



Basic Training on RIGHTS-BASED HUMANITARIAN ACTION AND PROTECTION

A Manual for Trainers

UPSCALING HUMANITARIAN ACTION
Utilizing Good Practice Model and Whole of Society
Approach in Rights-Based Humanitarian Action



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

Table of Contents

List of Acronyms	2
Overview	5
Context and Objectives.....	6
Training Content and Process	7
Pre- Requisite for Training Participants	8
Proposed Schedule.....	9
 Introduction	 10-11
Part 1: Context and Overview of Humanitarian Response.....	12
Module 1: EMERGENCY RESPONSE IN THE CONTEXT OF DISASTER RISK REDUCTION AND MANAGEMENT	 12
Session 1: Levelling Off on Key Terms and Policies	12
Session 2: Situating Humanitarian Response in the DRRM Framework	16
Session 3: Humanitarian Response Using the CBDRRM Approach.....	19
Part 2: Emergency Response	28
Module 2: Emergency Response Assessment	28
Session 1: Simulation	29
Session 2: Input-Synthesis.....	30
Module 3: EMERGENCY RESPONSE PROGRAMMING	31
Session 1: Mainstreaming Protection, Gender, Inclusivity and Advocacy in Programming Humanitarian Response	 32
Session 2: Programming BASIC SERVICES: Food, Non-Food Items, WASH and Shelter	 33
Session 3: Programming Special Technical Services: Psychosocial Support and Peace Process.....	 36
Module 4: EMERGENCY RESPONSE PROGRAMMING	38
Session 1: Beneficiary Selection	39
Session 2: Emergency Response Management	40
Part 3: Humanitarian Response.....	43
Module 5: Human Resources	3
Session 1: Principle of Duty Care	44
Session 2: Self and Team Care.....	45
 RE-ENTRY PLANNING.....	 47
Proposed Template for Re-Entry PLANNING	49

List of Acronyms

49CARRAT- HOPE	<i>Four Humanitarian Principles, Nine Humanitarian Standards Christian Aid Rapid Response Team - Humanitarian Orientation for Partners' Empowerment</i>
ALNAP	<i>Active Learning Network for Accountability and Performance in Humanitarian Action</i>
Balay	<i>Balay Rehabilitation Center</i>
Buklod	<i>Buklod Tao, Inc.</i>
CA	<i>Christian Aid</i>
CARRAT	<i>Christian Aid Rapid Response and Assessment Team</i>
CBDRRM	<i>Community-Based Disaster Risk Reduction and Management</i>
CDP	<i>Center for Disaster Preparedness</i>
CEDAW	<i>Convention on the Elimination of All Forms of Discrimination Against Women</i>
CHAP	<i>Consortium on Humanitarian Action and Protection</i>
CHP	<i>Core Humanitarian Principles</i>
CHS	<i>Core Humanitarian Standards</i>
CRC	<i>Convention on the Rights of the Child</i>
CRM	<i>Complaints and Response Mechanism</i>
CSO	<i>Civil Society Organization</i>
DRRM	<i>Disaster Risk Reduction and Management</i>
EWS	<i>Early Warning System</i>
HOPE	<i>Humanitarian Orientation on Partner Empowerment</i>
HRBA	<i>Human Rights-Based Approach</i>
ICRC	<i>International Committee of the Red Cross</i>
IDP	<i>Internally Displaced Person/s</i>
IFRC	<i>International Committee of Red Cross</i>
IHL	<i>International Humanitarian Law</i>
INGO	<i>International Non-Government Organization</i>
IRR	<i>Implementing Rules and Regulations</i>
LDRRMC	<i>Local Disaster Risk Reduction and Management Council</i>
MIRA	<i>Multi-Cluster initial and Rapid Assessment</i>
MISP	<i>Minimum Initial Service Package for reproductive health</i>
NDCC	<i>National Disaster Coordinating Council</i>
NDRP	<i>National Disaster Response Plan</i>
NDRRMC	<i>National Disaster Risk Reduction and Management Council</i>
NFI	<i>Non-Food Item/s</i>
NGO	<i>Non-Government Organization</i>
PDNA	<i>Post Disaster Needs Assessment</i>

PDRA	<i>Pre-Disaster Risk Assessment</i>
PDRMO	<i>Provincial Disaster Risk Reduction and Management Office</i>
PO	<i>People's Organization</i>
PVCA	<i>Participatory Vulnerability and Capacity</i>
RA	<i>Republic Act</i>
RBA	<i>Rights-Based Approach</i>
RBHR	<i>Rights-Based Humanitarian Response</i>
RDANA	<i>Rapid Damage Assessment and Needs Analysis</i>
RH	<i>Reproductive Health</i>
SFDRR	<i>Sendai Framework for Disaster Risk Reduction</i>
SSS	<i>Social Security System</i>
UNGPID	<i>United Nations Guiding Principles on Internal Displacement</i>
UNISDR	<i>United Nations International Strategy for Disaster Reduction</i>
WASH	<i>Water, Sanitation and Hygiene</i>

Overview

Context and Objectives

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

The RBHR Training seeks to provide the foundation needed by humanitarian workers and volunteers to uphold human rights during emergency response. Specifically, the training seeks to enable the participants to:

- » *Relate emergency response in the context of human rights and Disaster Risk Reduction and Management (DRRM) framework;*
- » *Apply the humanitarian principles, humanitarian core standards, and rights-based approach (RBA) in humanitarian response work;*
- » *Explain the process of emergency assessment, humanitarian response programming, and emergency response management that is consistent with humanitarian principles and standards, and RBA; and*
- » *Discuss how humanitarian workers can be mobilized, nurtured, and sustained for humanitarian response.*

This manual is designed to guide the RBHR trainers from CHAP, as well as the graduates of the training who intend to pass on their learnings to others, in facilitating a similar training for trainers, advocates, Disaster Risk Reduction and Management Council (LDRRMC) members, and volunteers in their localities/projects areas.

Training Content and Process

The manual is made up of made up of three major parts and five modules.

PART 1: The Context of Emergency Response

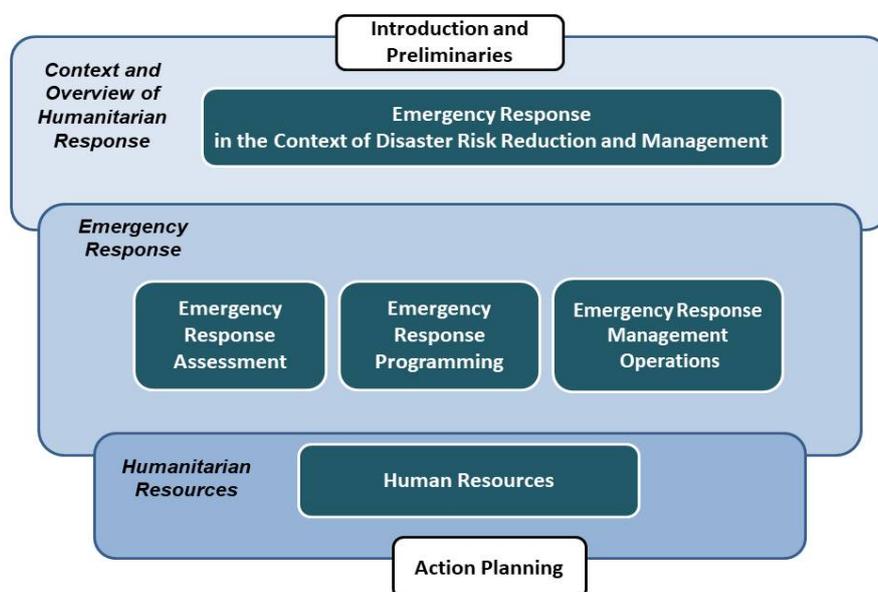
This portion provides the rationale for a systematic humanitarian response that adheres to humanitarian principles and standards in the Philippines and the world. At the same time, it establishes the role of emergency response in the framework of DRRM. It is made up of the module on Emergency Response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

PART 2: Emergency Response

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

PART 3: Humanitarian Resources

The last major section of the RBHR Training focuses on humanitarian resources. Made up of one module, Part 3 provides a venue to determine how human resources can be nurtured and sustained for humanitarian response.



Each training day starts with preliminary activities meant to set the tone for the day. These activities include rituals and energizers, review of the highlights of the previous training day (except for Day 1), and preview of the day's session. The last

session of the training is devoted to the conduct of re-entry planning where the participants outline how they intend to use their learnings in their respective LGUs/areas.

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

- group exercises to enable the participants to introduce sessions/concept and apply RBA, humanitarian principles and standards, as well as emergency response management tools;*
- plenary sharing of individual insights and results of group exercises; and*
- brief inputs from the facilitators and resource speakers to level off on concepts and share good practices.*

Four days are ideally allotted for the RBHR Training. Nonetheless, the Trainer may adapt the schedule, content, and process to the context and needs of the participants. The order of sessions and modules could be rearranged. Managing time could be challenging since most of the modules require group exercises. Hence, it is best to produce handouts to reduce time for inputs, as well as provide the participants with references should the time run out for discussions during the sessions.

This manual comes with a USB containing the electronic copy of the presentations, handouts, and other references needed by the Trainer. The presentations are meant to serve as references in the development of more localized and context-based presentations.

PRE-REQUISITE

Ideally, the participants must have already taken the following training or inputs prior to the Basic Training on Rights-Based Humanitarian Response:

- » **Community-Based Disaster Risk Reduction and Management (CBDRRM) Training; or**
- » **Inputs on:**
 - » **Basic Concepts on DRRM and CCAM**
 - » **Republic Act 10121**
 - » **Community Risk Assessment**
 - » **Early Warning and Evacuation**
 - » **Contingency Planning**

If the participants have already been trained on CBDRRM, there may no longer be a need to allot significant time for the session on CBDRM under Module 1. A brief review of the approach would suffice. However, there may be a need to identify the crucial role of the CBDRRM approach in the processes discussed under Modules 2 to 4 (Emergency Assessment, Emergency Programming, Emergency Response Management Operations).

PROPOSED SCHEDULE

Time	Topic	Content
8:00 – 9:00	Arrival of participants/Registration	
Day 1		
9:01 – 10:00	Introductory Activities	Welcome Remarks Introductory Games and Activities Expectation Check Overview of the Training
PART 1: CONTEXT AND OVERVIEW OF HUMANITARIAN RESPONSE		
10:01 – 12:00	MODULE 1: Humanitarian Response in the Context of Human Rights and DRRM	Session 1: Levelling Off on Key Terms and Policies
12:01 – 1:00	LUNCH	
1:01 – 2:00	Module 1 Continued...	Session 2: Situating Humanitarian Response in the DRRM Framework
2:01 – 3:00		Session 3: Humanitarian Response Using the CBDRRM Approach
3:01 – 4:00		
4:01 – 5:00	Readings	
Day 2		
8:30 – 9:00	Opening Activities	Opening Prayer, Recap
PART 2: EMERGENCY RESPONSE		
9:01 – 9:30	Introduction to Part 2	The Humanitarian Architecture and Environment
9:31 – 12:00	MODULE 2: Emergency Response Assessment	Session 1: Simulation Session 2: Input-Synthesis
12:01 – 1:00	LUNCH	
1:01 – 3:00	MODULE 3: Emergency Response Programming	Session 1: Mainstreaming Protection, Gender, Inclusivity, and Advocacy in Programming Humanitarian Response
3:01 – 4:00		Session 2: Programming BASIC SERVICES: Food, Non-Food Items, WASH, and Shelter
4:01 – 6:00		Session 3: Programming Special Technical Services: Psychosocial Support, Peace Building
Day 3		
8:30 – 9:00	Opening Activities	Opening Prayer, Recap
9:01 – 10:30	MODULE 4: Emergency Response Management Operations	Session 1: Beneficiary Selection
10:31 – 12:00		Session 2: Emergency Response Management
12:01 – 1:00	LUNCH	
PART 3: HUMANITARIAN RESOURCES		
1:01 – 2:00	Module 5: Human Resources	Session 1: Principles of Duty Care (40 Minutes)
2:01 – 3:00		Session 2: Self and Team Care (1 Hour)
3:00 – 4:00	Re-entry Planning	Action Planning per organization
4:30 – 5:00	Closing/Evaluation	

OVERVIEW

Learning Objective

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

Summary of Flow

Topic/Content	Duration	Suggested Methodology	Resources Needed
1. Introduction of Participants	30 Minutes	Introductory Game/s Individual Introduction	Metacards Markers Manila papers Masking Tape Laptop LCD Projector
2. Setting of Expectations	15 Minutes	Individual Reflection	
3. Training Overview	15 Minutes	Plenary Discussion	
TOTAL			1 Hour

Process and Content

Topic	Process and Content
Introduction	<p><u>Game/s (30 Minutes)</u></p> <p>⇒ Have each participant introduce him/herself and the organization s/he comes from. Prior to the introduction, a series of culturally sensitive games and activities to loosen up the participants could be done.</p>
Expectations	<p><u>Individual Reflection (15 Minutes)</u></p> <p>» Ask each participant to write their expectations on the:</p> <ul style="list-style-type: none"> ○ Pink metacard: what they hope to learn from the training ○ Blue metacard: what could hinder learning ○ Yellow metacard: what could facilitate learning ○ Green metacard: what they expect from the Facilitators <p>» Have them post their responses on the white board in front. Cluster similar ideas.</p> <p>» Summarize the expectations posted and relate them to the training objectives, flow, and adjustments that the Trainer/Secretariat could do to meet expectations.</p>

Topic	Process and Content
Training Overview	<p data-bbox="443 241 774 282"><u>Plenary Discussion</u></p> <ul data-bbox="443 315 1340 508" style="list-style-type: none"><li data-bbox="443 315 1340 394">⇒ <i>Discuss the rationale, objectives, selection of participants, content, and process of the training.</i><li data-bbox="443 427 1340 508">⇒ <i>Encourage the participants to ask questions or make clarifications on the content and process of the training.</i>



PART 1:

CONTEXT AND OVERVIEW OF HUMANITARIAN RESPONSE

MODULE 1

Emergency Response in the Context of Disaster Risk Reduction and Management

LEARNING OBJECTIVES

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

- » Define the key terms and concepts of rights-based humanitarian response;
- » Discuss the humanitarian principles and core humanitarian standards;
- » Situate humanitarian response in the DRRM Framework; and
- » Explain how the CBDRRM approach can facilitate rights-based humanitarian response.

CONTENT AND PROCESS

Session 1 Levelling Off on Key Terms and Policies (2 Hours)

1. Human Rights Issues and Concerns During a Disaster

Role Playing (30 Minutes)

- » Divide the participants into three groups. Instruct all the groups to portray the human rights issues and concerns given the following situations:

Group 1: During a Disaster and Displacement

Group 2: During Humanitarian Response in an Evacuation Center

Group 3: During Resettlement, Return, and Integration

- » Give each group three minutes to prepare and two minutes to portray the situation required from them.
- » Process each presentation by asking the following questions:

What were the human rights issues and violations presented per situation?

- What were the human rights issues and violations presented per situation?
 - Why do these happen?
 - How can these be addressed?
- » List down the issues per situation. Highlight the common violations and possible points for action.

2. Key Terms and Concepts in Humanitarian Response

Interactive Discussion (30 Minutes)

- » Define and discuss the following terms by anchoring the main points on the list of issues and possible points for action and using them as examples/illustrations:

- » Humanitarian and *Pakikipagkapwa* (emphasize that being humanitarian is inherent in our culture as manifested in our concept of "*kapwa*" or recognizing ourselves in others)
- » Human Rights
- » Displacement
- » Internally Displaced Persons (IDPs)
- » Rights-Based Approach (RBA)
- » Humanitarian Protection
- » Humanitarian Action
- » Humanitarian Response
- » Rights-Based Humanitarian Response

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

3. Legal Instruments and Key Policies on Human Rights Protection

Input (15 Minutes)

- » Emphasize that human rights protection is inscribed in international policies that the Philippines has ratified and in our very own Constitution.
- » Distribute the summary matrix on **Human Rights Protection Policies** and briefly discuss features that address the concerns raised during the roleplaying (no need to detail key provisions):
- International Humanitarian Law (IHL)

- *Universal Declaration of Human Rights*
- *1987 Philippine Constitution*
- *United Nations Guiding Principles on Internal Displacement (UNGPID)*
- *International Covenant on Civil and Political Rights*
- *International Covenant on Economic, Social, and Cultural Rights*
- *Convention on the Rights of the Child*
- *Convention on the Elimination of All Forms of Discrimination Against Women*
- *Protocol II or Protocol Additional to the Geneva Conventions of 12 Aug 1949, relating to the Protection of Victims of Non-international Armed Conflict,*
- *Convention Against Torture*

4. Humanitarian Principles and Core Humanitarian Standards

Plenary Discussion (45 Minutes)

- » *Briefly discuss the history of humanitarian work. Discuss the history of humanitarian work. Relate how world events influenced humanitarian work and principles. The evolution of humanitarian work brought forth the concept of humanitarian imperative or addressing human suffering wherever it is found, with particular attention to the most vulnerable in the population, such as children, women, the displaced, and the elderly. The dignity and rights of all those in need of humanitarian assistance must be respected and protected. The humanitarian imperative implies a right to receive humanitarian assistance and a right to offer it. At times, humanitarian access to civilian populations is denied by authorities for political or security reasons. Humanitarian agencies must maintain their ability to obtain and sustain access to all vulnerable populations and to negotiate such access with all parties to the conflict.*
- » *The International Humanitarian Law and the Declaration of Human Rights serve as the foundation of the standards and framework of humanitarian response. Conducting humanitarian response entails dealing with dilemmas. Decisions and actions should not cause any harm, whether intentional or unintentional, to the affected communities.*
- » *The humanitarian principles and human rights (rights-based approach) should always govern how a humanitarian response is carried out. The four humanitarian principles include:*

- » **Humanity:** Human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings. Each individual has the inherent dignity. The reason why the assistance is delivered.
- » **Neutrality:** Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature. Transparency and openness are key issues to keep neutrality. Neutrality for an organization that has taken on a rights-based approach must not, however, be an obstacle to tackling human rights violations. Neutrality is not a justification for condoning impunity or turning a blind eye to egregious human rights abuses. It does not negate the need for some form of action, whether through strategic advocacy, simple presence, political demarches, local negotiations, etc.
- » **Impartiality:** Humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or political opinions. Elements: Non-discrimination, Proportionality, No subjective distinction.
- » **Independence:** Humanitarian action must be autonomous from the political, economic, military or other objectives that any actor may hold with regard to areas where humanitarian action is being implemented.

- » **Proceed with the discussion of the Core Humanitarian Standards (CHS):**
 - Ask the participants to remain in their groups. Distribute the sheets of paper containing nine commitments to each group. Assign three commitments per group. Instruct them to discuss what specific activities can be implemented in line with these principles. Ask them to cluster their responses according to each project cycle management phase: Needs Assessment and Analysis, Planning, Resource Mobilization, Implementations and Monitoring, Operational Per Review and Evaluation).
- » **Emphasize that the CHS guides their actions, interventions, and organizational systems when responding to emergencies. CHS emphasizes that communities should be at the center of humanitarian response endeavors.**

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

5. Transition to Next Session

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

Session 2 Situating Humanitarian Response in the DRRM Framework (2 Hours)

1. The DRRM Framework

DRRM Stations (40 minutes)

- » **Divide the participants into 4 groups. Orient the participants on the content of the "passport," a passport-like document for each participant so that s/he can visit all the DRRM stations or café destinations.**
- » **Have a quick review of the four thematic areas of DRRM. Briefly show the connection of the 4 thematic concerns in DRRM in the context of pre-, during, and post disaster/humanitarian work.**
- » **Give the following instructions:**
 - **Explain that there are four stations (Café Destination) representing each of the 4 thematic areas in DRRM:**
 - Café Sandigan 1: Disaster Prevention and Mitigation*
 - Café Puro Kahandaan 2: Disaster Preparedness*
 - Café Kopiko 3: Disaster Response*
 - Café R and R 4: Disaster Rehabilitation and Recovery*
 - **Each group takes turns in touring each Café Destination for a maximum of ten (10) minutes per round (total of 4 rounds). Preferably, each group should be composed of a diverse set of participants so that sharing of insights and experiences is optimized. To be able to enter a Café Destination, each participant should be able to present a Passport which will be issued by the facilitators at the beginning of the session.**
 - **At least 1 facilitator is assigned in each Café Destination to lead and document the highlights of the discussion with the participants in each round, as guided by the following steps:**

- a. Briefly recall with the participants the issues, challenges and lessons learnt that were shared during the previous session (role playing).
 - b. Provide time for the participants to look at the samples of activities and programs displayed in the Café station and also those shown in their passports. Aside from the samples let them discuss what they have already done in their areas (with respect with the particular thematic area).
 - c. Then ask the participants "What are the top 3 programs and activities in this thematic area that would help them to have a better humanitarian response?"
- » After touring each Café Destination, the facilitator places a stamp on the participant's Passport to indicate that s/he has visited the specific Café Destination. The participant receives a mini-token or simple refreshment from each round.

2. Plenary Presentation (20 minutes)

» Emphasize the following:

- RA 10121 emphasizes that disasters are caused not just by hazards, but also recognizes other key risk factors such as vulnerabilities, capacities, and exposure. Hence, the law focuses not just on disaster response but on prevention and mitigation, preparedness, and rehabilitation and recovery as well. The key is to reduce disaster risks by addressing a community's exposure and vulnerabilities to hazards and enhancing their capacities to prepare for, respond to, and recover from hazards and disasters. **Human rights can be better upheld if protection mechanisms are already installed in the four thematic areas.**
- This framework is operationalized through an organizational structure, from national down to the local, that ensures that there are government units that focus on each thematic area. Moreover, the structure ensures that the national government, local government, civil society organizations (CSOs), and communities are working together towards **risk reduction and protection of human rights before, during, and after a disaster.**
- The law also ensures that there are funds to support the DRRM framework. **Having sufficient funds help ensure that the basic human rights of disaster survivors are protected, especially during disaster events.**
- The law is also in line with the **Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2030**, an international framework that sets four priorities for action to achieve a safer and resilient world in the next 15 years.

The four priorities cover:

- *understanding disaster risk;*
 - *strengthening disaster risk governance to manage disaster risk;*
 - *investing in disaster risk reduction for resilience; and*
 - *enhancing disaster preparedness for effective response and to “build back better” in recovery, rehabilitation, and reconstruction. It was adopted on March 18, 2015 at the Third United Nations (UN) World Conference in Sendai, Japan.*
- » *Aside from RA 10121, there are also local policies that seek to ensure human rights protection during emergency response. Provide a brief overview of these policies by distributing the summary matrix (Handout 2.2) on **Local Humanitarian Protection Policies** and briefly discuss the features focusing on human rights protection during emergencies:*

- » *National Disaster Response Plan*
- » *Republic Act 7581*
- » *Republic 10821*
- » *Republic Act 9710*
- » *Reproductive Health Law of 2012*

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

2. Transition to Session 3

- » *There is an approach that helps ensure that community members themselves, the primary responders when disasters occur, are able to uphold human rights when disasters occur. This is the Community-Based Disaster Risk Reduction and Management (CBDRRM) Approach. The next session provides an overview of the approach and how humanitarian protection can be ensured through CBDRRM.*

Session 3: Humanitarian Response Using the CBDRRM Approach (1 Hour)

1. The Experience of Buklod Tao: Input (15 minutes)

- » Give a brief description of Buklod Tao
 - Nature of the organization and membership: Buklod Tao is a people's organization (PO) in Banaba, San Mateo, Rizal, that has been practicing CBDRRM since the early 1990's. is composed of – members, mostly coming from the most vulnerable sectors of the barangay.
 - Brief history of Buklod Tao (how it was formed)
 - Disaster Risks in Banaba (anchor inputs on the map of Banaba showing the highly exposed and vulnerable areas).

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

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

2. The CBDRRM Approach Input-Discussion (30 minutes)

- » Ask the participants what they learned from the film.
- » Synthesize the answers of the participants. Wrap up by concluding that the people in the community themselves are capable of solving their problems. They themselves could protect their rights during disasters. This is the premise of the CBDRRM approach. It is *“a process of disaster risk reduction and management in which at-risk communities are actively engaged in the identification, analysis, treatment, monitoring and evaluation of disaster risks in order to reduce their vulnerabilities and enhance their capacities, and where the people are at the heart of decision-making and implementation of disaster risk reduction and management activities.”*
- » Hence, communities become more organized and systematic in all the four thematic areas of Disaster Risk Reduction and Management, especially during disaster response.

- » **Site examples of how Buklod Tao was able to uphold human rights through the approach. CBDRRM is in line with the Rights-Based Approach (RBA) as both:**
 - *identify the realization of human rights as ultimate goals of development*
 - *Recognize people as key actors in their own development, rather than passive recipients of commodities and services.*
 - *Recognize participation is both a means and a goal.*
 - *Aim to implement strategies that empower.*
 - *Monitor and evaluate the outcomes and processes.*
 - *Focus on marginalized and excluded groups.*
 - *Ensure that the development process is locally owned.*
 - *Aim to reduce disparities and empower those left behind.*
 - *Use situation analysis to identify immediate, underlying and root causes of development problems.*
 - *Include all stakeholders, including the capacities of the state as the main duty-bearer and the role of other non-state actors, in analysis.*
 - *Develop and sustain strategic partnerships.*
 -
- » **Emphasize that the CBDRRM process and RBA can help communities develop appropriate humanitarian response mechanisms and collectively respond to disasters when they happen (site examples from the Buklod Tao experience).**

4. Transition to Module 2

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

Module References

ALNAP Guide on Protection for Humanitarian Agencies

Center for Disaster Preparedness. (No date). Module on RA 10121. Unpublished.

DRRNet Philippines. (2011). Primer on RA 10121. Quezon City: DRRNet Philippines.

Republic Act 7581, -- Cong, S. No. --/H.No. --- (1992) (enacted).

Republic Act 9710, 14th Cong, S. No. 2396/H. No. 4273 (2008) (enacted).

Republic Act 10121, 14th Cong, S. No. 3086/H. No. 6985 (2010) (enacted).

Republic Act 10821, 16th Cong, S. No. 3034/H. No. 5285 (2015) (enacted).

United Nations Guiding Principles on Internal Displacement

UN HRBA Portal. (No Date). The Human Rights Based Approach to Development Cooperation: Towards a Common Understanding Among UN Agencies. Accessed from: <http://hrbaportal.org/the-human-rights-based-approach-to-development-cooperation-towards-a-common-understanding-among-un-agencies>

United Nations Population Fund Portal. (No Date).The human rights-based approach. Accessed from: <http://www.unfpa.org/human-rights-based-approach>

Victoria, L & Luneta, M. (No date). Kahandaan, Katatagan at Kaunlaran ng Komunidad (2nd Ed.). Quezon City: Center for Disaster Preparedness.

Reading and visual materials prepared by the Center for Disaster Preparedness

HANDOUT 1.1: Key Legal Instruments and Policies on Humanitarian Action and Protection

Legal Instrument/Policy	Brief Description
International Humanitarian Law (IHL)	<p>⇒ A set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare. International humanitarian law is also known as the law of war or the law of armed conflict. The law that regulates the conduct of war (<i>jus in bello</i>). It is that branch of international law which seeks to limit the effects of armed conflict by protecting persons who are not participating in hostilities, and by restricting and regulating the means and methods of warfare available to combatants (ICRC). This law binds states and armed groups.</p>
Universal Declaration of Human Rights	<p>» Arose directly from the experience of the <u>Second World War</u> and represents the first global expression of what many people believe to be the rights to which all human beings are inherently entitled.</p>
1987 Philippine Constitution	<p>The protection of human rights is found in Article III of the 1987 Philippine Constitution. Called the <u>Bill of Rights</u>, it includes 22 sections which declare a Filipino citizen's rights and privileges, no matter what. Key provisions include:</p> <p><i>Section 1. No person shall be deprived of life, liberty, or property without due process of law, nor shall any person be denied the equal protection of the laws.</i></p> <p><i>Section 2. The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures of whatever nature and for any purpose shall be inviolable, and no search warrant or warrant of arrest shall issue except upon probable cause to be determined personally by the judge after examination under oath or affirmation of the complainant and the witnesses he may produce, and particularly describing the place to be searched and the persons or things to be seized.</i></p>
United Nations Guiding	<p>UNGPID affirms and reflects the principles covered by the</p>

Legal Instrument/Policy	Brief Description
<p>Principles on Internal Displacement (UNGPID)</p>	<p>International Human Rights Law and International Humanitarian Law. Moreover, it explains the purpose of the Principles, namely to provide guidance in situations of displacement. The general principles (Principles 1-4) include:</p> <ul style="list-style-type: none"> ⇒ National authorities have the primary responsibility to protect and assist IDPs within their jurisdiction. ⇒ IDPs are entitled to enjoy in full equality the same rights and freedoms as other persons in their country and shall not be discriminated against. ⇒ Certain IDPs, especially unaccompanied minors, expectant mothers, mothers with young children, female heads-of-households, persons with disabilities and older persons, might require specific attention. <p>Protection from Arbitrary Displacement (Principles 5-9):</p> <ul style="list-style-type: none"> ⇒ Articulates a right not to be arbitrarily (unlawfully) displaced and spells out the situations in which displacement is absolutely prohibited. ⇒ States have a duty to avoid the displacement of populations unless absolutely necessary and to protect against the displacement of groups with a special dependency on their lands. ⇒ When displacement is unavoidable, certain guarantees must be established for displacement to be lawful. <p>Protection and Assistance During Displacement (Principles 10-23):</p> <ul style="list-style-type: none"> ⇒ All persons, including IDPs, should enjoy, a broad range of civil, political, economic, social and cultural rights, including the rights: <ul style="list-style-type: none"> • to life and to protection against acts of violence and torture, sexual and gender-based violence, landmines, and recruitment of children into armed forces or groups and their participation in hostilities; • to safe access to essential food, potable water, basic shelter, appropriate clothing, medical services and sanitation; • to freedom of movement, including in and out of IDP camps; • to seek asylum in another country; • to personal documentation; • to respect for family life and unity; • to education and training, equally for women and girls; • to employment and participation in economic activities; <p>to vote and participate in government and public affairs.</p>

Legal Instrument/Policy	Brief Description
<p>International Covenant on Civil and Political Rights</p>	<p>The Covenant recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. It recognizes that state parties should ensure that conditions are created to enable everyone to enjoy his/her civil and political rights, as well as his economic, social and cultural rights,</p> <p>Article 3: <i>The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.</i></p> <p>Article 4: <i>In time of public emergency which threatens the life of the nation and the existence of which is officially proclaimed, the States Parties to the present Covenant may take measures derogating from their obligations under the present Covenant to the extent strictly required by the exigencies of the situation, provided that such measures are not inconsistent with their other obligations under international law and do not involve discrimination solely on the ground of race, colour, sex, language, religion or social origin.</i></p>
<p>International Covenant on Economic, Social, and Cultural Rights</p>	<p>Article 3: <i>States Parties should ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.</i></p> <p>Article 11: <i>States Parties should recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing to this effect the essential importance of international co-operation based on free consent.</i></p> <p>Article 12: <i>States Parties should recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.</i></p>
<p>Convention on the Rights of the Child (CRC)</p>	<p>The 1989 United Nations Convention on the Rights of the Child (UNCRC) offers the highest standards of protection</p>

Legal Instrument/Policy	Brief Description
	<p>and participation for children. It provides a comprehensive and non-derogable¹ code of civil, political, economic, social, and cultural rights to children <u>at all times.</u></p> <p><i>Article 6: States Parties recognize that every child has the inherent right to life; and shall ensure to the maximum extent possible the survival and development of the child.'</i></p> <p><i>Article 19: States Parties [to] take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.'</i></p>
<p>Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)</p>	<p>The Convention defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. It provides the basis for realizing equality between women and men through ensuring women's equal access to, and equal opportunities in, political and public life -- including the right to vote and to stand for election -- as well as education, health and employment. States parties agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms.</p>
<p>Protocol II or Protocol Additional to the Geneva Conventions of 12 Aug 1949, relating to the Protection of Victims of Non-international Armed Conflict</p>	<p>Protocol II is a 1977 amendment protocol to the Geneva Conventions relating to the protection of victims of <i>non-international</i> armed conflicts. It defines certain international laws that strive to provide better protection for victims of <i>internal</i> armed conflicts that take place within the borders of a single country. The scope of these laws is more limited than those of the rest of the Geneva Conventions out of respect for sovereign rights and duties of national governments. It seeks to ensure that:</p> <ul style="list-style-type: none"> ⇒ persons taking no active part in hostilities are treated humanely (including military persons who have ceased to be active as a result of sickness, injury, or detention). ⇒ The wounded and sick are collected and cared for.
<p>Convention Against Torture</p>	<p>The United Nations Convention against Torture aims to prevent torture and other acts of cruel, inhuman, or degrading treatment or punishment around the world. It</p>

¹ Used within a legal context to stipulate the **rights** specified in a treaty that nation states cannot violate under any circumstances.

Legal Instrument/Policy	Brief Description
	requires states to take effective measures to prevent torture in any territory under their jurisdiction, and forbids states to transport people to any country where there is reason to believe they will be tortured.

HANDOUT 1. 2: Key Local Humanitarian Protection Laws and Policies

Law	Salient Features and Key Provisions
<p><u>RA 10121</u></p> <p><i>The Philippine Disaster Risk Reduction and Management Act (DRRM Act) of 2010</i></p>	<ul style="list-style-type: none"> » <i>Prioritizes community level DRRM focusing on the most vulnerable sectors (i.e., the poor, the sick, people with disabilities, older people, women, and children)</i> » <i>Highlights the important role and strengthens capacities of local communities</i> » <i>Recognizes local government units (LGUs), civil society organizations (CSOs), and communities as key partners in disaster risk reduction.</i> » <i>Establishes a local DRRM Office (LDRRMO) at the provincial and municipal levels.</i> » <i>Allocates not less than 5% of it's the LGU's estimated revenues for its local DRRM Fund (LDRRMF).</i>
<p><u>RA 7581</u></p> <p><i>The Price Act</i></p>	<ul style="list-style-type: none"> » <i>Freezes or controls prices of basic necessities whenever an area is declared under a state of calamity, emergency, martial law, rebellion, or war; or when the privilege of the writ of habeas corpus is suspended in that area.</i> » <i>Penalizes violators through imprisonment/fine.</i>
<p><u>RA 10821:</u></p> <p><i>Children's Emergency Relief and Protection Act</i></p>	<ul style="list-style-type: none"> » <i>Ensures provision of emergency relief and protection for children before, during and after disasters and other emergency situations through the formulation of the Comprehensive Emergency Program for Children (CEPC).</i> » <i>CEPC covers:</i> <ul style="list-style-type: none"> » <i>the establishment of transitional shelters for orphaned, separated, and unaccompanied children;</i> » <i>immediate delivery of basic necessities and services;</i>

Law	Salient Features and Key Provisions
	<p><i>measures to ensure the safety and security of affected children</i></p> <ul style="list-style-type: none"> » <i>delivery of health, medical, and nutrition services</i> » <i>plan of action for prompt resumption of educational services for children</i> » <i>establishment of child-friendly spaces promotion of children's rights</i>
<p><u>Republic Act (RA) 9710</u></p> <p>Magna Carta of Women and Reproductive Health (RH) Law of 2012</p>	<ul style="list-style-type: none"> » <i>Provides for a "Minimum Initial Service Package for Reproductive Health (MISP)," which refers to a set of priority activities to be implemented during the onset of emergencies</i> » <i>Ensures timely, adequate, and culturally appropriate provision of relief goods and services such as food, water, sanitary packs, psychosocial support, livelihood education and comprehensive health services including implementation of the MISP for sexual and reproductive health at the early stage of the crisis.</i>
<p>National Disaster Response Plan (NDRP)</p>	<p><i>The Philippine National Disaster Response Plan details the operations protocols of all the response clusters and discusses the difference between the Incident Command System with that of the Cluster approach espoused by the plan. It also discusses the role of the NDRRMC and the OperationsCenter in relation to the Response Clusters" response operations. It also presents the operability of the plan in relation to the regional and local government units through their respective DRRMCs. The plan established the jurisdictional mandate of the DRRMCs and pushes for the enhancement of the DRRMCs" capacity and capability in pursuing not only DRRM but the demands of response operations during disasters</i></p>



PART 2:

EMERGENCY RESPONSE

Module 2: Emergency Response Assessment

LEARNING OBJECTIVES

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

- » Identify the different information needed to be gathered in an emergency assessment;
- » Explain the ethical process of data gathering to affirm dignity of the affected; and
- » Employ different assessment tools and methodology during emergency response.

SUMMARY OF FLOW

Topic	Duration	Suggested Methodology	Resources Needed
<i>Session 1: Simulation (1 Hour and 30 Minutes)</i>			
1. Assessing the Needs During Emergencies	15 Minutes	Plenary Instructions	Actors/Actresses, and props for simulation Meta Cards and Marker pen Laptop and projector Notebooks and pens Flipcharts and markers Masking Tapes
	45 Minutes	Simulation Activity	
	15 Minutes	Consolidation of Data	
	15 Minutes	Plenary Discussions	

<i>Session 2: Input-Synthesis (1 Hour)</i>			
2. Data Needs and Assessment Tools	60 Minutes	Highlighting the discussion points and key messages	Laptop LCD Projector

CONTENT AND PROCESS

Session 1 Simulation (1 Hour, 30 Minutes)

Preparatory Activity: set up 3 stations in the venue (isolated or far enough from each other) where actors are given a scenario to act out. Each scenario will require the participants to determine the needs of those affected by a major disaster.

1. Overview and Instructions (15 Minutes)

- » Explain that a simulated emergency assessment is about to be conducted. The simulation requires participants to define individual roles and work with each other as a team. They will be provided with specific emergency assessment tools to use in data gathering and in defining best possible action.
- » Divide the participants into assessment teams. Provide the general scenario handout and assessment tool to the participants. Give each team five minutes to go over the handout and tool, and to plan and assign roles. Assign a participant observer for each team.

2. Simulation Proper (45 Minutes)

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

3. Consolidation of Data (15 Minutes)

- » Each team regroups to consolidate findings and debrief.

4. Processing of the Simulation Experience (15 Minutes)

- » Ask the following questions:
 - What were your findings? What are the needs of those affected?
 - What were the factors that facilitated data gathering?
 - What were the factors that hindered data gathering?
 - What do you think about the assessment tool/s used? What was useful? What were the gaps?
 - What possible disrespect for human rights or the dignity of those affected could happen while assessing their needs?
 - How can we determine the needs of those affected and uphold their dignity at the same time?

Session 2 Input-Synthesis (1 Hour)

1. Discussion on Data Needs and Assessment Tools

- » Discuss the content of the PowerPoint presentation. Always refer to the experiences and realizations during the simulation during the discussion. Moreover, ask the participants to share actual experience of a disaster assessment.

2. Transition to the Next Module

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

Module References

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

HANDOUT 2.1: Script for the Simulation Activity (Module 2, Session 1)

HANDOUT 2.2: Results of the Rapid Damage Assessment and Needs Analysis (RDANA) for the Simulation Exercise (Module 2, Session 1)

Module 3

Emergency Response Programming

OBJECTIVES

By the end of Module 3, the participants of the training are able to:

- » Recognize the different types of emergency response, the associated principles and standards to each, and sources of additional information to different types of emergency response
- » Explain the different considerations being made in approving and rejecting emergency response proposals
- » Identify the capacity and gaps of their existing organizations for specific emergency response
- » Seek opportunities to gather other knowledge using secondary sources

SUMMARY OF FLOW

Topic	Duration	Suggested Methodology	Resources Needed
<i>Session 1: Mainstreaming Protection, Gender, Inclusivity, and Advocacy in Programming Humanitarian Response (1 Hour)</i>			
Protection, Gender, Inclusion, and Advocacy in Humanitarian Response	30 Minutes	Exercise: Power Walk	Metacards Markers Masking Tape
	30 Minutes	Interactive Discussion	
<i>Session 2: Programming BASIC SERVICES: Food, Non-Food Items, WASH, and Shelter (2 Hours)</i>			
Review of the LDRRMC Structure	10 Minutes	Plenary Discussion	Metacards Markers Manila papers Masking Tape Copies of the Sphere HandBook Laptop
The SPHERE Project	50 Minutes	Interactive Discussions	

Topic	Duration	Suggested Methodology	Resources Needed
	60 Minutes	Group Exercise: Application of the SPHERE Standards	LCD Projector
<i>Session 3: Programming Special Technical Services: Psychosocial Support, Peace Process (2 Hours)</i>			
1. Psychosocial Support	20 Minutes	Dyads	Bond Paper Sheets Pencils
	60 Minutes	Input-Discussion	Crayons Soft Music Laptop LCD Projector
2. Peace Process	30 Minutes	Highlighting the discussion points and key messages	

FLOW AND CONTENT

Session 1 Mainstreaming Protection, Gender, Inclusivity and Advocacy in programming Humanitarian Response (1 hour)

Protection, Gender, Inclusion and Advocacy in Humanitarian Response

1. Exercise: Power Walk (30 minutes)

- » Give each participant a character to portray (written on a metacard). Ask them to keep their character a secret until the end of the exercise. Inform them that activities in the community will be mentioned. For every activity, the participants must decide if their character can participate in the activity. If their character can participate, they may take a step forward. If they think their character cannot participate, they should remain where they are.
- » After the exercise, ask the participants to tape the metacard of their character on their chest. Ask them to look around and observe the characters that moved forward and those that hardly moved. Ask them for their insights and views.
- » Stress that, similar to the exercise, those belonging to the vulnerable sectors are often left behind in community activities. On the other hand, those in power or with money are present in most activities. Being inclusive ensures that no one, especially from among the most vulnerable groups, will participate and be considered in community activities and humanitarian endeavors.

3. Interactive Discussion (30 minutes)

- » *Paste the following terms on the board horizontally: protection, gender, inclusion, and advocacy. Ask the participants to share their understanding of these terms. Provide additional inputs if necessary (or correct misconceptions).*
- » *Once levelled off on the key terms/concepts, ask each participant to paste the metacard of their character (during the Power Walk) under the term or concept that their role is mainly concerned with (do the concerns of the character fall under protection, gender, inclusion, or advocacy?).*
- » *Ask 3-5 participants to explain the concern they chose for their character. Ask the participants why these concerns are important to humanitarian response. Remind the participants that they may fall under one or more categories.*
- » *Relate their responses to the need to uphold human rights and dignity during emergency response. Emphasize that the mechanisms to ensure that the cross-cutting concerns are addressed during emergency response should be done during the pre-disaster phase (prevention, mitigation, and preparedness). Moreover, the needs assessment should already include questions focusing on these concerns (e.g. gathering gender-, age-, disability-disaggregated data).*
- » *Remind the participants to keep in mind the cross-cutting concerns of protection, gender, inclusion, and advocacy when programming humanitarian response services to be discussed in the next sessions. Remind them to ensure that these services are gender sensitive, inclusive, and protective of human rights.*

Session 2 Programming BASIC SERVICES: Food, Non-Food Items, WASH, and Shelter (2 Hours)

1. Plenary Discussion (10 Minutes)

- » *Explain that the formation and strengthening of the Local Disaster Risk Reduction and Management Council/Committee (LDRRMC) is essential for effective response. There are sub-committees and persons assigned to lead the work, ensure systematic response, and protect human rights.*
- » *Ask the participants to draw their LDRRMC Structure. Ask them which sub-committee and sub-units are in-charge of humanitarian response. Ask them which committees/units in their LDRRMC are in charge of programming and providing food, non-food items, WASH, and shelter when disasters occur?*
- » *Ask how these committees/units relate to Upper LGU/s and the National Disaster Response Structure/Cluster.*

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

2. Interactive Discussion: The SPHERE Project (50 Minutes)

- » *Introduce the Sphere Project.*
- » *Distribute copies of the SPHERE Handbook to all the participants. Ask the participants to go back to their groups during the simulation (needs assessment). Assign each group with the following concern:*

Group 1: *Food and Non-Food Items*

Group 2: *WASH and Evacuation Site*

Group 3: *Shelter*

- » *Ask each group to read and discuss the standards set by the Sphere Project focusing on the basic service assigned to them. Give the groups 15 minutes.*
- » *After the group discussion, have a plenary sharing of ideas and ask the following:*
 - *Can the standards be applied to your context? Why or why not?*
- » *Emphasize that the SPHERE standards seek to ensure that the basic services provided to disaster survivors uphold human rights and dignity. However, it is recognized that the provision of these services also depends on the context and situation in a given area. If the standards cannot be applied, the members of the LDRRMC should always ensure that the human rights and dignity are upheld. The CBDRRM approach could help as the people themselves could set the mechanisms and standards for food, NFI, WASH, and shelter, based on their culture, context, and their sense of fairness.*

3. Group Exercise: Applying the SPHERE Standards (1 Hour)

- » *Ask each group to go back to the data they gathered during the simulation (needs assessment). Ask them to identify the appropriate food and non-food items (Group 1); WASH facilities (Group 2) needed in the evacuation area and/or affected community, as well as the evacuation site lay out; and shelter lay out or floor plan along with the content of shelter tool kit content (Group 3).*
- » *Remind the groups to apply the SPHERE standards and/or provide the appropriate services given their context and culture. Give each group 10 minutes for the exercise.*
- » *Give each group 5 minutes to report their outputs. Allow other groups to give comments and insights.*

4. Transition to the Next Session

- » *Sum up the key messages for the session. Emphasize that the data gathered during the needs assessment will be the basis for programming response interventions. Programming the basic services (food, non-food items, WASH, shelter, evacuation site) for the affected population should uphold human dignity. Following the standards set by the SPHERE Project helps in this endeavor, as well as the collective development of mechanisms and standards through CBDRRM.*

- » *Having discussed how to program rights-based basic services, explain that the next session will focus on mainstreaming the concerns of protection, gender, inclusivity, and advocacy when programming humanitarian response.*

Session 3 Programming Special Technical Services: Psychosocial Support, Peace Process (2 Hours)

Psychosocial Support (1 Hour and 30 Minutes)

1. Video Presentation and Plenary Sharing: The Yolanda Experience (30 Minutes)

- » *Have the participants watch the video on Yolanda.*
- » *After watching the film, ask them the following questions:*
 - *What were you feeling while watching the film?*
 - *What could the Barangay Captain interviewed on the film had been feeling right after Yolanda?*
 - *What could have been done to help him overcome the pain and loss?*
- » *Let the participants share their insights and thoughts.*

2. Input-Discussion (1 Hour)

- » *Level off on the definition of 'psychosocial'. Relate the insights from the previous activity to the definition and show visual examples.*
- » *Discuss the types, principles, and programming of Psychological First Aid. Ask the participants if there were people in need of focused or specialized psychosocial services during the needs assessment (simulation). Ask them to describe the characteristics and behavior of these people. Relate their responses to programming psychosocial first aid.*

Peace Process

4. Input-Discussion (30 minutes)

- » *To spur discussions, ask the following questions to the participants:*
- » *If relief services would be provided to war-torn or armed conflict areas, what will be the implications on the:*
 - *Provision of relief goods: will affected communities identified to be sympathizers of a non-state armed group involved in the armed conflict be provided with relief goods and assistance??*
 - *Transportation of relief goods: will you allow the military to escort or use any of their transportation facilities in the delivery of relief goods to an armed conflict affected community?*
 - *Coordination: will you coordinate with the military or non-state armed groups when providing relief goods to affected communities? What would be the areas/agenda for such coordination?*

- » *Proceed to discuss the complexity of the armed conflict in relation to providing humanitarian response and programming. Focus on the particular conflict dynamics (power relations between the conflicting parties, the scope of their influence within the community, LGUs and other stakeholders) where the training is being held and relate how such dynamics may influence humanitarian response and programming.*
- » *Emphasize the importance of scenario building in the communities when planning and designing preparedness, prevention, and mitigation measures.*
- » *Discuss how to program peace building in armed conflict/war-torn areas.*

5. Transition to Module 4

- » *Sum up the module (Emergency Response Programming) by reviewing the three sessions under it: Programming Basic Services (Food, NFI, WASH, Shelter), Mainstreaming Protection, Gender, Inclusion, and Advocacy in Programming Humanitarian Response, and Programming Special Technical Services (Psychosocial Support and Peace Building). The basis of programming should be based on the results of a systematic needs assessment (discussed in Module 2). When programming these services, the rights and dignity of those affected should be foremost in the mind of response workers.*
- » *Having programmed the services for response, the next module will focus on managing the operationalization of these services.*

Module References

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

Training Materials and Presentation of Balay Rehabilitation Center.

Module 4

Emergency Response Management Operations

OBJECTIVES

By the end of Module 4, the participants of the training are able to:

- » Recognize the different operational areas to manage in an emergency response;
- » Apply humanitarian standards in the management of emergency response to ensure that beneficiaries get what they deserve;
- » Identify the different humanitarian actors and the power relationships amongst them, especially between the donors, responders and the beneficiaries;
- » Discuss disaster response at the individual and family levels; and
- » Apply the humanitarian principles and standards when responding to the most vulnerable groups, especially persons with disability, children, and older people.

SUMMARY OF FLOW

Topic/Content	Duration	Suggested Process and Methodology	Resources Needed
<i>Session 1: Beneficiary Selection (1 Hour and 30 Minutes)</i>			
Setting Criteria for Beneficiary Selection	15 Minutes	Exercise	Biscuits Metacards Markers Manila Papers Masking Tape
	45 Minutes	Workshop	
	30 Minutes	Plenary Discussion	
<i>Session 2: Emergency Response Management (1 Hour and 30 Minutes)</i>			
Operationalizing Emergency Response	60 Minutes	Workshop	Printed case study Metacards Markers Manila Papers Masking Tape

CONTENT AND PROCESS

Session 1 Beneficiary Selection (1 Hour and 30 Minutes)

1. Exercise: Dividing the Goods (15 minutes)

- » Divide the participants into to three groups. The groups **MUST NOT** be equally divided. Ensure that one group is made up of 10%, another is composed of 30%, and the last has 60% of the total number of participants.
- » Distribute the same amount of biscuit packs (“relief”) per group. Allow them to identify and agree on the criteria for relief distribution (e.g. who will be prioritized among their group members and why).
- » Process the experience by asking the following questions:
 - a. What were the difficulties encountered by each group in relief distribution?
 - b. How were these difficulties resolved?
 - c. How can you relate the exercise to real-life situations during relief distribution?
- » Explain that the exercise is intended to prepare the participants for the next workshop on beneficiary selection.

2. Workshop (45 Minutes)

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

Group 1: Food and Non-Food Items

Group 2: WASH and Evacuation Site

Group 3: Shelter Kits

- » Have each group present their outputs. Remind them to present and defend their criteria and beneficiary list based on its alignment with humanitarian standards and in the context and culture in the locality.
- » Pose critical questions to each group that will highlight the difference of “beneficiary selection” between development and humanitarian workers. Curve ball questions can be asked (e.g., would formal/informal leaders who are critical to gain access to the vulnerable groups be included in the beneficiary list?)

3. Plenary Discussion (30 Minutes)

- » After all have presented, facilitate a plenary processing and ask the following: how do you feel about the process? What was challenging in the

exercise? How do you think will the selection criteria change during the recovery and rehabilitation phase?

- » **Stress the following:**
 - » *While it is important to note each one's perspectives in selecting community partners for development work, it is a challenge for development workers to apply humanitarian principles that focus on the most vulnerable when selecting beneficiaries for immediate emergency response.*
 - » *Despite the relatively large amount of humanitarian funding, the resources are never enough to satisfy everyone's needs and wants. Limitations will eventually have to set limits in the type and quantity of resources to provide and the number of beneficiaries. It should be noted that the most common source of conflict during an emergency response is borne out of non-transparent and biased selection of beneficiaries. This can be contradictory to development approaches that seek wider and more inclusion in the process. Moreover, development strategies may have a different target and preferences (e.g., community members who are active in the organization or supportive of an advocacy). The selection of beneficiaries is easy when the choices are between the rich and the poor but it becomes heartbreaking when it is only amongst the poor who were all affected by a disaster.*

Key is a grasp of the different humanitarian principles and standards:

- *Impartiality*
- *Neutrality*
- *Participation and Informed consent*
- *Support to local capacity*
- *Balanced representation of vulnerable people*

4. Transition to the Next Session

- » *This session stressed the importance and difficulty of establishing the criteria for beneficiary selection to ensure that the most vulnerable are chosen for immediate emergency response. The next session will tackle how the goods and services will be brought to the beneficiaries selected.*

Session 2 Emergency Response Management (1 Hour and 30 Minutes)

1. Workshop (1 Hour)

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

- *analyze and prioritize the needs of those affected*
- *identify the general strategies to address the needs given the internal and external conditions in the affected area;*
- *determine the agencies and organizations that could be partners in realizing the strategies and assist in response operations;*
- *identify the logistics and human resources needed;*
- *map out the points of entry*
- *identify the mode of distribution of relief goods.*

2. Plenary Processing of Workshop Results (30 Minutes)

- » *Have each group present their output. Ask the other groups for issues that may be encountered by the reporting group given their plan.*
- » *After all the groups have reported, ask for alternatives given the case study. Allow the participants to explore other strategies, then point out the importance of having alternatives (Plans A, B, and C) or having a contingency plan to ensure that services are still provided if something unexpected happens. Such entails the identification of all the issues that could be encountered when delivering services and planning for them.*
- » *Emphasize the following points:*
 - *The organization structure should be able to facilitate an efficient, effective and accountable emergency response. Often the problem is the lack of personnel. As such, assigning multiple tasks to people can be arranged as long as objectives will be met and principles are observed.*
 - *Aside from staff of and volunteers recruited, it is important recognize the role played by people affected by the disaster. Allowing people affected by disasters to participate/volunteer in the emergency process is encouraged. This is a form of psychosocial support that aids in the healing of mild trauma by transforming victims to social agents.*

3. Transition to Part 3

- » *Inform the participants that they are done with Part 2 of the Training. Part 2 primarily focused on applying humanitarian principles and standards in emergency response: needs assessment; programming of basic and technical services while mainstreaming the concerns of protection, gender, inclusivity, and advocacy; and emergency response management operations focusing on beneficiary selection and planning for response/relief operations.*
- » *The next part of the training focuses on you -- humanitarian workers/volunteers. It deals with How your organizations could ensure your health, safety, and wellbeing. It also tackles the importance of self and team care.*

Module Reference

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

HANDOUT 4.1: Case Study for Emergency Response Management (Module 4, Session 2)



PART 3:

HUMANITARIAN RESOURCES

Module 5

Human Resources

OBJECTIVES

By the end of Module 5, the participants of the training are able to:

- » identify the principles and steps to ensure the health, safety, and wellbeing of staff and volunteers engaged in humanitarian work.
- » Explain the importance of self and team care
- » Describe strategies for self and team care before, during and after helping in disaster situations.

SUMMARY OF FLOW

Topic	Duration	Suggested Process and Methodology	Resources Needed
<i>Session 1: Principles of Duty Care (1 Hour)</i>			
Session Introduction	10 Minutes	Plenary Discussion	
Principles of Caring for Humanitarian Workers	50 Minutes	Interactive Discussion	Printed sheets of the principles of caring for humanitarian workers Metacards Markers Masking Tape
<i>Session 2: Self and Team Care (1 Hour)</i>			
Coping with Stress	30 Minutes	Individual Exercise: Meditation	Laptop LCD

CONTENT AND PROCESS

Session 1 Principles of Duty Care (1 Hour)

1. Session Introduction: Plenary Discussion (10 Minutes)

- » *Ask the participants to recall Commitments 7 and 8 of the Core Humanitarian Standards. Are these commitments applied in their work place?*
- » *In most cases, especially if one is with the local government unit (LGU) or local NGO, her/his salary/allowance is not compensatory to the work load, especially when disasters occur.*
- » *Remind the participants that their agencies/offices/organizations should also ensure their safety, dignity, and rights.*

2. Principles of Caring for Humanitarian Workers: Interactive Discussion (50 Minutes)

- » *Briefly discuss the seven principles of caring for humanitarian workers (based on People in Aid Code of Good Practice). Post each printed copy of the principle in front as it is being discussed (arrange the principles horizontally, from left to right).*
- » *Ask the participants to write on color-coded metacards (one color is assigned per principle) how each principle is applied in their work place. Have them post their answers in front, under the principle they are under.*
- » *After everyone has posted their answers, ask the following:*
 - *Do you all have the same benefits?*
 - *What do other participants have in their organizations that you don't have? Do you need these?*
 - *What do all of you need but don't have?*
- » *Ask the participants to share their ideas of how the principles can be further applied.*

- » **Point out the following:**
 - **Humanitarian response staff and volunteers must also keep their health and well-being in mind. They should:**
 - **Ensure health and safety and not compromising safety of colleagues**
 - **Give feedback for any concerns**
 - **Follow security measures**
 - **On the other hand, organizations should:**
 - **Give time to ensure safety of family**
 - **Develop policies: office and personal security, travel, legal, health(physical and mental health) emergency procedures(need to evacuate etc.)**
 - **Provide the necessary social protection benefit: SSS, Philhealth, accident insurance**
 - **Determine individual's medical and psychological fitness provide check-ups and up to date vaccinations)**
 - **Proper briefing of staff and volunteers**
 - **Provide safety gears and survival kit**
 - **24 hour Communication System**
 - **Emergency Payroll for staff**

Session 2 Self and Team Care (1 Hour)

1. Coping with Stress: Meditation (30 Minutes)

- » **Instruct each participant to close their eyes. While soft music is being played, ask them to meditate and reflect on the following:**
 - » **What they THINK about after undergoing emergency response**
 - » **What they FEEL after undergoing emergency response**
 - » **What they DO after undergoing emergency response**

2. Interactive Discussion (30 Minutes)

- » **After all the groups have acted out their thoughts, feelings, and actions after undergoing emergency response, point out that the stress, exhaustion, lack of sleep, etc. depicted by the groups need to be managed to ensure that they are still able to help others.**
- » **Discuss the definition and importance of self and team care, as well as the strategies for self-care before, during, and after a disaster.**

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

Module References

Alberta Health Services. (2016). Responders stress and self-care during a disaster or emergency. Retrieved from

<http://www.albertahealthservices.ca/assets/healthinfo/mh/hi-amh-prov-mhpiip-disaster-responders-stress-and-self-care.pdf>

World Health Organization. (2013). Psychological first aid: Facilitator's manual for orienting field workers. Retrieved from

http://www.who.int/iris/bitstream/10665/102380/1/9789241548618_eng.pdf

World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva. Retrieved from

http://whqlibdoc.who.int/publications/2011/9789241548205_eng.pdf

RE-ENTRY PLANNING

LEARNING OBJECTIVES

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

- » Determine the programs, projects, and activities (including policy and mechanism development) that their offices could adopt to apply humanitarian principles in emergency preparedness and response (needs assessment, programming basic and technical services, etc.);
- » Set a 1-year time frame for the action plan; and
- » Identify the persons/committees responsible for each task/action.

CONTENT AND PROCESS

Topic	Content and Process
Rationale and Objectives for Re-Entry Planning	<p><u>Plenary Discussion (10 Minutes)</u></p> <ul style="list-style-type: none"> ⇒ Ask the participants to cluster according to the organization they belong to. ⇒ Explain the rationale and objectives for the re-entry planning. <ul style="list-style-type: none"> • A re-entry plan is a plan formulated by training participants to apply their learnings when they 're-enter' their organization. Formulating one is important to ensure that the knowledge and skills learned during the training would be transferred to their organization. Hence, the organization also learns and hopefully improves its performance in the process. • Formulating a re-entry plan requires time for the participants/trainees to reflect on their learnings, the conditions of their organization (and partner communities as well), and how the learnings could help address certain conditions in their organization and partner communities.
Re-Entry Planning	<p><u>Workshop (20 Minutes)</u></p> <ul style="list-style-type: none"> ⇒ Ask each group/organization answer the following questions: <p style="text-align: center;">Based on the training that you just went through and/or the response experiences of your organization:</p>

Topic	Content and Process
	<ul style="list-style-type: none"> • What are the capacity gaps in your organization in terms of: <ul style="list-style-type: none"> - Preparedness mechanisms - Emergency needs assessment - Mainstreaming protection, gender, inclusion, and advocacy in programming humanitarian response interventions - Programming basic services - Programming special technical services - Beneficiary selection - Planning for relief delivery • What do you need to improve vis-à-vis gaps in the next year? • What programs, projects, and activities (PPAs) will you conduct to attain this? When will you conduct these activities? • Who will be in-charge of implementing each PPA? <p>⇒ Ask the participants to submit a copy of the re-entry plan to the Training Team.</p>

Proposed Template for Re-Entry Planning

Organization: _____

Organization: _____

Date Prepared: _____

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