Welcome to the All In Diary

The following All In Diary information pages have been specifically designed, in collaboration with the UNICEF Child Protection Section to support humanitarian workers in Pakistan.

Each of the 58 pages covers essential topics of direct relevance to those working in the field.

Please notify us of any additional resources which you would recommend by emailing info@allindiary.org.

Linda Richardson  Gill Price

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Additional resources:
In this section on each page you will find a reference to resources which can be accessed by clicking on the title. These can also be accessed on our website www.allindiary.org

Web links for further information
In this section on each page you will find references to useful internet sites. If you have internet access, these can be accessed by clicking on the link.

Pakistan edition 2011
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

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   - Using multi-media resources

5. Managing people
   - Recruiting and selecting staff
   - Briefing and handover
   - Personal security
   - Staying healthy and managing stress
   - Learning and professional development
## 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.

### General country background

- **Pakistan country profile**
  [http://www.alertnet.org/db/crisisprofiles/PK_FLO.htm](http://www.alertnet.org/db/crisisprofiles/PK_FLO.htm) - briefings


- **BBC News**
  [http://news.bbc.co.uk/1/hi/world/south_asia/country_profiles/1157960.stm](http://news.bbc.co.uk/1/hi/world/south_asia/country_profiles/1157960.stm) - country profile: guide to history, politics and key facts on Pakistan.

- **BBC News – in Urdu**
  [http://www.bbc.co.uk/urdu/](http://www.bbc.co.uk/urdu/)

- **NGO Resource Centre** - [http://www.ngorc.org.pk/index.htm](http://www.ngorc.org.pk/index.htm) - online directory of NGOs and donors

- **Pakistan Government Online** - [http://www.pakistan.gov.pk/](http://www.pakistan.gov.pk/) - provides information on government ministries, department etc


### Current emergency information

- **IRIN - Integrated Regional Information Networks**

- **ReliefWeb**

- **GeoNet**

- **PakResponse** - [http://pakresponse.info](http://pakresponse.info) - collaborative inter-agency website designed to enhance coordination within the cluster approach.

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Remember accurate information is critical to effective response.

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

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Pages and resources are also downloadable from [www.allindiary.org](http://www.allindiary.org)

Pakistan edition 2011
Country profile – Pakistan

Below is key information and statistics on Islamic Republic of Pakistan

Geography

Border countries: Iran, Afghanistan, India, China

Administrative units

- Federal Capital: Islamabad
- Provinces: Punjab, Sindh, Khyber Pakhtunkhwa (KP) and Balochistan;
- Federally Administered Tribal Areas (FATA)
- Azad Jammu and Kashmir (AJK)
- Gilgit-Baltistan

Demographic data

<table>
<thead>
<tr>
<th>Data</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population (UN, 2009)</td>
<td>180.8 million</td>
</tr>
<tr>
<td>Human Development Index</td>
<td>0.572 (2007) - medium</td>
</tr>
<tr>
<td>Life expectancy</td>
<td>men - 66 years; women - 67 years</td>
</tr>
<tr>
<td>Under 5 mortality rate</td>
<td>90.4 per 1,000</td>
</tr>
<tr>
<td>Children underweight for age</td>
<td>38% aged under 5</td>
</tr>
<tr>
<td>People living with HIV/AIDS</td>
<td>0.1 (2007 estimate)</td>
</tr>
<tr>
<td>Number of health workforce</td>
<td>4 per 10,000 population</td>
</tr>
<tr>
<td>Access to improved drinking water</td>
<td>90% (2006)</td>
</tr>
<tr>
<td>Refugees</td>
<td>1,044,984 (Afghanistan)</td>
</tr>
</tbody>
</table>

Literacy (i.e. age 15 and over can read and write) – 2003 - 2008

| Total population | 55% (male – 68%; female – 44%) |

Trade and economy

- Main exports: Textile products, rice, cotton, leather goods
- Currency: 1 Pakistani Rupee = 100 paisa

Religion

- Muslim: 97%
- Others: Christian, Hindus, Sikhs, Buddhists, Parsis, Bahais, Kalash

Language

- Official languages: Urdu (national), English
- Regional languages: Punjabi, Sindhi, Pashto, Seraiki, Balochi

Public Holidays – 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 March</td>
<td>Pakistan Day</td>
</tr>
<tr>
<td>1 May</td>
<td>Labour Day</td>
</tr>
<tr>
<td>14 August</td>
<td>Independence Day</td>
</tr>
<tr>
<td>6 September</td>
<td>Defence Day</td>
</tr>
<tr>
<td>30-31 August</td>
<td>Eid al-Fitr (end of Ramadan)</td>
</tr>
<tr>
<td>5-6 November</td>
<td>Eid al-Adha (Feast of the Sacrifice)</td>
</tr>
<tr>
<td>9 November</td>
<td>Allama Muhammad Iqbal Day</td>
</tr>
<tr>
<td>5 December</td>
<td>Ashura</td>
</tr>
<tr>
<td>25 December</td>
<td>Quaid-e-Azam’s birthday</td>
</tr>
</tbody>
</table>

Web links for further information

http://news.bbc.co.uk/2/hi/americas/country_profiles/1157960.stm
Human Development Report for Pakistan:
http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_PAK.html

Initial Floods Emergency Response Plan – August 2010

- Affected population: 20 million
- Affected areas: Balochistan, FATA, Gilgit-Baltistan, KP, AJK, Punjab, Sindh

Key sectors:

- SHELTER
  - Shelter is an urgent priority – tents and plastic sheeting and basic household items
- FOOD
  - Food assistance will be necessary for up to 6 million people and for survival of livestock
- WATER, SANITATION AND HYGIENE
  - Clean water is vital to avoid waterborne diseases
- HEALTH
  - Health care for prevention and treatment of several diseases
  - Nutrition for under 5s pregnant or lactating women

Total funding requested: $459 million
Prime Minister’s Secretariat, Government of Pakistan.

**Vision of NDMA:**

‘To achieve sustainable social, economic and environmental development in Pakistan through reducing risks and vulnerabilities, particularly those of the poor and marginalized groups, and by effectively responding to and recovering from all types of disaster events.’

**National Disaster Management Authority** (NDMA) is the lead agency at the Federal level to deal with the whole spectrum of Disaster Management Activities.

In the event of a disaster all stakeholders, including Government Ministries/Departments/Organizations, Armed Forces, INGOS, NGOs, UN Agencies work through and form part of the NDMA to conduct a one window operation.

**P/SDMAs and DDMAs:** Each Province /State and District has a Disaster Management Authority responsible for coordination.

**Disaster Management Organisational Structure**

- **NDMA** – National Disaster Management Authority
- **NDMC** – National Disaster Management Commission
- **ADM C** – Army Disaster Management Cell
- **CDMC** – Corps Disaster Management Cell
- **DDMC** – Division Disaster Management Cell
- **PDMC** – Provincial Disaster Management Authority
- **SDMA** – State Disaster Management Authority
- **PDMA/ FATA DMA/ SDMA/ NADMA/ ICT DMC**
- **DDMA/ ADMA**
- **Corps (CDMC)**
- **Div (DDMC)**
- **JSHQ**
- **GHQ**
- **NHQ**
- **AHQ**
- **Line Ministries/ Division**
- **Media**
- **UN/ Donors Humanitarian**
- **Local Representatives**
- **Implementation Partners**
- **Line Depts**

**Useful references:**
- NDMA Annual Report, 2009
- National Disaster Risk Management Framework Pakistan; Provincial Disaster Risk Management Planning Guidelines, July 2007;
- National Disaster Response Plan (Government of Pakistan) March 2010

**Web links for further information**
Local context

Understanding the local context in Pakistan is essential to good humanitarian practice, effective emergency preparedness and personal safety and security.

Questions to consider

- What are the best sources of reliable local knowledge?
- Which government ministries and departments are playing a role, and what is the role of the military?
- What coordination mechanisms are in place for managing the response, e.g. clusters, government sector coordination?
- 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 e.g. localised conflict, displacement, food insecurity?
- 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?

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
- Wherever possible, gather pre- and post-disaster data which can be compared
- Refer to national and international country strategy documents e.g. Pakistan Floods Relief and Early Recovery Response Plan – revision November 2010; Pakistan Humanitarian Response Plan Mid Year Review 2010; National Disaster Response Plan (Government of Pakistan) March 2010
- Find out who is doing what, where (often referred to as 3Ws or 4Ws if includes ‘when’)
- Disaggregate (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.

“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)
Sources of Humanitarian Guiding Principles & Standards

**Protection of Rights of Individuals in humanitarian crises**

**INTERNATIONAL HUMANITARIAN LAW (IHL)**
(Hague Conventions and Geneva Conventions 1949 & protocols of 1977)
- define combatants and govern the means and methods of warfare
- 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**

- **Code of Conduct**
  - principles of conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes
  - [www.ifrc.org](http://www.ifrc.org)

- **Humanitarian Charter & Minimum Standards in Humanitarian Response**
  - The Sphere Project
  - linking human rights and humanitarian principles with minimum standards and levels of service
  - [www.sphereproject.org](http://www.sphereproject.org)

- **Conflict sensitivity & Do No Harm**
  - defining principles and good humanitarian practice to promote peace and recovery in conflict-affected contexts.

- **Principles of Accountability**
  - Humanitarian Accountability Partnership International
  - making humanitarian action accountable to beneficiaries
  - [www.hapinternational.org](http://www.hapinternational.org)

- **Internal Displacement**
  - principles for the protection of internally displaced persons in all phases of displacement.
  - [www.idpguidingprinciples.org](http://www.idpguidingprinciples.org)

- **Code of Good Practice**
  - People In Aid
  - promoting good practice in the management and support of aid personnel
  - [www.peopleinaid.org](http://www.peopleinaid.org)

**Additional Quality and Accountability Initiatives for Humanitarian Practice**

- **ECB Project**
  - (Emergency Capacity Building)
  - impact measurement and accountability initiative.
  - [www.ecbproject.org](http://www.ecbproject.org)

- **ALNAP**
  - (Active Learning Network for Accountability & Performance)
  - sector-wide evaluation, learning & accountability
  - [www.alnap.org](http://www.alnap.org)

- **Good Humanitarian Donorship Initiative**
  - promoting good practice in funding and greater accountability in donorship.
  - [www.goodhumanitarianonorship.org](http://www.goodhumanitarianonorship.org)

- **Groupe URD**
  - promoting quality in humanitarian action through a ‘learning cycle’ approach.
  - [www.urd.org](http://www.urd.org)

- **Compas Qualitie**
  - promoting a quality approach to managing & piloting humanitarian projects.
  - [www.projetqualite.org](http://www.projetqualite.org)

- **Coordination Sud**
  - promoting a comprehensive approach to achieving quality humanitarian practice.
  - [www.coordinationsud.org](http://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

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 and as sisting t heir r eturn t o normal l ives and l ivelihoods. 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.

<table>
<thead>
<tr>
<th>Good humanitarian practice:</th>
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</thead>
<tbody>
<tr>
<td>Prevents or relieves human suffering</td>
</tr>
<tr>
<td>Is provided proportional to need</td>
</tr>
<tr>
<td>Is impartial &amp; independent</td>
</tr>
<tr>
<td>Respects the diversity, rights &amp; dignity of those affected</td>
</tr>
<tr>
<td>Is accountable to supporters &amp; beneficiaries</td>
</tr>
<tr>
<td>Is flexible &amp; appropriate to context</td>
</tr>
<tr>
<td>Facilitates participation of affected groups</td>
</tr>
<tr>
<td>Strives to reduce future vulnerability</td>
</tr>
<tr>
<td>Promotes self reliance &amp; local response capacity</td>
</tr>
</tbody>
</table>

**Additional resources:**
Disaster Management Ethics, © UN DMTP (1997)

**Web links for further information**
International Hum Law Research – Harvard University
http://ihlresearch.org/
ICRC – International Humanitarian Law
http://www.icrc.org/eng/hi

Pages and resources are also downloadable from www.allindiary.org

Pakistan edition 2011
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.
   (i.e. the right for all to receive humanitarian assistance, and the obligation to provide humanitarian assistance wherever it is needed.)

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.

By the end of 2008 more than 460 organizations had signed the code.
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 Sphere handbook which offers 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.

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**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

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**Additional resources:**


- Web links for further information
  http://www.sphereproject.org/ – also available online in over 20 languages

Pages and resources are also downloadable from www.allindiary.org

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**Pakistan edition 2011**
People are central to achieving your organisation’s mission. How your organisation’s staff is 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?
Do staff members know what they are entitled to?
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 staffs have clear work objectives and performance standards?
Are managers trained and supported to manage well and motivate staff?
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 members given induction, briefing and coaching?
Do staff members 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?
Is there a country-specific learning plan?

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

Pages and resources are also downloadable from www.allindiary.org

The People In Aid Code of Good Practice is an internationally recognised tool that aims to help 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

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 these standards through monitoring and reporting.
6. Enable beneficiaries and staff to make complaints and seek redress in safety.
7. Implement these principles when working through partner agencies.

Adapted from © HAPI Principles of Accountability (2003)

Additional resources:
- Building Safer Organisations Guidelines, © HAP International 2008
- Sungi’s Humanitarian Accountability Framework-October 2010

Web links for further information
- ALNAP: www.alnap.org/publications/meta_evaluation.htm
- ECB Project: http://www.ecbproject.org/ourwork.htm
- Humanitarian Practice Network: http://www.odihpn.org/

Pages and resources are also downloadable from www.allindiary.org

Pakistan edition 2011

Contents
United Nations agencies in Pakistan

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 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 Pakistan

**FAO** – Food and Agriculture Organisation of the UN

**OCHA** – UN 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/OCHAHome/WhereWeWork/Pakistan/tabid/6844/](http://ochaonline.un.org/OCHAHome/WhereWeWork/Pakistan/tabid/6844/)

**UNAIDS** - Joint United Nations Programme on HIV/AIDS

**UNDP** - United Nations Development Programme

**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.pk](http://www.unhcr.org.pk)

**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/pakistan/](http://www.unicef.org/pakistan/)

**UNIFEM** – United Nations Development Fund for Women
Provides its technical expertise in gender equality and women empowerment to strengthen the effectiveness, coordination and quality of outputs of the UN mission on gender equality. [http://www.unifem.org.pk/](http://www.unifem.org.pk/)

**UNFPA** - United Nations Population Fund
Focuses on reproductive health including HIV prevention, advocacy, population and development strategies, and gender. [http://www.unfpa.org.pk](http://www.unfpa.org.pk)

**UN Habitat** - United Nations Human Settlements Programme
Promotes socially and environmentally sustainable towns and cities with the goal of providing adequate shelter for all. [http://www.unhabitat.org.pk/index.htm](http://www.unhabitat.org.pk/index.htm)

**UN Information Centre – Islamabad**
The Centre is the focal point for disseminating information and raising awareness about the UN’s activities to the people of Pakistan. [http://www.unic.org.pk/](http://www.unic.org.pk/)

**WFP** - World Food Programme

**WHO** - World Health Organisation
Provides global public health leadership by setting standards, monitoring health trends, and providing direction on emergency health issues. [http://www.emro.who.int/pakistan/](http://www.emro.who.int/pakistan/)

Additional Resources:
- UN Dept of Information, Organisation Chart, © United Nations (2007)
- Web links for further information
  - [http://www.unsystem.org/](http://www.unsystem.org/)

Pages and resources are also downloadable from www.allindiary.org

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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

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**HUMANITARIAN PRINCIPLES**
A conflict sensitive approach

A conflict sensitive approach identifies, and takes account of issues identified within the local context and affected population that can aggravate existing or potential conflicts.

- Conflicts are dynamic and have many causes such as poverty, discrimination or injustice e.g. contested access to limited services or resources, inequality amongst ethnic, religious, or political groups.
- Insurgents may seek funds / food for survival but this can be taken over by powerful / political interests e.g. looting, blockades, ransoms, illegal trading.
- 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:

- Promote human security, respect for human rights, political/judicial reforms;
- Tackle inequality, exclusion and discrimination to prevent grievances arising;
- Combine peace building, sustainable development, and strengthening civil society with short term humanitarian relief.

Conflicts are dynamic and have many causes such as poverty, discrimination or injustice e.g. contested access to limited services or resources, inequality amongst ethnic, religious, or political groups.

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 does good, not harm by:

- Decreasing the levels of, or potential for, violence;
- Reducing the risk of death or injury to beneficiaries and humanitarian workers;
- Minimising lost or wasted resources through trouble shooting or corruption;
- Reducing the risk of project delays, closure, or early withdrawal;
- Promoting rapid recovery and sustainability.

Additional resources:
- Conducting conflict assessments, Goodhand, Vaux & Walker, © 2002 DFID
- Conflict-Sensitive Approaches to Development, Humanitarian Assistance and Peace building, Chapter 1, © 2003 Africa Peace Forum,
- Aid Reform: Addressing Conflict and Situations of Fragility, © CARE (2009)
- The Do No Harm Handbook, © 2004 CDA

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&i=1&s=1&c_country=119
- Conflict sensitivity: http://www.conflictsensitivity.org
- Pakistan Conflict Monitor http://www.pakistanconflictmonitor.org/pashtunistan/

Guiding principles for a conflict sensitive approach

- Widen and deepen dialogue while maintaining neutrality and impartiality.
- Recognise the potential and the risks and limits of external influence in conflict.
- Ensure you do no harm
- Be transparent and clearly communicate intentions.
- Be accountable for your actions.
- Complement and build on local capacities and the efforts of others.
- Recognise women as stakeholders and peacemakers.

Address the needs and long term implications of conflict-affected youth and children.
- Act in timely and flexible manner with a long term perspective.
- Actively engage the affected population in a constructive way, using creative, incentive-driven approaches.
- Work in partnership with other actors and contribute to a coordinated and coherent overall approach.
Protecting those at risk

All relief workers can help protect those at risk by being alert to protection issues, 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’ opinions and decisions on confidentiality, particularly in relation to sexual and gender based violence, and where family members are involved. This is particularly critical in Pakistan where the practice of honour killings may result in the death of the victim.

**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 vulnerable 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?

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**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 or confiscation.
- Misappropriation of land and violation of land rights.
- Deliberate discrimination and deprivation in health, education, ownership, 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.*
- Child labour (especially bonded labour) and child marriage are particular protection risks.
- Forced or accidental family separation, or forced relocation.
- Arbitrary restrictions on freedom of 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)

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Additional resources:

- Handbook for the Protection of IDPs, © Global Protection Working Group (March 2010)
- Protecting persons affected by natural disasters, © IASC (2006)

Web links for further information:

Global Protection Cluster Working Group
http://oneresponse.info/GlobalClusters/Protection/Pages/default.aspx

Pages, resources and updates are also downloadable from www.allindiary.org

Pakistan edition 2011

Contents
Child Protection in emergencies

The rights and needs of girls and boys need to be prioritised in all emergency response planning and action.

Risks

Ongoing protection risks for girls and boys in Pakistan include:
- child labour
- physical, emotional and sexual abuse
- early and forced marriages
- sexual exploitation
- separation and trafficking within and across borders
- psychosocial impacts of emergencies.

In some regions, there are also risks associated with conflict such as:
- mines, improvised explosive devices (IEDs), and unexploded ordnance (UXOs)
- possible recruitment and indoctrination by non-state entities.

In emergencies, these and other risks are heightened, and the ability of caregivers to protect children from harm is compromised.

Integrating child protection across all sectors

The rights of children to protection must be paramount in ALL humanitarian response and recovery work. It is essential that all sectors (WASH, Health, Shelter, Food and Nutrition, Education etc.) should take into account their impact on children and caregivers in any decisions e.g. location and lighting for sanitation facilities.

Children should be protected by actions at all levels

- Many factors influence the protective environment for children, including: legislation, attitudes, open discussion, government commitment, children’s life skills, community awareness, essential services and rehabilitation, monitoring and reporting.
- Protection activities should consider and address all of these.

Build on existing practices

- Understand and build on the ways that communities already care for their children.
- Take time to explore the protective practices that exist within communities and investigate ways to strengthen or expand them in partnership with girls, boys, women and men.

Involve children as partners in protection

- Girls and boys should be valued partners in all protection activities.
- Treat children as both recipients and participants; involve them in planning, testing, implementing and evaluating activities.

Participation can be a powerful protective measure in itself.

UNICEF’s Core Commitments for Children in Humanitarian Action

Include protection of children through:

1. Leading child protection & gender-based violence (GBV) sub-clusters, and supporting the coordination of mental health and psychosocial support.
3. Strengthening key child protection mechanisms in affected areas.
4. Preventing and addressing child separation from families and promoting family-based care.
5. Preventing and addressing violence, exploitation and abuse of children and women.
6. Providing psychosocial support to children and their caregivers.
7. Addressing and preventing child recruitment and labour and illegal or arbitrary detention.
8. Preventing the use and addressing the impact of landmines and other illicit weapons.

Adapted from UNICEF CCCs © 2010

Additional resources:
Children’s Space © 2008 RedR Sri Lanka/Save the Children
Child Protection in Emergencies © 2007 Save the Children Sweden and International Save the Children Alliance
See ‘Working with Children’ and ‘Actions for preventing and reducing harm to children’ pages

Web links for further information
UNICEF Pakistan (Child Protection Lead Agency):
http://www.unicef.org/pakistan
UNFPA Pakistan (Gender-Based Violence Lead Agency):
http://www.unfpa.org/public/pakistan
http://www.box.net/shared/lp6oi9qv6k

Plan Toolkit

Pages, resources and updates are also downloadable from www.allindiary.org

Contents
Civil military liaison

Shifting global politics and the scale and complexity of emergencies have contributed to increased military involvement in humanitarian response. Regular and effective liaison between humanitarian and military actors is essential in ensuring the needs and interests of the affected population are adequately addressed.

Humanitarian assistance has traditionally been carried out by UN agencies, the Red Cross Movement, NGOs, government and civil society. It differs from humanitarian interventions which involve international military or peace keeping forces protecting civilians from insurgent or state-supported violence and aggression e.g. genocide, forced displacement. Key actors include:
- UN Department of Peace Keeping Operations (DPKO) e.g. UNMIS in Sudan
- NATO-led military forces e.g. in Afghanistan, Iraq

How humanitarian NGOs and military actors differ

- **Mandate, interest and values** – NGOs stem from civil society, military actors are political in nature.
- **Skills, attributes and expertise** – military strength in logistics and coordination, NGO strength in inclusion, advocacy and addressing rights/needs/vulnerabilities,
- **Governance and decision-making** – military have more formalized authoritarian structures.

Informed by Groupe URD research: Interaction between the humanitarian sector and the military © 2007

Challenges of civil military engagement

- In complex emergencies there has traditionally been a distinction between military and non-military operations, reflecting the principle of combatants and non-combatants, as set out in humanitarian law.
- Nowadays military forces are more involved in civil operations such as providing relief and basic services to disaster-affected populations.
- Humanitarian agencies face operational challenges, e.g. physical access, threats to staff security, at times requiring the support or protection of military forces.

Humanitarian space reflects the principles of neutrality, impartiality and independence. It is the unimpeded space afforded to humanitarian organizations to assist those affected by conflict or disaster.

Principles to apply in using Military and Civil Defence Assets

- Only use as a last resort; for urgent needs and in the absence of a civilian alternative.
- Ensure that operations involving MCDAs (e.g. armed convoys) remain civilian in nature and controlled by the humanitarian agency (except the actual MCDAs).
- Ensure humanitarian work is undertaken by agency staff to maintain the distinction between humanitarian and military roles.
- Ensure the use of MCDAs is clearly defined in time, scale and with a clear strategy for how resources/functions will be replaced by a civilian alternative.
- Requests for MCDAs should be made through the UN Civil Military Coordination Officer (UN CM Cord) or Humanitarian Coordinator
- Stress the need for adherence to humanitarian principles, the Code of Conduct and other International Guidelines.

The Oslo Guidelines

**Guidelines on the Use of Foreign Military and Civil Defence Assets (MCDA) in Disaster Relief**

- guides the use of MCDAs following natural, technological and environmental emergencies in times of peace
- framework to guide and improve effectiveness and efficiency in the use of foreign MCDAs.

The MCDA Guidelines

**Guidelines on the Use of Military and Civil Defence Assets to support UN humanitarian activities in complex emergencies (2003)**

- guides the use of international military and civil defence personnel, equipment, supplies and services in support of the United Nations (UN) humanitarian operations in complex emergencies.
- when these resources can be used, how they should be employed, and how UN agencies and their implementing partners should interface, organize, and coordinate with international military forces with regard to the use of MCDAs.

Additional resources:
Guidelines on the use of foreign military and civil defence assets in disaster relief – Oslo Guidelines, revision 1.1 November 2007

Web links for further information

Contents
## Millennium 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.

### 1. 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

### 2. Achieve universal primary education
- By 2015, all children can complete a full course of primary schooling, girls and boys

### 3. Promote gender equality and empower women
- Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

### 4. Reduce child mortality
- Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

### 5. Improve maternal health
- Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio
- Achieve, by 2015, universal access to reproductive health

### 6. 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

### 7. 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

### 8. 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

### MDGs in Pakistan
Pakistan has identified 16 national targets and 37 indicators.

To date, sufficient progress has only been made on about half of the targeted indicators while others lag behind.

### Current status in accordance with national Government reporting:

#### Goal 6 - on track
![Image]
Goal 6 on track

#### Goals 1, 2, 4, 5, 7 – possible to achieve if some changes are made

#### Goal 3 – off track
![Image]
Goal 3 off track

**Source:** MDG Monitoring website

### Additional resources:
- Millenium Development Goals Report, United Nations Department of Economic and Social Affairs, 2009

### Web links for further information
- MDG Toolkit - [http://www.civicus.org/mdg/title.htm](http://www.civicus.org/mdg/title.htm)
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 Pakistan

- 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.

\[ \text{Hazard} + \text{Vulnerability} = \text{Disaster} \]

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.

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

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


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.
Disaster Management

Long-term development is undermined by disaster but can be enhanced through well planned disaster recovery and Disaster Risk Reduction measures.

Responsibility for disaster management
- The state has ultimate responsibility. 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 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.

Phases of disaster management
- Preparedness - activities that take place prior to disaster to minimise damage and loss of life, and facilitate rapid rescue, relief, and rehabilitation.
- Response - Short term provision of emergency services during a slow onset emergency (e.g. conflict, drought) or immediately after a sudden-onset disaster (e.g. earthquake, industrial accident). Affected population are often the first responders.
- Recovery - Longer-term support in restoring ‘normal life’. Local ownership and participation of affected populations is critical to recovery. Important in linking humanitarian activity with longer-term development plans.
- Mitigation - provisions made to reduce the risk of a disaster. In November 2010, Pakistan moved from the response to the post-disaster recovery phase for the 2010 floods.

Linking relief, rehabilitation and development (LRRD)

Pakistan is vulnerable to a wide range of natural disasters - floods; droughts; cyclones; earthquakes, as well as internal and cross-border conflicts. They threaten sustainable development but also offer an opportunity to ‘build back better’ e.g. safer houses, effective land use, and reconciliation.

Development contributes to disaster risk e.g. through environmental degradation, climate change, but also offers 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.

Additional resources:
Pakistan Floods Relief and Early Recovery Response Plan – revision November 2010;
Pakistan Humanitarian Response Plan – Mid Term Review 2010

Web links for further information
http://www.proventionconsortium.org/?pageid=18
International Strategy for Disaster Reduction
http://www.unisdr.org;

Pages and resources are also downloadable from www.allindiary.org
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. Pakistan’s National Disaster Response Plan, March 2010 covers a myriad potential natural/induced disasters – vulnerability analysis, resource inventories, stakeholder’s roles and responsibilities, shortcomings and cost effective counter measures.
- **Institutional strengthening** – to identify existing expertise, coordination and communication structures, outstanding gaps and allocation of roles.
- **Information systems** – for coordinated collection and dissemination of information between those engaged in 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.
- **Response mechanisms** – to establish and develop capacity for a range of response measures at national and local level.
- **Public education & training** – for effective community based action.
- **Testing** – for opportunities to practice and improve plans.

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.

**Additional resources:**
- Preparing for disaster – a community based approach © 2005 Danish Red Cross;
- Disaster mitigation © 2001 UNDMTP
- OCHA DRP Toolkit - Template for Disaster Preparedness Action Plan, 2008;
- Disaster Preparedness for Effective Response © 2008 UNOCHA;
- Disaster preparedness training toolkit © 2000 IFRC;
- Guidelines for Reducing Flood Losses © 2004 United Nations
- Pakistan National Disaster Response Plan, March 2010

**Web links for further information:**
- Benfield Hazard Research Centre: http://www.benfieldhrc.org/
- WMO: http://www.wmo.int/pages/index_en.html
- International Strategy for Disaster Reduction: http://www.unisdr.org/

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 Pakistan

The Cluster Approach was introduced in Pakistan in 2005. 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.

Coordination hubs: Punjab; North Sindh (Sukkur); South Sindh (Hyderabad); Khyber Pakhtunkhwa (KP); Balochistan

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Emergency Shelter: https://sites.google.com/site/shelterpak2010/

Emergency Telecommunications: WFP

Food: WFP

Health: WHO

Information Management: UNOCHA

Logistics: WFP

Nutrition: UNICEF

Water, Sanitation and Hygiene: UNICEF

Protection: UNHCR

- Gender Based Violence: UNFPA

- Child Protection: UNICEF

The website ‘PakResponse’ has up-to-date details on all the clusters

Additional resources:

Generic Terms of Reference for Cluster Leads at the Country Level, © IASC (2006)

Web links for further information
Cluster Approach Evaluation Phase 2 – 2010

Humanitarian Reform website

General guidance: http://www.clustercoordination.org

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
Refugees and Internally Displaced Persons

Rights and responsibilities

- 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).
- Those that do cross an international border and are unable to return due to ‘well-founded’ fear of religious, ethnic or politically motivated violence or retribution are known as REFUGEES.
- Refugee rights are set out in the 1951 Refugee Convention which applies to all states; including those not party to the convention.
- The most important right stipulates that an asylum country cannot forcibly return (re-foul) or discriminate against refugees and is obliged to ensure the same social and economic rights as their own citizens.
- All refugee groups differ - no group is homogenous
- Refugees have strengths and capacities on which to build disaster response, recovery and preparedness programming.

Guiding principles on internal displacement

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.

Pakistan has one of the highest numbers of internally displaced persons in the world.

Since 2008 over 4 million people have been displaced at various times, due to military offensives taking place in KP and FATA. Many are still unable to return home.

The devastating floods of 2010 displaced millions more across 5 provinces, creating double displacement / heightened vulnerabilities for many of the pre-existing IDPs.

Pakistan is also host to approximately two million Afghan refugees.

The flooding has heightened their vulnerability and may force many to return to home areas despite ongoing insecurity there or resettle in major cities.

For up to date information see the Internal Displacement Monitoring Centre.

Additional resources:
UNHCR handbook for planning and implementing Development Assistance for Refugee programmes, © Jallow & Malik (2005)
Operational Protection in Camps and Settlements, © UNHCR (2006)
Protecting Refugees- field guide for NGOs , © UNHCR (2002)

Web links for further information
Resources: http://www.networklearning.org/
UNHCR: http://www.unhcr.org/gupi.html
Guiding principles on internal displacement: http://www.unhchr.ch/html/menu2/7/b/principles.htm

Pages, resources and updates are also downloadable from www.allindiary.org

Pakistan edition 2011

Contents
Targeting aid

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

<table>
<thead>
<tr>
<th>Targeting mechanisms</th>
<th>Potential risks</th>
</tr>
</thead>
</table>
| 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?

<table>
<thead>
<tr>
<th>Advisable</th>
<th>Not Advisable</th>
</tr>
</thead>
</table>
| • 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

| 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 |

Resources required for implementation

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

PAKISTAN WATAN CARD

Under the WATAN Card Government initiative each flood-affected family is entitled to a cash grant of PKR 20,000 (about USD 235).

PKR 5,000 is disbursed on delivery of the card with three additional instalments over three months. The Card bears the holder’s bio-data, photo and fingerprint.

Once activated, the holder can withdraw cash from ATM machines, without needing a bank account.

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.

See Sphere Project Humanitarian Charter – Common Standard 4 for further details

Additional resources:
Handbook of Registration, © UNHCR (2003)  
Counting & identification of beneficiary populations, © ODI (1997) RRN Good Practice Review 5  
WATAN Cards – FAQs, NADRA and IOM, October 2010

Web links for further information
Vulnerability Analysis and Mapping Tool: http://vam.wfp.org/
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.

Good security management is vital to avoid or reduce dangers.

SECURITY MANAGEMENT FRAMEWORK

1. SITUATION ANALYSIS: What is the context in which you are working? What is your risk analysis? How acceptable are those risks?

It is important to note that Friday afternoons are key risk times for bombings.

<table>
<thead>
<tr>
<th>Threat</th>
<th>Probability</th>
<th>Impact</th>
<th>Risk (P x I = R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List all the possible threats to safety and security e.g. car crash; crossfire</td>
<td>Rate the likelihood of this happening on a scale of 1 (low) to 5 (high)</td>
<td>Rate the impact this would have on the programme and/or individuals – 1 (low) to 5 (high)</td>
<td>Multiply Probability rating with impact rating to determine relative risk levels</td>
</tr>
</tbody>
</table>

In a complex emergency context like Pakistan, it is highly recommended that professional security advice is sought. Risk assessments need to be continuously monitored and re-evaluated.

2. MITIGATION MEASURES: What strategies and plans can you put in place to manage these risks? Strategies for trying to manage risk are:

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).

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 (identity cards, travel permissions).

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

RISK TRANSFERRAL - outsource the task to a supplier who can undertake it with less risk

3. SECURITY PLANNING & PROCEDURES:

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

<table>
<thead>
<tr>
<th>Standard Operating Procedures</th>
<th>How to avoid accidents</th>
<th>Contingency planning</th>
<th>How to react to incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>e.g. vehicle movement, cash handling, check points, communications,</td>
<td>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.</td>
<td>e.g. medical evacuation, staff death, abduction / kidnapping, assault, ambush, bomb threat, withdrawal.</td>
</tr>
</tbody>
</table>

4. POST-INCIDENT: Ensure timely reporting, inquiry, analysis, and staff support.

Additional resources:

Web links for further information
InterAction Security Planning Guidelines: http://www.interaction.org/files.cgi/687
RedR training: http://www.redr.org.uk

Adapted from RedR Engineering in Emergencies

Pages and resources are also downloadable from www.allindiary.org

Pakistan edition 2011
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:

- 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.

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

Guidelines for sending shipments
- Use the standard labelling for relief goods:
  - Food - RED
  - Clothing & household equipment - BLUE
  - Medical supplies & equipment - GREEN
- Clearly mark final destination in English and French or relevant local language.
- Clearly mark fragile goods, storage temperature, medical items, etc.
- Ship goods in packages that can be lifted by one person e.g. 25kg
- Use clearing agent or arrange clearance with airports, finance, and customs authorities.
- Check eligibility for duty free status
- Budget for shipping, clearance, storage, and transfer costs.

Access the Pakistan Logistics Cluster at http://www.pakrespons e.info/Default.aspx?tabi d=82

Additional resources:
- 4WD Vehicle Maintenance Checklist © Concern, Aid Workers Network (2007)
- Web links for further information
  - Logistics Cluster: www.logcluster.org
  - Specifications of emergency goods: http://www.icrc.org/emergency-items/
  - Training support: www.logisticslearningalliance.com
  - Tool: http://www.wfp.org/logistics/blog/oops-we-did-it-again
Minimum standards in Water sanitation hygiene

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.

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.
   - Soap and hand washing facilities are provided close to latrines.

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.


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

Sample key indicators

Hygiene promotion*
- Key hygiene risks are identified
- Hand washing facilities provided 1:100 people
- Messages and activities target all user groups
- 250g bathing soap per person per month

Water supply
- At least 15 litres per person / day (see Guidance Note 1p 64)
- 500m max. distance from house to water point
- Sanitary survey indicates a low risk of faecal contamination
- 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.

Additional Resources:
Excreta disposal for people with disabilities © Oxfam 2006;
Household Water Treatment & Storage © Oxfam 2008;
Indicators for monitoring Hygiene Promotion in Emergencies, © Global WASH Cluster (2007)

Web links for further information
http://www.lboro.ac.uk/well/ - WDEC website and WELL factsheets
http://www.oxfam.org.uk/resources/learning/humanitarian/tbn_list.html - Oxfam Technical Briefing notes
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.

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.

Key Issues for Pakistan

- **Cholera remains a risk**, as the flood waters recede. It is a diarrhoeal disease spread mainly by drinking water contaminated by faeces and poor hand washing practices.
- **Hygiene promotion is critical to ensure an impact on diarrhoeal rates**

![Hygiene Improvement Framework for Emergencies, adapted from USAID](image)

- HP and hand washing with soap or ash, 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.
- Hand washing with soap or ash is the most effective disease prevention.
- Involvement of children in HP is critical in emergencies.

Components of Hygiene Promotion include

- use and maintenance of facilities
- selection and distribution of hygiene items such as soap
- community and individual action
- dialogue and advocacy with stakeholders for service provision
- monitoring, informing, communicating and educating

Additional resources:


Web links for further information:

- Training modules etc.
- flood response briefings
Minimum Standards in Food security, nutrition and food aid

**Food security**

Food security is one of the most serious threats facing vulnerable people and communities in Pakistan. Food crises can be triggered by natural disasters, conflict, political instability, economic failure or epidemics which affect livelihood security such as HIV/AIDS so it is essential that any intervention is based on a good understanding of the situation.

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.
- targeted treatment of severely malnourished children through community facility-based approaches
- preventing and controlling micronutrient deficiencies through supplements
- preventing malnutrition through strong promotion, prevention and support of appropriate infant and young child feeding (IYCF) practices

**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 (new edition due to be published 2011).*

The Pakistan Government Ministry of Health Nutrition wing has produced guidelines for “Promoting And Protecting Infant And Young Child Feeding” and “Prevention, Control And Treatment Of Watery Diarrhea” for the Population Affected By Floods -2010.

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 is vital to ensure a coordinated response.

**Nutrition Cluster Response Plan-Pakistan - 2010**

**Additional resources:**

- Targeting Food Aid in Emergencies, © ENN (2004); Making the Case for Cash, © OXFAM Briefing Note (2005);

**Web links for further information**

- Food & Nutrition Technical Assistance: http://www.fantaproject.org/
- UNICEF: http://www.unicef.org
- FAO: http://www.fao.org/

- Standing Committee on Nutrition: http://www.unscn.org
- Pakistan Government National Nutrition Programme

Pages and resources are also downloadable from www.allindiary.org

Pakistan edition 2011
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.

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)

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 lead agency for the 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.

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

Web links for further information
Shelter Centre Library - http://www.shelterlibrary.org
Pakistan Shelter Cluster https://sites.google.com/site/shelterpak2010/

Pages and resources are also downloadable from www.allindiary.org

Pakistan edition 2011

Contents
Planning settlements

Site identification

Site selection is crucial to effective and speedy recovery. Consider:
- Impact on host community and ability to absorb refugees or IDPs.
- Sensitivity of host community to new groups, e.g. religion, culture, impact on their resources, and livelihoods.
- 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).
- Security and protection of women, children, and elderly.
- Access to basic services e.g. water, sanitation, schools, health, religious, recreational, and community facilities.
- Access to land, markets, and means of making a living.
- Access to natural resources e.g. for fuel, construction.
- Communications and freedom of movement e.g. roads, bridges.
- Restoration of family or localised community groups.

Site surveys

Suitability of proposed land is assessed through a site survey detailing:
- Size of site
- Location and proximity to hazards
- Site topography, natural drainage
- Soil type
- Accessibility
- Water sources and water quality
- Vegetation, natural resources & fuels
- Ecology and culture
- Environmental impact

Settlement design

Resettlement options include:
- staying with host families (friends, relatives or other families)
- repairing damaged property or building shelter on own land
- living in shared buildings (school, temples)
- setting up tented camps
- 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:
- Settle locally displaced populations on sites that are suitable for permanent resettlement to enable a prompt return to normal life.
- Involve representatives of the displaced population and host community in the settlement planning process.
- Ensure the displaced population and host community have a clear understanding of their entitlements and responsibilities through appropriate agreements.

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

Additional resources:

Web links for further information
Shelter Centre: www.sheltercentre.org
Field Guidelines on Timber - http://humanitariantimber.org

Pages and resources are also downloadable from www.allindiary.org

Contents

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 of local materials
- Readily maintained

Pakistan edition 2011
Minimum Standards in Health services

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 agreed 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 prevent 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.

Health issues in Pakistan

"Increasing cases of communicable diseases, like diarrhoea and malaria, fears about children being malnourished, the massive disruption to healthcare, crop systems and rising food insecurity are the main health threats facing Pakistan’s flood-affected people," Dr G Sabatinelli, WHO's Representative to Pakistan.

20 million people have been affected by the floods. The Pakistani Ministry of Health, together with WHO and other partners are working to open more health outposts and service delivery points, restore access to basic health care, treat injuries and chronic conditions, control disease outbreaks, support referral to secondary health services of patients suffering life-threatening conditions and needing emergency obstetric and newborn care, and supply medicines.

Additional resources:
Infant & Young Child Feeding in Emergencies, © ENN (2007)
Management of Dead Bodies after disasters, © PAHO (2006)
Community-based management of Severe Acute Malnutrition, © WHO,WFP, UNSSCN, UNICEF (2007);

Web links for further information
PAHO: http://devserver.paho.org/
WHO Pakistan floods response
http://www.whopak.org/idps/index.asp

Sample Key indicators

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

Control of Communicable Diseases
- Measures developed in coordination with WASH, Shelter and Food Security
- Report a 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 and relief efforts
- As soon as possible, children have access to schooling and recreation

WHO is the Lead Agency for the Health Cluster in Pakistan.

Pages and resources are also downloadable from www.allindiary.org
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 response and recovery is important in 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

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

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.

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

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

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.encanafrica.org
UN environment programme: www.unep.org
REA - www.benfieldhrc.org/rea_index.htm
WHO Health Care waste: www.healthcarewaste.org
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:

<table>
<thead>
<tr>
<th>Capital Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human capital</td>
<td>Skills, knowledge, physical labour, health</td>
</tr>
<tr>
<td>Financial capital</td>
<td>Savings, wages, credit</td>
</tr>
<tr>
<td>Natural capital</td>
<td>Land, water, environmental resources, bio-diversity</td>
</tr>
<tr>
<td>Social capital</td>
<td>Social norms, trust, groups, networks, associations</td>
</tr>
<tr>
<td>Physical capital</td>
<td>Transport, shelter, energy, communications</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Areas of analysis</th>
<th>Tools for analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context – economic, environmental, political, historical, social, cultural</td>
<td>Review of government documents, baseline data, statistics, research, evaluations.</td>
</tr>
<tr>
<td>Livelihood assets – human, social, financial, natural, physical capital</td>
<td>Wealth ranking, surveys, key informant / household interviews, transects.</td>
</tr>
<tr>
<td>Institutional / organisational influence – government, civil society.</td>
<td>Venn diagrams, stakeholder mapping and analysis.</td>
</tr>
<tr>
<td>Livelihood security strategies – production, financing, processing, exchange, marketing, trade offs</td>
<td>Calendars, focus group discussions, transects, flow diagrams.</td>
</tr>
<tr>
<td>Livelihood security outcomes – nutrition levels, environmental protection, skills development</td>
<td>Surveys, baseline date, ranking</td>
</tr>
</tbody>
</table>

Reduction of disaster risks is essential to livelihood security

Pakistan

Agriculture has been the most severely affected sector:
- all the crops affected by floods were ready for harvest;
- Dadu and Thatta districts of Sindh are still under water and so missing planting cycles.

Efforts are needed urgently to ensure families returning to their areas of origin are provided with shelter, seeds and agricultural tools in order to restart productive activities and support their livelihoods.

Current activities promoting livelihood security include:
- Food vouchers distribution
- Cash for Work
- Cash grants
- Business restart grants
- Seeds Fairs
- Livestock Fairs
- Distribution of in-kind assistance
- Saline tolerant crops and NRM (Natural Resource Management)
- Support to marketing collectives and activities

Additional resources:
- Technical Briefs – Rainwater harvesting © Practical Action
- Gender and Livelihoods in Emergencies, © IASC (2006)
- Creti, P. And Jaspers, S. Cash-transfer programming in emergencies © Oxfam (2006)

Web links for further information
- Sustainable livelihoods toolkit http://www.livelihoods.org/info/info_toolbox.html

Pages and resources are also downloadable from www.allindiary.org
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:
- providing support for emotional reactions and cognitive development;
- facilitating social activities, including forming relationships and restoring a sense of survival and control.

**Psychosocial effects**
- Depending on the nature and scale of the disaster or conflict, the culture, values, and individual impacts on those affected, the existing situation and available resources and capacities to support recovery.
- 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.
- 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.

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

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

Additional resources:

Web links for further information
- Mental Health and Psychosocial Support Network: www.psychosocialnetwork.net

Pages and resources are also downloadable from www.allindiary.org

Contents
Education in emergencies

Education is one of the first victims of an emergency, and one of highest priorities for affected communities. Getting children back to school helps them to cope with trauma, provides protection, and restores normality.

What is education in emergencies?

Education is critical for all children and particularly those affected by emergencies. 9 million children have been affected by the flooding in Pakistan and over 10,000 schools damaged or destroyed risking serious disruption to education.

On average families remain in refugee or IDP camps for up to 17 years. This can leave whole generations uneducated, disadvantaged and unable to provide for the future and well being of their families and society. Facilitating education in emergencies provides a life saving and sustaining role in:

- Ensuring physical protection for children against the risks of sexual or economic abuse or recruitment in fighting or criminal groups.
- Enabling psychological recovery for children through offering a sense of normality, stability and hope after the trauma of conflict or disaster.
- Addressing every individual’s right to an education and to future economic stability through the development of basic life skills.
- Enabling opportunities to build back better education systems to improve the access to and quality of education.
- Facilitating community-wide learning in critical issues such as peace building, conflict resolution, environmental conservation, hygiene promotion, human rights and inclusion of excluded groups.

INEE Minimum Standards for Education:
Preparedness, Response, Recovery 2010

The aim is to ensure a minimum level of access, quality and accountability in education in emergencies and to mainstream education as a priority humanitarian response. The Minimum Standards cover 5 categories:

- Foundational Standards: - community participation, utilisation of local resources, responses based on an initial assessment followed by a n 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, supervision and support.
- Education Policy: policy formulation and enactment, planning and implementation, and coordination.

The Education Cluster in Pakistan is co-led by UNICEF and Save the Children. For details of tools, resources and meetings, see:

http://oneresponse.info/GLOBALCLUSTERS/EDUCATION/Pages/default.aspx

Inclusive education:

- acknowledges all children can learn
- acknowledges and respects differences in age, gender, ethnicity, language, disability, HIV and TB status etc.
- enables education 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.

Additional resources:
Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction, INEE (2004)

Web links for further information
http://www.ineesite.org/toolkit/
http://www.ineesite.org/index.php/post/know_updated_inee_minimum_standards_handbook/
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

- The One Response website has a Map Centre with maps relating to the Pakistan floods 2010 - http://pakresponse.info/Default.aspx?tabid=90.
- 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 map-able 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 track log 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 knowledge as you go along.
5. Beware of investing all GIS expertise in just one staff member.

Additional resources:
GPS for Emergencies, © MapAction, (2007)

Web links for further information
Mapping resources/support: www.mapaction.org
Map Centre: www.reliefweb.org

Page developed in collaboration with Map Action

Pakistan edition 2011
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.

Experts say the recent floods in Pakistan are evidence of global warming.


### How the risk of natural disaster increases with climate change

<table>
<thead>
<tr>
<th>Phenomenon</th>
<th>Examples of major impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Temperature:</strong></td>
<td></td>
</tr>
<tr>
<td>- days and nights are generally warmer</td>
<td>§ Reduced agricultural yields in warmer environments due to heat stress.</td>
</tr>
<tr>
<td>- fewer cold days and nights</td>
<td>§ Increased heat-related mortality, particularly for the elderly, chronically sick, very young, and socially isolated.</td>
</tr>
<tr>
<td>- more frequent heat waves</td>
<td>§ Increased insect outbreaks and risk of bushfires.</td>
</tr>
<tr>
<td>- increasing frequency of heavy precipitation</td>
<td>§ Increased water demand and effects on water resources relying on snow melt.</td>
</tr>
<tr>
<td>- More Rainfall:</td>
<td>§ Damage to crops and soil erosion.</td>
</tr>
<tr>
<td>- Less Rainfall:</td>
<td>§ Adverse effects on quality of surface and ground water.</td>
</tr>
<tr>
<td>- increasing areas affected by drought</td>
<td>§ Increased risk of deaths, injuries, and infectious, respiratory and skin diseases.</td>
</tr>
<tr>
<td>- increasing intensity of tropical cyclones</td>
<td>§ Disruption of settlements, commerce, transport, and societies due to flooding.</td>
</tr>
<tr>
<td>- Sea levels:</td>
<td>§ Pressures on urban and rural infrastructure.</td>
</tr>
<tr>
<td>- increasing incidence of extremely high sea levels</td>
<td>§ Loss of property.</td>
</tr>
</tbody>
</table>

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

### Additional Resources:

- Climate Guide, © 2007 Red Cross/Red Crescent Climate Centre,
- Humanitarian Implications of Climate Change, © 2008 CARE
- Guidelines for Reducing Flood Losses, © 2002 UN/ISDR

### Web links for further information

Implications of climate change:

- http://www.reliefweb.int/rw/hlp.nsf/db900ByKey/climate_change
- LEAD Pakistan http://www.lead.org.pk/cc/
- http://www.scientificamerican.com/article.cfm?id=is-the-flooding-in-pakistan
Managing a project

Project cycle management

The project cycle stages:

Assessment & analysis:
- Research situation prior to the crisis
- Understand impact of the crisis
- Conduct a stakeholder analysis - who is affected, what are their capacities, needs, wishes and risks, and how might they impact on your project

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

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

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

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).

<table>
<thead>
<tr>
<th>Narrative Summary</th>
<th>Indicators</th>
<th>Means of verification (MOV)</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal (wider objective)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose (specific objectives)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outputs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Inputs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 and 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)

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

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

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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.

For current assessment details in Pakistan - [http://www.pakresponse.info/](http://www.pakresponse.info/)

**Assessment process**

- Identify information needs and sources in collaboration with other actors
- Collect data
- Analyse and interpret
- Report and share conclusions
- Design / modify disaster response

**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 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 systematically 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. coordinate 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 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**
- to fill gaps and change priorities, if duplication.
- set objectives
- allocate resources
- develop a monitoring and evaluation process

Adapted from UNDTMP Disaster Assessment (1994)

**Additional resources:**
- Disaster Emergency Needs Assessment © IFRC (2000)
- Post disaster damage assessment and needs analysis, © ADPC (2000)
- Guidelines for Participatory Assessment in Operations © UNHCR (2006)

**Web links for further information**
- [http://www.humanitarianinfo.org/imtoolbox](http://www.humanitarianinfo.org/imtoolbox)
- UNOCHA Information Management Toolkit

Pages and resources are also downloadable from [www.allindiary.org](http://www.allindiary.org)
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, or organisogram, 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 Pakistan

Local organisations and associations e.g. business / corporate opportunities (e.g. banks, mobile phone companies); rotary club http://www.rotaryfirst100.org/global/countries/pakistan/index.htm;

Pooled funding e.g. Multi-donor Trust Fund (UNDP); ERF (Emergency Response Fund) – for projects within the Pakistan Flood Emergency Response Plan, see: http://fts.unocha.org/pageloader.aspx?page=emergencyDetails&emergID=15913

International donors (e.g. UN, EC, World Bank), bi-lateral donors (USAID, DFID); international NGOs. Financial Tracking service http://ocha.un.org/fts/pageloader.aspx

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
- Details of target group (numbers, location, social structure)
- Problem statement and link to project objectives
- Collaborating partners / institutions
- Details of staff with relevant qualifications
- Implementation plan for activities
- 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? - does it build on prior work and consider future impacts?
- 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

Web links for further information
http://www.civicus.org/toolkits/fundraising-and-financial-management
http://www.ngomanager.org/dcd/4_Managing_Finances/Fundraising/
http://www.nppguides.org/

Additional resources:
Networklearning – a guide to fundraising (2008);
Writing a Funding Proposal, © CIVICUS
Pakistan Flood Emergency Response Plan-Sept 2010

Pages and resources are also downloadable from www.allindiary.org
## Monitoring and Evaluation (M & E)

### Monitoring Humanitarian Activities

Aims to provide regular feedback on how effectively programme activities are meeting objectives and what immediate corrective action is required.

- **Separate data** by gender, age and vulnerable groups to support impartiality and analysis.
- **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 and by whom will the results be used, and how fed back to the community?
- Monitoring is a process that should **continue** throughout a 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.
- **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 of problems and needs identified by the affected target groups.
- **Consider how and by whom the evaluation is to be conducted:**
  - What researchers / team qualities are required e.g. local networks, language, and acceptance by all?
  - Could a joint evaluation be undertaken with others?
  - Who should be involved and how? e.g. women, children, marginalised groups
  - How and to whom will results be communicated?
- **Evaluation timing should take account of 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.
- **Evaluation of humanitarian action is challenging** due to high degree of uncertainty, a rapidly changing environment and multitude of different actors.

### M&E approaches

<table>
<thead>
<tr>
<th>Focus groups</th>
<th>useful for exploring a range of views. Single sex groups appropriate in some situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews</td>
<td>time consuming but good understanding. Important to consider protection risks for interviewees.</td>
</tr>
<tr>
<td>Questionnaires</td>
<td>useful for quantitative data. Keep simple, contextually appropriate, and feed results back to the community. Careful selection and training of researchers.</td>
</tr>
<tr>
<td>Open days</td>
<td>field trips, demonstrations, to gather evidence</td>
</tr>
<tr>
<td>Feedback mechanisms</td>
<td>committees, working groups, suggestion boxes etc</td>
</tr>
<tr>
<td>Outcome mapping</td>
<td>changes in behaviours</td>
</tr>
<tr>
<td>Most significant change (MSC)</td>
<td>story telling</td>
</tr>
</tbody>
</table>


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**Additional resources:**
- Monitoring and evaluation, © BOND (2005)
- Data Collection – Developing a survey, © Innovation Network, Monitoring and evaluation © CIVICUS

**Web links for further information**
- [http://www.alnap.org/publications/meta_evaluation.htm](http://www.alnap.org/publications/meta_evaluation.htm)
Managing finance

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

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

Record everything that you do – how much, when, reference number, description of the transaction, plus receipts, invoice or authorisation form for all transactions. 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.

**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.

**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 a reas of over-spend and under-spend to monitor organisational efficiency and progress towards the programme’s objectives.
- Ask questions and take action - Will it be possible to achieve your objectives in time, within the budget?

**If no, and changes are required:**

- 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.

**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 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

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**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

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**Additional resources:**

Project budgeting and accounting, © BOND (2005);
Financial Management Health Check, © MANGO (2005)

**Web links for further information**

http://www.mango.org.uk/guide/resources.aspx
Resources: http://www.fme-online.org/systems/resources.html

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Pages and resources are also downloadable from www.allindiary.org

Pakistan edition 2011

Contents
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 (evaluation, 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 an annual report to stakeholders, you will need to give more background information.

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 or can you adopt the structure of a previous report? 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; 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/action 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**

Are there a maximum number of pages expected? Long reports need an Executive Summary at the beginning capturing the key points, and a Table of Contents.

**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.

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**Writing a 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 and sections numbered?
- is it dated?
- are photos credited and captioned?

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**Additional resources:**

- Writing effectively and powerfully, © CIVICUS (2007)
- [Guidelines for Writing Reports](http://www.reportingskills.org/)
- [Reporting skills handbook](http://www.reportingskills.org/)

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Web links for further information

- [http://www.civicus.org/toolkits/communications-and-media](http://www.civicus.org/toolkits/communications-and-media)

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**Pages, resources and updates are also downloadable from [www.allindiary.org](http://www.allindiary.org)**

Pakistan edition 2011
Handover and exit strategies

Planning programme handover, transition or exit with partners, in advance, 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. The decision to withdraw from a programme area should be made in full consultation with programme stakeholders.

A Handover Plan or Exit Strategy will assist in clarifying 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.

Avoid starting projects or programmes that will require continuous funding to keep running. Donors may be unwilling to fund them after the end of the original project.

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 an agency’s withdrawal of involvement in a program without turning it over to another institution for continued implementation.
3. **Phasing over** – In this case, the agency 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 availability of resources or funding cycles.
2. **Achievement of programme impacts** – Indicators of programme impact. This can guide the exit strategy timeline.
3. **Achievement of benchmarks** – Measurable indicators of identified steps in the graduation process of an exit strategy. This should be linked to specific program components that are to be phased out or over, e.g. community take on responsibility of maintenance etc.
4. **Cancellation** – When a project is no longer viable or sustainable.

What are the main points an exit strategy should cover?

- 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 role of the affected population in managing or monitoring the process?
- How will this role be supported?
- What is the role of the government authorities?
- Does the successor organisation have the necessary capacity?
- Which assets need to be retained by your organisation and which can be transferred to a successor?

Source: Aid Workers Network

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**Additional resources:**

What we know about exit strategies, Practical guidance for developing exit strategies in the field, C–SAFE, developed by Alison Gardner, Kara Greenbolt and erika Joubert, 2005.

**Web links for further information**


Article-Learning about Exit Strategies in Southern Africa

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Pages and resources are also downloadable from www.allindiary.org

Pakistan edition 2011

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Working with different cultures

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 in Pakistan:
- About 97% of Pakistanis are Muslim.
- Dress conservatively: Shalwar Kameez for both men and women is worn universally.
- This is a relationship-driven culture.
- People are respected because of their age and position.
- Titles are very important and denote respect.
- The extended family is the basis of the social structure.
- Education is highly regarded.
- Pakistanis need less personal space than Westerners.
- Pakistanis prefer to be non-controversial.
- Meeting face-to-face is important – though maintain indirect eye contact when speaking.

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

Additional resources:
- Culture of Pakistan, http://www.kwintessential.co.uk/resources/global-etiquette/pakistan.html

Pages and resources are also downloadable from www.allindiary.org Pakistan edition 2011

Contents
Getting people involved

People affected by disaster have important competencies and aspirations and ultimate responsibility for their own future and survival. Their involvement at all stages is vital.

Factors to consider about participation in humanitarian action

- How has the crisis impacted on 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 participation of the most vulnerable and powerless be ensured?
- 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 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 – 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 for food-for-work or cash-for-work
- Enables communities to take an active role in management and implementation of programme activities.

Types of participation by affected communities

Passive
- those affected 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
- those affected 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
- those affected act independently seeking external support for their own initiatives

Additional Resources:
- Accountability to beneficiaries – a practical checklist, © 2005 MANGO
- Burns D. et al, Making Community Participation Meaningful, JRF, 2004
- The right to be heard, Programme Insights, © 2008 Oxfam GB

Web links for further information
- INTRAC resources: www.INTRAC.org
- http://www.alnap.org/publications/participation_study.htm - ALNAP resources
Developing Partnerships

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

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

Partnerships in emergencies can take different forms:
- strategic partnerships e.g. within the Cluster Approach;
- implementing partnerships between international and local agencies;
- business and NGO/UN partnerships – a growing trend.

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 responding appropriately to an emergency.

Developing government and civil society capacity - 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 and capacity?
- 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, 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.

Additional resources:
The Partnership Toolbox, WWF, 2009
Ensuring Successful Partnerships-A Toolkit, © Interaction, 2006
Strengthening Partnerships for Effective Humanitarian Action, GHP, 2010
Partnership in Clusters, © 2007 IASC

Web links for further information
Global Humanitarian Platform; http://www.globalhumanitarianplatform.org/pop.html#prom

Pages, resources and updates are also downloadable from www.allindiary.org

Pakistan edition 2011
Every child has the right to a normal childhood

Child rights
- Children have the same rights as adults plus extra rights to special protection as they are especially vulnerable to abuse.
- The CRC defines children as boys and girls under 18 years*. Their rights are set out in the CRC and include rights to adequate food, water, shelter, health 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 the risk of exploitation.
- Children also have the right to play and develop in a safe and supportive environment.

Exploitation and abuse.....
- may be sexual, physical or emotional and include child labour, child marriage, sexual abuse and exploitation or violence
- occurs when monitoring and protection systems are absent
- often continues when children lack power to stop it, or do not know where to seek help
- can be a consequence of poverty, limited access to education and social services or cultural norms and beliefs
- increases as children become separated from their families, personal belongings and friends, suffer the effects of reduced household income, disrupted education and restricted freedom
- has a devastating, long-term effect on children including physical and emotional harms, distress, isolation and social rejection
- vulnerability varies with children’s age, gender, disability, economic and social status and religious beliefs.

Natural disasters can differ significantly from conflict

<table>
<thead>
<tr>
<th>Children and conflict</th>
<th>Children and natural disasters</th>
</tr>
</thead>
<tbody>
<tr>
<td>In conflict situations children may become the unwitting observers, perpetrators or victims of atrocities.</td>
<td>The speed of onset and devastation of their environment is highly stressful, increasing the need for psychosocial support.</td>
</tr>
<tr>
<td>Separated and unaccompanied children are at high risk of abduction or forced recruitment as child soldiers.</td>
<td>Impact on communities undermines a child’s sense of safety and increases the need for monitoring and protection systems.</td>
</tr>
<tr>
<td>Those who experience combat can suffer deep emotional, physical and psychological distress.</td>
<td>Response and recovery times can be delayed, exponentially increasing the issues and vulnerabilities of displacement.</td>
</tr>
<tr>
<td>Reuniting former child soldiers with their families and reintegrating them in society is important for recovery and rebuilding of communities.</td>
<td>Natural disasters present new opportunities for countries to strengthen the resilience and rights of children to protection, both in emergency and beyond.</td>
</tr>
</tbody>
</table>

* In Pakistan, however, the legal age of marriage is 18 for boys but 16 for girls.

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.

Pakistan celebrates 20 years of the CRC in 2011.

See also ‘Child Protection in Emergencies’ and ‘Actions for preventing and reducing harm to children’ pages.
Actions for preventing and reducing harm to children

By working with children, caregivers, communities and decision makers, you can raise awareness, prevent and reduce harms, and strengthen the protective environment.

It is important to ensure as far as possible that all children have access to basic relief supplies and other services, including education. Unaccompanied children and adolescents, pregnant women, mothers with young children, female households, and children with disabilities, may require specific attention and prioritisation to address their particular needs.

If you see someone who is vulnerable and not receiving appropriate assistance, ensure they are accompanied or supported to access these services. In addition, keep a record of any unmet needs and report these to authorities immediately.

Some essential actions for ALL HUMANITARIAN WORKERS to consider:

- **Help families to stay together**
  - Movements of populations are high-risk times for separation.
  - Remind families to keep children in sight at all times.
  - Make sure children know their full name.
  - Raise awareness of the risks of offers to care for children or jobs or education in the city (in exchange for food/shelter/medicines/money) as children may be at risk of being trafficked, exploited, abused or recruited by a militant group.
  - Separated children should be cared for in the community rather than in residential care where risks of abuse are greater. NGOs can inadvertently cause separation by offering better care than families can manage.

- **Protect separated and unaccompanied children**
  - Missing separated and unaccompanied children should be reported to authorities immediately.
  - If you become aware of any separated children or other children requiring an urgent response, make a note of their whereabouts and contact the relevant NGO or authority. **Do not remove the child from their current location unless you have serious concern for their wellbeing.**
  - Registration is crucial in order to ensure that they have access to life-saving assistance (food, shelter & medical care). Registration and documentation must be carried out as soon as a separated child is identified and forms should always be kept by or with the child.

- **Support parents to register their children’s births**
  - Main barriers to birth registration in Pakistan include travel to registration points and cost of registration.
  - Work with community leaders and health providers to establish mechanisms that support parents to register their children.

- **Prevent abuse by humanitarian workers and others**
  - Governments, NGOs and the UN have a duty to mitigate the risk of abuse from their own staff i.e. humanitarian workers, peace-keepers and teachers.
  - Train staff and volunteers across all sectors on Codes of Conduct and prevention of sexual exploitation and abuse.
  - Ensure all involved in distributions are aware that humanitarian aid is free. Instigate a zero-tolerance approach to anyone attempting to get favours of any kind in return for assistance.
  - Set up a simple and safe complaints mechanism for beneficiaries to report any exploitation or abuse by humanitarian workers from your organisation.

Plan to minimise risks & support wellbeing

- Provide spaces for children of all ages to have safe play, access to non-formal education, life skills development and psychosocial support.
- Encourage children to continue or engage in schooling, or refer them to temporary learning services.
- Avoid distributions in places that are unsafe, such as concealed areas, or at times that are disruptive (e.g. during prayers etc).
- Distributions should be run by selected and screened local volunteers (parents, youth, teachers etc) who have received child protection training and are aware of prevention of sexual exploitation/abuse, and appropriate crowd control methods.
- Consider protection risks arising from the physical environment, e.g. assess the village/camp and surrounds for physical and other hazards that might endanger girls and boys i.e. nearby roads/train tracks, lack of lighting / mines / IEDs/UXOs etc.

See also ‘Working with Children’ and ‘Child Protection in Emergencies’ pages

Additional resources:
- Web links for further information:
  - Guide for inclusion of children in emergency plans

Pages, resources and updates are also downloadable from www.allindiary.org

Pakistan edition 2011

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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:
- Men and women, boys and girls, react differently;
- 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;
- Men and women have different needs, vulnerabilities, and concerns – in Pakistan, boys are particular vulnerable to sexual violence.

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

The Ministry of Women Development is a Pakistan national focal Ministry for the advancement of women. It plays the role of advocate, planner and coordinator of women - [http://www.mowd.gov.pk/](http://www.mowd.gov.pk/)

**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.**
- **Assess the different needs and capacities of girls, boys, women and men.** *Affected populations may face different risks, have different choices and possess different skills, knowledge and coping strategies.*
- **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 informant.**
- **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 (GBV) and spread of sexually transmitted infections / HIV and AIDS in all emergency programming;
- **Take measures to prevent the risk** of sexual abuse, GBV or exploitation e.g. from humanitarian workers, programme volunteers, etc; and enhance security and safety;
- **Provide equal access** to education, training, 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, boys, men, women and girls in the design of camps, shelter, water, and sanitation interventions;
- **Observe cultural and community practices, and the differing needs and capacities of men, women, girls and boys 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 and girls;
- Attention to girls’ and 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:**

- National Plan of Action for Women, Pakistan Govt, 1998
- Gender Handbook in Humanitarian Action © 2006 IASC
- Matrix of guidelines for gender based violence (GBV), © 2007 IASC
- DFID Gender Manual © 2005 H. Derbyshire
- Guidelines for GBV in humanitarian settings©2005 IASC

**Web links for further information**

- Gender publications and advice: [http://www.gdnonline.org/wot_practical.htm](http://www.gdnonline.org/wot_practical.htm)
- [http://www.bridge.ids.ac.uk](http://www.bridge.ids.ac.uk)
Addressing HIV and AIDS

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

Responding to HIV and AIDS in Pakistan
The National AIDS Control Programme for Pakistan was established in 1986. There are 3 major components of the Programme:

1. HIV prevention and treatment: targeted interventions for Most At Risk Populations; HIV Care and Support; Blood Safety; STI Control; Prevention of Parent To Child Transmission.
2. Advocacy & communication: advocacy; communication and stigma reduction.
3. Governance and Institutional Framework: governance; capacity building; national and provincial reference laboratories; programme management; monitoring and evaluation.

Vulnerability to HIV and AIDS

Who is vulnerable?
- Mobile populations (refugees & IDPs)
- Returnees
- Children without primary care givers
- Female and child headed households
- Host communities
- Male, female and hijra sex workers and injecting drug users
- Humanitarian workers
- Military or peace keeping personnel
- Long distance truck drivers
- Overseas and internal migrant 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 commercial sex work 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
- HIV undermines the resilience and coping capacity of communities, making them more susceptible to disaster and slower to recover.
- People living with HIV and AIDS (PLHIV) 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 (PLHIV) are highly vulnerable to stigma and discrimination, particularly when displaced, so confidentiality is essential.
- Inadequate or disrupted health services can undermine treatment, medication for opportunistic infections, and home based or palliative care. Disrupted access to anti-retrovirals (ARVs) can lead to rapid progression of HIV/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 living with HIV and AIDS.

Interventions to address HIV and AIDS related risks

Protection and prevention:
- 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.
- Work based HIV and AIDS policies

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

Additional resources:
Guidelines for Addressing HIV in humanitarian settings, © 2010 IASC
Educational responses to HIV and AIDS for refugees and internally displaced persons, © 2007 UNESCO

Web links for further information
HIV in humanitarian situations:
http://www.aidsandemergencies.org/cms/
National AIDS Control Programme – Pakistan
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

<table>
<thead>
<tr>
<th><strong>WHY</strong></th>
<th><strong>What is the purpose and expected outcomes of the meeting?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Give or share information, feedback, reports</td>
</tr>
<tr>
<td></td>
<td>Generate ideas</td>
</tr>
<tr>
<td></td>
<td>Find solutions / solve problems / make decisions</td>
</tr>
<tr>
<td></td>
<td>Develop trust, relationships, teams</td>
</tr>
<tr>
<td><strong>Who needs to agree these objectives?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What do participants want from the meeting?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Is the meeting part of an on-going process?</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHAT</strong></th>
<th><strong>What topics need to be on the agenda?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use the agenda to explain how different topics will be handled and for how long. List what people need to bring.</td>
</tr>
<tr>
<td><strong>Is the agenda circulated beforehand? Bring spare copies!</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHO</strong></th>
<th><strong>Who should attend? Are the right people available?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is there a protocol for invitations?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHERE</strong></th>
<th><strong>Which is the best location and venue to suit everyone?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does it have the space, equipment, ventilation, catering needed?</td>
</tr>
<tr>
<td></td>
<td>What is the best layout for the style of meeting – formal or informal?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHEN</strong></th>
<th><strong>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?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>HOW</strong></th>
<th><strong>What is the best way to start, engage all cultures, encourage contributions, and clarify purpose and expectations?</strong> e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductions, ground rules, ice-breakers</td>
</tr>
<tr>
<td><strong>In Pakistan,</strong> meetings often start with recitation from the Koran.</td>
<td></td>
</tr>
<tr>
<td><strong>What translations and interpretation is needed?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How will you record, clarify and circulate decisions and actions?</strong> e.g. on a flipchart or whiteboard; in minutes?</td>
<td></td>
</tr>
</tbody>
</table>

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** e.g. 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

### Additional resources:
- Better Ways to Manage Meetings, Walker B., © 2005 RedR
- Organising Successful Meetings, Seeds of Change 2009
- Tools for Meetings, Seeds of Change – 2004

### Web links for further information
- Managing Multi-cultural team meetings – Powerpoint presentation: [http://www.genderdiversity.cgiar.org/resource/Multi-culturalMeetingsFinal2.ppt](http://www.genderdiversity.cgiar.org/resource/Multi-culturalMeetingsFinal2.ppt)
Multi-language meetings

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

Conducting meetings 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 or summarises at intervals. 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. Difficult to keep people’s attention, but useful when simultaneous equipment is unavailable.

**Simultaneous Interpreting** - requires booths, microphones, consoles, headsets, technicians. Useful in large conferences or formal meetings but requires technology and high level of skill. See [http://www.kwintessential.co.uk/translation/interpreting-equipment.html](http://www.kwintessential.co.uk/translation/interpreting-equipment.html)

Combining Translation and 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.
- 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.

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;
   - can suggest 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;
   - suggest local translator.

WHEN ORGANISING A MEETING:
1. Check if interpretation is required.
2. Brief interpreters and participants and provide interpreters with all meeting documentation, presentations etc.
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.

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;
- take time to prepare them by giving them an agenda, and explaining jargon, key issues, etc.
- ensure they are given regular breaks (at least every hour);

PREPARATION IS KEY

Additional resources:
Guidelines on Using Interpreters, © Kwintessential Language and Culture specialists

Web links for further information
Quick tips on using interpreters (also in Spanish)

Pages and resources are also downloadable from www.allindiary.org

Pakistan edition 2011
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, an 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 discussions are relevant
- ensures 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.

Additional Resources:

Guidelines for Facilitating Internal Lessons Learnt, RedR 2006
Facilitating workshops, Seeds of Change 2009
Using questions in workshops, Seeds of Change 2009

Web links for further information

Facilitation guidelines and tools:
http://www.mindtools.com/pages/article/RoleofAFacilitator.htm
How to run a workshop -- downloadable:
http://www.networklearning.org/library/task.cat_view/gid,42/
Using multi-media resources in Pakistan

Using a variety of media can maximise your ability to get your message across especially overcoming language barriers

<table>
<thead>
<tr>
<th>Media</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS MEDIA</td>
<td>To reach mass audience with clear standard message</td>
<td>Expensive; Needs technical expertise; Access reduced by flooding</td>
</tr>
<tr>
<td>Humanitarian Call Centre</td>
<td>IOM supported toll-free helpline with timely, accurate, practical information on where to find and access humanitarian services.</td>
<td>Needs resources – software, staffing, input and feedback from wide range of stakeholders.</td>
</tr>
<tr>
<td>Humanitarian Radio messages</td>
<td>Public service announcements. Particularly useful access for women. Transcripts in local languages.</td>
<td>Access to radios limited before and seriously reduced by flooding.</td>
</tr>
<tr>
<td>Humanitarian SMS Service</td>
<td>Available to all field staff. Can request information, send questions.</td>
<td>Relies on ‘literate affectees’ who can read Roman Urdu to share with communities.</td>
</tr>
<tr>
<td>Internet/websites</td>
<td>Most agencies, and sectors have own websites.</td>
<td>In Pakistan, many people still cannot access the web, or are not web literate.</td>
</tr>
<tr>
<td>Email</td>
<td>Can be used to direct people to website. Personal approach.</td>
<td>Gathering email addresses; privacy; Information overload.</td>
</tr>
<tr>
<td>Newspapers/publications</td>
<td>Potential regular updates. Quick access.</td>
<td>Audience needs to be literate. Need journalist.</td>
</tr>
<tr>
<td>TARGETED</td>
<td>Information for a specific audience. Less expensive.</td>
<td>Some production needed. Limited interaction.</td>
</tr>
<tr>
<td>CDs/DVDs</td>
<td>Can be interactive, visual and audio. Can include a lot of information. Easy to distribute.</td>
<td>Needs a computer to view. Can take time to produce.</td>
</tr>
<tr>
<td>Leaflets</td>
<td>Easy to produce and distribute in large numbers.</td>
<td>Needs a distribution process. No guarantee it is read.</td>
</tr>
<tr>
<td>Networks</td>
<td>Word of mouth tends to spread quickly. Existing structure.</td>
<td>Can be exclusive. Open to misinterpretation.</td>
</tr>
<tr>
<td>Theatre, puppetry</td>
<td>Can encourage behavioural change in engaging, entertaining way. Traditional.</td>
<td>Needs considerable preparatory work. May still exclude some groups.</td>
</tr>
<tr>
<td>Songs, dance, story telling</td>
<td>Uses traditional methods to encourage exploration and learning.</td>
<td>Can be difficult to ensure message is clear.</td>
</tr>
<tr>
<td>Puzzles &amp; games</td>
<td>Active and entertaining encourages problem solving.</td>
<td>Not appropriate for certain groups.</td>
</tr>
<tr>
<td>Photos, drawings</td>
<td>Strong learning tools.</td>
<td>Need to be appropriate, and accurate.</td>
</tr>
</tbody>
</table>

In deciding which media to use, consider...

- What sources of information does your 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, internet access)
- How much information would be most appropriate for this audience? Quality?
- 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?
- Do you need feedback?
- Do you need a permanent record?
- 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:
Successful Communication – A Toolkit for Researchers and Civil Society, © ODI (2005) Hovland I.,

Web links for further information
IOM mass communications
http://www.mcommsorg.net/.
Recruiting and selecting staff

WORKING WITH VOLUNTEERS

Volunteers can provide extra capacity as assistants with programs 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.cou try?p_lang=en&p_country=PAK to ensure procedures and contracts comply with local law.

Define the requirement

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

Job description Prepare an out line of broad responsibilities involved in the job, and expected outcomes from short-term contracts.

Person specification What’s kills, knowledge, experience or competencies*, qualifications and personality traits are essential to do the job? A void setting criteria which will discriminate against different backgrounds, religious, gender, etc. C onsider 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 by w hile discouraging t hose i mproper applications, e.g. previous applicants, emails, notices, newspapers, local radio, word of mouth.

Avoid poaching staff from local age ncies or government.

Setting up HR forums for age ncies c an p ool government.

Applications A standard application form will help short-listing.

CVs are simpler and faster BUT:
- information is not standardised;
- cultural differences cannot be interpreted.

Competencies focus on individual achievements which can be related to work performance. Even if a candidate may not have previous experience, they may have all the necessary technical and personal traits, or experience in another setting.

Short-listing

Assess applications on the basis of the experience and qualifications and requirements – 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.
- Ask questions to find out about their experience, skills, knowledge, and atitude. Ask similar questions to all candidates to ensure fairness and allow for comparison.
- Avoid discriminatory questions e.g. as king only women who looks after their children.
- Describe the organisation and the job.
- On closing, agree the next steps.

Tests, checks and references

Ask candidates to:
- provide evidence of qualifications, examples of previous work;
- make a presentation, a case study, or tests.

References from previous employers can be useful but ask for the candidate’s permission. If internal candidates, check performance reviews.

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 applicants who belong to different cultures adds to diversity but can also 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.

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Web links for further information:
- http://www.aidworkers.net/?q=advice/humanresources/recruitment;

Additional resources:
- Managing Others, Pick up & go guide, © 2006 Oxfam
- Recruitment & Selection © 2008 People in Aid
- Managing Others, Pick up & go guide, © 2006 Oxfam
- Volunteer management, National Minority AIDS Council

Tips for involving volunteers © 2006 Volunteering Australia

Pages and resources are also downloadable from www.allindiary.org

Pakistan edition 2011
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 continuity of work and passing on the day-to-day experience of the role.

“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.

Briefing

Every incoming postholder 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 and evaluated? 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 not enough but better than nothing;
- One week working together would be ideal as it would allow introductions to staff and partners

If a face to face briefing 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 and resources; plans and priorities; risks and contingencies; partners and key contacts, etc.

Brief history to date
Achievements, changes and lessons learnt, difficulties and constraints.

Priorities in coming weeks
- day-to-day activities and regular commitments, and contacts,
- any ad hoc, one-off events,
- on-going projects, supplies, etc.
- 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.

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

Using the All In Diary as a handover tool.

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

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

Additional resources:
Information Note, Basic Training for NGO Workers, © 2007 People In Aid;
Induction, Briefing and Handover Guidelines, © 2005 People In Aid;
Handover checklist, © 2007 People In Aid

Web links for further information
Managing People in Emergencies:

Pages and resources are also downloadable from www.allindiary.org

Contents
Personal security

Security threats for international and national humanitarian workers in Pakistan are high with incidents of suicide bombings, kidnapping and targeted killings.

Ensure you have a thorough security briefing from your organisation. The following checklist covers some general issues you need to consider throughout your deployment.

**TRAVEL**
- Get a briefing on road and security conditions.
- Ensure someone has a copy of your travel plan:
  - routes to be driven
  - planned stops
  - points of contact at stops
  - timeframe for trip
- 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; insist your drivers maintain safe but reasonable speeds.
- Take extra food, water, spares, etc.
- Regularly check in by radio/phone.
- After each journey, debrief on the road and security conditions.

**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

Please note: In Pakistan radio checks, ‘India’ becomes ‘Italy’.
- Ensure everyone knows what to do at checkpoints, in event of an accident etc.
- Keep copies of plans and procedures in a safe but accessible place.
- Share this plan with other teams.
- Maintain a points-of-contact list (internal and external).

**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 and avoid areas of potential danger e.g. crowds, mined areas, factional border, riots, 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.

**EVACUATION**
- Establish an emergency evacuation plan:
  - coordination with embassies
  - 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 are 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.

**WEB LINKS FOR FURTHER INFORMATION**
- UNOPS Basic Security in the Field on-line training: http://www.unops.org/security/
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
  - Nausea
  - Fatigue
  - Rapid heart rate
  - Sweats / chills
  - Muscle tremors
  - Nightmares
  - Muscle tremors
- Cognitive
  - Bad concentration
  - Poor memory
  - Confusion
  - Fast/slow reaction
  - Poor decision making
- Emotional
  - Fear, anxiety
  - Guilt
  - Hopelessness
  - Depression
  - Resentment
  - Anger, irritability
- Behavioural
  - Hyperactivity
  - Dangerous driving
  - Overwork
  - Angry outbursts
  - Argumentative

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.

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, 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 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’

Additional resources:
Rest and Relaxation policy guide © People In Aid (2008)

Web links for further information:
- http://www.psychosocial.org/psychosocial/resources/field_aid_stressmgmt.html - Stress management tools and resources
- www.interhealth.org.uk – Travel health
Learning and professional development

“It is the responsibility of the aid worker to become a good team-player and take the initiative to capture new knowledge that is generated by your work, and share your learning with your peers and successors”
– adapted from ALNAP, Managing Learning at the Field Level in the Humanitarian Sector

How this is achieved will depend on the:
- particular knowledge, skills, or behaviour you want to develop;
- level of knowledge, skill, or behaviour you already have;
- your preferred learning style;
- resources available (people, money, equipment, opportunity and time).

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<thead>
<tr>
<th>DIRECTED GROUP LEARNING</th>
<th>SELF-DIRECTED GROUP LEARNING</th>
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<tr>
<td>- Training courses / Workshops (short courses run internally or by others)</td>
<td>- Discussion forum (in-person or electronic forum to exchange ideas, post questions, offer answers, offer help on relevant subjects)</td>
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<tr>
<td>- Briefings (short inputs on specific issues)</td>
<td>- Action learning sets (regular meetings to explore solutions to real problems and decide action)</td>
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<td>- Road shows (short sessions in many locations)</td>
<td>- Communities of practice (network of like-minded individuals sharing expertise)</td>
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<td>- Conferences (large meeting for consultation or discussion)</td>
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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)

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<td>- the larger the numbers, the more general the content</td>
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<td>- builds relationships and contacts</td>
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SELF-DIRECTED GROUP LEARNING
- self-choosing groups where individuals learn from each other

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<td>- real, live issues</td>
<td>- coordination</td>
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<td>- action based</td>
<td>- continuity</td>
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<td>- directly relevant</td>
<td>- can not be so focused</td>
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<td>- can be to or a range</td>
<td>- can not be too general or misinterpreted</td>
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<tr>
<td>- useful for teams working on same site</td>
<td>- materials take time to produce</td>
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INDIVIDUAL LEARNING
- self-directed group learning

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

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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:

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 individuals 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.

Web links for further information:
General info: [www.aidworkers.net](http://www.aidworkers.net) | [www.networlearning.org](http://www.networlearning.org)
Distance learning: [http://www.th-ecentre.net/resources/1-1-1-cfm](http://www.th-ecentre.net/resources/1-1-1-cfm)

Additional resources:
Learning & Training Policy Guide © 2008 People in Aid
Learning Styles and Methodologies © 2004 People in Aid
UNICEF works in 190 countries through country programmes and National Committees to support children's survival, protection, development and participation, from early childhood through adolescence. In Pakistan, UNICEF works with the government, NGOs and other partners to support child health and nutrition, good water and sanitation, quality basic education for all girls and boys, and the protection of children from violence, abuse, exploitation and other harms. UNICEF Pakistan has provided vital relief and reconstruction support to help individuals rebuild their lives after emergencies, such as the 2005 earthquake and 2010 floods. UNICEF is funded entirely by the voluntary contributions of individuals, businesses, foundations and governments.

UNICEF Pakistan’s Child Protection Section works with the Ministry and Provincial Departments of Social Welfare, the National and Provincial Commissions for Child Welfare and Development, Ministry of Human Rights, Pakistan Bait Ul Maal, the Law and Justice Commission, police, Federal Investigation Agency, National Database and Registration Authority, Planning Commission, Provincial and Federal Ombudsman’s Offices, the National and Provincial Disaster Management Agencies, and international and national NGOs and other UN agencies to protect children from violence, abuse, exploitation, neglect and other harms.

For more information about UNICEF Pakistan visit: www.unicef.org/pakistan

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