Humanitarian Essentials for Youth

Awareness training module on humanitarian principles and standards

Trainer Guidelines
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Contents

About these guidelines

These guidelines provide the trainer or the workshop facilitator with ideas to conduct an introductory awareness workshop on basic humanitarian essentials focusing on principles and standards. The workshop makes several assumptions:

- Participants have limited or no knowledge and experience in humanitarian work
- Participants are interested in improving the quality of their humanitarian practice
- Participants would be willing to continue learning about humanitarian principles and widely accepted standards in disaster response.

The Guidelines should be used in conjunction with the participants' training module.

Structure of the guidelines

- A contents page lists the topics in order of presentation
- Six sessions are provided including an introductory session for a half day module and two additional sessions for a one day awareness module
- Each session is supported by a session plan that describes the:
  - o time required for each activity in the session
  - o rationale for the session
  - o key learner outcomes
  - o key messages for the session
  - o an overview of the session
  - o preparation to be undertaken prior to the session
  - o resources to implement the session
  - o trainers notes which give extra background information, additional reading and process tips

How to use the guidelines

The guidelines are designed to assist trainers to plan, implement and evaluate a half day or one day introductory training on humanitarian principles and standards targeting youth. However, trainers are encouraged to design and implement their own training activities based on their unique skills and knowledge of the local context in which this material will be delivered.

The workshop focuses on familiarising participants with the basics of humanitarian principles and standards and exploring how it will be useful when youth will have an opportunity to respond to a humanitarian crisis. Some of the language and concepts may be challenging for newcomers and therefore it is advised that the trainer or facilitator makes the aim of this module clear at the beginning of the workshop to set clear and attainable expectations among the participants.

Workshop aim and outcomes

Aim

The workshop aims to provide a basic understanding and awareness about the key humanitarian principles and standards that are required for effective humanitarian response.

Outcomes

By the end of the complete workshop the participants will be able to:

- Explain key humanitarian principles
- Explain some widely accepted humanitarian standards
- Identify ways in which they can be effectively used in local humanitarian response
- Apply the learnings from the workshop to improve the quality and accountability of their humanitarian work

Pre and post test

A small test is used to pre test knowledge about humanitarian principles and standards prior to the beginning of the workshop and again at the end to test any changes in knowledge as a result of the workshop. The test should not be intimidating for participants and is designed to demonstrate knowledge gained.

The pre and post test is presented as a slide presentation. Trainers may ask individuals to answer the questions in private or run it as a whole group activity which may be less stressful for some participants.

Workshop schedule

#	Time period	Session	Objective(s)
S1 (30')	8.30 – 9.00 AM	Introduction and expectations	Clarification of the needs and expectations of participants and matching these against the agenda
S2 (60')	9.00 – 10.00 AM	Getting to know the basics of "Humanitarian work"?	Exploring the context of Humanitarian work including the challenges faced Consideration of why the principles and standards were initiated and why it is important
S3 (30')	10.00 –10.30 AM	Role of youth in the humanitarian response	Brief introduction and discussion on the role of youth in humanitarian response
(15')	10.30 -10.45 AM	Morning coffee break	
S4 (90')	10.45 –12.15 PM	Introduction to Humanitarian principles and standards?	Introduce the existing humanitarian standards as a practical tool in humanitarian work • *ICRC Code of Conduct* • *SPHERE Project* • *HAP* • *People in Aid Code of good practice* • *Sector based guides (E.g. Education in Emergencies)*
S5 (75')	12.15 – 1.30 PM	Humanitarian response - What is in it?	Familiarize with the key Humanitarian principles & standards
S6 (30')	1.30 – 2.00 PM	Explore your humanity and humanitarianism	Self-reflection of the role of youth
(60')	2.00 – 3.00 PM	Lunch (Half day awareness session will end with Lunch)	
For one day awareness programs – below sessions can be added.			
S7 (90')	3.00 – 4.30 PM	Toolbox for humanitarian principles and standards – A Simulation exercise	Identify ways in which the humanitarian standards can be helpful and also be a challenge in humanitarian work
S8 (30')	4.30 – 5.00 PM	Experience sharing and discussion (Q&A)	Brief talk about the application of humanitarian standards (Getting involved in humanitarian response - opportunities for volunteering)
(15')	5.00 – 5.15 PM	Closure with coffee	

Session 1 Introduction

Title: Introduction and expectations	
Timing	**Activity**
08.30-09.00 AM 30 minutes	Brief introduction to the workshop Explain workshop aim and objectives Conduct course pre- test (self assessment)

SESSION PLAN	
Aim	To introduce the workshop, facilitators and participants and create an effective working environment
Rationale	The workshop will be more effective if participants have time to get acquainted and are clear about the workshop process to be followed and the intended outcomes
Outcomes	At the end of this workshop participants will: • have been introduced to the purpose of the workshop • be ready to continue learning about humanitarian principles
Key Messages	• Workshop goals are understood by the participants • The expectations of participants are identified and matched with the course aim and objectives • Pre-knowledge level of participants is documented.
Overview	The session should allow time for clarifying the expected outcomes for participants. The session is also important for setting the tone of the workshop which ideally will encourage respect for a diversity of opinions, participation and inclusion
Preparation	Prepare the room well in advance. Set up audio visuals on laptop (if using power point). Participant list for registration and name tags
Resources	Lap top and projector Flip charts and paper/pens Participant manuals Registration file Name tags

Detailed session plan for introductory session – Session 1

Activity 1 (5')

Introduce yourself

Discuss logistical issues – facilities, break times etc.

Activity 2 Workshop aims and outcomes (5')

Show slide 1 – Workshop aims and outcomes

Ask the group if the stated aims/outcomes match their expectations. If not discuss with the group how the agenda could change to meet their expectations

Show slides 2-4 and explain the structure of the workshop

Activity 3 Group expectations (5')

Seek input from the group about what they hope to gain from the course.

Note down if there are any additional expectation from the participants

Activity 4 Ground rules (5')

Remind the participants of the list of ground rules for the group

Show slide 5 (The word "PLEASE")

Activity 5 Pre-Test (10')

Hand out the pre-test questionnaire to participants

Allow 10 minutes to individually complete the pre-test

Session 2 Getting to know the basics of "Humanitarian work"?

Title: Getting to know the basics of "Humanitarian work"?	
Timing	**Activity**
9.00-10.00 AM **60 minutes**	Brainstorming session on "current humanitarian crisis" – some examples Presentation of current challenges in humanitarian work Humanitarian principles and legal instruments

SESSION PLAN	
Aim	To introduce the participants to humanitarian work – what it means to be a humanitarian worker and fundamentals of humanitarian work
Rationale	To help orient those thinking about becoming involved in humanitarian work as a volunteer or as an aid worker as a future job. When disasters strike, there is always a need for skilled professionals to respond to the immediate humanitarian need. This workshop provides guidance to new candidates on how to get involved in the sector, as well essential information about humanitarian principles and standards.
Outcomes	At the end of this workshop participants will be able to; • Explain the key challenges in humanitarian work • List key humanitarian legal instruments
Key Messages	• Humanitarain Principles are underpinned mainly by International Humanitarin Law • Other legal instruments are international human rights law, and refugee law • ICRC Code of conduct provides a guidance for humantiarain principles
Overview	In this session, participants will explore the context of humanitarian work including the challenges faced in some of the current humanitarian crises. Participants will also discuss why the principles and standards were initiated and why it is important. Trainer choose two current humanitarian crisis examples and depending on what is most relevant at the time of the training. Specfic cases will help contextualize some of the broader themes/challenges of humanitarian work.
Preparation	Prepare the room well in advance. Set up audio visuals on laptop (if using power point).
Resources	Lap top and projector Flip charts and paper/pens Any aids such as balls for introductory activities Participant manuals

Detailed session plan for session 2 - Getting to know the basics of "Humanitarian work"?

<u>Activity 1 (5')</u>
Show slide 1 -2 and introduce the session

<u>Activity 2</u> **(10') Setting the scene about the humanitarian world and the humanitarian work**
Humanitarian challenges today include:
• the ever-increasing complexity of disaster response
• an increasing number of disasters
• an increasing number of humanitarian actors that define success in different ways, depending on who they are accountable to.

For several years there has been concern amongst NGOs with regards to quality and accountability. "Since 1990s, as agencies entered more difficult conflict environments, they were subject to much more rigorous scrutiny and more sophisticated political analysis. There was a growing sense of unease amongst some agencies and individuals about the range of standards and performance to which different agencies operated. This gave rise to initiatives such as the Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief. Along the years, critical of some NGO performance in the 1994 Rwanda crisis, it commended the embryonic NGO initiative to develop performance standards. This environment has compelled multiple actors in the humanitarian response to streamline their efforts through minimum standards and guidelines" (Margie Buchanan-Smith 2003, ODI Report, https://www.odi.org).

<u>Activity 3</u> **(15') The changing context for humanitarian work and new challenges faced**
Show slide 3-9 and discuss the changing context for Humanitarian work

Show slide 10
Ask participants to work with the person sitting next to them (in pairs). Ask them to consider the main changes and challenges currently facing them in their work.

Randomly select 2-3 pairs and ask them to provide feedback about changes and key challenges they have identified.
Lead a discussion about the common changes and challenges for participants.

Show slide 11
Could a set of operational principles and standards have helped in some of the challenges?

<u>Activity 4</u> **(10') The Humanitarian principles**
It is very important as a set of key principles that guide humanitarian work and which are underpinned by humanitarian law. Key principles are also included in the ICRC Code of Conduct.

Show slide 12 which discusses the 3 key principles and the legal instruments that underpin them. Take some time to explain the principles. It is not necessary to know everything about international law but participants should understand the sentiment of the principles as a guide to Humanitarian action.

Activity 5 (20') Humanitarian legal instruments
Ask participants to form small groups. Give each group a set of cut out statements and a piece of flip chart paper that has been divided into a matrix. Run a short competition where the statements need to be placed correctly on the matrix.
Explain that this activity shows the core ideas behind the three sets of international legal instrument:
• International Human Rights
• International Humanitarian Law
• International Refugee Law.

This activity looks specifically at three main legal instruments. The key point to be made here is that the Humanitarian Charter (Sphere) and Code of Conduct provide a set of principles (based in law) that guide Humanitarian work.

The group activity again can be run as a competition. Trainers will need to prepare flip charts in advance. One flip chart page per group. Each page will have a matrix with a vertical axis showing the statements set out below and a horizontal axis showing the 3 pillars of international law. The idea is that groups will have a number of strips with information that they must stick onto the matrix so that the final product looks like the table below

The main legal instruments

	Human Rights	Humanitarian Law	Refugee Law
Example of documentary source	The International Bill of Rights	The Geneva Convention	The Convention on the Status of Refugees
Core ideas	The right to life with dignity	Distinction between combatants and non-combatants	Principle of non-refoulement
Who has rights?	Everyone	Non-combatants in conflict	Refugees, but not IDPs
Who has duties?	States (legally) but everyone (morally)	Warring parties	States where refugees reside
When do they apply?	Most apply always, some don't in states of emergency	In armed conflicts only	Wherever refugees exist

Source: Sphere training module, www.sphereproject.org

Session 3 Role of youth in the humanitarian response

Role of youth in the humanitarian response	
Timing	**Activity**
10.00-10.30 AM **30 minutes**	Importance of volunteering in humanitarian response Role of youth volunteers before, during, and after a disaster or humanitarian crisis

SESSION PLAN	
Aim	To help the participants understand their role in humanitarian response
Rationale	The role that community volunteers can play before external assistance arrive is immense and volunteers who are from the community know about the environment best. The volunteers can prevent damage to life and property. It gives an opportunity for the youth who are motivated and passionate to help people who are in need.
Outcomes	At the end of this workshop participants will be able to: - Explain the importance of volunteering - List the charactersitics of a good volunteer - Understand their role before, during and after a disaster or humanitarian crisis.
Key Messages	- Volunteers have a key role to play in humanitarian response - Good volunteers have set of charactersitics required for effective humanitarian response
Overview	In this session, youth participants will explore opportunities in volunteering during a humanitarian crisis. They will discuss different roles they can plan in volunteering before, during, and after a humanitarian crisis.
Preparation	Prepare the room well in advance. Set up audio visuals on laptop (if using power point).
Resources	Lap top and projector Flip charts and paper/pens Colour cards with the volunteer charactersitics (One per a card)

Detailed session plan for session 3 – Role of youth in the humanitarian response?

Activity 1 (5')
Show slide 1 -2 and introduce the session

Activity 2 (5') Importance of volunteering
Stimulate the participants to understand the importance of volunteering.
Explain formal (affiliated) and informal (Non-affiliated) volunteering mechanisms.

Activity 3 (15') Role of youth in volunteering before, during, and after a disaster/humanitarian crisis
Ask the participants who has experience in affiliated or non-affiliated volunteer mechanisims in the past and to share their examples.

Braistorm with the participants on what role youth can play in three different phases of a disaster:
  - Before disaster
  - During a crisis
  - After a disaster
Note them on a flip chart and summarise them with the help of the list on the slide

Activity 4 (5') Characteristics of good volunteers
Ask the partiipants to come up with the list of good characterisitics of volunteers
List them on a flip chart
Add if there is anything missing from the list already prepared by the facilitator

Session 4 Introduction to Humanitarian principles and standards?

Introduction to Humanitarian principles and standards?	
Timing	**Activity**
10.45 -12.15 PM **90 minutes**	Presentation on selected humanitarian principles Familiarize with each humanitarian principles and guidelines Group work and presentation

SESSION PLAN	
Aim	To introduce the widely accepted global humanitarian principles, guidelines, and standards.
Rationale	The key part of the workshop is to help familiarize the participants with the widely accepted global humanitarian principles and standards such as ICRC Code of Conduct, The Sphere Project, and Humanitarian Accountability Partnership etc.…
Outcomes	At the end of the session, participants will be able to: - List some examples of humanitarian principles, guidelines, and standards - Explain key aspects of the widely accepted global humanitarian initiatives - Apply key humanitarian principles and standards in their future work
Key Messages	ICRC Code of Conduct, the Sphere project, People in Aid Code of Good Practice, and HAP are some examples of humanitarian principles and standards.
Overview	The session will detail the following humanitarian guiding principles and standards - The ICRC Code of Conduct – The 10 commandments - The sphere project – Quality and accountability standards for humanitarian response - People in Aid Code of Good Practice – Quality human resource management in aid work - Humanitarian Accountability Partnership (HAP)
Preparation	Prepare the room well in advance. Set up audio visuals on laptop (if using power point).
Resources	Lap top and projector Flip charts and paper/pens Copy of each guiding principle

Detailed session plan for session 4 – Introduction to Humanitarian principles and standards

Activity 1 (10')
Show slide 1 -2 and introduce the session
Ask participants to list any humanitarian principles they already know of – Brainstorming session

Activity 2 (20')
Show the slide 3 – The list of widely accepted humanitarian guiding principles and standards
- The ICRC Code of Conduct – The 10 commandments
- The sphere project – Quality and accountability standards for humanitarian response
- People in Aid Code of Good Practice – Quality human resource management in aid work
- Humanitarian Accountability Partnership (HAP)
- Summary of other guidelines

Ask participants if any of them know any of this. If anyone knows, ask them to briefly explain what they know about each of the above humanitarian guiding principles.

Show them the hard copy of each guiding principles
Ask the participants if they are aware of any other humanitarian principles and standards. Some examples good be: Good Humanitarian Donorship (GHD), UNHCR guiding principles on internally displaced people etc...

Activity 3 (30')
Divide participants into 4 groups, with each group around 5-6 participants depending on the total number of participants.
Provide each group with one guideline and three brainstorming questions:
- What are the key words used in each principle?
- What are the key messages conveyed in each principle?

Activity 4 (20')
Ask each group to present their summary on the humanitarian principle they have worked on?
- What are the key words used in each principle?
- What are the key messages conveyed in each principle?

Allow 5 minutes to each group – 4 groups in 20 minutes.

Activity 5 (10')
Discuss the similarities and differences between different principles discussed above.
Highlight the key points and provide a brief summary.

Session 4 participant workbook notes

Humanitarian principles and standards
The ICRC Code of Conduct – The 10 commandments

The sphere project – Quality and accountability standards for humanitarian response

People in Aid Code of Good Practice – Quality human resource management in aid

work

Humanitarian Accountability Partnership (HAP)

Summary of other guidelines

THE CODE OF CONDUCT

'Principles of Conduct for The International Red Cross & Red Crescent Movement & NGOs in Disaster Response Programmes'

1: The Humanitarian imperative comes first

The right to receive humanitarian assistance, and to offer it, is a fundamental humanitarian principle which should be enjoyed by all citizens of all countries. As members of the international community, we recognise our obligation to provide humanitarian assistance wherever it is needed. Hence the need for unimpeded access to affected populations, is of fundamental importance in exercising that responsibility. The prime motivation of our response to disaster is to alleviate human suffering amongst those least able to withstand the stress caused by disaster. When we give humanitarian aid it is not a partisan or political act and should not be viewed as such.

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

Wherever possible, we will base the provision of relief aid upon a thorough assessment of the needs of the disaster victims and the local capacities already in place to meet those needs. Within the entirety of our programmes, we will reflect considerations of proportionality. Human suffering must be alleviated whenever it is found; life is as precious in one part of a country as another. Thus, our provision of aid will reflect the degree of suffering it seeks to alleviate. In implementing this approach, we recognise the crucial role played by women in disaster prone communities and will ensure that this role is supported, not diminished, by our aid programmes. The implementation of such a universal, impartial and independent policy, can only be effective if we and our partners have access to the necessary resources to provide for such equitable relief, and have equal access to all disaster victims.

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

Humanitarian aid will be given according to the need of individuals, families and communities. Not withstanding the right of NGHAs to espouse particular political or religious opinions, we affirm that assistance will not be dependent on the adherence of the recipients to those opinions. We will not tie the promise, delivery or distribution of assistance to the embracing or acceptance of a particular political or religious creed.

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

NGHAs are agencies which act independently from governments. We therefore formulate our own policies and implementation strategies and do not seek to implement the policy of any government, except in so far as it coincides with our own independent policy. We will never knowingly - or through negligence - allow ourselves, or our employees, to be used to gather information of a political, military or economically sensitive nature for governments or other bodies that may serve purposes other than those whic h are strictly humanitarian, nor will we act as instruments of foreign policy of donor governments. We will use the assistance we receive to respond to needs and this assistance should not be driven by the need to dispose of donor commodity surpluses, nor by the political interest of any particular donor. We value and promote the voluntary giving of labour and finances by concerned individuals to support our work and recognise the independence of action promoted by such voluntary motivation. In order to protect our independence we will seek to avoid dependence upon a single funding source.

5: We shall respect culture and custom

We will endeavour to respect the culture, structures and customs of the communities and countries we are working in.

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

All people and communities - even in disaster - possess capacities as well as vulnerabilities. Where possible, we will strengthen these capacities by employing local staff, purchasing local materials and trading with local companies. Where possible, we will work through local NGHAs as partners in planning and implementation, and co-operate with local government structures where appropriate. We will place a high priority on the proper co-ordination of our emergency responses. This is best done within the countries concerned by those most directly involved in the relief operations, and should include representatives of the relevant UN bodies.

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

Disaster response assistance should never be imposed upon the beneficiaries. Effective relief and lasting rehabilitation can best be achieved where the intended beneficiaries are involved in the design, management and implementation of the assistance programme. We will strive to achieve full community participation in our relief and rehabilitation programmes.

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

All relief actions affect the prospects for long term development, either in a positive or a negative fashion. Recognising this, we will strive to implement relief programmes which actively reduce the beneficiaries' vulnerability to future disasters and help create sustainable lifestyles. We will pay particular attention to environmental concerns in the design and management of relief programmes. We will also endeavour to minimise the negative impact of humanitarian assistance, seeking to avoid long term beneficiary dependence upon external aid.

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

We often act as an institutional link in the partnership between those who wish to assist and those who need assistance during disasters. We therefore hold ourselves accountable to both constituencies. All our dealings with donors and beneficiaries shall reflect an attitude of openness and transparency. We recognise the need to report on our activities, both from a financial perspective and the perspective of effectiveness. We recognise the obligation to ensure appropriate monitoring of aid distributions and to carry out regular assessments of the impact of disaster assistance. We will also seek to report, in an open fashion, upon the impact of our work, and the factors limiting or enhancing that impact. Our programmes will be based upon high standards of professionalism and expertise in order to minimise the wasting of valuable resources.

10: In our information, publicity and advertising activities, we shall recognise disaster victims as dignified humans, not hopeless objects

Respect for the disaster victim as an equal partner in action should never be lost. In our public information we shall portray an objective image of the disaster situation where the capacities and aspirations of disaster victims are highlighted, and not just their vulnerabilities and fears. While we will co-operate with the media in order to enhance public response, we will not allow external or internal demands for publicity to take precedence over the principle of maximising overall relief assistance. We will avoid competing with other disaster response agencies for media coverage in situations where such coverage may be to the detriment of the service provided to the beneficiaries or to the security of our staff or the beneficiaries.

What is Sphere?

The Sphere Project and its Handbook are well known for introducing considerations of quality and accountability to humanitarian response. But what are the origins of the Sphere Project? What are its philosophy and approach? How and why was this Handbook conceived? What is its place in the wider realm of humanitarian action? And who should use it and when? This chapter strives to provide some answers to these key questions. Furthermore, it details the Handbook structure and explains how to use it and how you or your organisation can conform to the Sphere minimum standards.

The Sphere Project philosophy: The right to life with dignity

The Sphere Project – or 'Sphere' – was initiated in 1997 by a group of humanitarian non-governmental organisations (NGOs) and the International Red Cross and Red Crescent Movement. Their aim was to improve the quality of their actions during disaster response and to be held accountable for them. They based Sphere's philosophy on **two core beliefs**: first, that those affected by disaster or conflict have a right to life with dignity and, therefore, a right to assistance; and second, that all possible steps should be taken to alleviate human suffering arising out of disaster or conflict.

Striving to support these two core beliefs, the Sphere Project framed a Humanitarian Charter and identified a set of **minimum standards** in key life-saving sectors which are now reflected in the Handbook's four technical chapters: water supply, sanitation and hygiene promotion; food security and nutrition; shelter, settlement and non-food items; and health action. The **Core Standards** are process standards and apply to all technical chapters.

The minimum standards are evidence-based and represent sector-wide consensus on best practice in humanitarian response. Key actions, key indicators and guidance notes (described in the 'How to use the standards' section below) accompany each standard, providing guidance on how to attain it.

The minimum standards describe conditions that must be achieved in any humanitarian response in order for disaster-affected populations to survive and recover in stable conditions and with dignity. The **inclusion of affected populations** in the consultative process lies at the heart of Sphere's philosophy. The Sphere Project, consequently, was one of the first of what are now known as the **quality and accountability** (Q&A) initiatives.

The Humanitarian Charter and the minimum standards are published together as a **Handbook**, the latest edition of which you are reading now. The Sphere Handbook is designed for planning, implementation, monitoring and evaluation during humanitarian response. It is also an effective advocacy tool when negotiating for humanitarian space and for the provision of resources with authorities. Furthermore, it is useful for disaster preparedness activities and contingency planning, with donors increasingly including the standards in their reporting requirements.

Because it is not owned by any one organisation, the Handbook enjoys broad acceptance by the humanitarian sector as a whole. It has become one of the most widely known and internationally recognised set of standards for humanitarian response and is used as an inter-agency communication and coordination tool.

First published in 2000, the Handbook was revised in 2003 and again in 2009–2010. During each revision process, sector-wide consultations were conducted, involving a wide range of agencies, organisations and individuals, including governments and United Nations (UN) agencies.

The principal users of the Sphere Handbook are practitioners involved in planning, managing or implementing a humanitarian response. This includes staff and volunteers of local, national and international humanitarian agencies. In the context of fund-raising and project proposals, the minimum standards are also frequently referred to.

Other actors, such as government and local authorities, the military or the private sector, are also encouraged to use the Sphere Handbook. It may be useful in guiding their own actions, but also in helping them to understand the standards used by the humanitarian agencies with whom they may interact.

The Handbook: A reflection of Sphere's values

The Handbook structure reflects Sphere's aim to firmly anchor humanitarian response in a rights-based and participatory approach.

Humanitarian Charter, Protection Principles and Core Standards

The Humanitarian Charter, the Protection Principles and the Core Standards articulate Sphere's rights-based and people-centred approach to humanitarian response. They focus on the importance of including the affected population and local and national authorities at all stages of the response.

The cornerstone of the Handbook is the **Humanitarian Charter**. It provides the ethical and legal backdrop to the Protection Principles, as well as to the Core and minimum standards, thereby setting the stage for their correct interpretation and implementation. It is a statement of established legal rights and obligations and of shared beliefs and commitments of humanitarian agencies, all collected in a set of **common principles, rights and duties**. Founded on the principle of humanity and the humanitarian imperative, these include the rights to life with dignity; to right to receive humanitarian assistance; and the right to protection and security. The Charter also emphasises the importance of agency **accountability to affected communities**. The Core Standards and minimum standards are an articulation of what these principles and obligations mean in practice.

The Humanitarian Charter explains why both assistance and protection are critical pillars of humanitarian action. To further develop this protection aspect, the Handbook includes a set of Protection Principles, which translates several of the legal principles and rights outlined in the Charter into strategies and actions that should inform humanitarian practice from a protection perspective. Protection is a core part of humanitarian action and the **Protection Principles** point to the responsibility of all humanitarian agencies to ensure that their activities are concerned with the more severe threats that affected people commonly face in times of conflict or disaster.

All humanitarian agencies should ensure that their actions do not bring further harm to affected people (Protection Principle 1), that their activities benefit in particular those who are most affected and vulnerable (Protection Principle 2), that they contribute to protecting affected people from violence and other human rights abuses (Protection Principle 3) and that they help affected people recover from abuses (Protection Principle 4). The roles and responsibilities of humanitarian agencies in protection are, generally, secondary to the legal responsibility of the state or other relevant authorities. Protection often involves reminding these authorities of their responsibilities.

The **Core Standards** are the first set of minimum standards and inform all others. They describe how the processes and approaches taken during a humanitarian response are fundamental to an effective response. A focus on the capacity and active participation of those affected by disaster or conflict, a comprehensive analysis and understanding of needs and context, effective coordination among agencies, a commitment to continually improving performance, and appropriately skilled and supported aid workers are all essential in order to attain the technical standards.

The Protection Principles and Core Standards are grouped together at the beginning of the Handbook so as to avoid repeating them in each technical chapter. They underpin all humanitarian activity and **must be used in conjunction with the technical chapters**. They are critical to achieving the technical standards in a spirit of quality and accountability to the affected populations.

The Core Standards and the minimum standards in four technical chapters

The Core Standards and minimum standards cover approaches to programming and four sets of life-saving activities: water supply, sanitation and hygiene promotion; food security and nutrition; shelter, settlement and non-food items; and health action.

How to use the standards

The Core Standards and minimum standards follow a specific format. They begin with a general and universal statement – the minimum standard – followed by a series of key actions, key indicators and guidance notes.

First, the **minimum standard** is stated. Each standard is derived from the principle that disaster-affected populations have the right to life with dignity. They are qualitative in nature and specify the minimum levels to be attained in humanitarian response. Their scope is universal and applicable in any disaster situation. They are, therefore, formulated in general terms.

Next, practical **key actions** are suggested, to attain the minimum standard. Some actions may not be applicable in all contexts, and it is up to the practitioner to select the relevant actions and devise alternative actions that will result in the standard being met.

Then, a set of **key indicators** serves as 'signals' that show whether a standard has been attained. They provide a way of measuring and communicating the processes and results of key actions. The key indicators relate to the minimum standard, not to the key action.

Finally, **guidance notes** include context-specific points to consider when aiming at reaching the key actions and key indicators. They provide guidance on tackling practical difficulties, benchmarks or advice on priority and cross-cutting themes. They may also include critical issues relating to the standards, actions or indicators and describe dilemmas, controversies or gaps in current knowledge. They do not provide guidance as to how to implement a specific activity.

Brief **introductions to each chapter** set out the major relevant issues. The technical minimum standards chapters further contain appendices including, for example, assessment checklists, formulas, tables and examples of report forms. Each chapter ends with references and suggestions for further reading.

All the chapters are interconnected. Frequently, standards described in one sector need to be addressed in conjunction with standards described in others. As a result, the Handbook contains numerous cross-references.

Conforming to the Sphere minimum standards

The Sphere Handbook is a voluntary code and a self-regulatory tool for quality and accountability, and the Sphere Project does not operate any compliance mechanism. There is no such thing as 'signing up' to Sphere, a Sphere membership or any process

of accreditation. The Sphere Project has consciously opted for the Handbook not to be prescriptive or compliance-oriented, in order to encourage the broadest possible ownership of the Handbook.

The Handbook does not offer practical guidance on how to provide certain services (the key actions suggest activities to reach a standard without specifying how to do that). Rather, it explains **what needs to be in place** in order to ensure a life with dignity for the affected population. It is, therefore, up to each implementing agency to choose a system to ensure conformance with the Sphere minimum standards. Some agencies have used purely internal mechanisms, while others have opted for peer review. Some agency networks have used Sphere to evaluate their collective response in particular emergencies.

Conforming with Sphere does not mean meeting all the standards and indicators. The degree to which agencies can meet standards will depend on a range of factors, some of which are outside their control. Sometimes difficulties of access to the affected population, lack of cooperation from the authorities or severe insecurity make standards impossible to meet.

If the general living conditions of an affected population were already significantly below the minimum standards before the disaster, agencies may have insufficient resources to meet the standards. In such situations, providing basic facilities for the entire affected population may be more important than reaching the minimum standards for only a proportion.

Sometimes the minimum standards may exceed everyday living conditions for the surrounding population. Adhering to the standards for disaster-affected populations remains essential. But such situations may also indicate the need for action in support of the surrounding population and for dialogue with community leaders. What is appropriate and feasible will depend on the context.

In **cases where the standards cannot be met**, humanitarian agencies should:

- Describe in their reports (assessment, evaluation, etc.) the gap between the relevant Sphere indicators and the ones reached in practice

- Explain the reasons for this and what needs to be changed

- Assess the negative implications for the affected population

- Take appropriate mitigating actions to minimise the harm caused by these implications.

By committing to the above steps, agencies demonstrate that they are conforming with Sphere's philosophy and its minimum standards even if they are unable to meet them as set out in the Handbook.

The place of Sphere within humanitarian action

The Sphere Handbook is designed for use during humanitarian response in a range of situations including natural disasters, conflict, slow- and rapid-onset situations, rural and urban environments, and complex political emergencies in all countries. The term 'disaster' encompasses these situations, and where appropriate, the term 'conflict' is used. 'Population' refers to individuals, families, communities and broader groups. Consequently, we commonly use 'disaster-affected population' throughout the Handbook.

Focusing on the period of **humanitarian response**, the Sphere minimum standards cover activities which meet the urgent survival needs of disaster-affected populations. This phase can range from a few days or weeks to many months and even years, particularly in contexts involving protracted insecurity and displacement. It is, therefore, impossible to assign a particular timeframe to the usefulness of the Sphere standards.

To improve the quality and accountability of humanitarian responses with a people-centred, rights-based approach and the definition of minimum standards

Humanitarian Charter	Principles	Protection Principles
• The right to life with dignity • The right to receive humanitarian assistance • The right to protection and security	put into practice by using the **Sphere Standards:**	• Avoid causing harm • Ensure impartial assistance • Protect people from violence • Assist with rights claims, access to remedies and recovery from abuse
Companion Standards	**Core Standards**	**Cross-cutting themes**
• Education (INEE) • Livestock (LEGS) • Economic recovery (SEEP) • Child Protection (CPMS) • Cash Learning Partnership (CaLP)	• People-centred response • Coordination and collaboration • Assessment • Design and response • Performance, transparency and learning • Aid worker performance	• Children • Disaster risk reduction • Environment • Gender • HIV and AIDS • Older people • Persons with disabilities • Psychosocial support

…to consider when aiming at attaining the **Minimum Standards (MS)**. including: **key actions (KA)** to attain the MS **key indicators (KI)** to measure whether a MS has been attained and **guidance notes** to consider when aiming at reaching the KA/KI in the:

Technical Chapters

WASH	Food	Shelter/NFI	Health

• Water supply, sanitation and hygiene promotion
• Hygiene promotion
• Water supply
• Excreta disposal
• Vector control
• Solid waste management
• Drainage
	• Food security and nutrition assessment
	• Infant and young child feeding
	• Management of acute malnutrition and micronutrient deficiencies
	• Food security
		• Shelter and settlement
		• Non-food items: Clothing, bedding and household items
			• Health systems
			• Essential health services
			  – Control of communicable diseases
			  – Child health
			  – Sexual and reproductive health
			  – Injury
			  – Mental health
			  – Non-communicable diseases

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Source: Module A1 & A2 – Sphere tour, from the Sphere Training Package 2015,
www.sphereproject.org

PEOPLE IN AID *Code of Good Practice*

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

The People In Aid Code of Good Practice is an internationally recognized tool that helps agencies enhance the quality of their human resource management.

The Principles of the Code of Good Practice:

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

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

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

Agencies which implement the Code increase the effectiveness of their programme and their overall impact.

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

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

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

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

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

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

WHAT IS THE HUMANITARIAN ACCOUNTABILITY PARTNERSHIP

Humanitarian accountability involves taking account of, giving an account to and being held to account by to disaster survivors.

The HAP Principles of Accountability

 1) Commitment to humanitarian standards and rights
Members state their commitment to respect and foster humanitarian standards and the rights of beneficiaries

2) Setting standards and building capacity
Members set a framework of accountability to their stakeholders
Members set and periodically review their standards and performance indicators, and revise them if necessary. Members provide appropriate training in the use and implementation of standards.

3) Communication
Members inform, and consult with, stakeholders, particularly beneficiaries and staff, about the standards adopted, programmes to be undertaken and mechanisms available for addressing concerns.

4) Participation in programmes
Members involve beneficiaries in the planning, implementation, monitoring and evaluation of programmes and report to them on progress, subject only to serious operational constraints.

5) Monitoring and reporting on compliance
Members involve beneficiaries and staff when they monitor and revise standards. Members regularly monitor and evaluate compliance with standards, using robust processes. Members report at least annually to stakeholders, including beneficiaries, on compliance with standards. Reporting may take a variety of forms.

6) Addressing complaints
Members enable beneficiaries and staff to report complaints and seek redress safely.

7) Implementing partners
Members are committed to the implementation of these principles if and when working through implementation partners

Humanitarian Accountability Framework Benchmarks for the HAP Standard

- Statement of the commitments made
    - External standards, codes, principles and guidelines, in addition to internal values, mandate, principles, charter and guidelines
- Baseline analysis of compliance
    - Current status of the HAF and related quality management system
- Indicators for improvement with time frame
    - An action or implementation policy, strategy or plan

Benchmark 1:
The agency shall establish a humanitarian quality management system

Benchmark 2:
The agency shall make the following information publicly available to intended beneficiaries, disaster-affected communities, agency staff and other specified stakeholders: (a) organizational background; (b) humanitarian accountability framework; (c) humanitarian plan; (d) progress reports; and (e) complaints handling procedures

Benchmark 3:
The agency shall enable beneficiaries and their representatives to participate in programme decisions and seek their informed consent

Benchmark 4:
The agency shall determine the competencies, attitudes and development needs of staff required to implement its humanitarian quality management system

Benchmark 5:
The agency shall establish and implement complaints-handling procedures that are effective, accessible and safe for intended beneficiaries, disaster-affected communities, agency staff, humanitarian partners and other specified bodies

Benchmark 6:
The agency shall establish a process of continual improvement for its humanitarian accountability framework and humanitarian quality management system

A Humanitarian Quality Management System:
- A set of activities and processes that enable continual improvement in an agency's performance in meeting the essential needs, and respecting the dignity, of disaster survivors
    – Promoting the optimal application of proven quality management practices across the humanitarian system,
    – Protecting disaster survivors,
    – Enhancing their life-chances and dignity, and
    – Securing the reputation of the system.

5 Simple Quality Management Practices
- <u>Transparency</u> in mandate, objectives, beneficiary and entitlement criteria and implementation reporting
- <u>Consultation</u> with disaster survivors right from the beginning to gain their informed consent
- <u>Feedback</u>/complaints & redress-handling system
- <u>Competence</u> of staff
- <u>Learning</u> for continuous improvement

An example of country based guiding principles -
for Humanitarian and Development Assistance (Sri Lanka)

Guided by international human rights law, international humanitarian law, Sri Lankan laws and all applicable international standards, the undersigned have reaffirmed the following Guiding Principles to be able to implement effective Humanitarian and Development assistance in Sri Lanka. The undersigned endeavor that their staff and their implementing partners (I/NGOs, UN, Red Cross, etc.) adhere to the following 10 principles to the extent permitted under applicable law:

1. **Objective of Humanitarian and Development Assistance**: We are working together to contribute to improvements in the quality of life of the people in Sri Lanka. Our assistance focuses on alleviating suffering, eradicating poverty, enabling communities to become self-sufficient and supporting an inclusive peaceful solution to the conflict in Sri Lanka.

2. **Non-discrimination**: We provide assistance solely based on identified needs, regardless of location, ethnicity, gender, social status or religion.

3. **Impartiality**: We will remain impartial and we do not accept our assistance, supplies, vehicles, facilities or equipment to be used for any military, political or sectarian purposes.

4. **Respect of human dignity**: We request the respect for International Humanitarian Law and International Human Rights Law. We work in response to the expressed wishes of local communities, and we respect the dignity of people, their culture, religion and customs.

5. **Transparency and accountability:** We are accountable to those whom we seek to assist. We ensure that our assistance is transparent. We will not tolerate any corruption, theft or misuse of development or humanitarian supplies or equipment.

6. **Sustainability and preparedness:** We tailor our activities to local circumstances and aim to enhance locally available resources. We strengthen local capacities (civil society, business community, local authorities, etc) to address current needs and to prevent or prepare for future emergencies.

7. **Consultation and participation:** We seek to involve communities in the design, planning, management, implementation and evaluation of programmes implemented for their benefit.

8. **Coordination:** We coordinate our activities with government and all relevant stakeholders at every level.

9. **Access:** We request as a basic requirement, unrestricted access to all people in need of assistance. We expect relevant authorities to expedite the accreditation of staff and the customs clearance of humanitarian goods and services.

10. **Security and safety:** We request all parties concerned to protect and promote the safety, security and freedom of the agencies and their staff. We do not accept staff to be subjected to violence, abduction, harassment or intimidation. Our vehicles should not be used to transport persons or goods that have no connections with our work.

Notes: - We seek to ensure our actions are consistent with the Principles of the International NGOs and Red Cross/Crescent Movement's Code of Conduct. For more information, please consult http://www.ifrc.org/publicat/conduct/code.asp

- These Guiding Principles are neither an international treaty nor a legally binding instrument.

Session 5 Humanitarian response - What is in it?

Humanitarian response - What is in it?	
Timing	**Activity**
12.15 – 1.30 PM **75 minutes**	Humanitarian response scenarios Quiz to explain the need for standards in disaster response A humanitarian response scenario and discussion on use of standards

SESSION PLAN	
Aim	To make the participants aware of the need for common standards and guidelines to manage a humanitarian response effectively.
Rationale	A session is needed to stimulate the thinking process of participants on the need for coordination for effective delivery of humanitarian aid and effectively and collectively manage the humanitarian crisis in a practical scenario.
Outcomes	At the end of the session, participants will be able to: • Understand the need for common standards and guidelines for effective humanitarian response
Key Messages	• Need for standards and guidelines to manage a humanitarian response effectively • A mechanism to coordinate the humanitarian response needs to be well thought before
Overview	A quick news flash as real in an emergency situation, will be given to participants to think as to how to respond to the emerging humanitarian needs. The answers to the news flash question will help the participants to understand the need for common standards and guidelines for effective management of humanitarian response situation.
Preparation	Prepare the room well in advance. Set up audio visuals on laptop (if using power point).
Resources	Lap top and projector Flip charts and paper/pens

Detailed session plan for session 5 – Humanitarian response - What is in it?

Activity 1 (5')
Show slide 1 -2 and introduce the session

Activity 2 (10')
Flash the following news and ask two questions at the end of the news.

Ask participants to work in pairs (with the person next to them).
Get the answers on the flip chart
Show them that there are very different answers to the same situation, and probe the reasons asking why question?
Bring the participants to conclude that we need some standards, and guidelines to overcome the problems that occur after an emergency.

Activity 3 (10')
Show the 9 minutes sphere video. This 9-minute video presentation introduces de main features of the Sphere Handbook 2011 edition -- Humanitarian Charter and Minimum Standards in Humanitarian Response -- within the context of the drive for greater quality and accountability in the humanitarian sector. It can be downloadable from the sphere projrct at https://www.youtube.com/watch?v=zpXxVg-Cv8A&feature=youtu.be.

Activity 4 (30')
Divide the participants into 5 groups.
Explain the scenario briefly and the task for each team.
Handout the humanitarian response scenario and each team will be discussing the task assigned to them based on the information table for 30 minutes.

Activity 4 (20')
Each team will present five key highlights from their team tasks.
Direct the participants to available humanitarian response guidelines and standards such as sphere to explore answers for the questions that may arise when designing and managing a humanitarian response.

Activity 4: Humanitarian response scenario

Any humanitarian worker can be involved with the design and management of a humanitarian response for refugees or internally displaced persons (IDPs). Your role may be as a leader or team member. A common scenario in mass migration is for hundreds or thousands of people to arrive in a new location. They may be tired, frightened, hungry, thirsty, sick or wounded, in need of shelter; and unexpected. Sometimes there is enough warning to organize the camp in advance. More often, the initial situation is chaotic and the migrant population may need to be organized or relocated into transit camps in the process of initial care and rehabilitation.

SCENARIO

In this exercise you will be involved in transferring the refugees from another site 50 km away. This original site to the north is becoming overcrowded and conditions are deteriorating. The government will arrange the selection of refugees for relocation and their transport to the new accommodation. As the situation is becoming urgent, the government has decided that the relocation will take place within four weeks from today.

Government Assessment Information on a humanitarian situation in an existing camp

Team	Type of information	Qualitative Aspects	Quantitative Aspects	Source
1-5	Population	Adults and children appear healthy from windshield survey and brief tour around central admin. block and schools	Local office official population figures show 16,450 refugees presently registered in the camp	UNHCR registration data – compiled from previous 10 years history in the camp.
1-5	Population	Refugee leaders seem to be well organized and capable.	Refugee leaders say that there are at least 20,000 refugees currently in the camp due to new influxes.	Refugee leadership
1-5	Deaths	Some deaths in children reported to be due to measles/complications	200 people have died in the last two months.	Clinics, correlated with requests for burial shrouds.
1, 2	Illness	Measles outbreak reported last month.	Local public health NGO reports 50% of all medical complaints relate to diarrhoeas.	Local Public Health NGO doctor and staff.
4	Water	Water source is combined from small local river and shallow wells. River source is not controlled, but wells are well made and protected with a concrete apron and hand-pump. There are always long lines at the hand pumps.	Estimated 30,000 litres of water from hand-pumps available per day. River source provides potential 500 cu. m. of water per hour, actual consumption from this source not measured	Local NGO hand-pump programme director
4	Sanitation	Site looks clean, although numerous public latrines	650 public pit latrines have been constructed under a	Sanitation/shelter NGO

Team	Type of information	Qualitative Aspects	Quantitative Aspects	Source
		stink badly	local programme	programme director and refugee sanitation team leader
5	Site area	Site looks very bare. Large areas of standing water are in and around the camp, especially near water taps and washing areas.	One square kilometre provided by Government from National Park property. Roughly one half of this is unusable due to low lying swampy areas	Ministry of Interior and aerial photography
5	Shelter	Most shelters are self-built with plastic sheeting used for additional protection on the roof.	Analysis of aerial photography reveals approximately 2,000 separate shelters, each approximately 12 sq. m.	Air photography, verified through on-site correlation of sample areas
3	Nutrition	People on the street look thin, but healthy	There has not been a recent nutritional survey, but the total food aid provided amounts to the equivalent of 1800 kcal/person/day	WFP logistician, Distribution centre officials, warehouse records

Teams

You will join one of the following 5 teams:

1. Coordination, protection, registration and other pertinent issues
2. Public Health
3. Food/Nutrition
4. Water and Sanitation
5. Shelter, Buildings and Services and Site Planning

1. **Coordination, protection/security, registration**
   Your goal is to make sure all planning activities taking place are well coordinated. You will assemble the information provided by the other groups and facilitate the regular sharing of information between the groups. Your tasks also include the protection and registration issues but not limited to other pertinent issues related to be dealt with all the other groups. Discuss five key points that you require to complete your task.

2. **Public Health**
   Your team will need to monitor the health of the incoming refugees and, from available data, determine the health care procedures that need to be put in place to prevent deterioration and to improve health care. Discuss five key points that you require to complete your task.

3. **Food/Nutrition**
   Food will have to be brought in from other locations. A distribution system will need to be put in place for the refugees in the transit camp. Discuss five key points that you require to complete your task.

4. **Water and Sanitation**
   Water is available at the warehouse from a well located at one end of the block, and from the river. You will need to design and manage the wat/san system. Two days ago an outbreak of cholera was reported at the camp to the north. The Ministry of Health is unable to help. Your team must plan for the wat/san needs of the refugees. Discuss five key points that you require to complete your task.

5. **Shelter, Buildings and Services and Site Planning**
   The site where the refugees will be housed in transit is located in the middle of your country. During an earlier period the shed contained large stores of munitions. More recently the military has been leasing it to a private petro-chemical firm for storage of industrial solvents. The Red Cross/Red Crescent has agreed to make available to the relocation effort a supply of ridge tents if needed. Discuss five key points that you require to complete your task.

<u>**Tasks**</u>

Discuss and write down five key aspects of your thematic area to manage the humanitarian response articulated in this scenario.

Note: This task will not be done in one day awareness program. Instead tasks explained in session 7 will be carried out with the same information given in session 5.

Source: Walker, B. (2006) Better ways to prepare for emergencies, RedR UK Learning support and Capacity building project, Sri Lanka.

Session 6 Explore your humanity and humanitarianism

Explore your humanity and humanitarianism	
Timing	**Activity**
1.30 – 2.00 PM **30 minutes**	Summary of the module Disussion/Q & A Post-test

SESSION PLAN	
Aim	To conclude the workshop with a positive note by exploring how important role a youth can play in a humanitarian crisis situation.
Rationale	Today in many parts of the world we are faced with enormous challenges due to conflict and natural disasters. Every one is responsible to act and have a role to play to save lifes and humanity. This module will help the youth participants in their readiness to become active volunteers in future humanitarian crisis situtations.
Outcomes	At the end of this workshop participants will demonstrate: • Post-knowledge level of participants is documented. • Motivation to be part of volunteer network has increased.
Key Messages	• Characterisitcs of a good humanitarian worker • Explore the humanitarian fit on their own
Overview	The final session will conclude the workshop with the summary by the facilitator on what has been learned during the half day
Preparation	Post test questionniore
Resources	Lap top and projector Flip charts and paper/pens Set of balloons

Note to the facilitator:

For one day awareness program, this session will be done at the end of the workshop – Sess session 8.

Detailed session plan for session 6 – Explore your humanity and humanitarianism

Activity 1 (10') Participant feedback and discussion

Open forum allows participants to provide feedback of what they have learnt and to express their own thoughts.

Moderate the discussion and summarise/link appropriate comments and feedback with the previous learnings.

Activity 2 (10') Summary

First stop and take stock of yourself. What are the characteristics required of a person who wants to provide humanitarian assistance?

- a desire to help others
- a sense of responsibility
- decisive under pressure
- tolerant of views and actions of others
- ability to work with others of different life styles
- altruistic more than materialistic

- a sense of humour
- ability to listen
- recognition of own limitations
- ability to relax
- persistence and commitment
- ability to remain neutral

(Source: Walker, B. (2008) Better ways to find humanitarian work, RedR-IHE in Sri Lanka)

Activity 3 (10') Post-test

Same pre-test questions will be given to participants to test the learnings from the workshop.

Session 7 Toolbox for humanitarian principles ad standards – A Simulation exercise

Explore your humanity and humanitarianism	
Timing	**Activity**
3.00 – 4.30 PM **90 minutes**	For one day awareness workshop, the session will continue for another 120 minutes (30 minutes from session 6 + 90 minutes from session 7). See additional tasks in session 7 for the same simulation exercise.

SESSION PLAN	
Aim	To understand the importance of the Sphere Minimum Standards in planning and management a humanitarian response scenarios.
Rationale	To experience a real time scenario of emergency response planning event.
Outcomes	• To consider the factors of significance in camp planning • To understand how to apply Sphere Minimum Standards in camps • To know and to practice the importance of coordination of emergency activities
Key Messages	• Application of sphere minimum standards in humanitarian response • Importance of coordination between sectors and actors
Overview	This simulation exercise is aimed to showcase the participating youth the complexity in planning and managing a humanitarian response situation and the need for common standards and guidelines in technical sectors to plan the response effectively.
Preparation	Simulation exercise is printed – one copy per person Printed maps (Large scale A1 or A2) for each group All information in session 5 will be used in this exercise too.
Resources	Simulation exercise map is printed in white flexi paper (5 copies) Standard stationary training kit Timer
Reference	The simulation exercise is adapted from the Walker, B. (2006) Better ways to prepare for emergencies, RedR IHE in Sri Lanka.

A simulation exercise

1. A farmer has offered a piece of land to assist the Government with the relocation of IDPs. He says he is poor and needs a donation of Rs 100 a square meter. The land is about 750 metres (north/south) by 500 metres (east west).

2. The land offered by the farmer is rough and infertile. It is bordered on the west by a river and on the east by a used railway track. On the northern boundary is a road link, leading to the north, in a condition suitable for Lorries. To the south of the proposed plot is a further piece of land of similar size that is densely forested. It is owned and managed badly by the

   Local authority so the existing trees are scrubby, diseased and of little value. The proposed plot has a slope from east to west of an average of 3% fall but the marginal strip about 10 metres wide adjoining the river is marshy and puddled especially in the rainy season. In the middle of the plot is a huge pile of builders rubbish left from the remains of earlier buildings. The site contains three buildings left from a disused railway station:

   A is located in the north-east corner and is in good condition (75 X 150 metres)

   B is close to A and is also in good condition (75 X 75 metres)

   C is located on the southern border. It is a derelict shed with open sides and a leaking roof but constructed on a concrete base (225 X 75 metres). Close to the western end of the shed is a well.

3. Fifty km north of the proposed relocation site is the original camp with about 16,000 registered refugees. Rumors suggest that there are probably about 20,000 in total as others have crossed into the country and joined the camp without registration.

4. The same humanitarian response scenario given in Session 5 Activity 4 will be used for this simulation exercise. You have been given a summary report by a government official.

5. Team 5 (Shelter team) is responsible for the final outline of site which is expected to assemble other relevant sector details as well such as water and sanitation, health facilities through the coordination team (Team 1).

TASKS
1. Chose a facilitator who agrees to manage the discussion in your group and keep it on track.
2. Choose a reporter who will record the discussion.
3. Decide who will make the report to the plenary group.
4. Determine how many refugees can be relocated on your proposed site with the adoption of the Sphere Minimum Standards.
5. Prepare a plan to accommodate the influx of refugees to achieve the objectives of establishing Sphere Minimum Standards
6. Coordinate with the other teams as necessary. There are no rules – everything is negotiable.

N ←

Rail

A

B

C

Well → ●

Road

Builders rubbish

Marsh
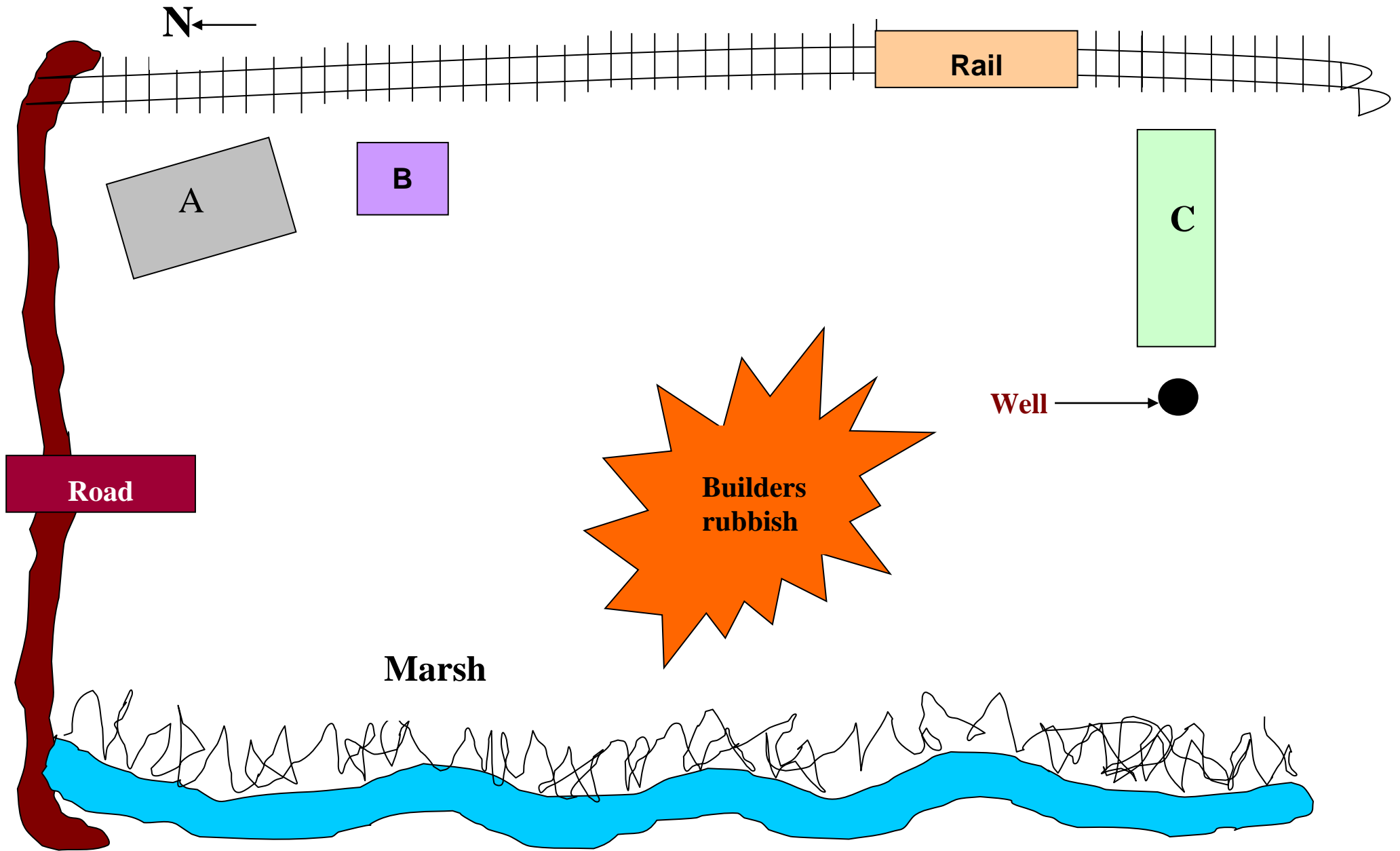
Session 8 Experience sharing and discussion (Q&A)

Explore your humanity and humanitarianism	
Timing	**Activity**
4.30 – 5.00 PM **30 minutes**	For one day awareness session session 6 will not be done. Instead same session will replace session 8 as below. Summary of the module Disussion/Q & A Post-test

SESSION PLAN	
Aim	To conclude the workshop with a positive note by exploring how important role a youth can play in a humanitarian crisis situation.
Rationale	Today in many parts of the world is faced with enormous challenges due to conflict and natural disasters. Every one is responsible to act and have a role to play to save lifes and humanity. This module will help the youth participants their readiness to become active volunteers in the future humanitarian crisis situtations.
Outcomes	At the end of this workshop participants will demonstrate: • Post-knowledge level of participants is documented. • Motivation to be part of volunteer network has increased.
Key Messages	• Characterisitcs of a good humanitarian worker • Explore the humanitarian fit on their own
Overview	The final session will conclude the workshop with the summary by the facilitator on what has been learned during the half day
Preparation	Post test questionniore
Resources	Lap top and projector Flip charts and paper/pens Set of balloons

Appendix 1

Wall posters with key words

ACCOUNTABILITY
The ability of humanitarian agencies to demonstrate that their programs comply with agreed and transparent norms, as well as clear objectives and explanation of results achieved with reference to contextual factors

HUMAN DIGNITY
Implies the capacity of making one's own deliberate choices and consequently being acknowledged as a free subject. It reflects the integrity of the person and is stated as being the source from which all human rights derive

HUMAN RIGHTS
Are those rights that every human being possesses and is entitled to enjoy simply by virtue of being human? They identify the minimum conditions for living with dignity that apply to all of us.

NEUTRALITY
Traditionally humanitarian agencies have been seen as strictly non- political, and free from taking sides in a conflict or under influence from donor political priorities. This principle of humanitarian action is key to gaining trust and therefore access to populations in danger.

IMPARTIALITY
According to this principle of humanitarian assistance must be given to all sides in the conflict regardless of age, gender, creed, nationality or any distinction of any kind

PROTECTION
All activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law

REFUGEES
Are people who have left their homeland because they fear that they will lose their lives or their freedom if they stay. Unlike internally displaced persons (who remain within their own national boundaries), refugees are forced to flee across an international border. Protected by the Refugee Convention of 1951

INTERNALLY DISPLACED PERSON
Is somebody who has fled their home because of an armed conflict, internal disturbance or natural disaster, but has not crossed the border of the nation in which they reside?

INTERNATIONAL HUMANITARIAN LAW
Is the body of laws and principles that govern the ways in which the war is waged? It also seeks to save the lives and alleviate suffering of combatants and non-combatants during armed conflict. Its principle legal documents are the Geneva Conventions of 1949 and its additional protocols

THE HUMANITARIAN SPACE
Humanitarian space is the combination of access to populations and resources available to help them. Levels of access and availability of resources can change regularly during an aid operation. Agencies can themselves influence the humanitarian space available to them, for example by refusing to supply relief where an unacceptably high proportion of the inputs are 'diverted' by combatants to fuel a conflict. Humanitarian space may thus be restricted in the short-term, in the hope that this constraint will lead to more freedom to operate effectively over the long-term.