced military recruitment especially children.

16-17 FAMILY AND COMMUNITY PROTECTION
- Family unity and reunification
- Honour and respect for mortal remains and grave sites
- Respect for family life

18-23 ECONOMIC, SOCIAL AND CULTURAL RIGHTS
- Adequate standard of living and services
- Health, medical and reproductive care
- Identification documents esp. women
- Protection and return of property
- Freedom to seek employment
- Freedom of speech & religious expression
- Respect for own culture and language
- Access to education

24-27 HUMANITARIAN ASSISTANCE
- Provided without discrimination
- Primary responsibility of national authorities
- Humanitarian agency right to assist and state obligation to facilitate assistance.
- Humanitarian agency obligation to provide protection to those displaced
- Protection of humanitarian personnel

28-30 PROTECTION DURING RETURN, RESETTLEMENT AND REINTEGRATION
- Right to voluntary return or resettlement
- Protection from discriminatory treatment
- Right to return of property or redress
- State / humanitarian agency responsibility to facilitate resettlement solutions.

International Organisation for Migration (IOM)

Assists in meeting the growing operational challenges of migration management.

Advances understanding of migration issues.

Encourages social and economic development through migration.

Upholds the human dignity and well-being of migrants.

Zimbabwe Migration Fact File

Link to national legal instruments in relation to migration:
http://www.imldb.iom.int/search.do?action=search&LinkItem=dl&languageId=en&classDescription=NationalInstruments&searchType=advanced&Country=Zimbabwe

Current estimated number of internally displaced persons:

570,000 - 1,000,000

Source: http://www.internal-displacement.org/8025708F004CE90B/(httpCountries)/B8548DDB5E6A4450802570A7004B9FD7?OpenDocument

Current number of orphans and vulnerable children in primary and secondary schools:

850,000

Source: UNICEF, 2009

Web links for further information
Guiding principles on internal displacement :
http://www.unhchr.ch/html/menu2/7/b/principles.htm
http://www.internal-displacement.org
http://iom.org.za/site/

Targeting aid

Targeting enables efficiency in meeting the needs of the most vulnerable while minimising dependence

Targeting mechanisms	Potential risks
Community based targeting	▪ Mechanism based on assessment of personal assets which may undermine social structures or be seen as intrusive. ▪ Criteria based on malnutrition may undermine dignity and encourage underfeeding.
Administrative targeting	▪ Mechanisms operated through community groups / clans may lead to exclusion of those outside the system i.e. orphans, displaced individuals and of non-dominant communities/clans.
Self-targeting	▪ Can exclude vulnerable groups or expose them to stigma or abuse i.e. women, sufferers of HIV/AIDS

When is registration required?

Advisable	Not Advisable
▪ For programmes longer than the response phase. ▪ With low beneficiary numbers compared to available resources. ▪ With targeted assistance programmes. ▪ Where distribution can be run from a single point.	▪ Where systematic registration cannot be achieved. ▪ Where physical / political constraints restrict access to the target population . ▪ With continuing population movement . ▪ When vested interests threaten those entitled to register. ▪ When beneficiaries / host communities can manage their own recovery. ▪ With short term assistance

Adapted from: ODI Relief & Rehabilitation Network Good Practice Review 5 (1997)

Mechanisms for distributing food and non-food (NFI) aid

Resources required for implementation

Model 1: distribution to groups of beneficiaries through the leadership

Model 2: distribution to groups of heads of families

Model 3: distribution to individual heads of families

HIGH

Control by beneficiaries

HIGH

The most appropriate model will depend on:
▪ *the situation and numbers involved*
▪ *resources available to support distribution*
▪ *level of responsibility that affected communities / refugees can take*

Developing targeting criteria and mechanisms

▪ *Thorough analysis of vulnerability is needed.*

▪ *Involve those affected in development including men, women, children, representatives of vulnerable groups*
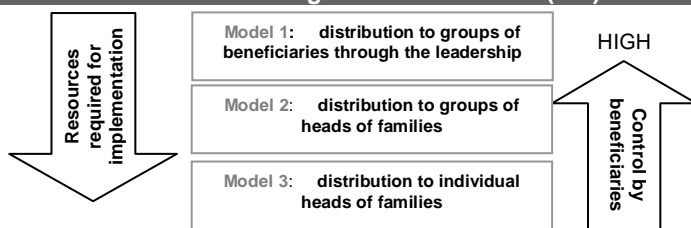
▪ *Ensure targeting mechanisms do not undermine dignity, increase vulnerability or risk exposure to exploitation or abuse.*

▪ *Update targeting / distribution systems regularly to ensure effective on-going coverage*

Refer to the Sphere Project Humanitarian Charter – Common Standard 4 for further details

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Managing security

The security and safety of personnel is a growing concern for all humanitarian organisations as unprecedented levels of violence are being directed at agency staff.

Many of these dangers can be avoided or reduced with good security management.

SECURITY MANAGEMENT FRAMEWORK

1. SITUATION ANALYSIS:

What is the context in which you are working? What are the boundaries of the mandate for your programme? What is your risk analysis? How acceptable are those risks?

Threat	Probability	Impact	Risk (P x I = R)
List all the possible threats to safety and security e.g. car crash; crossfire	Rate the likelihood of this happening on a scale of 1 (low) to 5 (high)	Rate the impact this would have on the programme and/or individuals – 1 (low) to 5 (high)	Multiply Probability rating with impact rating to determine relative risk levels
e.g. Armed robbery at office	2	3	6

Risk assessments need to be continuously monitoring and re-evaluated.

2. STRATEGY:

What strategies and plans can you put in place to manage these risks? There are 3 generally recognised strategies for trying to manage risk:

ACCEPTANCE – seek to reduce risk by increasing acceptance of your presence and work. Need to invest in and maintain relationships, and manage behaviour (*e.g. dress, hair, posture, vehicle, consumption of alcohol*) to maximise acceptance and reduce risk.

PROTECTION – reduce vulnerability by using protective measures. Reduce exposure (*respect curfews, limit cash, older cars; reduce or increase visibility e.g. logos, T-shirts*); strength in numbers (*travel in convoy; live in groups*); protective devices (*guards, radios, flak jackets); protective procedures (identify cards, travel permissions).*

DETERRENCE – aim to deter the threat with counter-threat. Limited scope but could consider armed protection or threaten suspension or withdrawal.

3. SECURITY PLANNING & PROCEDURES:

Based on the above, guidelines need to be agreed, written, shared and practiced.

Standard Operating Procedures *How to avoid incidents*	**Contingency planning** *How to react to incidents*
Guidelines on what the procedure is trying to achieve; what needs done and how; who does what; when actions are taken; any supporting documents (e.g. radio call signs)	Guidelines on how to react in the field to an incidence, and how the incident is managed by the agency. It is vital everyone is aware of these plans and responsibilities are clear.
e.g. vehicle movement, cash handling, check points, communications,	e.g. medical evacuation, staff death, abduction / kidnapping, assault, ambush, bomb threat, withdrawal.

4. POST-INCIDENT

Ensure timely reporting, inquiry, analysis, and staff support.

Adapted from RedR-IHE Engineering in Emergencies

Acceptance

Security Strategies

Protection   Deterrence

Inter-agency collaboration & information sharing

- Agencies have an obligation to collaborate and share information on security

- Details of specific incidents and information on developments in the wider security environment must be shared with other agencies to allow them to make judgements on changing security situations.

- Not all agencies will accept the same level of risk; each agency will interpret and react to a security situation in different ways.

- Agencies should actively engage in a range of information exchange mechanisms that exist in the field, including:

  - informal networks

  - regular inter-agency security briefings or meetings

  - centralised security information systems such as the Humanitarian Information Centre (HIC) or the NGO security officer forum, if present.

Adapted from People In Aid Information Sheet – Enhancing Staff Security

Additional resources:
Safety & Security Handbook © Care International (2004)
Generic Security Guide for humanitarian agencies© ECHO(2004)
Guidelines on Humanitarian Negotiations with Armed Groups, © OCHA (2006)

Web links for further information
InterAction Security Planning Guidelines:
http://www.interaction.org/files.cgi/687
ICRC document –Staying Alive (2006):
http://www.icrc.org/Web/Eng/siteeng0.nsf/htmlall/p0717
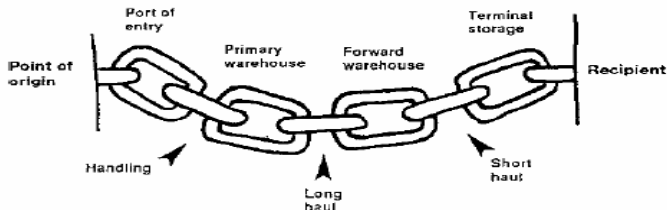RedR training: http://www.redr.org.uk

Organising logistics

Effective logistical support supplies the right goods in the right quantity, at the right place and time.

The Supply Chain

A supply chain is the flow of relief goods:

Adapted from UNDTMP Logistics 1993

- from **port of entry** into a **primary store** (at sea port or international airport).
- then transported long distances (over 1000km) by rail or large trucks (20-30T) to a **forward store** closer to beneficiaries (100 – 300km).
- then delivered by smaller trucks (5-6T) to **terminal stores** in camps or communities for distribution by hand.

Transportation in emergencies

- Purchase or rental of appropriate vehicles, on-going preventative maintenance, and an adequate stock of spare parts are necessary.
- Consider fuel storage as supplies are likely to be seriously disrupted.
- Areas of conflict or hazards (flooding, landslides, debris, mines, etc.) affect transportation. Alternative supply routes may be required.
- Distribution networks (transport / storage) may be subject to political influence, diversions, and delays – particularly for food shipments.

Storage and stock control

- The type of **goods**, **method of shipment** (air, road), **route** for transportation, and **method of distribution** (from camps or to household groups) will determine the location and type of storage needed.
- Make allowance for safe storage of goods at **ports**, while being cleared.
- Storage / warehouse facilities must be designed and constructed to provide adequate **security**, prevent **damage** to goods by the weather or vermin, allow for '**buffer**' **storage** in case of delayed supplies, have a **dry, flat storage** area, and good access for loading and offloading.
- Keep **handling** of goods to a **minimum** to save time and costs.

Space required for 1 metric tonne of:
Grain   = 2 cu. m
Medicines   = 3 cu. m
Loose blankets = 9 cu. M
25 family tents = 4-5 cu.m

Information systems - essential to

- implement/ trigger other activities (e.g. order processing)
- plan the process (eg demand forecasting, facility planning)
- control performance (eg reports against standards)
- coordinate and link the supply chain across functions

Guidelines for sending shipments

- o Use the **standard labelling** for relief goods:

  Food   - RED

  Clothing & household equipment   - BLUE

  Medical supplies & equipment - GREEN

- o Clearly **mark final destination** in English and French or relevant local language.

- o Clearly **mark fragile goods**, storage temperature, medical items, etc.

- o Ship goods in packages that can be **lifted by one person** e.g. 25kg

- o Use clearing agent or arrange **clearance** with airports, finance, and customs authorities.

- o Check eligibility for d**uty free status**

- o Budget for shipping, clearance, storage, and transfer costs.

Access the Zimbabwe Logistics Cluster at http://www.logcluster .org/countries/zwe

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Minimum standards in
Water sanitation hygiene

The Sphere Project

Water, sanitation and good hygiene (WASH) practices, are crucial for survival in the initial stages of a disaster.

The WASH minimum standards aim to reduce transmission of disease and allow people to live with good health, dignity, comfort and safety.

Hand washing with soap can prevent diarrhoea by 35% or more

1 Hygiene promotion *(page 60-62)*
- All facilities and resources provided reflect the vulnerabilities, needs, and preferences of the affected population, especially women. **Users are involved** in design, management and maintenance of hygiene facilities where possible.

2 Water Supply *(page 63-70)*
- All people have safe and equitable **access** to a sufficient **quantity** of water for drinking, cooking, and personal and domestic hygiene. Public water points are sufficiently close to households to enable use of minimum water requirement.
- Water is palatable, and of sufficient **quality** to be drunk and used for personal and domestic hygiene without causing significant risk to health.
- All people should have adequate **facilities** and supplies to collect, store, and use sufficient quantities of water, and to ensure drinking water remains safe.

3 Excreta Disposal *(page 71-76)*
- People have adequate **numbers of toilets**, sufficiently close to their dwellings to allow them rapid, safe and acceptable **access** at all times of the day and night.
- Toilets are sited, **designed, constructed** and maintained to be comfortable, hygienic and safe to use.

4 Vector Control *(page 77-82)*
- All disaster-affected people have the **knowledge** and the **means** to protect themselves from disease and nuisance vectors (organisms that spread infection) that are likely to represent a significant risk to health or well-being.
- Physical, environmental and chemical **protection** is taken to keep the numbers of nuisance vectors to an acceptable level, especially mosquitoes.
- Selection, transport, and **use of chemicals is undertaken safely to protect** people and environment.

5 Solid Waste Management *(page 83-85)*
- People have an environment **uncontaminated** by solid waste, including medical waste, and have the means to dispose of their domestic waste conveniently and effectively.

6 Drainage *(page 86-88))*
- Health and other risks posed to the environment by **water erosion and standing water**, including stormwater, floodwater, domestic wastewater and medical facilities are minimised.

Page references refer to the Sphere Handbook 2004 edition – use standards, key indicators and guidance notes in assessments, problem analysis, programme planning, monitoring and evaluation.

Concise technical guidance notes for WASH interventions in emergencies can be found at: http://wedc.lboro.ac.uk/who_Technical notes for emergencies/

Sample key indicators

Hygiene promotion*
- *Key hygiene risks are identified*
- *Messages and activities target all user groups*

Water supply
- *At least 15 litres per person / day (see Guidance Note 1-p 64)*
- *500m max. distance from house to water point*
- *Sanitary survey indicates a low risk of faecal contamination*
- *250g bathing soap per person per month*
- *1 washing basin per 100 people*

Excreta disposal
- *Max 20 people per toilet*
- *Toilets no more than 50 metres from dwellings*
- *Users (esp. women) consulted on design*
- *Pit latrines at least 30 metres from groundwater*

Vector Control
- *People understand the transmission and prevention of vector-borne disease*
- *Camps located 1-2 km upwind from mosquito breeding sites*

Solid Waste
- *100 litre refuse container per 10 families*
- *All households have access to a refuse container and/or are no more than 100m for communal refuse pit.*

* see Hygiene Promotion in Emergencies Briefing Paper for current guidance

**UNICEF is the Lead Agency for the WASH Cluster.**

Hygiene Promotion (HP)

HP is a systematic approach to enabling people to take action to prevent or mitigate water, sanitation, and hygiene related diseases.

If done well, it provides a practical way to **facilitate community participation and accountability** in emergencies.

A WASH Response

Experience has shown that **water and sanitation facilities** are frequently not used in an effective and sustainable manner unless **HP** is carried out as part of the response.

'*There is little point in providing toilets if they are not used, or providing clean water at the source if this is then contaminated in the household.*'

Hygiene Improvement Framework for Emergencies, adapted from USAID
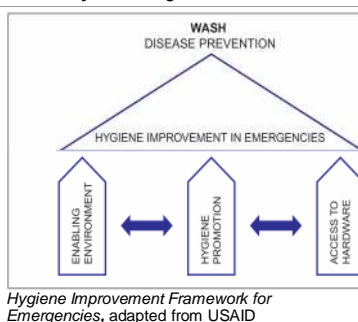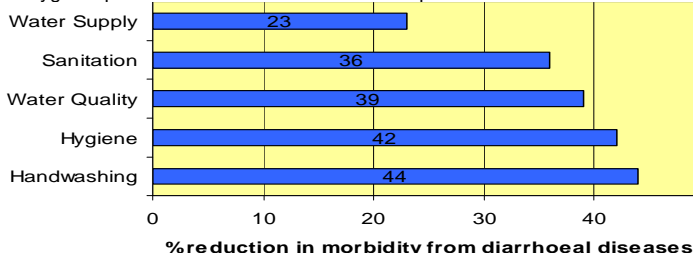
Key Issues for Zimbabwe

- Cholera remains a risk, as the rainy season approaches. It is a diarrhoeal disease spread mainly by drinking water contaminated by faeces.

Cholera Control Command Centre: E:mail cholera_taskforce@zw.afro.who.int

- Hygiene promotion is critical to ensure an impact on **diarrhoeal rates**

	% reduction
Water Supply	23
Sanitation	36
Water Quality	39
Hygiene	42
Handwashing	44

% reduction in morbidity from diarrhoeal diseases

- HP and hand washing, household water treatment and oral rehydration salts (ORS) are all critical in the control of cholera.
- Any 'hardware' such as pit latrines or chlorination tablets will have limited effects without software' or HP.
- Health benefits may not be the key motivation for changing hygiene behaviour. The need for **privacy, safety, convenience, social status**, and **esteem** may be stronger driving forces.
- Effective HP relies on enabling and mobilising women, men and children to take action to mitigate health risks - through safe hygiene practices rather simply raising awareness of the causes of ill health.

Components of Hygiene Promotion include

- use and maintenance of **facilities**
- selection and distribution of **hygiene items**
- **monitoring**

- **community** and individual **action**
- community **participation**
- **dialogue** with WASH stakeholders

Methods and Approaches

Participatory methods, interacting with the affected community, are often most successful in achieving changes in practice.

However, there is a trade off between '**reach**' and '**effectiveness**':

- more **participatory approaches** are often time consuming and labour intensive, *whereas*
- disseminating messages via the **mass media** will reach more people, more quickly, but may be less effective.

Employ both available mass media (e.g. radio or leaflets) **AND** more interactive methods.

V.Kloster/Oxfam

Giant Snakes and Ladders

Outreach mechanisms are necessary to ensure two-way communication with those affected.

Community mobilisers, peer educators, hygiene clubs or water and sanitation committees are all ways to achieve this.

Minimum Standards in

Food security, nutrition and food aid

The Sphere Project

Food security is one of the most serious threats facing vulnerable people and communities in Zimbabwe.
Food crises may result from adverse climatic, economic, or social conditions so it is essential that any intervention is based on a good understanding of the situation.

Serious food crises occur when people cannot get enough nutritious food to eat. They can be triggered by natural disasters, conflict, political instability, economic failure or epidemics which affect livelihood security such as HIV.

Food security *(p 120)*

Food security = Physical and economic access, now and in the future, to sufficient, safe and nutritious food to meet dietary needs and food preferences for an active and healthy life. The Sphere standards include:

- access to adequate and appropriate food and non-food items to ensure survival, prevent erosion of assets and uphold dignity
- primary production mechanisms are protected and supported
- access to appropriate income-earning opportunities, where feasible
- safe access to market goods and services as producers, consumers and traders

Nutrition *(p 137)*

Malnutrition can be the most serious public health problem. Preventing and correcting malnutrition requires achievement of minimum standards in ALL sectors, and the Common Standards. Issues include:

- understanding of the causes, type, degree and extent of malnutrition and the most appropriate response
- addressing needs of the general population and also specific groups at risk.
- targeted supplementary feeding is often the primary strategy for correction of moderate malnutrition and prevention of severe malnutrition.

Food Aid *(p157)*

Emergency food aid is distributed for free to the food-insecure in times of crisis. It consists of the distribution of general food rations and selective feeding programmes to nutritionally vulnerable groups.

- rations for general food distributions are designed to bridge the gap between the affected population's requirements and their own food resources
- food items provided are appropriate and acceptable to recipients and can be used efficiently at the household level.
- food distributed is of appropriate quality and is fit for human consumption
- food is stored, prepared and consumed in a safe and appropriate manner at both household and community level
- resources (commodities and support funds) are well managed, using transparent and responsive systems
- the method is responsive, transparent, equitable and appropriate to local conditions

Page references refer to the Sphere Handbook 2004 edition

Sample key indicators

Food security
- *effects of responses on local economy, social networks, livelihoods and environment are monitored*

Nutrition
- *average 2,100 Kcals per person per day; 10-12% total energy by protein; 17% of total energy by fat*

- *more the 90% of target population is within <1 day's return walk of distribution centre for dry ration supplementary feeding programmes*

Food Aid
- *food distributed must be consistent with their religious and cultural traditions, including any food taboos for pregnant or breastfeeding women*

- *food aid resources reach the intended beneficiaries*

Even if your programme is not involved in food aid, awareness of the issues and impact on other sectors and programmes is vital to ensure coordinated responses.

UNICEF and Helen Keller International are co-leads for the Nutrition Cluster in Zimbabwe.

The Zimbabwe Public Health Act forms the basis through which all food importation and distribution is governed.

Additional resources:
Targeting Food Aid in Emergencies, © ENN (2004);
Making the Case for Cash, © OXFAM Briefing Note (2005); Measuring and Interpreting Malnutrition and Mortality, WFP/CDC (2005);
Toolkit for Addressing Nutrition in Emergencies, Global Nutrition Cluster (2008)

Web links for further information
Food & Nutrition Technical Assistance: http://www.fantaproject.org/
WFP: http://www.wfp.org/ Sphere Project: http://www.sphereproject..org
UNICEF: http://www.uicef.org   FAO: http://www.fao.org/
Standing Committee on Nutrition: http://www.unscn.org
http://www.parlzim.gov.zw/cms/Acts/Title15_HEALTH/PUBLIC_HEALTH _ACT_15_09.pdf

Food Security

Food insecurity can result from poor availability of food, limited access to food, or deficiencies in the way that food is, or can be used.

Any intervention to meet food security needs should:
- Take into account how different groups among the affected populations normally obtain food, and the coping strategies used during shortages;
- Consider short term (acute) and longer term (chronic) food insecurity issues.

What affects food security?

Availability	Access	Use
Natural disaster affecting harvests e.g. drought, locusts **Conflict** affecting food importation, causing population movements **Agricultural labour** e.g. affected by HIV/AIDS, migration, temporary displacement **Agricultural inputs** e.g. insufficient or inadequate seed, fertiliser, tools	**Physical barriers** e.g. insecurity, poor roads or lack of transport, ill health **Market price** – increasing food prices or fall in income from sale of other goods affects ability to buy or exchange goods or services for food **Land** – people have limited or no access to land to grow food **Income** – unemployment or rising costs affect household income levels	**Ill health** e.g. HIV/AIDS – affects the absorption of some nutrients and needs improved dietary requirements. **Food storage and preparation** – can affect the quality and nutritional value of food. **Culture, norms, and beliefs** – can affect the use and acceptance of some foods. **Contaminated water** – resulting in diarrhoea and loss of nutrients

Food security interventions

- Food aid
- Institutional and school feeding programmes
- Cash transfer schemes
- Food or cash for work schemes
- Distribution of seeds, tools, fertiliser
- Home based care and food aid for people living with HIV/AIDS
- Irrigation & small scale agricultural production
- Livestock support programmes
- Microfinance and Income generation
- Vocational training and education

Coping strategies
- Reduce the amount and frequency of food eaten;
- Gathering wild food – roots, seeds etc
- Borrow money or sell other goods and services, including livestock;
- Sale or hiring out of productive land, tools, or livestock to others;
- Sending family members out to waged employment, including children;
- Prostitution

Assessing food security

Assessing food security helps to understand how severe the situation is, and the reasons behind this. Key areas to consider include:

- how people normally make a living and meet their food needs;
- what resources they have available e.g. land, labour, knowledge;
- who can access these resources and how;
- what the 'normal' food security situation is, how it has changed over time and why.

Reduction of vulnerability is essential to food security

Source for page content: IFRC How to conduct a food security assessment,- a step-by-step guide for National Societies in Africa

Photo: © Irin News

Phases of a food security assessment

Preparation – *Set objectives, involve stakeholders, select team, plan activities*

Collection of secondary information – *key informants, documents, websites*

Collection of primary information – *observation, interviews, focus groups*

Analysis – *compare situation before & after the emergency, assess whether coping mechanisms and the interventions of other agencies are adequate.*

Conclusions – *decision on whether to intervene, how and by whom.*

Small scale agriculture and livestock

Agriculture provides a livelihood for about 70% of Zimbabwe's population and is the main source for domestic food supply.

However erratic rainfall, poor harvests, and falling livestock numbers are affecting livelihood and food security for many vulnerable people.

Photo: © Irin News

Agricultural and livestock production in the small holder sector

Livestock	Crop production	Fisheries	Irrigation
- **Mixed farming** with beef and dairy cattle and small ruminants (sheep & goats). - Cattle are used for **draught power, manure, milk, cash,** and **meat**. - Strong **link between cattle and crop production** – availability of draught power increases yields. - Higher ownership of **goats in arid areas**.	- Main crops grown: **Food crops** (maize, wheat, sorghum and millets); **Oil seeds & industrial croops** (soybean, groundnuts, sunflower); **Export crops** (tobacco, cotton, sugar cane, tea, coffee, paprika, floriculture, citrus, horticulture). - **Smallholders produce 70% of country's staple foods**, mainly rain-fed.	- 90% of fish **production from Lake Kariba.** Other stocks from Chivero, Manyame, Mutirikwi and Mazvikadei reservoirs. - **Demand exceeds supply** and most fish (kapenta) is sun-dried and sold by local traders in urban areas. - **Fresh and frozen fish** (trout) sold by commercial operators.	- **75% of communal land** receives **600mm or less, rainfall per year.** - **Three irrigation systems**: Agricultural & Rural Development Authority (overhead & surface irrigation), Small-scale commercial (linked to sugar, tea & coffee estates), and Communal & Resettlement system (used for maize, cottons, beans, horticulture).

Land tenure in Zimbabwe

There are **four main systems:**

1. the freehold (private)
2. state land
3. communal, and
4. leasehold (resettlement) systems.

These affect property rights and access to natural resources (water, land, forestry).

- *About 2/3rds of Zimbabwe's population have **traditionally lived on communal lands**. These make up approx 42% of Zimbabwe's land mass.*

- *Small-scale farmers work average **plot sizes of about two hectares.***

- *Two-thirds of communal land is fairly dry and suitable for livestock, but **one-third of communal land is productive.***

Challenges for agricultural production and food security

Agricultural production in Zimbabwe has fallen dramatically over the last 8 years:

- Land reforms in 2000 led to transfer of approx 25% of Zimbabwe's productive land from white commercial farms to landless black farmers, many with **limited technical expertise and poor access to infrastructure and modern technologies**;
- The **productivity of small scale and commercial farmers is linked**. Healthy commercial production supports the wider agricultural industry resulting in more reliable and lower cost inputs (fertiliser, seed, transport etc) for all;
- Economic crisis affecting the **purchasing power for households**, and the availability of foreign currency for importing food and agricultural inputs;
- Severe cholera outbreak and the on-going prevalence of HIV/AIDS affecting the **productive capacity and nutritional requirements in many households**.

How can small scale agriculture be supported?

- Rehabilitation and management training for small holder irrigation schemes.
- Technical training and information, and introduction of improved technologies for small-holder farmers e.g. *Young Commercial Farmer Training Programme*.
- Strengthen input supplies (improved seed, fertiliser, transport) and access to local and export markets for agricultural goods e.g. seed fairs.
- Conservation farming inc. diversified cropping, minimal labour and fertiliser inputs.
- Processing of agricultural products e.g. sun-drying, dairy and honey products.
- Rural water storage dams can be used for fish production.
- Strengthen fisheries extension capacity and technical information for farmers.

Agricultural, Technical and Extension Services (Agritex) under Ministry of Lands and Agriculture provides technical advice on livestock and crop production.	**Zimbabwe Farmers Union** (ZFU), represents the interests of communal land farmers, and provides commercial and technical support.

Additional Resources:
Adding Value to Sustainable Agricultural Produce, Volens Africa, © 2008;
Seed Fairs – Technical Brief, © Practical Action;
Zimbabwe Livestock Sector Brief, FAO, © 2005
Guidelines for cash transfer programming, IFRC, © 2007
Intercropping of annual food crops, © AGROMISA

Web links for further information
FAO's information system on water and agriculture
http://www.fao.org/nr/water/aquastat/countries/zimbabwe/index.stm
; www.ifpri.org; http://www.agromisa.org/,
http://practicalaction.org/?id=beekeeping_zimbabwe;
Southern Alliance for Indigenous Resources (SAFIRE):
http://www.safireweb.org/

Minimum Standards in
Shelter, settlement and non-food items

The Sphere Project

Shelter is critical for security, protection, dignity, and sustaining family and community life.

Shelter interventions should incorporate:

- self-sufficiency and self-management,
- environmental protection measures,
- opportunities for maintaining livelihoods.

Consider the nature and scale of disaster, climate, environment, political situation, local community capacity, and local resources.

Shelter and Settlement

1 Strategic planning *(page 211)*
- existing shelter and settlement solutions are prioritised (return to original site or settle with host community or families) and the security, health, safety, and well-being of the affected population are ensured. Collective settlement (large buildings or temporary planned camps) should not become a default response.

2 Physical planning *(page 215)*
- planning should be guided by existing social networks; ensure safe and secure access to water, sanitation, health, solid waste disposal, graveyards, and social facilities; appropriate privacy and separation between individual shelters, and safe areas for vulnerable groups.

3 Covered living space *(page 219)*
- provides sufficient covered space for dignified accommodation, appropriate privacy, and allows essential household activities and livelihood support activities.

4 Design *(page 221)*
- design is acceptable to the affected population and provides sufficient thermal comfort, fresh air, and protection from the climate to ensure dignity, health, safety and well-being.

5 Construction *page 224)*
- construction is in accordance with safe local building practices and maximises local livelihood opportunities.

6 Environmental impact *(page 227)*
- adverse impact on the environment is minimized by the choice of location, the material sourcing, and construction techniques.

Non-Food Items

Each person or household should have the following to ensure dignity, safety, health, and well-being.

- **Clothing, blankets and bedding** *(page 230)*
- **Personal hygiene** - soap and other items *(page 232)*
- **Cooking and eating utensils** *(page 233)*
- **Stoves, fuel and lighting** *(page 234)*
- **Tools and equipment** for construction / maintenance of the shelter *(page 236)*

Page references refer to the Sphere Handbook 2004 edition

It is also important to adhere to local and national standards and guidelines where possible

Additional Resources:
Selecting NFIs for Shelter, © Emergency Shelter Cluster (2008)

See also 'Planning Settlements' page

Sample Key indicators

Planning
- *social structure, gender roles & vulnerable groups need to be considered*

Physical planning
- *consider community needs*
- *2-4% gradient ideal*
- *min 45m² per person*
- *cluster shelters together*
- *2m between shelters, 6m between clusters of shelters, 15m between blocks of clusters*

Covered living space
- *3.5m² floor area per person*

Design
- *use local, familiar or culturally acceptable materials*

Construction
- *mitigate against future natural disasters*
- *enable local maintenance*

Environmental impact
- *retain trees where possible*

Non-food items
- *200g laundry soap per month*
- *appropriate sanitary materials for menstruation*
- *12 washable nappies/diapers*
- *1 cooking pot with lid, basin, kitchen knife, 2 wooden spoons, 1 plate, spoon, mug per person*
- *consider replacement needs*

For conflict-generated IDPs**:
UNHCR is the lead agency for Camp Coordination / Camp Management (CCCM) and Emergency Shelter Clusters.

For people displaced by natural disaster:
IFRC convenes the Emergency Shelter Cluster; **IOM** leads the CCCM Cluster.

Web links for further information
Shelter Centre Library- http://www.shelterlibrary.org
Global Shelter Cluster - http://www.humanitarianreform.org/Default.aspx?tabid=30

Planning settlements

Site identification

Site selection is crucial to effective and speedy recovery.   Consider:

o   Impact on host community and ability to absorb refugees or IDPs;
o   Sensitivity of host community to new groups, e.g. religion, culture, impact on their resources, and livelihoods;
o   Security and protection of all, e.g. proximity to conflict or borders, protection needs of women, children, elderly, risk of sexual gender based violence (SGBV);
o   Security and protection of women, children, and elderly;
o   Access to basic services e.g. water, sanitation, schools, health, religious, recreational, and community facilities;
o   Access to land, markets, and means of making a living;
o   Access to natural resources e.g. for fuel, construction;
o   Communications and freedom of movement e.g. roads, bridges;
o   Restoration of family or localised community groups.

Site surveys

Suitability of proposed land is assessed through a site survey detailing:

- Size of site	- Water sources and water quality
- Location and proximity to hazards	- Vegetation, natural resources & fuels
- Site topography, natural drainage	- Ecology and culture
- Soil type	- Environmental impact
- Accessibility	

Settlement design

Resettlement options include:

- staying with host families (friends, relatives or other families)	- living in shared buildings (school, temples)
	- setting up tented camps
- repairing damaged property or building shelter on own land	- setting up camps or settlements with single or multiple family shelters

Staying with host families or resettlement of people on their own land is the best option. Camps or settlements should be the last resort.

If temporary settlement is necessary:

o   Settle locally displaced populations on sites that are suitable for permanent resettlement to enable a prompt return to normal life.
o   Involve representatives of the displaced population and host community in the settlement planning process.
o   Ensure the displaced population and host community have a clear understanding of their entitlements and responsibilities through appropriate Agreements.

In settlement design consider:

o   Individual household needs and choices where possible e.g. shelter design.
o   Long term maintenance, re-use of materials, and future dismantling.
o   Use of local materials and impact on the natural environment.
o   Demographic groups and location of vulnerable persons.
o   Sustainable fuel sources and support for livelihoods.
o   Security and protection needs.
o   Risk of spread of fire and vector control.

Shelter design

Shelter is not just a structure – it is a habitable living space – **a home,** that:

- *preserves health,*
- *protects people from the elements e.g. sun, rain, cold, disease,*
- *provides security, privacy, and dignity,*
- *enables a return to family life,*
- *enables livelihood activity to resume.*

Design considerations:

- *Resistance to local hazards*
- *Fire resistance*
- *Flood and water resistance*
- *Durability (choice of materials suited to expected life of shelter e.g. 3 months to 5 years*
- *Easily dismantled*
- *Suitability to local context*
- *Adequate ventilation*
- *Adequate privacy*
- *Protection for women, children*
- *Use local materials*
- *Readily maintained*

Minimum Standards in
Health services

The Sphere Project

Disasters almost always have significant impacts on the public health and well-being of affected populations – both direct (e.g. injury, psychological trauma) or indirect (e.g. disease, malnutrition)

Health systems and infrastructure (p259)

People have access to health services that:

- are **prioritised** to address the main causes of excess mortality (death) or morbidity (incidence of disease)
- **support existing health systems**, structures and providers
- are **coordinated** across agencies and sectors to achieve maximum impact
- based on relevant **primary health care** principles
- **clinical services** are standardised and follow accepted protocols and guidelines
- the design and development of health services are guided by ongoing coordinated collection, analysis and utilisation of relevant **public health data**

Control of communicable diseases (p274)

- access to information and services designed to **preven**t communicable diseases
- all children aged 6 months to 15 years have immunity against **measles**
- access to effective **diagnosis and treatment** for those infectious diseases which contribute most significantly to preventable excess morbidity and mortality
- measures taken to **prepare** for and respond to outbreaks of infectious diseases
- **outbreaks** of communicable diseases are **detected, investigated and controlled** in a timely and effective manner
- people have access to minimum package of services to prevent transmission of **HIV/AIDS**

Control of non-communicable diseases (p 286)

People have access to:

- appropriate services for the management of **injuries**
- minimum Initial Service Package (MISP) for their **reproductive health** needs
- **social and mental health** services
- essential therapies to prevent death from **chronic disease**

Page references refer to the Sphere Handbook 2004 edition.

Cholera in Zimbabwe

Cholera is generally spread by drinking water contaminated by faeces. If untreated, the fatality rate is around 50 % for severe cases. If treated, it drops to 1%.
The incubation period is 1-12 days but only 10% of those infected show any symptoms. Severe cases may need hospitalization, while others can be treated with rehydration therapy.

The cholera risk in Zimbabwe remains high. It can be mitigated through:
- Rigorous personal and food hygiene (hand washing and safe disposal of faeces and solid waste)
- ensuring a safe water supply   *Source: www.ifrc.org*

Cholera Control Command Centre E:mail cholera_taskforce@zw.afro.who.int

Additional resources:
Infant & Young Child Feeding in Emergencies, © ENN (2007)
Management of Dead Bodies after disasters, © PAHO (2006)
Making it Happen –Workshop Report , © IFE (2008)
Community-based management of Severe Acute Malnutrition, © WHO,WFP, UNSSCN, UNICEF (2007);   100,000 cases: the spectre of cholera remains in Zimbabwe © IFRC (2009)

Web links for further information
http://www.ifrc.org/what/disasters/response/zimbabwe/index.asp;
PAHO: http://devserver.paho.org/
http://www.who.int/hac/network/who/co_zimbabwe/en/index.html

Sample Key indicators

Health Systems

- *Ministry of Health reps lead the health sector response whenever possible*
- *Services &interventions are socially and culturally acceptable, and use appropriate technology*
- *Presence of female health worker to encourage women*
- *Adequate clinical staff to handle not more than 50 patients/day*

Control of Communicable Diseases

- *Measures developed in coordination with WASH, Shelter and Food Security*
- *Report suspected outbreak within 24 hours*
- *Populations <30,000, 5 cases/week or doubling of cases over 3 weeks confirms an outbreak*

Control of Non-Communicable Diseases

- *Standardised system of triage is established*
- *Affected population have access to ongoing, reliable information on the disaster & relief efforts*
- *As soon as possible, children have access to schooling and recreation*

WHO is the Lead Agency for the Health Cluster

Thinking about the environment

The environment is the physical, chemical, biological and social surroundings in which communities live and sustain their livelihoods.

Adapted from the Sphere Project 2004

Disasters threaten the environment

- Hazards associated with disasters have direct or indirect negative impacts on the environment.
- Identification and rating of these impacts provides a rapid indication of threats to life and well being i.e. soil contamination due to unusual floods
- Accurate assessment of resource availability and requirements for an affected population during relief and recovery is key to minimising the negative environmental impacts of disaster.
- Involving affected communities in environmental assessments is critical to accurate environmental impact assessments and action plans
- Where basic needs were not being met prior to the disaster, accurate assessment and recovery targeting can improve on the pre-disaster level of development of the affected population.
- Damage to the environment may be necessary to save lives and meet basic needs. Unavoidable impacts can be mitigated if identified early in a disaster.

Factors affecting the severity of environmental impacts

Geographic	Social	Environmental
- population density - number of people affected or displaced, - extent of disaster area - availability of resources	- level of self-sufficiency - support from host communities - respect for environment - social / power structures - livelihood options	- environmental resilience and sustainability i.e. ability to withstand negative impacts and recover - ability to absorb waste

Negative environmental consequences of disaster relief

Relief and recovery interventions can negatively impact the environment. Analysis of the potential impacts is needed to identify mitigation strategies.

Relief activities	Risks
Increased cultivation	Reduced bio-diversity, erosion, deforestation
Restocking	Increased demand on limited resources
Seeds and fertiliser	Damage to water sources
Irrigation	Increase water logging, disease transmission
Fishing	Damages existing habitats, affects productive capacity
Sanitation	Pollutes land/water, hazardous waste, spreads disease
Water supply	Increases population density, increases disease transmission
Construction	Depletes local resources, causes flooding/disaster risk

Page adapted from *Rapid Environmental Impact Assessment in Disaster Response*. Copyright © 2003 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission.

Additional resources:
Guidelines for rapid environmental impact assessment in disasters, Benfield Hazard Research Centre & CARE International (2005)
Handbook of Participatory Approaches to Environmental Planning, © UNHCR, CARE, Uof A, 2006

Web links for further information
Resources: www.encapafrica.org
UN environment programme: www.unep.org
REA - www.benfieldhrc.org/rea_index.htm
WHO Health Care waste: www.healthcarewaste.org .

Hazards which threaten the environment

Floods
- *transport contaminated material*
- *cause erosion*
- *pollute water*
- *damage infrastructure*

Winds
- *damage crops and infrastructure*

Fires
- *cause air pollution*
- *destroy housing and infrastructure*
- *lead to erosion*

Droughts
- *lead to wind erosion*
- *loss of crops and water sources*

Landslides
- *damage infrastructure*
- *contaminate water*

Earthquakes
- *damage infrastructure*
- *risk damage from hazardous materials*
- *cause landslides etc*

Conflicts
- *damage infrastructure and basic services*
- *chemical, biological, nuclear contamination*
- *destroy livelihoods and increase basic needs*

Others
- *hazardous materials*
- *hail or snow*
- *disease*
- *volcanoes*

Livelihoods and making a living

Disasters reduce peoples' capacity to sustain their livelihoods through destroying or undermining their activities, assets, and capabilities.

Peoples livelihoods are made up of the following assets:

Human capital	*Skills, knowledge, physical labour, health*
Financial capital	*Savings, wages, credit*
Natural capital	*Land, water, environmental resources, bio-diversity*
Social capital	*Social norms, trust, groups, networks, associations*
Physical capital	*Transport, shelter, energy, communications*

Impact of disaster on livelihood security

- Disasters expose households and communities to extreme shocks and stresses that threaten the security of their livelihoods.
- HIV and disease breakdown human and social capital while droughts, flooding, pests and animal disease destroy financial and natural capital.
- Conflicts lead to loss of land and financial assets, destruction of physical assets, and break down of social support structures.
- Many people survive the immediate effects of disaster, but with depleted assets and capacity to cope, they are more vulnerable to future threats.
- Women and children bear the brunt of food shortages, subsequent poor health, and longer term livelihood insecurity.
- Food aid can contribute to livelihood insecurity particularly where food is available within the country but people lack the assets to access it.

Assessing livelihood security

- Supporting livelihoods demands an understanding of the activities, assets and capabilities used at household level in making a living.
- Detailed analysis is needed to gain an adequate level of understanding – a process which contributes to bridging disaster relief with long term sustainable development.

Areas of analysis	Tools for analysis
Context – *Economic, environmental, political, historical, social, cultura.l*	Review of government documents, baseline data, statistics, research, evaluations.
Livelihood assets – *Human, social, financial, natural, physical capita.l*	Wealth ranking, surveys, key informant / household interviews, transects.
Institutional /organisational influence – *government, civil society.*	Venn diagrams, stakeholder mapping and analysis.
Livelihood security strategies – *production, financing, processing, exchange, marketing, trade offs.*	Calendars, focus group discussions, transects, flow diagrams.
Livelihood security outcomes –. *nutrition levels, environmental protection, skills development.*	Surveys, baseline date, ranking

Reduction of disaster risks is essential to livelihood security

Promoting livelihood security in Zimbabwe:

- Small business ILO supported SYIB programme http://www.ilosiyb.co.zw/

- HIV and AIDS awareness raising, and prevention

- Cash transfer schemes

- Infrastructure repair and construction initiatives

-Community based natural resource management.

- Seed multiplication and inter cropping initiatives with local crop varieties.

- Small scale food production and processing

- Small scale livestock production

Providing psychosocial support

Disasters have serious emotional and social impacts on individuals and communities, causing long term suffering, disability, and loss of income.

Psychosocial interventions involve:
o providing support for emotional reactions and cognitive development,
o facilitating social activities, including forming relationships and restoring a sense of survival and control.

Psychosocial effects

o These will depend on the nature and scale of the disaster or conflict, the culture, values, and individual impacts on those affected, the pre-existing situation and the available resources and capacities to support recovery.
o Physical disability, depression, feelings of worthlessness, loss of control, social withdrawal, frustration, anger, and loss of skills are all likely signs of loss of psychosocial well being.
o More severe psychiatric conditions may emerge including severe depression, psychosis, danger to self or others, mania, and epilepsy. However, many of those with urgent psychiatric complaints will have a pre-existing condition.

In immediate disaster aftermath and response phase	In the recovery phase
Social considerations: o Provide simple, sensitive, reliable information on the emergency. o Support family tracing and reunification. o Resettle family groups together. o Train staff in dealing sensitively with grief, stress and confusion. o Involve communities in the design and re-establishment of religious, social and community facilities and events. o Allow time for ceremonious funerals. o Organise culturally and contextually appropriate recreation for children. o Resume educational activities. o Engage communities in concrete activities and include widows, orphans and those without families in all activities. o Provide calm, simple public information on normal reactions to stress and trauma. **Psychosocial provisions:** o Manage psychiatric conditions within the existing primary health care system and assist with provision of drugs and treatments. o Support acute mental health conditions through listening and compassion, access to basic services, family and community support, and protection from distress. o Provide training and promote non-intrusive community based emotional support through volunteer community workers.	**Social considerations:** o Continue social interventions as outlined for the relief phase. o Educate the public on the difference between psychopathic and normal psychological distress. o Encourage local coping mechanisms. o Support economic initiatives and income generation. **Psychosocial provisions:** o Train aid workers and community leaders in basic psychological care e.g. providing emotional support, reassurance, information, and recognising mental health problems. o Train primary health staff in providing psychological treatment, counselling, suicide prevention, referrals. o Continue treatment of patients. o Continue to train community care workers in providing emotional support, stress management, community mobilisation, referrals. o Collaborate with traditional healers. o Encourage community based self help groups and project committees.

Adapted from © 2003 WHO, Dept of Mental Health and Substance Dependence, Mental Health in Emergencies.

General principles:

Focus on medium and long term development of community based and primary health care services for continuity and sustainability of care and support.

Work through existing health care providers and ensure services are accessible to all local communities.

Maximise the provision of care through family and community structures.

Undertake a thorough assessment of the local context to inform intervention priorities and design.

Assess the history, environment, nature of problems, local perceptions of distress and mental illness, normal coping strategies, and community capacities and resources.

Ensure collaboration and coordination with other government and NGOs working in the same area.

Undertake continuous monitoring, evaluation, and adjustment of activities.

Education in emergencies

Education is one of the first victims of an emergency. But getting children back to school quickly is a proven way to protect them, bring back normality, help them cope with trauma.

INEE Minimum Standards in Education in Emergencies

The aim is to ensure a certain level of quality and accountability in emergency education; and to 'mainstream' education as a priority humanitarian response. The Minimum Standards cover 5 categories:

- **Minimum Standards Common to All Categories**: - community participation, utilization of local resources, responses based on an initial assessment followed by an appropriate response and continued monitoring and evaluation.
- **Access and Learning Environment**: partnerships to promote access to learning opportunities as well as inter-sectoral linkages with, for example, health, water and sanitation, food aid and shelter, to enhance security and physical, cognitive and psychological well-being.
- **Teaching and Learning:** promote effective teaching and learning through: 1) curriculum, 2) training, 3) instruction, and 4) assessment.
- **Teachers and other Education Personnel**: administration and management of human resources in the field of education, including recruitment and selection, conditions of service, and supervision and support.
- **Education Policy and Coordination**: policy formulation and enactment, planning and implementation, and coordination.

Education in Zimbabwe

Zimbabwe traditionally has very high literacy rates. However, the impact of the crisis in Zimbabwe is proving alarmingly detrimental to the education sector, at all levels.

- 1.5 million children are requiring **support to access education**.*
- The Government **Basic Education Assistance Module (BEAM)** has been revived in partnership with UNICEF to assist in paying the school fees for highly vulnerable children who would otherwise be withdraw from school in order to earn or save money for their families.
- In February 2009, 94% of **rural schools failed to open** though the situation is showing some improvement following the introduction of incentives to teachers to resume duties. *(from UNICEF CAP Project-ZIM-09/E/24586/R)*
- An **Education Cluster** is being set up by UNICEF in close collaboration with the Ministry of Education, Sports, Arts and Culture (MOESAC) and the Save the Children Alliance as co-lead.*
- Education partners, in agreement with MOESAC, are conducting **good hygiene and cholera awareness workshops** for 600 schools in the 10 districts outside Harare that were worst affected in 2008/9.*
- An **annual school census** should be completed by the end of September 2009.*

(from OCHA Monthly Humanitarian Update, July 2009)*

Education in Emergencies: Including Everyone
INEE pocket guide to inclusive education
Inter-Agency Network for Education in Emergencies
Task Team on Inclusive Education and Disability

INEE

Inclusive education:

- *acknowledges all children can learn*

- *acknowledges and respects differences in age, gender, ethnicity, language, disability, HIV and TB status etc.*

- *enables educations structures, systems and methodologies to meet the needs of all children*

- *is part of a wider strategy to promote an inclusive society*

- *is a dynamic process that is always evolving.*

Mapping and GIS

**Relief assistance in the wrong place is no help at all.
Sharing spatial ('where') information is essential to avoid
gaps and overlaps in response.**

Geographical Information Systems (GIS) include digital mapping tools and
ways to manage and exploit location information.

Get maps for the emergency

- In the field, check if there is a UN **On-site Operational Coordination Centre** (OSOCC) or Humanitarian Information Centre (HIC) – both will usually have a mapping service.
- **Reliefweb** and other sites publish free situation maps. UNOSAT publishes maps from satellite images.
- Don't forget that conventional **paper maps** (even tourist maps) can be valuable resources – buy them at airports etc.

Collect mappable information in the field

- GPS units can display coordinates in varied formats. Note there are several formats for **latitude/longitude** for example *10°15' 00" W* or *- 10.250 deg* (called decimal degrees). Other coordinate systems include **UTM** *(see Additional resources)*.
- Set the **datum** on your GPS to *WGS84* for easy data sharing.
- Using a GPS, save **waypoints** of places where you do assessments or other points of interest. Write down the waypoint numbers in your assessment notes as you go (for example *WP004 = Chewele village*).
- Switch on the **tracklog** feature to record the route you have taken. This is good for recording where you visited during assessments etc.
- You can download GPS data onto a computer using free or low cost tools like GPS Utility and share the data with partners.

Make your own maps

Professional-level GIS software is powerful but requires training to use. Open-source or free GIS software may also be hard to use without a lot of experience and support. In an emergency, consider:

- **Google Earth** – free, easy to use and can be run without an internet connection if you *cache* (save) the landscape of your area first.
- Other 'virtual globe' tools like **ArcGIS Explorer** and **Microsoft Virtual Earth**.
- If you have an internet connection, try **My Maps** feature in **Google Maps**.
- Cut-and-paste a base map from the web into **PowerPoint** and add points of interest to make briefing maps or for reports.
- Photograph a paper map with a digital camera and import it into Google Earth or PowerPoint as above.

On your maps make sure you note the sources of data and when it was collected. Be aware of copyright restrictions when using published maps.

Steps to exploiting GIS methods in your organisation:

1. *Think about how GIS can support your* **information management strategy** *(if you don't have one, start there first!)*

2. *Consider* **what spatial information you will need**:
- *Base map data*
- *Satellite images?*
- *Administrative boundaries, layers, and settlement names*
- *Situational data (collected by you or others)*

3. *Ask* **partner organisations** *what data they collect and can share.*

4. *Don't select or buy* **GIS software** *until you know what you want to do with it. Start with the simplest tools and build know-how as you go along.*

5. **Beware** *of investing all GIS expertise in just one staff member.*

Page developed by **MapAction**   for the All In Diary   *Zimbabwe version 2009*

Climate change

Climate change is now accepted as a global concern, hitting vulnerable people the hardest. We need to take measures to mitigate these risks, and address the humanitarian consequences.

How the risk of natural disaster increases with climate change

Phenomenon	Examples of major impact
Temperature: - *days and nights are generally warmer,* - *fewer cold days and nights* - *more frequent heatwaves*	• Reduced agricultural yields in warmer environments due to heat stress. • Increased heat-related mortality, particularly for the elderly, chronically sick, very young, and socially isolated. • Increased insect outbreaks and risk of bushfires. • Increased water demand and effects on water resources relying on snow melt. • Water quality problems and declining air quality in cities.
More rainfall: - *increasing frequency of heavy precipitation.*	• Damage to crops and soil erosion. • Adverse effects on quality of surface and ground water. • Increased risk of deaths, injuries, and infectious, respiratory, and skin diseases. • Disruption of settlements, commerce, transport, and societies due to flooding. • Pressures on urban and rural infrastructure. • Loss of property.
Less rainfall: - *increasing areas affected by drought.*	• Land degradation, lower yields, and crop damage. • Increased livestock deaths. • Increased risk of bush fires. ▪ Food and water shortage contributing to malnutrition, and water- and food-borne diseases. • Migration.
Storms: - *increasing intensity of tropical cyclones.*	• Damage to crops and trees. • Increased risk of deaths, injuries and disease spread through contaminated water or food. • Post-traumatic stress disorder. • Disruption by flood and high winds. • Withdrawal by private insurers of risk coverage in vulnerable areas. • Migration, loss of property.
Sea levels: - *increasing incidence of extremely high sea levels.*	• Salinization of irrigation water and freshwater systems, and decreased freshwater availability • Increased risk of deaths by drowning in floods. • Migration-related health effects. • Costs of coastal protection versus relocation. • Potential for relocation of people and infrastructure. • Tropical-cyclone effects.

Adapted from : IPCC 2007 Working Group II, Summary for Policymakers, Red Cross/red Crescent Climate Guide

Mitigating the effects of climate change:

- **Assess** future vulnerability to climate change
- **Integrate** potential impacts of climate change in emergency preparedness measures
- **Increase** public awareness and build community disaster management capacity.
- **Involve** national and local authorities.
- **Promote** drought resistant crops, crop diversification, contour farming, conservation agriculture methods.
- **Support** water shed management, rain water harvesting, and flood protection.
- **Promote** hygiene promotion and appropriate sanitation facilities to minimise risks of flood damage and contamination.
- **Avoid** use of timber, burnt bricks, sand, which may cause soil, shoreline, or forest degradation.
- **Promote** alternative cooking fuels.
- **Minimise** soil erosion and flooding risks in camp layouts.
- **Build** flood and wind resistant structures.

Pages and resources are also downloadable from www.allindiary.org   *Zimbabwe edition 2009*

Managing a project

Project cycle management

DISASTER

ASSESSMENT & ANALYSIS

EVALUATION

LEARNING

DESIGN & MOBILISING RESOURCES

MONITORING

IMPLEMENTATION
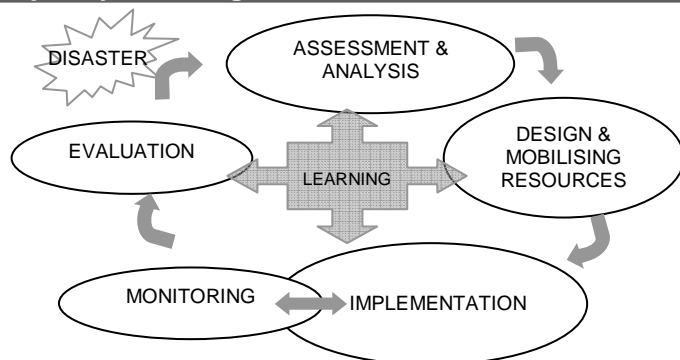
The project cycle stages:

Assessment & analysis:
- *Research situation prior to the crisis*
- *Understand impact of the crisis*
- **Identify capacities and vulnerabilities of the affected population i.e. stakeholder analysis**

Design & resource mobilisation
- *Engage with affected communities*
- *Facilitate investigation of the problem*
- *Consider and prioritise potential solutions i.e. problem tree analysis*
- *Enable appropriate targeting*
- *Identify resource needs /sources*
- *Develop a planning / log framework*

Monitoring & Evaluation
- *Monitor progress & results throughout project against project indicators*
- *Adjust activities and resource as necessary.*
- *Review and assess results in relation to objectives.*

Implementation
- *Mobilise/reach Agreements with target communities*
- *Recruit staff and partners*
- *Tendering, procurement and contracts*
- *Logistics and transport*
- *Manage finances and assets*

Project planning and the log frame

Log frames are a tool to check that what you are planning to do (activities) will lead to the changes you want (purpose), and that in turn will impact on the problem (goal).

Narrative Summary		Indicators	Means of verification (MOV)	Assumptions
Goal	(wider objective)			
Purpose	(specific objectives)			
Outputs				
Activities		Inputs		

Goal: Wider, long term aim that the project is contributing to.

Purpose: Sustainable changes that tackle the problem, achieved by the project.

Output: Actual results of activities or groups of activities.

Activity: Actions that need to be taken to produce the expected results.

Indicator: Measurable description for project outputs & objectives.

MOV: Source and form of information that will be gathered to verify indicators.

Assmp's: Factors that cannot be controlled affecting implementation / sustainability

Additional resources:
Log Frame Analysis, © BOND (2003)
Project Cycle Management Handbook, © EC EuropeAid Cooperation Office (2002)

Web links for further information
NGO Manager Library:
http://www.ngomanager.org/dcd/3_Performance_Management/Project_Management/

The project cycle:

- *Process of managing from ideas to action.*

- *Once the project is identified – it is necessary to plan in detail. Common methods include framework planning / log frames*

- *Stages of the cycle are not separate – there will be continuous review and adjustment within each stage and between them*

- *Learning is central to the project cycle to inform on-going management and timely and appropriate modifications in design and implementation.*

_____
An additional resource, from the GB Equal Support Unit (2005), is:

A Project Cycle Management and Logical Framework Toolkit – A practical guide for Equal Development Partnerships
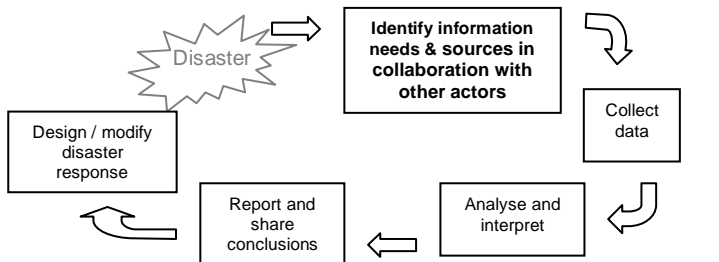
Undertaking assessments

Accurate, timely and coordinated assessment is critical in targeting the most vulnerable, and avoiding gaps and duplication in response.

Assessment involves gathering and analysing information to determine:

- the impact and on-going risks presented by the disaster itself,
- the affected groups, their vulnerabilities, and priorities for immediate emergency measures to save and sustain the lives of survivors;
- available resources and capacities to support meeting those needs,
- opportunities and strategies for recovery and long term development.

Assessment process

Design / modify disaster response

Disaster → Identify information needs & sources in collaboration with other actors → Collect data → Analyse and interpret → Report and share conclusions →

Adapted from UNDTMP Disaster Assessment (1994)

Considerations for post disaster assessments

- Reflect international humanitarian law and basic human rights.
- Identify local capacities and involve those affected to ensure relevance of assessment information, strengthening of disaster response and preparedness capacity and reduced risk of treating those affected as 'passive victims'.
- Consider the underlying context, requirements of all associated sectors and the response of other agencies.
- Share information to enable rapid response and effective coordination.
- Take account of the responsibilities, response, and legal requirements of national and local authorities.
- Consider cross cutting issues such as, protection, environment, HIV and AIDS, gender, disability and age, in all aspects of the assessment.
- Use standardised assessment procedures and ensure transparency in analysis and communication of findings to those affected.
- Collect data separated by age, gender and vulnerability and check accuracy through alternative information sources.
- Employ a gender balanced assessment team and timely but culturally appropriate information gathering techniques.
- Involve continuous re-assessment to facilitate relevant action for the changing context and needs of those affected.

Adapted from Sphere Humanitarian Charter – Common Standard 2

Assessment process stages

Refer to the Sphere Common Standard 2 for Assessments.

Identify information needs and sources
- *based on shared response objectives e.g. coordinated with Clusters and government,*
- *seek a range of reliable sources inc. experience agencies,*
- *verify information from alternative sources*

Collect data
- *identify pre-crisis and start-of-crisis baseline data if available and build on existing collection systems*

Analyse and interpret data
- *informed by available resources / capacities*
- *informed by local priorities and the actions of other agencies*
- *Involve beneficiaries in the analysis*

Report conclusions
- *to decision makers, other agencies (Clusters), affected communities and donors*

Design / modify disaster response
- *fill gaps and change priorities, if duplication.*
- *set objectives*
- *allocate resources*
- *develop monitoring and evaluation process*

Raising funds

There are no quick fixes for raising funds – the regular work, reputation, and sincerity of an organisation is the best basis for success.

The right approach

- A clear organisational strategy is needed to communicate **who you are, what you do, and why**. Consider what makes your organisation unique.
- A **shared conviction amongst staff** that is creatively and positively communicated will command support.
- **Accurate, up to date and well presented documentation** will be required e.g. registration documents, summary financial details and latest audit report, organisational strategy, organogram, governance arrangements, letters of commendation, and examples of previous experience.

A strategy for raising funds

Fundraising requires resources but can also waste them and damage the organisation's reputation, if not properly planned.

- Map out potential donor interests and identify 10-15 donors with a focus /interests in line with your organisation.
- Research further to reduce to 3-4 with a good match to your organisational strategy and programme goals.
- Donors often prefer to support time bound projects with clear objectives and a defined strategy for transition and sustainability.
- Project (activity) costs are valued over organisational (overhead) costs which ideally need to be kept below 10%.
- Applying jointly with a collaborating partner can strengthen an application.

As a rule 'if you don't qualify – don't apply!'

Sourcing funds in Zimbabwe

Local organisations and associations *.e.g. rotary club* http://www.rotaryfirst100.org/global/countries/zimbabwe/index.htm); *Business / corporate opportunities (e.g. Barclays Bank)*

International sources:

Consolidated Appeal (see Resources below) Multi-donor Trust Fund (UNDP)

International aid agencies (e.g. UN, EC , World Bank), bi-lateral agencies (USAID, DFID) or international NGOs – access details via: http://ocha.unog.ch/fts/pageloader.aspx - *the ReliefWeb Financial Tracking Service;*

Voluntary funding agencies e.g. missions, trusts and foundations ;

Foreign embassies with small grant or specific sectoral funding programmes.

Information that may be required for a funding proposal

- Aims & objectives of organisation	- Collaborating partners / institutions
- Details of target group (numbers, location, social structure)	- Details of staff with relevant qualifications
	- Implementation plan for activities
- Problem statement and link to project objectives	- Budget and resource plan
	- Monitoring and evaluation proposals

What do donors value in a funding partner?

Shared goals

Transparency and accountability *– do you have effective governance and financial management?*

Participation and inclusion *– how are beneficiaries involved?*

Partnership and collaboration *– who else is involved?*

Demonstrable impact – *how will achievements be assessed, monitored, and evaluated ?*

Relevance *– is the proposal appropriate to the problem and local context?*

Sustainability *- how will benefits be continued?*

Rigour and accuracy- - *how thoroughly has the proposal been researched?*

Learning *- how has this informed the proposal and how will it be shared in future?*

Proven capacity and experience *- is there sufficient country and sectoral experience? - what capacities can be mobilised?*

You may be able to source voluntary support in preparing a budget or proposal through: www.onlinevolunteering.org

Monitoring and Evaluation (M & E)

MONITORING HUMANITARIAN ACTIVITIES

aims to assess how effectively a programme is meeting its objectives and what corrective action is required.

- **Separate data** by gender, age and vulnerable groups to support impartiality
- **Keep the system simple** and only collect the information you need.
- Draw on **existing** information sources and use shared collection processes.
- Support the **inclusion of all beneficiary groups** in monitoring activities:
  - *How can all groups contribute to defining objectives and indicators?*
  - *Should they be defined in terms of international or local standards?*
  - *How can you involve affected groups in the collection of information?*
  - *How will the results be used and fed back to the community?*
- Monitoring is a process that should **continue** through the life of the project.
- It is important that findings are **acted upon** and corrective actions taken.

EVALUATING HUMANITARIAN ACTION

aims to identify overall achievements, lessons learnt and improvements that can be made to increase future impact and enhance accountability.

- **Evaluation is an organisational tool to support learning**. Focusing on identified problems and needs, and maximising beneficiary participation will significantly enhance the opportunities for learning.
- **Evaluation of humanitarian action is challenging** due to high degree of uncertainty, rapidly changing environment and multitude of different actors.
- Important to consider and **plan** for the purpose and scope of an evaluation:
  - *What is the intended use of the evaluation?*
  - *Who are the intended users of this information?*
  - *What resources are available to undertake the evaluation?*
  - *Who are the stakeholders – who should be consulted and involved?*
  - *How and to whom will the results be communicated?*
- **Relate evaluations to the agreed programme objectives** and relevant minimum standards such as Sphere and consider appropriateness, efficiency, coverage, coherence and impact on the problems and needs identified by the affected target groups.
- **Consider how and by whom the evaluation is to be conducted**.
  - *What researcher / team qualities are required for the local context eg.. networking ability, language, acceptance by all beneficiary groups etc?*
  - *How can beneficiaries assist selecting and supporting the researchers?*
  - *Will separate consultation arrangements be required e.g. for women?*
  - *Could a joint evaluation be undertaken with other agencies?*
- **Evaluation timing should allow for other activities** and conflicting demands/constraints of affected communities e.g. seasonal activities, travel or security restrictions, livelihoods, school or child care commitments.
- **Timely written evaluation results will promote transparency** and accountability and facilitate sharing findings and learning with other staff, beneficiaries, donors and other humanitarian agencies.

Tools to support participation in M&E

Focus groups / meetings
– useful for exploring a range of views. Single sex groups appropriate in some situations.

Individual interviews
– time consuming but helps gain understanding. Important to consider protection risks for interviewees.

Surveys
– useful for gathering quantitative data. Keep process simple, contextually appropriate, and feed results back to the community. Care needed in selection and training of researchers.

Open days
– field trips, demonstrations, to gather evidence

Anonymous tools
- e.g. questionnaires, suggestion boxes

Feedback mechanisms
- committees, working groups, etc

Mapping tools
– pocket charts, transects

Adapted from © ODI 2003, ALNAP Participation of Crisis Affected Populations in Humanitarian Action – A Practitioners Guide.

Additional resources:
Impact measurement and accountability in emergencies – Good Enough Guide, © ECB Project (2007)
Monitoring and evaluation, © BOND (2005)
Data Collection – Developing a survey, © Innovation Network, Monitoring and evaluation © CIVICUS

Web links for further information
http://www.oxfam.org.uk/what_we_do/resources/downloads/Good_Enough_Guide.pdf
http://www.alnap.org/publications/meta_evaluation.htm
http://www.eldis.org/go/topics/resource-guides/manuals-and-toolkits/monitoring-and-evaluation

Managing finance

Financial management is critical to effective project planning, allocation of resources, monitoring of effectiveness, and accounting and reporting to stakeholders.

RECORD An accurate record of incoming and **outgoing financial transactions** is essential.

Record everything that you do and ensure there is an audit trail.
Ensure another person could follow the accounts by being:
- **Organised:** follow procedures and ensure documents are properly filed.
- **Consistent:** do not change the way you do things from month to month.
- **Up to date:** fill in all proper accounting records as transactions happen.

Accounting records also provide valuable information about management effectiveness, resource use and performance in achieving objectives.

_____ **PLAN** **A budget** is a financial plan showing the resources needed to achieve programme objectives within a given period - setting out all expected costs of activities and all income. A budget should:
- be sufficiently detailed and as accurate as possible
- have the approval of your managers, donors, colleagues and beneficiaries
- clearly separate the income expected from each donor
- include all the resources your programme needs
- provide useful monitoring information for you to run your programme

_____ **MONITOR** **Financial reports** allow managers to assess project or programme progress and should be provided for both funders and beneficiaries at regular intervals.
- Check actual income and expenditure against the budget
- Check progress towards achieving the programme's objectives
- Identify areas of over-spend and under-spend to monitor organisational efficiency and progress towards the programme's objectives
- Will it be possible to achieve your objectives in time, within the budget?

If no:
- Report concerns promptly to your manager/head office and donors
- Review the budget and/or project plans with relevant stakeholders.
- Seek additional funding, budget re-allocations or programme extension

_____ **CONTROL**

A **system of controls** is needed (for moving funds, carrying and storing cash, signing cheques, authorising payments) to reduce risk of errors, misuse or theft of resources. For checklists and templates for these and other aspects of financial management, refer to www.fme-online.org for free downloads.

Adapted from Lewis T., Practical Financial Management for NGOs, © MANGO 2005 and Financial Management for Emergencies, © 2005 John Cammack, Timothy Foster and Simon Hale

Good practice in financial management can help NGOs and managers to:

- *manage available resources*

- *be more accountable to donors and other stakeholders*

- *gain the respect and confidence of funding agencies, and partners*

- *compete for increasingly scarce resources*

- *prepare for long-term sustainability and the gradual increase of self-generated funds*

Adapted from How to Build a Good Small NGO, Network Learning

Additional resources:
Project budgeting and accounting, © BOND (2005);
Financial Management Health Check, © MANGO (2005)
Secure the Future NGO Financial Management Pocket Guide ©Bristol Myers-Squibb Foundation (2003)

Web links for further information
http://www.mango.org.uk/guide/resources.aspx
Resources: http://www.fme-online.org/systems/resources.html

Writing reports

Reports are an important management tool for influencing future actions. Through reports, information can be shared and consequently lessons learned.

However, if a report is not easy to read, it will probably not be read at all. Good report writing takes time and preparation.

Follow the guidelines below and improve the quality of your reports.

PURPOSE

What do you want your document to do? Is it to **inform** (progress report), **instruct** (setting out guidelines) or **persuade** (lessons learned)?

SUBJECT

What kind of information needs to be in the report – e.g. results and achievements; activities implemented; money spent,?

READERS

Who will the readers of the report be? How much information do they need? What do they already know?

- *In a progress report with the purpose to keep readers informed, only the latest information is needed.*
- *Presenting a project to a potential donor, you will need to explain more.*

The target group will also determine the level of language you need to use (e.g. technical terms, jargon), and whether translated versions are needed.

STRUCTURE

Is there a standard layout and headings? Following a standard layout can save time, and allow comparison between reports over time. Generally you need to have:

- **Introduction**:   *what the report is about; which topics are included, which are not and why; how the information was obtained; why the report was written; the aims of the report.*
- **Clarification of the problem**:   *explain what the problem is, why the problem needs to be addressed, and what information is needed in addressing it.*
- **Methodology**:   *a short description of how the information was obtained, the results and interpretation of the information obtained.*
- **Conclusions of the results**:   *summary of the key issues.*
- **Recommendations:**   *what actions should be taken as a result of the findings.*
- **Annexes** – *useful for detailed explanations, examples, literature list etc.*

LENGTH

Is there a maximum number of pages expected? Long reports need an **Executive Summary** at the beginning capturing the key points.

TIMING

Agree when the report needs to be ready, and plan time to write first draft, have it checked and revised. Agree the frequency of regular progress reports.

Adapted from Guidelines for Writing Reports, Lla van Ginneken

Writing the report

- *collect the information needed*

- *arrange information in a logical way and ensure the structure is well balanced*

- *write in the language of your reader, clarifying jargon etc.*

- *make it easy to read: short sentences, and short paragraphs are better*

- *use charts and diagrams where possible: graphics can make the point in a quicker, more striking manner.*

- *organise the layout with space between the lines and paragraphs, and clear headings*

- *proof-read the report for spelling, grammar and presentation mistakes*

- *ask someone else to read it and give you feedback before sending*

Key findings need to be clear, easy to read and easy to find

Finally check:
- *does it answer the questions?*

- *is it logical?*

- *are the pages numbered?*

Handover and exit strategies

When programme handover or exit is planned with partners in advance, it ensures better programme outcomes and encourages commitment to programme sustainability.

A programme "exit" of "transition" refers to the withdrawal or handover of all externally provided resources from a programme area. The decision to withdraw from a programme area should be made in full consultation with programme stakeholders.

A Handover Plan or Exit Strategy should describe when and how the programme intends to withdraw and the measures proposed to ensure achievement of the programme goals.

When should you plan the programme transition or exit?

- at the start of the programme. This is critical in short term emergency response programmes - don't wait until the end is in sight!
- every individual project should incorporate a plan for transition or exit.

Beware of projects requiring continuous funding to keep running. Donors may not want to fund them after the end of the programme.

Three approaches to transition or exit

1. **Phasing down** – Gradual reduction of programme activities utilising local organisations to sustain program benefits. This is often a preliminary stage for the other two.
2. **Phasing out** – This refers to a sponsor's withdrawal of involvement in a program without turning it over to another institution for continued implementation.
3. **Phasing over** – In this case, the sponsor transfers programme activities to local institutions or communities. During programme design and implementation, emphasis is placed on institutional capacity building so that the services provided can continue through local organizations.

Exit criteria: What determines "when" to exit?

Criteria used to determine when to exit programs vary. However, they can be grouped into three general categories.

1. **Time limit** – All programmes have time limits dictated by funding cycles.
2. **Achievement of programme impacts** – Indicators of program impact. This can guide the exit strategy time line.
3. **Achievement of benchmarks** – Measurable indicators of identified steps in the graduation process of an exit strategy. This should be linked to the graduation process and to the program components to be phased out or over.

What are the main points an exit strategy should cover?

A checklist:

- Who will be responsible for handling the transition or exit?
- Is there another agency or local NGO to which it could be transferred?
- How will the activity be transferred?
- Are there performance specifications to be maintained?
- How will it be funded?
- How will it be monitored?
- What is the community role in managing or monitoring?
- How will the community role be supported?
- What is the role of the local authorities?
- Does the successor organisations need any training?
- Which assets need to be retained by your organisation and which ones can be transferred to a successor?

Source: Aid Workers Network

Working with different cultures

Visible cultural differences

Invisible cultural roots

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What makes people different?
Gender, race, ethnicity, nationality, religion, sexual orientation, physical & mental ability, age, economic status, political allegiance, class, caste.

What's hidden below the surface?
Beliefs, values, perceptions, expectations, attitudes, assumptions.

How does that affect the way we work together?
Ethnocentrism – inability to accept another culture's world view
Discrimination – differential treatment
Stereotyping – generalising about groups
Cultural blindness – differences are ignored
Cultural imposition – believe all should conform

Disasters bring people from very different cultures together in difficult circumstances.

Tips for a culturally sensitive approach:

Be aware of your own culture and how that influences you

Get to know the culture you working in

Be patient – not everything is revealed about a culture at once

Listen

Consider issues from the other perspective

Avoid value judgements

Use language sensitively

Be inclusive & seek collaboration

Engage opposing viewpoints and approaches

Play to people's strengths and value differences

Avoid domination by powerful groups

Patterns of cultural difference

The differences below are neither right nor wrong – just different understandings.

How status, relationships and communication can differ

Status based on competence and position, truth based on logic.	⟷	Status based on personality and connections, several perspectives on truth and reality
Equitable treatment is more important than dress / conduct	⟷	Dress code / conduct mark respect
Formal / written communications, rule compliant and consistent uniform procedures.	⟷	Informal / verbal communication, judgements based on individual circumstances not standards / rules

How organisation and timekeeping can differ

Goal orientated	⟷	Orientated to people and nature.
Predictive, reasoned planning, action and system orientated	⟷	Intuitive flexible planning, relationship and context orientated.
Punctuality is valued & respectful	⟷	People are valued more than time.
Knowledge and information shared	⟷	Knowledge is used as power and can be unconscious or unexpressed

How management style and performance are measured

Decisions determined through division of tasks and responsibilities.	⟷	Decisions made through personal interaction and 'authority' figures.
Management by objectives.	⟷	Management through relationships
Criticism, appraisal and ideas are a part of professional conduct.	⟷	Criticism, appraisal and ideas are considered highly personal and can be taken as offensive

"…. we need to be able to work with people at their own level and to find common ground. We may not believe in what they do, we may not agree with them, but we need to have the compassion and the commitment to understand them and to support them as they translate universal principles into their own codes, messages and ways of doing things." Thoraya Ahmed Obaid, UNFPA Executive Director

Adapted from UNFPA – 24 tips for culturally sensitive programming

Getting people involved

People affected by disaster have important competencies and aspirations and ultimate responsibility for their own future and survival.

Factors to consider about participation in humanitarian action

- How has the crisis impacted people's ability and willingness to participate?
- *What is the local perception and trust of humanitarian agencies?*
- What participative approaches would accommodate such limitations?
- *How can you avoid generating unrealistic expectations amongst those affected as an outcome of their participation?*
- What is the local social hierarchy and how is participation perceived?
- *What physical or cultural barriers could inhibit participation?.*
- What are the political dynamics and who are the major stakeholders?
- *Who wields power within the local context and how can you ensure equal participation of the most vulnerable and powerless?*
- What are the risks that participation will increase marginalising and stigmatising vulnerable groups, and how can these be mitigated?
- *How might participation affect security or protection risks to aid workers and beneficiary groups, and how might these be addressed?*
- What are the organisational and beneficiary time and resource constraints?
- *How can existing initiatives or intermediaries be used as a bridge to the affected population?*
- How could participation compromise your independence and impartiality?
- *How can you maintain and communicate this impartiality to those affected?*
- How can you promote the engagement of local stakeholders in wider relief or recovery operations and coordination e.g. advocating for translation of information, interpretation services, accountability / transparency?
- *What additional information or expertise do you need to adopt an appropriate participatory approach and tackle the challenges identified ?*

Useful participatory tools

For further tools and details of their application in the project cycle and specific sectors – see the ALNAP Practitioners Guide under Additional Resources.

Mapping	Explains how people see their area in relation to physical, social and economic land marks, risks and opportunities.
Seasonal activity calendar	Explains seasonal actions of affected population to enable effective planning and highlight likely constraints to implementation.
Stakeholder / interaction analysis	Identifies different groups (inc. marginalised) and their roles, responsibilities, interests, power / influence and coordination
Wealth ranking	Indicates the evolution & distribution of wealth / social status
Capacities / vulnerability analysis	Enables groups to identify and understand their own weaknesses, capacities and vulnerabilities.
Committees, food / cash for work	Enables communities to take an active role in management and implementation of programme activities.

Types of participation by affected communities

Passive
– population are informed of plans / actions.

Supply of information
– those affected provide information e.g. for surveys but with no control over the process

Consultation
– those affected are consulted but not involved in decision making.

Material incentives
– the population supply materials or labour in exchange for cash or in-kind incentives.

Supply of materials cash or labour
– those affected support recovery through supply of inputs on a cost recovery basis.

Interactive
– those affected participate in needs assessments and decision making.

Local initiatives
– the population acts independently seeking external support for their own initiatives.

Developing Partnerships

Effective partnership relies on equal participation, shared decision making, and taking and accepting responsibility.

Working in partnership is essential to effective coordination and maximising the coverage and impact of relief efforts.

Value of partnership in an emergency

Providing services – increases capacity to support those affected.

Exchange of ideas, knowledge, and expertise – critical to the design of effective emergency response programmes.

Advocacy and influencing decision makers – helps tackle political or social barriers to accessing those in need, and an effective response.

Solidarity and professional support – particularly important for national and local organisations in the face of trauma and insecurity.

Access to and sharing of information – assists both international and local organisations in participating appropriately to an emergency.

Building the capacity of civil society - is an integral aim of disaster response interventions and the basis for longer term sustainability.

Pointers to identifying and negotiating partnerships

- What type of partnerships would **strengthen your aims** & capacity?
- What have you **learned** from current or previous partnerships?
- What **information** do you have about a potential partner? (strategy, length of establishment, reputation, capacity and governance)
- How **compatible** are you? (e.g. values, capacity, stakeholders)
- Is there **organisational commitment** on both sides?
- What can you **offer** and what are you **looking for** in a partner?
- What are your **mutual expectations and understanding** of what the partnership will involve? (e.g. term, purpose, roles, responsibilities, exit strategy, levels of accountability, participation, information sharing and control)
- What form of **Partnership Agreement** is needed? (including governance and conflict resolution strategies)

*Be aware of the **cultural sensitivities and bias** of both partners in assessing, negotiating and formalising a partnership*

Potential pitfalls of international and local NGO partnerships

- INGO role as donor and dependence on external funding;
- Mis-match in organisational capacity and culture;
- Unequal accountability demands and access to resources;
- Staff turnover and absence of organisational commitment;
- Contrasting values and stakeholder expectations.

Effective Partnerships:

- *should not be used just to satisfy donor demands*

- *requires genuine commitment by both organisations*

- *requires on-going negotiation and compromise*

- *should be built on shared values, mutual trust, honesty, and respect*

- *require clear and mutual understanding of purpose, roles, and expectations*

- *is key to a developmental approach*

In view of the above points, where possible partnerships benefit from a long term commitment.

Working with children

Every child has the right to a normal childhood

Child rights

- Although children have the same rights as adults they are especially vulnerable to abuse and often require **special protection**.

- The CRC defines children as boys and girls under 18 years of old. Their rights are set out in the CRC and include rights to **adequate food, water, shelter, and education opportunities**.

- **Access to education** is critical in emergencies to restore a sense of normality, enable children to express their feelings, offer the protection of responsible adults and reduce risk of exploitation.

- Children should also be given the chance to **play and grow up** in a **safe and supportive environment**.

Exploitation and abuse

- Emergencies increase the risk of abuse as children become separated from their families, suffer the effects of reduced household income, disrupted education and restricted freedom.

- Separated children should be cared for in the community rather than in residential care where risks of abuse are greater. NGOs can cause separation by offering better care than families can manage.

- Abuse occurs due to lack of care or protection by adults, poverty, poor access to education, cultural norms and beliefs.

- Abuse may be sexual, physical or emotional and include child labour, sexual abuse or violence.

- Exploitation and abuse has a devastating, long term effect on children including physical harm, emotional trauma and social rejection.

- Governments, NGOs and the UN have a duty to protect children including mitigating the risk of abuse from their own staff i.e. humanitarian workers, peace-keepers and teachers.

- Children's vulnerability varies with age, gender, and disability.

- Child labour is a common form of exploitation with girls forced into domestic service and boys into hard physical labour.

Children and conflict

- In conflict situations children may become the unwitting observers, perpetrators or victims of atrocities.

- Unaccompanied children are at high risk of abduction or forced recruitment as child soldiers. Those who experience combat suffer deep emotional, physical and psychological trauma.

- Reuniting former chid soldiers with their families and reintegrating them in society is important for recovery and rebuilding of communities.

The 1989 UN Convention on the Rights of the Child (CRC)

Was created to ensure protection for children

Has been endorsed by almost every country in the world.

The CRC is guided by four basic principles:

- *Best interests* of children should come first and before political or commercial concerns.

- *Children have the right to **participate** in decisions that affect them.*

- *All children have the right to **survival and to development**.*

- *All children have **equal rights**, regardless of age, sex, ethnicity, class, religion etc.*

Additional resources:
Children in War kit, © 2004 ICRC
Child Protection Information sheets, © 2006 UNICEF
Psychosocial care and protection of children in emergencies, © 2004
Save The Children
Children's Space © 2008 RedR Sri Lanka/Save the Children

Web links for further information
Save the Children: www.savethechildren.org
UNICEF resources:
http://www.unicef.org/publications/index.html
UNICEF- Convention on the Rights of the Child
http://www.unicef.org/crc/

Taking gender into account

Responding to the differing needs and capacities of men and women improves humanitarian action.

Gender is about the economic, social and cultural characteristics associated with being a man or a woman.

It is significant in humanitarian disasters because:
- o Men and women react differently;
- o Traditional roles may be challenged and create further tension e.g. coercion of men into conflict, violence against women as an indicator of power (gender based violence GBV), women taking on role as provider;
- o Men and women have different needs, vulnerabilities, and concerns.

Post disaster protection and assistance should **benefit men and women equally** and not benefit one group at the expense of the other.

Gender Analysis in a disaster

Analysis enables you to understand who has been affected and how, what they need, and what they can provide for themselves.

- Put **women, men, boys** and **girls** at the centre of assessments.
- **Research the difference** in experiences, opinions, and participation of both women and men.
- **Understand the cultural context** e.g. power relations, gender roles and forms of association, workload.
- **Consult with all** affected groups and rather than limited key informants.
- Token activities are not an effective way to achieve equal assistance.

Addressing gender in practice

- Employ a **gender balanced team**;
- Ensure **equal participation** of men and women throughout the project cycle;
- Provide male and / or female **facilitation** for assessment surveys, interviews, focus groups, workshops, as appropriate to the issue and context;
- Collect, analyse and report **data separated** by age and gender;
- **Target** humanitarian response on the basis of a reasonable gender analysis;
- **Address the risks** of gender based violence and the spread of sexually transmitted infections / HIV and AIDS in all emergency programming;
- Take measures to **prevent the risk** of sexual abuse or exploitation e.g. from humanitarian workers, programme volunteers, etc;
- Provide **equal access** to education, training and skills development, information;
- Consult and where possible, adhere to the **Sphere Minimum Standards** to ensure an equitable approach to gender in emergency programming;
- Make provision for the **differing needs** of, and threats to, men, women and children in the design of camps, shelter, water, and sanitation interventions;
- **Observe cultural and community practices**, and the differing needs and capacities of men, women and children in the selection of non-food items.

Guiding Gender Principles:

- Freedom from gender-specific violence, including rape, forced prostitution;

- Freedom from slavery, including sale into marriage, sexual exploitation, forced child labour;

- Non-discrimination and equality, including employment and economic opportunities;

- Full and equal participation of displaced women;

- Attention to women's needs for reproductive and psychological health care;

- Respect of family life and reunification;

- Right of women and girls to personal identification and other documentation.

from the UNOCHA Guiding Principles on Internal Displacement , 2004

Additional resources:
Gender Handbook in Humanitarian Action © 2006 IASC;
Matrix of guidelines for gender based violence (GBV), © 2007 IASC;
DFID Gender Manual © 2005 H. Derbyshire;
National Gender Policy © 2000 Zimbabwe Ministry of Youth Development, Gender and Employment Creation;
Guidelines for Gender based violence in humanitarian settings © 2005 IASC

Web links for further information
Gender publications and advice:
http://www.gdnonline.org/wot_practical.htm
http://www.ilo.org/public/english/gender.htm
http://www.bridge.ids.ac.uk
http://www.gdnonline.org/sourcebook/index.php

Addressing HIV and AIDS

Displacement, vulnerability, and food insecurity increase the risk of HIV infection, and suffering among those already affected.

Responding to HIV and AIDS in Zimbabwe

The **National HIV and AIDS Strategic Plan (ZNASP) 2006-2010** guides all HIV and AIDS programming. Four main strategies are:

1. HIV prevention to reduce number of new infections, with a focus on behavioural change promotion;
2. Increased access and utilization of treatment and care services;
3. Improved support for individuals, families and communities, including orphans and other vulnerable children infected and affected by HIV and AIDS;
4. Effective management, coordination and resource mobilisation for the national HIV/AIDS response.

National AIDS Council (NAC) provides a single point for multi-sectoral coordination.

Vulnerability to HIV and AIDS

Who is vulnerable?

- *Mobile populations (Refugees & IDPs)*
- *Returnees*
- *Orphans & vulnerable children (OVCs)*
- *Female and child headed households*
- *Host communities*
- *Sex workers*
- *Humanitarian workers*
- *Military or peace keeping personnel*
- *Lorry drivers*
- *Businessmen, and temporary or seasonal workers*

What contributes to their vulnerability?

- Post disaster and conflict situations increase the risk of **sexual gender based violence (SGBV)**, particularly among displaced populations, and the subsequent spread of HIV.
- HIV prevalence increases with **population movements and displacement**. This trend can continue through longer term recovery and returning populations.
- **Foreign workers** engage in unprotected sex due to unfamiliarity with their surroundings and the removal of social / cultural constraints.
- **Loss of livelihoods, separation, poverty**, and the **disruption of family and social support structures** lead women, girls or boys into prostitution or unsafe sex practices for money, food, or protection.
- Inadequate or **disrupted health services** prevent access to condoms, post exposure prophylaxis, and screened blood, increasing risks of transmission.
- **Deterioration in public health, poor sanitation, and limited access to clean water** increase the incidence of disease and opportunistic infections.

Impact of disasters on those affected by HIV and AIDS

- A high prevalence of HIV **undermines the resilience and coping capacity** of communities, making them more susceptible to disaster and slower to recover.
- HIV and AIDS sufferers, and carers, are at high risk of malnutrition, illness, and poverty following disaster as they have **fewer livelihood opportunities, inadequate access to food and nutrition**, and greater **susceptibility to disease**.
- People living with HIV and AIDS (PLWHA) are highly **vulnerable to stigma and discrimination**, particularly when displaced, so confidentiality is essential.
- Inadequate or disrupted health services **reduce access to treatment**, **medication** for opportunistic infections, **anti-retrovirals, home based,** and **palliative care**. Disrupted access to anti-retrovirals can lead to rapid progression of HIV and AIDS.
- National and local capacities (government, NGO, community) already weakened by the disaster and facing increased demands, have **limited capacity to provide care and support** for those suffering from HIV and AIDS.

Interventions to address HIV and AIDS related risks:

Protection and prevention:

- *Work based HIV and AIDS policies.*
- *Integration of protection, e.g. in registration, water, sanitation, shelter, camp management.*
- *HIV and AIDS education.*
- *Supply of male and female condoms, and post exposure prophylaxis (PEP).*
- *Voluntary counselling and testing (VCT), services and measures to prevent parent to child transmission (PTCT).*
- *Family tracing services.*
- *Water, sanitation, and hygiene promotion services to reduce spread of disease.*

Treatment and support:

- *Psychosocial support.*
- *Medical services, anti-retrovirals (ARV), and essential drugs supply.*
- *Social and education facilities, including child friendly spaces.*
- *Targeted nutritional programmes.*
- *Livelihood opportunities e.g. agricultural inputs, construction skills, etc.*
- *Community based care programmes.*

Effective meetings

Meetings are essential to communicating in disasters.
But they frequently produce limited outcomes.
Creating a format and process that produces results is key.

The role of the chair is to facilitate the meeting in such a way that the collective wisdom of the attendees is tapped into, while keeping discussions in line with the meeting's objectives.

The participants' role is to prepare for, and engage constructively in meetings, so that results can be accomplished.

PLANNING & PREPARATION

WHY	*What is the purpose and expected outcomes of the meeting?* ▪ Give or share information, feedback, reports ▪ Generate ideas ▪ Find solutions / solve problems / make decisions ▪ Develop trust, relationships, teams *Who needs to agree these objectives?* *What do participants want from the meeting?* *Is the meeting part of an on-going process?*
WHAT	*What topics need to be on the agenda?* ▪ Use the agenda to explain how different topics will be handled, and for how long. List what people need to bring. *Is the agenda circulated beforehand? Bring spare copies!*
WHO	*Who should attend? Are the right people available?* *Is there a protocol for invitations?*
WHERE	*Which is the best location and venue to suit everyone?* *Does it have the space, equipment, ventilation, catering needed?* *What is the best layout for the style of meeting – formal or informal?*
WHEN	*When is the best time for this meeting? Is there a clear start and finish time which is culturally acceptable to all? Is there sufficient time to achieve the objectives? What breaks will be needed? Is it free from interruptions?*
HOW	*What is the best way to start, engage all cultures, encourage contributions, and clarify purpose and expectations? e.g.* ▪ Introductions, ground rules, ice-breakers *What translations and interpretation is needed?* *How will you record, clarify and circulate decisions and actions? e.g. on a flipchart or whiteboard; in minutes?*

When you run a meeting you are making demands on people's time and attention – use it wisely.

Running effective meetings

1. Ensure relevant information is available and/or circulated beforehand.
- ensures critical decisions can be made, and people can come prepared.

2. Clarify, and get agreement on, the purpose, agenda and timing.
- helps set a purposeful tone to the meeting, and helps keep to the agenda.

3. Start and finish on time
- avoids time wasting and helps ensure people take the meeting seriously.

4. Agree groundrules – do's and don'ts for the meeting.
- encourages respectful behaviours.

5. Take time to build trust and involve everyone, i.e. good introductions; encourage listening; use smaller discussion groups.
- encourages open and honest discussion and debate.

6. Keep to the agenda
- avoids time wasting and keeps focus on the purpose.

7. Record agreed actions
- *encourages commitment to action and purposeful meetings.*

8. Ask at the end of each meeting how the next meeting could be improved.
- enables better, and better meetings.

Multi-language meetings

The success and quality of your meetings rely on everyone being able to contribute their views and information.

Conducting meetings either entirely in English or in local languages will exclude key players and reduce effectiveness.

OPTIONS FOR INTERPRETATION

Whispering interpreting – useful when only one or two people require interpretation, but can be distracting.

Liaison interpreting - the interpreter translates a few sentences at a time.

Effective in short sessions but can become tedious and time-consuming.

Consecutive Interpreting - interpreter listens to a longer exchange of information, takes notes, then translates a summary.

Difficult to keep people's attention, but useful for summarising key points.

Simultaneous Interpreting - requires a radio microphone for the interpreter and headsets for the listeners.

Useful in large conferences or formal meetings but requires technology and high level of skill.

COMBINING TRANSLATION & INTERPRETATION

Selective interpreting

- prepare translated key points and agendas on flipchart, handouts or PowerPoint;

- incorporate small group discussions in different languages to encourage sharing of views and ideas; and,

- include interpretation of the summaries and action points in the main group.

Written Summaries

- simultaneous, summarised written translation can be done on computer and projected onto a screen using OneNote software or similar. This also provides the basis for meeting minutes.

These options can maximise engagement and minimise disruption.

Tips for using interpreters

- choose someone who is impartial, with no vested interest in the topic, but with an understanding of the content;

- if possible choose someone who is representative of the group (gender, ethnic background etc);

- where possible use someone who is trained in interpretation;

- ask others who they might recommend;

- ensure they are given regular breaks (at least every hour);

- take time to prepare them by giving them an agenda, and explaining jargon, key issues, etc.

WHEN INVITED TO A MEETING:

1 Ask what language(s) it will be conducted in.

2 Notify organiser if you:
- would like an interpreter;
- can act as an interpreter;
- know a good interpreter.

3 Ask for the information you need to participate fully in the meeting e.g. agenda, start and finish times, any special needs.

4 If translated materials would be beneficial either:
- request translated versions;
- offer to translate; or,
- suggest local translator.

WHEN ORGANISING A MEETING:

1 Check if interpretation is required.

2 Brief interpreters and participants.

3 Schedule regular breaks.

4 Use translated visuals aids and small group discussions in local languages.

5 Translate and disseminate key materials.

6 Regularly review effectiveness of meetings.

Facilitation and running workshops

Workshops can be used to analyse problems, develop plans of action, learn new skills, learn from experience, change behaviour and build teams.

Good facilitation skills maximise the benefits from running workshops. In preparing for a workshop you need to consider the following:

Focus on the outcomes

What will be gained from this workshop? Who is it aimed at? Are the objectives agreed by key stakeholders?

Possible constraints

- **Time**: How much time is needed to practice the skills or resolve the problem, balanced with how much time people have to attend, and costs of the event?
- **Location**: Which location will enable all stakeholders to attend (*including e.g. beneficiaries, women and minorities*) to maximise participation?
- **Learning culture**: What style of learning are participants used to?
- **Language**: How to ensure active participation across different languages?

Administration

Good administration is essential for a successful event, including:

- **Venue**: ensuring right rooms, accommodation, meals, refreshments, equipment;
- **Participants**: publicity, joining instructions, their requirements (*transport, meals, accommodation, interpretation, translation, special facilities for disabled*), your requirements (*instructions, preparation, programme outlines*)
- **Facilitators and speakers**: invitation, transport, materials, payment if appropriate, format of sessions, equipment and resources needed
- **Materials**: printing and collation of handouts etc, registration of participants, evaluation process.

Activities

Choose varied and interesting exercises and activities that help achieve your objectives and maximises participation. Include as far as possible:

- **Group work:** mixing sizes, groupings, tasks
- **Visual aids and other multi-media resources:** increases learning, can overcome language and cultural barriers
- **Open-ended questions:** why, what, how?; encourages wider thinking
- **Practising skills, field work:** people learn best from 'doing'
- **Action planning:** encouraging clear actions following the workshop

Stages in a Problem Solving Workshop:

1. **Set the scene** (clarify objectives; introductions; ice breaker)
2. **Define the problem** (what are all the issues and priorities for action?) (what is already working well?)
3. **Identify causes** (why are these issues and problems?)
4. **Generate solutions** (how might you resolve the problem(s)?) (how can you maximise what is working well?)
5. **Agree action** (who will do what, by when and how?)

A Facilitator's job is to make it easy.

A facilitator:

- is **objective** and neutral
- ensures **clear objectives**, and structure
- manages the **time**
- keeps an overview and focus on the **outcomes**
- ensures discussions are **relevant**
- **clarifies** everyone's understanding
- ensures **actions** are agreed and recorded

AND

- keeps the event **flowing**
- **listens** and observes to ensure everyone is participating
- creates **relaxed atmosphere** by setting the scene, and ice breakers
- manages the **pace**, suggesting breaks and allowing time for informal discussion,
- encourages **participation, creative ideas** and **individual thinking** through use of questions, techniques and exercises.

Pages and resources are also downloadable from www.allindiary.org   *Zimbabwe edition 2009*

Using multi-media resources

Communication across cultures can be challenging, Using a variety of media can maximise your ability to get your message across especially overcoming language barriers.

Media	Advantages	Disadvantages
MASS MEDIA	*To reach mass audience with clear standard message*	*Expensive. Needs technical expertise.*
Radio	*Can reach wide audience – and the poorest.*	*Audience uncertain. No interaction. Right language.*
Television	*Can reach wide audience. Able to use visuals. .*	*Unlikely to reach poorest. Specialist production.*
Internet/website/ podcasts	*Can be easily updated. Records information. Can be interactive.*	*Many people still cannot access the web, or are not web literate.*
Blogging	*Informal way to communicate with a wide range of people. Can be interactive.*	*Can be too personal. Needs to be policed.*
Email	*Can be used to direct people to website. Personal approach.*	*Gathering email addresses; privacy; Information overload*
Newspapers/ publications	*Potential regular updates. Quick access.*	*Audience needs to be literate. Need journalist.*
TARGETTED	*Information for a specific audience. Less expensive.*	*Some production needed. Limited interaction.*
Video	*Useful training tool. Can be entertaining. Can overcome illiteracy .*	*Needs equipment to view. Messages can be too generic.*
CDs/DVDs	*Can be interactive, visual and audio.. Can include a lot of information. Easy to distribute.*	*Needs a computer to view. Can take time to produce.*
Notice boards/ posters	*To inform/ update passing audience. Easy to set up. Useful for bold simple messages*	*How to grab attention of targeted audience? Not interactive. Limited amount of information.*
Leaflets, newsletters	*Easy to produce and distribute in large numbers.*	*Needs a distribution process. No guarantee it is read.*
Networks	*Word of mouth tends to spread quickly. Existing structure.*	*Can be exclusive. Open to misinterpretation.*
INTERACTIVE	*More traditional, low technology. Literacy not essential. Multi-language*	*Time consuming. Outcomes less predictable and controlled.*
Theatre, puppetry	*Can encourage behavioural change in engaging, entertaining way. Traditional.*	*Needs considerable preparatory work. May still exclude some groups.*
Songs, dance, story telling.	*Uses traditional methods to encourage exploration and learning.*	*Can be difficult to ensure message is clear.*
Puzzles & games	*Active and entertaining encourages problem solving*	*Not appropriate for certain groups.*
Photos, drawings	*Strong learning tools.*	*Need to be appropriate, and accurate.*

In deciding which media to use, consider…

- What sources of information does the target audience normally use?

- What about subgroups (women and men, children and adults etc.) as access may be variable?

- Can you use more than one media, to increase impact?

- What technological limits might apply? (electricity, printing, transport, computers)

- What quality would be most appropriate for this audience?

- How quickly does the information need communicated? What time do you have to prepare and develop?

- Is there a standard message for a mass audience?

- Does the message need regularly updated?

- How can the impact be monitored?

Keeping a photo library of your programme can help communicate your messages.

Additional resources:
Communications & Development – a practical guide, © DFID (1999), Successful Communication – A Toolkit for Researchers and Civil Society, © ODI (2005) Hovland I.,

Web links for further information
Helping Health Workers Learn – http://www.healthwrights.org/books/HHWLonline.htm *(also in Spanish)*

Pages and resources are also downloadable from www.allindiary.org   *Zimbabwe edition 2009*

Recruiting and selecting staff

WORKING WITH VOLUNTEERS

Volunteers can provide vital extra capacity and assist with programmes at community level, however it is important not to take them for granted.

- Manage volunteer recruitment in the same way as staff recruitment with clear terms of reference and a thorough interview process.
- Identify who will be responsible for managing volunteers.
- Make everyone in the organisation aware of volunteer roles and responsibilities.
- Ensure volunteers are fully briefed on their entitlement and working conditions.
- Ensure there are sufficient funds to cover volunteer activities e.g. transport, food.

STAFF RECRUITMENT AND SELECTION

Take legal advice

Consult a lawyer or access http://www.ilo.org/dyn/natlex/natlex_browse.country?p_lang=en&p_country=ZWE to ensure procedures and contracts comply with local law.

Define the requirement

Clarify **what needs to be done**. Consider the **options** of redistributing tasks, training up current staff, short term contracts versus longer term; specialist versus generalist; local versus international.

Job description

Prepare an outline of **broad responsibilities** involved in the job, and expected outcomes from short-term contracts.

Person specification

What skills, experience, qualifications and attributes are **essential** to do the job? Avoid setting criteria which will **discriminate** against different backgrounds, religions, gender, etc.

Consider how you will **assess** these.

Advertising

Avoid discrimination by your choice of wording or where you place adverts. Give clear instructions and timing.

Encourage the right people to apply while discouraging too many inappropriate applications, e.g. *previous applicants, emails, notices, newspapers, local radio, word of mouth.*

Avoid poaching staff from local agencies or government.

Setting up HR forums for agencies can pool resources more effectively.

Applications

A **standard application form** will help short-listing.

CVs are simpler and faster BUT:

- information is not standardised
- cultural differences can lead to misinterpretation

Short-listing

Assess applications on the basis of the person specification – watch for bias and discrimination.

Interviews

Create a good impression of your organisation and consider the points to the right.

- Welcome the candidate and put them at ease as they will tell you more if relaxed.
- **A**sk questions to **find out** about their experience, skills, knowledge, and attitude. A similar questions to all candidates to ensure fairness and allow for comparison.

  Avoid discriminatory questions e.g. asking women who looks after their children.
- **Describe** the organisation and the job.
- On closing, agree the **next steps.**

Use open questions *(tell me about..how do you…why did you..talk me through..).*

Be aware of your own bias e.g. finding reasons why particular candidates are suitable. Have at least two interviewers to get contrasting views and witness interview discussions.

Tests, checks and references

Ask candidates to:
- show you evidence of qualifications, examples of previous work.
- do a presentation, a case study, or tests.

References from previous employers can be useful but ask for the candidate's permission.

Making a job offer

Prepare and send the necessary documentation (in the appropriate language) in accordance with local laws.

Induction

Planned induction ensures new staff members settle in and are productive quickly. Do ensure all members of the team are informed of the new team member.

Cross cultural interviews

Interviewing when participants belong to different cultures can bring additional challenges.

Here are some possible considerations to neutralise the impact of cultural differences:

ESTABLISHING RAPPORT

Take time to explain clearly the purpose of the interview and agree mutual goals – creating a cooperative climate.

FEELINGS & MOTIVES

Ask 'projective questions' if candidate is not used to talking about feeling and motives.
e.g. ask them to describe a best friend or colleague and the reasons they admire them.

DEALING WITH STRESS

Ask candidates to describe their worst experience and how they behaved, to gain insight into how they deal with difficult situations.

STEREOTYPES & PREJUDICE

Be aware of your own prejudices about accent, appearance, etc.

ASSESSING BEHAVIOUR

Have a standard format to record questions and responses for all interviewees

Ask yourself at the end of the interview if certain behaviours could be a handicap to the job or only tap into personal prejudices.

Additional resources:
Managing Others, Pick up & go guide, © 2006 Oxfam
Recruitment & Selection © 2008 People in Aid
Recruitment & Selection Manual, J. Satterthwaite, 2007, VSO
Volunteer management, National Minority AIDS Council
Tips for involving volunteers © 2006 Volunteering Australia

Web links for further informaon
http://www.managing.peopleinaid.org/recruitment/overview.aspx;
http://www.aidworkers.net/?q=advice/humanresources/recruitment;
http://www.idealist.org/tools/recruiting.html;

Briefing and handover

Briefings and handovers are crucial to the continuity of projects, and to ensuring the effectiveness of new team members.

Whilst a briefing covers essential information on policies, procedures, broader context and job requirements, a handover focuses on passing on the experience of what happens on a day-to-day basis.

"The worst scenario is being dropped in with no handover at all and receiving just rumours and opinions and at best a whistle stop tour". Richard Lorenz, Aid Workers Forum, 23.10.2002.

Briefing

Every incoming post holder can benefit from a briefing covering the basic areas of:

Physical orientation:
Where do I find people, resources, information? Where do I eat and sleep?

Organisational orientation:
Where do I fit into this organisation? What are the values and objectives of this organisation?

Health & Safety:
What are the safety and security procedures?

Terms & Conditions of employment:
How will I be paid? What am I entitled to? What do I do if I have a problem?

Country orientation:
Background to the country and region? Nature and extent of the disaster, maps and plans.

Programme orientation:
What are the aims and objectives; the funding; the progress; the challenges of this programme? What policies and procedures are used?

Job requirements:
What are my objectives and timescales? How will my performance be reviewed? How does my role fit with others in the team?

> **Pre-departure briefing is often organised by headquarters, but a short telephone briefing from the field is helpful and full briefing on arrival is essential.**

Handover

The single most important source of information will be the job's predecessor – failure to plan and organise handovers harms programmes.

- *One hour at the airport is better than nothing;*
- *One week working together would be ideal as it would allow introductions to staff and partners;*
- *Two weeks would be untold luxury.*

If a face to face debriefing is not possible, short written hand-over notes and files left in order is the absolute minimum.

In preparing to handover consider:

Current status of programmes:
finances, problems, key contacts, etc.

Brief history to date:
achievements, lessons learnt, difficulties.

Priorities in coming weeks:
- *day-to-day activities and regular commitments, and contacts,*
- *any ad hoc, one-off events,*
- *on-going projects,*
- *any special duties e.g. chairing meetings.*

General: *ways of working; best sources of information; living advice e.g. how and where to relax!*

> **Start compiling handover notes a few weeks before you leave – noting issues which will continue or arise in the future, Then edit and add detail in final few days.**

**A PRACTICAL DIARY
FOR FIELD BASED HUMANITARIAN WORKERS**

Zimbabwe edition - 2009
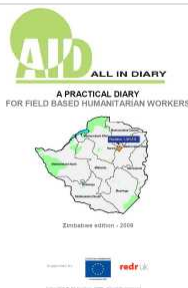
Using the All In Diary as a handover tool.

Recording notes and information in this diary, provides a ready-made hand over tool for your successor.

This can assist continuity, particularly in the early stages of disaster response.

Notes could include:
- Useful contacts
- Constraints and successful approaches to working in the local context
- Key decisions made in developing your project
- Key learning from activities to date
- Security, staff and logistical issues
- Meetings held and key outcomes
- Urgent follow ups and outstanding challenges
- General observations and suggestions
- Local working hours and holidays
- Cultural considerations
- Local facilities

Personal security

Relief work can involve a degree of insecurity. The security, good health and safety of staff are a prime responsibility of your organisation.

The following checklist covers some general issues you as a team member should think about and become knowledgeable of throughout your deployment.

From RedR-IHE Personal Security in Emergencies training course

TRAVEL

- Be aware when to wear seat belts *(e.g. general travel)* and when not to *(e.g. in certain conflict zones)*
- Slow down in vehicles; if have drivers, insist they maintain safe speeds.
- Ensure someone has a copy of your travel plan:
  - routes to be driven
  - planned stops
  - points of contact at stops
  - timeframe for trip
- Get a briefing on road and security conditions
- Take extra food, water, spares, etc.
- After each journey, debrief on the road and security conditions

HAZARDS

- Be aware of and report potential hazards and threats
- Assess need for protective clothing
- In lodgings, check fire exits and smoke detectors
- Be aware of potential health issues for you and other team members
- Be aware of personal security issues e.g. areas of danger *(crowds, mined areas, factional borders)*; physical danger *(increase in criminal activity, shelling)*
- Use local people's knowledge to assess the level of threat
- Know location of secure areas or locations of team members

COMMUNICATIONS

- Be familiar with team security plan
- Get briefing from person responsible for security in your team
- Establish a communications plan:
  - *Reporting or call-in procedures*
  - *Radio procedures & frequencies*
  - *Contact & backup systems*
- Ensure everyone knows what to do at checkpoints, in event of an accident etc.
- Keep copies of plans and procedures in office and vehicles
- Share this plan with other teams
- Maintain a points-of-contact list *(internal and external)*

EVACUATION

- Establish an emergency evacuation plan e.g.
  - *coordination with Embassy;*
  - *shutdown procedures;*
  - *assembly points;*
  - *survival equipment and supplies (amount, location, access);*
  - *transportation methods for evacuation (road, air, water);*
  - *evacuation points and routes (airport, border, specific road) marked on maps;*
  - *vehicles equipped and prepared for evacuation.*
- Discuss or rehearse evacuation plan and review or update as necessary
- Check any medical emergency and medical evacuation plan
- List personal items to take/ leave in an emergency and location of those items

Think safety and security at all times

Be prepared*:*

- take advantage of any training in personal security and communications before your assignment

- ask for information on security issues before signing your contract

- brief yourself on the situation in the country or part of the country in which you will be working

- obtain a security briefing on your arrival

- identify specific threats

- keep updated

- avoid complacency

Staying healthy and managing stress

Poor health and high stress levels affect the well being of individuals and can put others at risk.
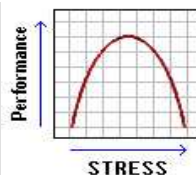

Recognising stress

Stress can result from the accumulated strain of working too frequently or for too long in a difficult or frustrating environment such as a relief situation. This ultimately leads to 'burn out'.

Acute stress disorder can be caused through witnessing or personal experience of trauma as may occur in the aftermath of a disaster.

Post traumatic stress disorder can emerge weeks or months after experiencing trauma or develop as a result of persistent acute stress.

Signs of acute stress may include the following:

Physical	Cognitive	Emotional	Behavioural
Nausea	Bad concentration	Fear, anxiety	Hyperactivity
Fatigue	Poor memory	Guilt, hopelessness	Dangerous driving
Rapid heart rate	Confusion	Depression	Overwork
Sweats / chills	Fast/slow reaction	Resentment	Angry outbursts
Muscle tremors	Poor decision	Anger, irritability	Argumentative
Nightmares	making		

Staying healthy and mitigating stress – advice for individuals

Humanitarian workers are at risk of becoming run down, stressed and prone to illness. You can mitigate these risks through simple measures:

- Get sufficient and regular sleep,
- If working long hours, take regular breaks and conserve energy,
- Eat well and avoid fatty, sugary foods,
- Limit alcohol and tobacco consumption,
- Avoid arbitrary use of medicines,
- Take regular exercise,
- Maintain a sense of humour

- Maintain a social life & contact with family
- Develop meaningful relationships,
- Think positively,
- Identify sources of stress,
- Recognise your limits and accept them,
- Manage your time and take time off,
- Try to be flexible and accept change,
- Avoid aggression and try to tolerate conflicting ideas.

Principles for managing stress by humanitarian agencies

1. Agency **accepts** and demonstrates **responsibility** for reducing, mitigating and responding to the effects of stress.
2. Thorough assessment of **staff suitability** during recruitment.
3. Effective pre-departure staff **briefing and training.**
4. **On-going monitoring** of stress levels amongst staff.
5. **Regular training** to support demands on staff working in a humanitarian context.
6. **Specific support** / provisions (extra leave entitlements, counselling) for traumatic incidents or stressful periods of work.
7. Individual staff operational and personal **de-briefings** on contract completion.
8. Commitment to **on-going support** of staff exposed to trauma or extreme stress as part of their work.

Adapted from © Antares Foundation (2006) 'Managing stress in humanitarian workers'

Balancing pressure and stress

Stress is manageable.

Stress is a part of everyday life and essential to our survival.

Being challenged is stimulating and necessary for human development and growth.

Pressure is positive if effectively managed, but too much leads to stress and poor health.

Stress can be addictive and can contribute to addictive behaviour.

Failing to cope with continuous pressure is not a sign of weakness, it is a sign of stress.

Failure to identify and manage stress can lead to more serious illness.

Learning and professional development

"It is the responsibility of the aid worker to become a good team-player and take the initiative to capture the new knowledge that is generated by his work, updating his knowledge profile in a way that it can be transmitted to peers and successors"

– © ODI 2004, Faulkner & Foster, ALNAP, Managing Learning at the Field Level in the Humanitarian Sector

How this is achieved will depend on the:

- particular knowledge, skills, or behaviour the learner aims to acquire or develop.
- level of knowledge, skill, or behaviour the learner already demonstrates.
- learner's preferred learning style.
- resources available (people, money, equipment, opportunity and time).

ORGANISATIONAL LEARNING

In the rapidly changing environment of humanitarian relief, organisations need to continually adapt and learn.

In addition to monitoring and evaluation (M&E) processes for your programme, you need to capture learning from your employees through, e.g.

Team Lessons Learned meetings or debriefings
Regular meetings to capture essential lessons from what work has been performed and what was achieved.

Personal debriefing
Asking individual to reflect on, and share, experiences - high points, low points, readjustments made and recommended.

Exit interviews
Interviewing staff just before they leave to gather candid views on the work, organisation, programme, management, etc.

DIRECTED GROUP LEARNING
- formal structured training and learning in different sized groups

- **Training courses / Workshops** (*short courses run internally or by others*)
- **Briefings** (*short inputs on specific issues*)
- **Road shows** (*short sessions in many locations*)
- **Conferences** (*large meeting for consultation or discussion*)

Advantages	Disadvantages
- can target a wide audience	- the larger the numbers, the more general the content
- builds skills and knowledge	- takes time to plan
- builds relationships and contacts	- expensive to run
- two-way exchange of information	

SELF-DIRECTED GROUP LEARNING
- self-choosing groups where individuals learn from each other

- **Discussion forum** (*in-person or electronic forum to exchange ideas, post questions, offer answers, offer help on relevant subjects*)
- **Action learning sets** (*regular meetings to explore solutions to real problems and decide action*)
- **Communities of practice** (*informal network of like-minded individuals sharing expertise*)

Advantages	Disadvantages
- real, live issues	- coordination
- action based	- continuity
- directly relevant	- can need skilled facilitation
- can be easy to arrange	- seen as gimmicky
- useful for teams working on same site	- lack of focus
	- becomes a talking shop

INDIVIDUAL LEARNING
- specific individual learning opportunities

- **Coaching / mentoring** (*providing guidance, feedback and direction*)
- **Shadowing** (*following and observing experienced person*)
- **Field visits** (*visiting actual programme sites*)
- **Practical demonstrations**
- **Placements/secondments** (*temporary assignment in another organisation*)

Advantages	Disadvantages
- very specific	- resource intense
- on-going learning	- time
- focused on needs of the individual	- can pass on bad habits
- practical learning	

SELF-MANAGED LEARNING
- individual actions the learning in their own time

Self study:
- *books, reports, downloadable resources*
- *CDs , videos, DVDs, podcasts*
- *distance learning*

Personal reflection:
- *Observing and listening*
- *Learning logs (written record of learning)*

Advantages	Disadvantages
- written materials give standardised messages	- relies on individual motivation
- can reach large audience	- written messages can be too general or misinterpreted
- individual responsibility and motivation for learning	- materials take time to produce

Additional resources:
Learning & Training Policy Guide © 2008 People in Aid
Learning Styles and Methodologies © 2004 People in Aid
ALNAP Review of Humanitarian Action 2003 – Field Level
Learning © 2004 ODI

Web links for further information
General info: www.aidworkers.net; www.networklearning.org
http://www.actionlearningsets.com/php/news.php?id=4&item=;
Distance learning courses: http://www.the-ecentre.net/resources/1-1-1.cfm

Funded by:

The European Commission's Humanitarian Aid department funds relief operations for victims of natural disasters and conflicts outside the European Union. Aid is channelled impartially, straight to people in need, regardless of their race, ethnic group, religion, gender, age, nationality or political affiliation.

Supported by:

RedR UK is the leading training and recruitment charity working in international disaster relief. Our work saves and rebuilds the lives of people affected by disasters worldwide by ensuring that the right people, with the right skills are available to respond.

The IWSD is a non-profit making, non-governmental organization based in Harare, that aims to assist in the achievement of sustainable development of water resources and waste management though the provision of support to development agencies in Zimbabwe and the Southern Africa region. In particular, the Institute addresses issues hindering access of the poor to services and the sustainability of the services.