

Disaster Response Policy



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1. Introduction to Disaster Response

Why does HAC wants to respond to crisis?

The mission of Help a Child is to provide a future for children living in poverty and crisis. There is a proven correlation between poverty and vulnerability to disasters. The risk of becoming a victim to disasters is bigger for poor populations. In addition, once hit by a disaster, the impact of the disaster on the life of poor families is much higher than of middle or high income families. The possibilities of rehabilitation after a disaster are also much smaller for poorer families as funds to make necessary investments lack. Children are always among the most vulnerable groups during disasters and conflicts and they need organizations like Help a Child to provide for lifesaving protection and basic needs when their own families are not able to provide this due to a crisis. If Help a Child wants to reach out and support the most vulnerable children then children in crisis should be part of the work of Help a Child. In recent years there is a clear development that more and more countries where Help a Child is active have become fragile due to conflicts or drought. In order to stay effective, relevant and impactful in these fragile contexts Help a Child will implement Disaster Response and Disaster Risk Reduction programs and connect its humanitarian expertise to its development programs. Therefore this policy describes the strategy of Help a Child in Disaster Response.

Target groups Help a Child DR program

The focus of the Help a Child disaster response strategy is on children and youth, with special attention for girls and pregnant and lactating mothers because of their vulnerability. Just as in the development programming the wider family should be included, because they are the nurturing environment in which the child functions and is protected. The mothers are an important entrance point to the family, because during crisis they play an even more important role in taking care of their children and providing physical and psychosocial security. Targeting children and youth is in line with the core mandate of Help a Child, coherent with development programming, recognizable for the constituency and serves some of the most vulnerable groups.

Content of this Disaster Response policy

In this document first of all the strategy and focus of Help a Child is explained. After that the expertise areas of Help a Child within DR are explained. Followed by Project cycle management, funding models, program quality criteria and disaster preparedness.

Key Definitions

Disaster Management

Disaster management is the organization, planning and application of measures preparing for, responding to and recovering from disasters¹. Disaster management entails the following aspects: relief (humanitarian aid), early recovery, rehabilitation, disaster risk reduction, disaster preparedness, and disaster mitigation. The Disaster Management cycle below shows the different phases of disaster management before, during and after a disaster. Disaster risk reduction, disaster preparedness and disaster mitigation ideally take place before a disaster has occurred and is usually part of regular development programs as it requires several years to bring change in these areas. Relief, early recovery and rehabilitation take place after the disaster has occurred.



Relief/Humanitarian Aid

Relief also referred to as Humanitarian aid is intended to save lives, alleviate suffering and maintain human dignity during and after man-made crises and disasters caused by natural hazards. Furthermore, humanitarian aid should be governed by the key humanitarian principles of: humanity, impartiality, neutrality and independence.² Humanitarian aid and relief refers to life saving activities like: food support, multi-purpose cash, treatment of moderate acute malnutrition (MAM) and severe acute malnutrition (SAM) cases, distributing of shelter kits, psychosocial care, etc. In principle humanitarian aid is intended for the short term. However, because more and more crisis become protracted large groups of refugees and IDP's remain depended on humanitarian aid for a long time.

Early Recovery and Rehabilitation

Early Recovery (ER) is an approach that addresses recovery needs that arise during the humanitarian phase of an emergency; using humanitarian mechanisms that align with

¹ <https://www.unisdr.org/we/inform/terminology>

² <http://devinit.org/defining-humanitarian-assistance/#>

development principles. It enables people to use the benefits of humanitarian action to seize development opportunities, build resilience, and establish a sustainable process of recovery from crisis. Early Recovery focuses on strengthening resilience, re-building or strengthening capacity and contributing to solving rather than exacerbating long standing problems which have contributed to a crisis. Early recovery interventions provide a set of specific programmatic actions to help people move from dependence on humanitarian relief towards development and to tap into the skills and resources of affected people. This increases self-reliance and dignity.³ Early recovery overlaps with Rehabilitation that can be described as the recovery process to restore people and their communities of the damages caused by the disaster. It lasts longer than humanitarian aid, but is temporary until the damages caused by the disaster are restored and people are able to meet their own basic needs again. Examples of early recovery and rehabilitation are: Provision of start-up livelihood inputs, repair of damaged infrastructure like roads and clinics, skills development, rebuilding houses and peace and reconciliation.

Disaster Risk Reduction

Disaster risk reduction is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.⁴ In line with the Sendai Framework for Disaster Risk Reduction 2015–2030⁵, Disaster risk reduction policies and programs should be aimed at preventing the creation of disaster risk, the reduction of existing risk and the strengthening of economic, social, health and environmental resilience. An example of reducing vulnerabilities in flood-prone areas is building houses on higher grounds. Examples of reducing the likelihood of hazards taking place are the planting of trees to prevent landslides or the building of embankments to counter floods.

Disaster Preparedness

Preparedness is typically understood as consisting of measures that enable individuals, households, organizations, communities, and societies to respond effectively and recover more quickly when disasters strike. Preparedness efforts are aimed at ensuring that the resources necessary for responding effectively in the event of a disaster are in place, and that those faced with having to respond know how to use those resources. The activities that are commonly associated with disaster preparedness include early warning systems, formulating disaster preparedness plans; pre-stocking resources necessary for effective response; and developing skills and competencies to ensure effective performance of disaster-related tasks. Disaster preparedness strengthens the resilience of people and communities and enables them to better cope with disasters and shocks.

Disaster Mitigation

Disaster mitigation happens when people take measures to minimize the effects of an anticipated or already occurred disaster. In the case of anticipated drought, a common

³ <https://www.humanitarianresponse.info/en/clusters/early-recovery>

⁴ <https://www.unisdr.org/we/inform/terminology>

⁵ <http://www.unisdr.org/we/coordinate/sendai-framework>

mitigation measure practiced by livestock herders is early destocking. When they sell livestock early when animals are still fat, they get a good price. After the drought, they can use this money to buy livestock again. By this mitigation measure they minimized the loss of livestock. In the case of flooding, constructing high platforms in trees to store valuable goods minimizes material loss because of the high-water level.

Nexus

Conflicts are increasingly protracted; climate-related shocks are more intense and frequent. Both contribute to a cycle of vulnerability. Sustainable development and durable solutions to displacement are not possible without peace. Humanitarian relief, development programmes and peacebuilding are not serial processes: they are all needed at the same time. To reflect this understanding, the concept of a 'humanitarian-development nexus', or a 'humanitarian-development-peace nexus' has developed. It focuses on the work needed to coherently address people's vulnerability before, during and after crises. It challenges the status quo of the aid system, which is overstretched and operates with little coordination between project-based development and humanitarian interventions, resulting in it not effectively meeting the needs of the most vulnerable people. The idea is not new. The nexus is a continuation of long-running efforts in the humanitarian and development fields, such as 'disaster risk reduction' (DRR); 'linking relief rehabilitation and development' (LRRD); the 'resilience agenda'; and the embedding of conflict sensitivity across responses.⁶

⁶ <https://reliefweb.int/report/world/humanitarian-development-peace-nexus-what-does-it-mean-multi-mandated-organizations>

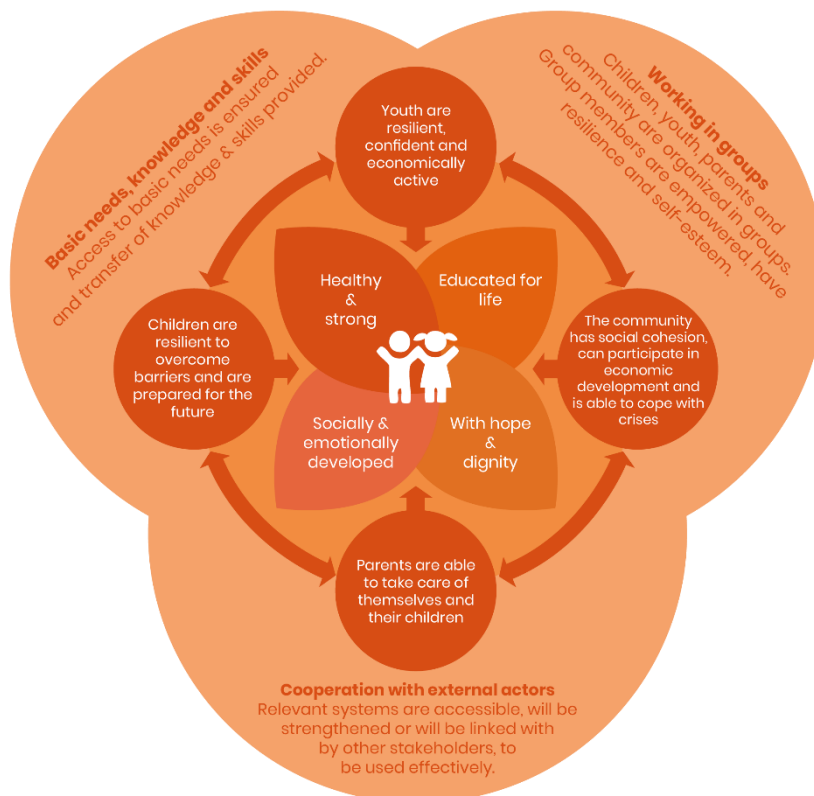
2. Strategy and focus of Help a Child

Theory of Change

As a Christian non-profit organization Help a Child wants every child – regardless their social, political, religious, ethnic or economic background – to have a life in dignity, with love and enjoying a promising future.

In the Theory of Change (ToC) of Help a Child is explained what impact Help a Child wants to make, and how Help a Child envisions to reach that impact. The Theory of Change of Help a Child is applicable for all types of projects of Help a Child, from relief to recovery to development.

Projects and programs of Help a Child need to be developed according to the framework of the Help a Child ToC. It describes critical elements which are to be considered carefully as to contribute effectively towards sustainable well-being of children.



The Theory of Change of Help a Child can be found [here](#).

Geographical focus

Help a Child is strategically active in South Sudan, Democratic Republic of Congo (DRC), Somalia, Burundi, Rwanda, Uganda, Kenya, Malawi and India. Depending on the context the balance in each country between development and disaster response programs is different. Help a Child can also engage in Disaster Response interventions outside its focus countries in specific cases.

When does HAC start a new DR program?

After the onset of a disaster lifesaving support is necessary. People are in need of food, water, shelter, protection and because of the disaster are not able to provide this for themselves anymore. In this phase Help a Child can play an important role, not as a first responder with large surge capacity, but as provider of a focussed selection of lifesaving basic needs. The response capacity of Help a Child also depends on the fundraising opportunities for a specific crisis. In principle Help a Child will respond to disasters in its focus countries. Responding to disaster outside focus countries will be assessed on case by case basis based on needs and opportunities.

When a crisis occurs in a country outside the Help a Child focus countries or when funding opportunities arise for addressing root causes of crisis Help a Child will engage its international networks and alliances to determine if there are strategic partners that can implement these programs together with Help a Child. In that case Help a Child will play a donor and monitoring role and will be less involved in direct implementation. On a case by case basis Help a Child will assess the opportunity, added value to become involved and available organizational capacity.

The decision whether to start a DR program inside Help a Child countries depends on:

- Size and severity of the disaster and humanitarian needs
- Proximity to current project areas
- Needs & coverage of other international actors
- Availability of suitable partners to implement the project / own implementation capacity
- Security risks
- Access and government approvals
- Possibilities for longer term involvement. Help a Child prioritizes areas where long term engagement is possible.
- Available funding opportunities
- Requirement and availability of technical expertise
- Organisational resources (HR, Financial)

Outside our program countries.

The decision whether to start a DR program in a country outside Help a Child focus countries depends on:

- Size and severity of the disaster and humanitarian needs
- Expectations of Dutch constituency and other donor countries
- Availability of suitable partners to implement the project
- Strategic considerations
- Media coverage
- Organisational resources (HR, Financial)

Within a country a selection of strategic intervention area's is done in the Multi-Annual Country Plan. Due to the character of Disaster Response Help a Child can also be active outside these areas whenever the circumstances ask for this.

Sector focus

Help a Child has chosen various sectors defined within the UNOCHA sector system to focus its interventions on. These are **Protection, Food Security & Livelihoods, Emergency Education, Nutrition, Health and WASH**. Help a Child can also intervene in other UNOCHA sectors, which are outside our core expertise when needed. Help a Child country offices in disaster response must be active members of the relevant UNOCHA cluster meetings.

The sector focus of Help a Child is further explained in chapter 3.

Expertise sector

Help a Child has defined one expertise sector; Protection. The definition for an expertise area within Help a Child is; 'Help a Child assures a quality track record, develops and shares knowledge for its own organization and others, focusses on system change and influences policy'. The expertise sector Protection is further explained in chapter 4.


3. Sector focus of Help a Child

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In the following paragraphs the focus sectors of Help a Child are explained.

a. Food Security and Livelihoods

In the UNOCHA system, food security interventions are combined with income generating activities, this is called the sector of Food Security and Livelihoods (FSL). Most other donors adhere to this categorization.

		<div>Help a Child</div> <div>Food Security and Livelihoods Help a Child</div> <div></div>			
PROTECTION MAINSTREAMING, COMMUNITY ENGAGEMENT, CLIMATE SMART, INCLUSIVE	<div>Recovery</div> <div>Relief</div>	Expertise area	Modality: depending on context a variety of modalities can be used from different phases	Role of HAC	Funding model
		Resilience longer term	Agricultural Vocational Education and Training (with selective link to TVET) Farmer groups and/or Self Help Groups and Cluster Level Associations Life skills Link to markets Community Based DRR	Grants, Loans, Training, Linking	Hum. and Dev. IF, found- ations, private donors Nexus 1-3 year model
		Rebuilding of livelihood assets medium-term	Agricultural training Provision of seeds and tools Kitchen Gardens and/or small-scale crop production small livestock (e.g.rabbits, chicken, beekeeping) Self Help Groups (incl. business training) Village Loan and Savings Associations	Training, Access to Finance and agri-items, Market Assessments	Humanitarian IF, foundations, private donors Nexus 1-3 year model
		Providing life saving food aid short-term	Provision of food items Provision of seeds and tools Kitchen Gardens School Feeding Programs Children and Mother Supplementary Food Programs and awareness Cash (multi-purpose/unconditional)	Provide basic needs	Humanitarian IF, foundations, private donors

Graduation approach

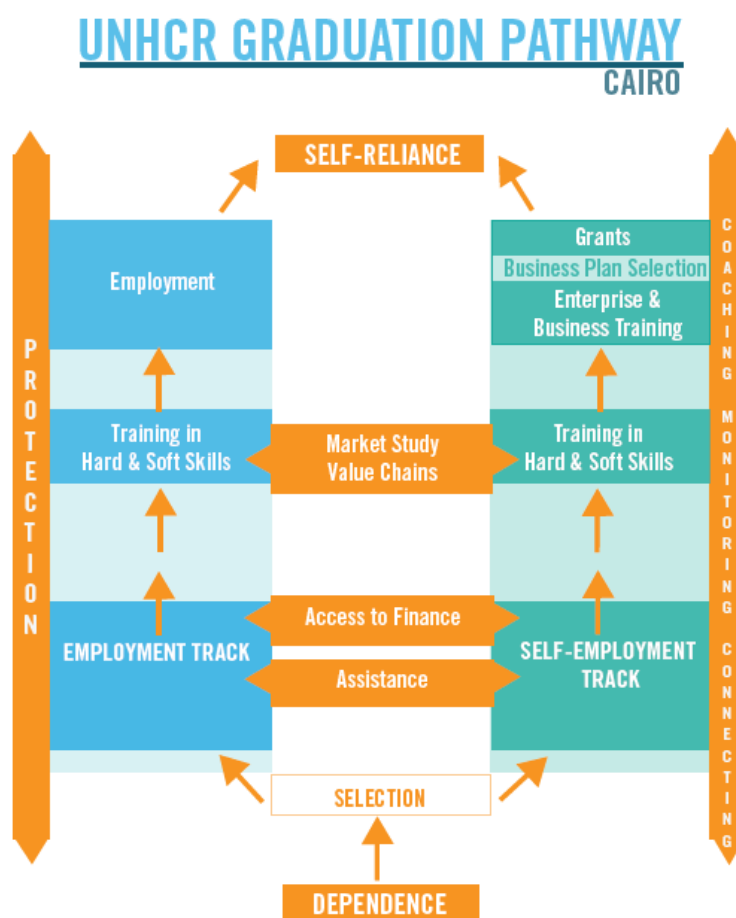
The main approach in FSL is the Graduation Approach⁷. In protracted crisis the poorest and most vulnerable refugees need interventions specifically targeted to build their economic self-reliance. The Graduation Approach is a sequenced, multi-sector intervention that supports the poorest and most vulnerable households to achieve sustained income and move out of extreme poverty within a specified period. The Graduation Approach provides a comprehensive package that includes initial (lifesaving) consumption assistance to meet basic needs, skills training, motivational and life skills training, seed capital or employment opportunities to jump-start an

⁷ For more information on the graduation approach see: [The Graduation Approach for Refugees - YouTube](#) and [UNHCR briefing paper Graduation Approach](#)

economic activity, financial education and access to savings, and mentoring to build confidence and reinforce skills. Where market conditions allow Help a Child will provide the initial lifesaving consumption assistance as multipurpose unconditional cash or cash for work. Where this is not possible in kind support will be provided. The duration of the lifesaving consumption support and the start of the early recovery/livelihoods activities very much depends on the specific situation on the ground, because a certain level of stability and security is needed to start early recovery activities. Because consumption support for basic needs is embedded in a broader early recovery & livelihoods framework the risks of aid dependency is much less than in a traditional humanitarian approaches.

The mentoring part of the Graduation Approach builds on case management infrastructure, which helps provide or link refugees to protection services like legal support, psychosocial care or referrals to other needed support. Community based infant and young child feeding counselling (IYCF) aimed at improving infant and young child feeding (IYCF) at community level is integrated in the strategy to improve survival, growth, and development of children. Community and social workers will play a role in identifying malnourished children and children with protection risks. Strong referral pathways will be established to refer malnourished children to specialist nutrition partners.

The graduation approach is originally developed by BRAC Bangladesh, but in recent years adopted by UNHCR and piloted with Trickle Up in several protracted crisis settings. In a rural setting the Graduation Approach can integrate Self Help Groups and Saving and Credit groups. In a more urban setting community centres are a good base of operations for the Graduation approach. The Graduation approach can be contextualized to the situation on the ground and connects very well with the current development expertise of Help a Child. It also acknowledges the strong conviction of Help a Child that there should not be aid dependency and programs should always work towards self-sustainability.



How far upwards in the Graduation approach Help a Child is able to go depends on the specific crisis context and mandate of the donor. In some cases this can mean that only lifesaving support can be provided, but preferably activities to promote self-reliance are connected to life saving support as much as possible. To stimulate this and ensure maximum sustainability Help a Child will implement a mixed funding approach with foundations, institutional donors, private donors and cooperate donors both with a Humanitarian and a development focus.

Selection of FSL

Whether Help a Child will choose for an FSL intervention is based on the following considerations:

- need of the affected population: based on assessments and in some cases the Integrated Food Security Phase Classification used by the FSL clusters, see also <http://www.ipcinfo.org/>
- whether other actors are engaging in FSL interventions: based on FSL cluster meeting and documentation
- whether there is a high chance of funding from the donor

Timing of FSL interventions

Depending on the context Help a Child uses several types of FSL interventions in short, medium, long term projects. See the overview below for intervention type based on disaster phase availability of time for the intervention.

Quality criteria FSL and type of FSL interventions

More details on the quality criteria for FSL interventions and the type of FSL interventions that fit within HaC's FSL strategy can be found in annex 8.

b. Protection

As Help a Child we place the protection of children at the center of our disaster response. Help a Child works in areas with a high incidence of poverty or in places where children and families are extra vulnerable due to disasters or (imminent) conflicts. In these contexts, communities are disrupted which often has devastating effects on children's lives. By focusing on the expertise areas as mentioned below, we want to protect children from further harm, and ensure that the rights of these children are understood, respected, protected and fulfilled⁸

When dealing with protection there are several layers of responsibility, called the Rings of Responsibility. It all focuses on children, around that family, then community, then national community and international community.

In the field Help a Child will focus on the children, family and community, and will coordinate at national and international level.

Within Protection we have the following areas of expertise:

Protection	
Child Protection	Family Strengthening
<ul style="list-style-type: none"> • Child Protection Mainstreaming • Community-Based Child Protection • Case Management • Child Friendly Spaces 	<ul style="list-style-type: none"> • Mental Health and Psycho-Social Support • Parental Support • Responding to Sexual and Gender Based Violence

⁸

https://www.globalprotectioncluster.org/assets/files/tools_and_guidance/IASC%20Guidance%20and%20Tools/iasc-policy-on-protection-in-humanitarian-action.pdf

Child Protection

Child Protection Mainstreaming

Protection mainstreaming ensures that a protection lens is incorporated into all humanitarian operations. All sectors take protection risks and potential violations in to consideration. Help a Child advocates on the importance of protection mainstreaming, and shares information with other actors so that they understand *who* is at risk, from *what* or *whom*, *why*, and *what* can be done about it. This way, actors can adapt their actions accordingly to ensure a holistic approach.

Help a Child mainstreams Child Protection in the following sectors:

- Food Security and Livelihoods and child protection
- Education and child protection
- Health and child protection
- Nutrition and child protection
- Water, sanitation and hygiene (WASH) and child protection
- Shelter and child protection
- Camp management and child protection
- (Cash) Distribution and child protection

Community-Based Child Protection

Community-based child protection mechanism is a network or group of individuals at community level who work in a coordinated way towards child protection goals (Child Protection Committee). Help a Child strengthens or builds these community-based protection structures, for example by setting up Child Protection Committees, stimulating discussion on risks and opportunities within communities (What's Up, People?!), or training teachers (What's Up Teachers?!). Through training, awareness raising and community discussions, community-members will be empowered to take responsibility for the safety and security in their own community. Help a Child uses its own group-based What's Up method, as group-sessions boost communal learning, sharing and supporting. People are empowered to take back the control of happenings around them. In particular, they learn about child protection issues, and how they can prevent and respond.

Case Management

Case management is “an approach for addressing the needs of an individual child who is at risk of harm or has been harmed” (Sphere Standards). Help a Child does case management when a child with urgent protection needs is identified. To support case management, Standard Operating Procedures (SOPs) are developed to guide protection case management processes to have a coordinated, standardized and harmonized

approach⁹. The guidelines outline what to do in specific individual cases, offering a set of information and procedures.

Identification can be done by Help a Child staff, but also by community facilitators, Child Protection Committees, teachers or other community members. Help a Child will assess the child's situation, the problem and the needs, and will then develop an action plan together with the child. An example of an action plan is that Help a Child refers a child or teenager to one of its supportive What's Up Groups, or link with other accessible services or organizations in case the problem is beyond the scope of Help a Child. During the implementation of the action, there is a regular follow-up with the child, and when the needs have been addressed, the case will be closed. The case management always is built on existing formal and informal protection systems and protection networks, and has a strong link to Mental health & Psychosocial services, see below.

Child Friendly Spaces

Children should have access to a safe place where they can play and learn. Help a Child supports communities to create such safe, structured and child-friendly environments: so-called Child Friendly Spaces. Besides safety, it creates a sense of normalcy and continuity in the midst of chaos and changing circumstances. The spaces can be used for educational purposes, but also for psycho-social support sessions and play. The design and implementation is in close engagement with the entire community, including the children. The children can plan the activities together with some community-members who will become responsible for running the activities. Ideally, existing buildings and structures are used. Water, Sanitation and Hygiene needs are addressed and safety measures such as fences and first-aid kits ensured. We use the Unicef Guidelines for Child Friendly Spaces in Emergencies.

Family Strengthening

Family strengthening is a Child Protection system that contributes to improved psychosocial wellbeing and protection of children through a positive and strengthened family environment. By strengthening the family of the child, the safety net of the child is improved.

Mental Health and Psycho-Social Support

Mental Health and Psycho-Social Support (MHPSS) is any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder⁽¹⁰⁾. Through MHPSS, Help a Child aims to strengthen people's coping mechanisms and resilience, as many people experience stressful situations due to living in a crisis-context.

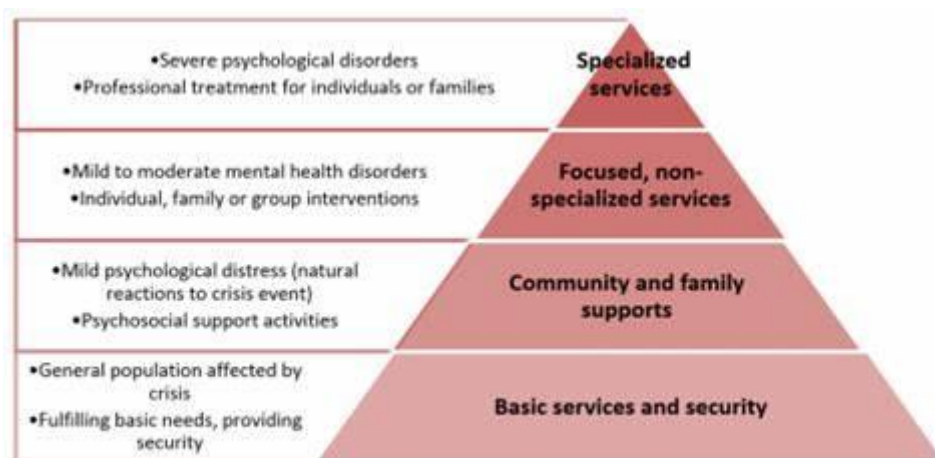
⁹ <https://howto.helpachild.org/themes-and-tools/standard-operating-procedures>.

¹⁰ <https://alliancecpha.org/en/child-protection-online-library/iasc-guidelines-child-friendly-spaces>

In emergencies, people are affected in different ways and require different kinds of supports: see the figure below.

In emergencies people are affected in different ways and require different kinds of supports, as can be seen in the pyramid below:

Figure: types of services in MHPSS¹¹



This illustration is based on the intervention pyramid for mental health and psychosocial support in the IASC Guidelines (2007).

In emergency situations the whole population is affected in one way or the other and will require at least some support in basic services, like shelter and food, and security. Not all people do need psychosocial services, but quite a number of people will feel stressed and might need support from each other, and their families, making them able to cope with stress caused by the crisis.

There is a group of people who need a bit more support. Some of them have witnessed or experienced harsh events, or they face multiple psychosocial problems. This group will need more Psychosocial support, focused on their problems.

And there is a group who is severely affected, resulting in severe psychological disorders, such as psychosis, dissociation or conduct disorders. Some of them may have had these problems before the crisis, for others it is caused by severe traumatic events. This is a group who might even require medication.

Help a Child mostly focuses on community and family support interventions and on the level above, the focused, non-specialized services. In most emergencies, there are significant disruptions of family and community networks due to loss, displacement, family separation, community fears and distrust. In these cases, social support is essential to protect and support mental health and psychosocial wellbeing. Help a Child ensures that children and others with protection needs are receiving such support through offering group-based therapy sessions (what's Up?!). Groups have the advantage that people share and know that they are not alone. People can learn from and support each other. One of the group based interventions is focusing on the stresses for girls and women (What's Up Ladies). Sexual and Gender Based Violence is common in humanitarian settings, and via this group based therapy, women feel supported and learn how to cope with the situation. Even women with more severe psychological distress, will benefit from this group.

¹¹ https://www.who.int/mental_health/emergencies/IASC_guidelines.pdf

However, if medication is required, they will be referred to psychiatric health services, if available.

In the children's groups (What's Up Children?!) children learn how to deal with their emotions, with conflicts, and how they can cope with daily life. This type of psychosocial support groups for children are very helpful, since it teaches children in a playful way ways to cope with their daily life situations. There is room for individual counseling if needed. Addressing issues through a group though is helpful, gives a feeling of 'I am not the only one'. Play and other creative methods are a better language for children to express themselves than words. ,

Parental Support

In order for children to grow up in a safe and supportive environment, Help a Child focuses on the entire family. Through parent support groups, Help a Child empowers parents and caregivers (men and women) to cope with their own psychosocial problems so they can take care of themselves and help the children in their family. The (psycho-social) wellbeing of parents is crucial for children's care and protection.

This group-based approach (What's Up Parents?!) has several modules focusing on subjects that are important for parents to understand their own stress and reactions, and to gain skills to support their children with the aftermath of the crisis. Modules also cover subjects on nutritious feeding, positive disciplining, sexual and reproductive health and other topics that parents deal with in the process of raising their child. In the parenting groups both mothers as well as fathers are encouraged to join for approximately 10 sessions of 2 hours each.

Sexual and Gender Based Violence

In disaster contexts, there is increased violence as families and communities are put under immense strain and the protective environment of children is weakened. There is higher risk for violence –sexual abuse, physical violence, corporal punishment- in and outside households. Children are to be protected from violence, and also from the fear for violence or abuse. Addressing Sexual and Gender Based Violence at a domestic- and community-level is one of the ways Help a Child aims to have large impact on the safety and wellbeing of children and their family.

Nexus

Help a Child acknowledges the importance of using a Child Protection approach that addresses underlying vulnerabilities of children and their supportive networks. Help a Child uses its experience in development-work to address root-causes of problems in contexts of crisis. At the same time it empowers communities to work on its current and future protection issues by creating awareness and working on both prevention and response. By linking Child Protection in development- and disaster response work, Help a Child can more effectively mitigate and respond to the child protection risks children face.

c. Emergency education

In times of emergencies, education is normally interrupted. This may have different reasons: the school itself or roads to the school have flooded, or an earthquake destroyed the school and other buildings, or conflict forced people to leave so now they are in camps with no school. Or rebels on the road make it very unsafe to go to school; or armed forces occupied the school buildings; or a virus broke out, causing all schools to close, or... Therefore Help a Child underlines the importance of Emergency Education as a sector.

Importance of Education

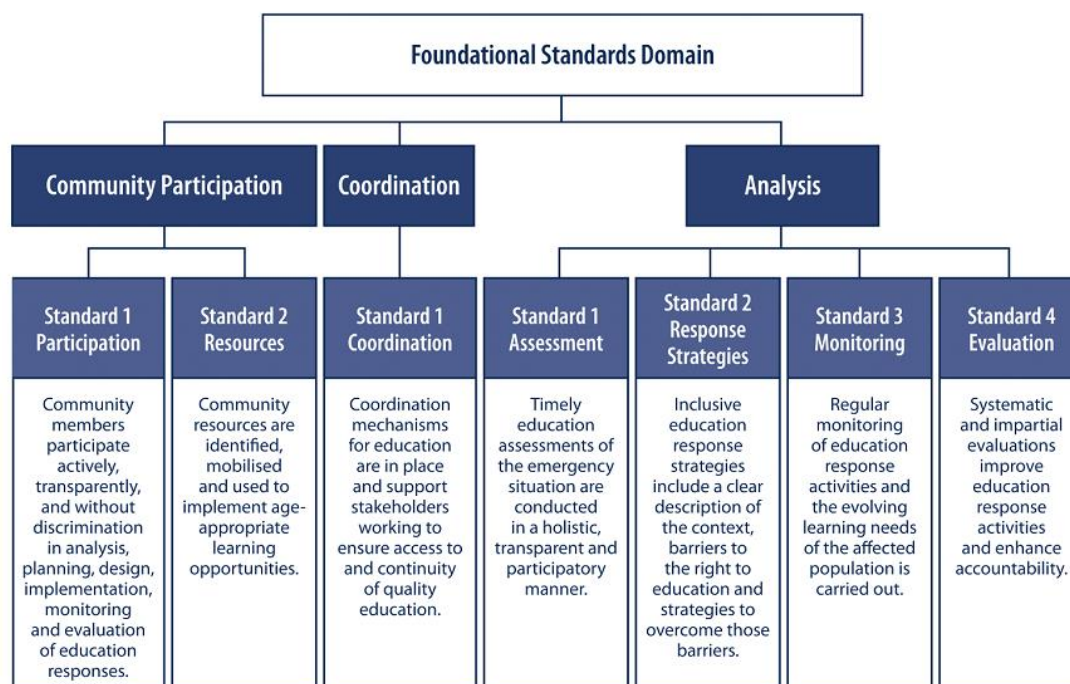
It is important to restart education as soon as possible. For children it is important to learn, to get educated. But it is also important to give them a sense of normalcy, structuring their day, making them occupied, so for some time they do not have to focus on all the problems around them. School in that sense should be a safe environment, a place they like to go to, where they can unwind, play, focus on other things than conflict and problems, meet their friends, share experiences and if needed talk with an adult.

Coordination

Coordination is important in order to complement each other and avoid overlap. Normally in emergencies there is an Education Cluster to coordinate education activities.

Important global networks: Interagency Network for Education in Emergencies (INEE), UNICEF, UNESCO. Principles and values, as mentioned by INEE:

- *Education is a basic human right of all people, including those affected by crisis and instability.*
- *Education protects during crises and lays a sustainable foundation for recovery, peace and development.*
- *Education should be included in all humanitarian responses.*
- *Education policy and services must be actively sustained and coordinated across the humanitarian – development continuum before, during, and in recovery from crises.*
- *Education, like other humanitarian and development endeavours, must adhere to clear standards of quality and be accountable for results.*
- *Crises which destabilize education can be approached not only as urgent situations of immediate need but also as opportunities for positive change.*
- *Collaborative action*
- *Respect for diversity*
- *Enabling marginalised voices to be heard*
- *Acknowledgement of power differences, and commitment to equality*



What Help a Child will offer

All types of Education are important, for cognitive development purposes, but also to provide a sense of normalcy, or structure and thus provide psychosocial support.

Help a Child focusses on Early Childhood Education which can for instance take place in a Child Friendly Space; Primary Education and where possible Vocational Training. Secondary education of course is important, but HaC will link teenagers/youth with other stakeholders.

INEE Standards	Explanation	Help a Child possible interventions
Foundational standards	Community Participation Coordination Analysis	Involve community in education for all children, for instance via the use of School mothers/School fathers Coordination with other stakeholders: Education department of local government, other CSOs, School-structures, churches

Access and Learning Environment	Equal access Protection and wellbeing Facilities and services	Remove barriers for boys and girls to access school, including children with a disability Establish Safe School environment Rehabilitate facilities or establish (temporary) structures Provide learning materials Use Innovations like Digital Audio Players Be inclusive: make school accessible for children with a disability
Teaching and Learning	Curricula Training, professional development and support Instruction and learning process Assessment of learning outcomes	Teacher training Safe School training Training School Management Committees and Parents Teacher Associations
Education Policy	Law and Policy Planning and implementation	Not direct our expertise, so coordination with other stakeholders through Education cluster

d. Nutrition

Help a Child believes nutrition support is crucial for children who are malnourished. Especially for children between 0-59 months nutrition is very crucial, and cases of children with Moderate Acute Malnutrition (MAM) and Severe Acute Malnutrition (SAM) are therefore crucial to be addressed.

Help a Child is not an expert itself in Nutrition, but through government, other NGOs and local partners Help a Child can intervene in Nutrition.

e. Health

Help a Child is not an expert in clinical Health, but as these services are essential for wellbeing of children the sector is important and if the needs are there can be addressed. Through government, other NGOs and local partners Help a Child can intervene in Health, preferably through community health support

Interventions that bring more community awareness on pandemics like COVID-19 fit within Help a Child's Health strategy in Disaster Response.

f. WASH

Water, Sanitation and Hygiene is a lifesaving sector that needs to be addressed in disaster response settings. Help a Child is not an expert itself in WASH but tries by linking with government and other NGOs to mainstream WASH in for example Child Friendly Spaces (Protection), with FSL interventions, or water point, latrines, and handwashing facilities in schools in Emergency Education.

Interventions that bring more community awareness on WASH related topics in pandemics like COVID-19 fit within Help a Child's WASH strategy in Disaster Response.

4. Expertise area of Help a Child

An expertise area is more than a sector focus alone. Help a Child has defined quality criteria to show we have sector-wide added value on this topic. The definition for an expertise area is that Help a Child assures a quality track record, develops and shares knowledge for its own organisation and others, focusses on system change and influences policy.

There is one expertise area in Disaster Response as defined by Help a Child; **Child Protection**.

Strategy of Child Protection as expertise area:

Help a Child wants to be known as an expertise organisation in Child Protection, therefore the following strategy is defined:

- Help a Child has well developed expertise available in the organisation, and actively shares this with other organisations
- Help a Child implements projects on Child Protection in all DR countries, and has a strong, evidence based track record on various concepts within the theme
- Help a Child want to bring system change within every Disaster Response country at Child Protection
- Help a Child wants to cooperate with key donors and other stakeholders working on Child Protection, and position itself clearly among these actors

Type of activities for expertise area Child Protection:

Based on the above strategy some of the below activities can be pursued by Help a Child (the list is not exhaustive).

- Development of IF proposals on Child Protection
- Evidence-based concepts developed for use by IF department (in cooperation with knowledge institutes)
- Quality assurance on project level
- Initiate pilot projects to test new methods (innovation)
- Active networking strategy
- National-wide, or at lower level levels, activities for system change
- Quality assurance and training at project level
- In house development of relevant tools and manuals for field-use
- Training for other INGO's, speak at conferences and network meetings.

- Guest lectures at institutes for higher education (WO, HBO) in the Netherlands and country offices
- Publications written, news articles, etc.

5. Program Quality criteria

Adherence to humanitarian principles

Help a Child adheres to the humanitarian principles of humanity, impartiality, neutrality and independence and is a signatory of the ICRC Code of Conduct¹² for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief. The principles of the code of conduct are:

1. The humanitarian imperative comes first.
2. Aid is given regardless of the race, religion 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 endeavor 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 program 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 recognize disaster victims as dignified human beings, not hopeless objects.

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

Committed to Core Humanitarian Standard on Quality and Accountability (CHS)

Help a Child aligns its work to the nine commitments of the Core Humanitarian Standards: see the figure below. These are commitments that we make as an organization as well as individuals to improve the quality and effectiveness of both our humanitarian work as well as our development work. The table below shows a brief summary of how Help a Child practically incorporates each of the commitments into its Disaster Relief work.

Through conducting four-yearly self-assessments and implementing improvement plans Help a Child aims to improve the impact of its assistance, as well as the accountability to everyone involved: community-members, staff, donors, governments and other stakeholders. The first self-assessment was conducted in 2018 and the beginning of 2019, and the second self-assessment will be carried out in 2023.

¹² <https://www.icrc.org/en/doc/resources/documents/publication/p1067.htm>

To improve alignment to CHS, Help a Child is implementing its first improvement plan; a plan that resulted from the first self-assessment. The plan focuses on ‘lessons-learned’, ‘complaints-mechanisms’ and ‘do no harm’. In addition, Help a Child will be working on policy guidance, for example around monitoring and evaluation, organizational capacity building and community participation. To improve policy commitment in the humanitarian work, Help a Child can use its broad experience of policy development and policy guidance from its development work. For further information, please look at “Core Humanitarian Standard – Improvement Plan”.

Figure: CHS commitments



CHS commitments in detail.

The Nine Commitments: Communities and people affected by crisis:		Help a Child's DR approach to a specific commitment:
1.	...receive assistance appropriate and relevant to their needs.	Assistance is based on continuous context analysis and needs-assessments.

The Nine Commitments: Communities and people affected by crisis:		Help a Child's DR approach to a specific commitment:
2.	...have access to the humanitarian assistance they need at the right time.	Through local offices, local partners and close cooperation with other stakeholders, we ensure timeliness and efficiency.
3.	...are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.	For good practice regarding Do No Harm there is an extensive Integrity Policy that builds on Sphere Protection Principles. Focal persons are trained on these procedures and principles.
4.	...know their rights and entitlements, have access to information and participate in decisions that affect them.	Help a Child uses participatory and inclusive methods to engage with communities during the entire project. An example are the community-sessions where people affected can share risks and concerns, and they can learn about their rights and entitlements.
5.	...have access to safe and responsive mechanisms to handle complaints.	Feedback and complaints mechanisms are set up and explained to the community at the beginning of a project. Systems are easily accessible, safe and child-friendly.
6.	...receive coordinated, complementary assistance.	Help a Child participates in relevant coordination bodies, such as the Dutch Relief Alliance and Clusters, and collaborates with other stakeholders at both national and international level. We refer and/or link with others when certain activities are out of our scope.
7.	...can expect delivery of improved assistance as organizations learn from experience and reflection.	There is systematic, objective and ongoing monitoring and evaluation to collect lessons learned, and adapt and improve our work. We also take 'lessons learned' from the feedback and complaints we get.
8.	...receive the assistance they require from competent and well-managed staff and volunteers.	Help a Child has job descriptions, performance standard and an annual staff appraisal system in place. Help a Child supports capacity building and personal development of their own staff as well as their local partners.
9.	...can expect that the organizations assisting them are managing resources	Country Offices buy as much as possible locally, use material and human resources from the population and do not distort the local economy. We cooperate with others to

The Nine Commitments: Communities and people affected by crisis:	Help a Child's DR approach to a specific commitment:
effectively, efficiently and ethically.	prevent overlap or gaps in humanitarian response and to mitigate (ethical) risks.

Coordination

To contribute to more efficient and effective response, Help a Child coordinates its work with other organizations. Coordination ensures that activities and responsibilities are well-divided (preventing gaps and overlaps), it saves resources, and minimizes demands on communities. Good coordination strives for a needs-based, rather than capacity-driven, response. It aims to ensure a coherent and complementary approach, identifying ways to work together for better collective results. Sharing information and knowledge between stakeholders also ensures that Help a Child can better manage the risks.

There is coordination at different levels and with different stakeholders:

- Coordination within coordination mechanisms. Clusters –organized by UNOHCA– are groups of humanitarian organizations (UN and non-UN) working in the main sectors of humanitarian action, e.g. Shelter, FSL, Protection, WASH and Health. They are created when clear humanitarian needs exist within a sector, when there are numerous actors within sectors and when national authorities need coordination support. Clusters provide a clear point of contact and are accountable for adequate and appropriate humanitarian assistance. In addition, they create opportunity for partnerships between international humanitarian actors, national and local authorities, and civil society.
 - At an international level, Help a Child coordinates with OCHA and consortia like the Dutch Relief Alliance and 'het Christelijk Noodhulp Cluster'.
 - At a country-level Help a Child staff are active members in national and sub-national cluster coordination mechanisms, such as the FSL, Education and Protection clusters.
- Cross-sectoral coordination, as this is crucial to enable a holistic approach towards people affected by crisis. For example, coordination on mental health and psychosocial supports must be done across the health, protection and education sectors, such as through a technical working group made up of these specialists.
- Coordination between Help a Child international and Help a Child Country Offices.
- Coordination with local partners. It is shared responsibility to closely cooperate with communities and other stakeholders. Together we coordinate relevant information, needs assessment and delivery of aid. There are clear and consistent agreements that respect each partner's mandate, obligations and independence, and recognizes their respective constraints and commitments. For further information, please look at 'implementation modalities of partners' in chapter 6.

- Coordination with the private sector, businesses and research institutes, for example in innovation projects. These different stakeholders bring complementary expertise and resources to Help a Child. These parties might not be used to work in humanitarian contexts and with humanitarian actors.
- Coordination with the military. As Help a Child, there are exceptional cases in which we coordinate with the military, as it has particular expertise and resources, including those associated with security, logistics, transport and communication. However, “in these cases engagement with the military is fully in the service of and led by humanitarian agencies and according to endorsed guidelines” (Sphere Guidelines). “Where authorities are a party to the conflict, humanitarian actors should use their judgement regarding the authorities’ independence, keeping the interests of the affected populations at the center of their decision-making” (Sphere Guidelines).

Cross cutting themes: Nexus, Gender, Disability, Inclusion, Conflict sensitivity

A cross-cutting issue is an issue that is a concern that should be taken into consideration in every action of a development or humanitarian programme. The cross-cutting issues identified by Help a Child are Gender Equality, Inclusion, Conflict Sensitivity, Accountability, Climate Smart and Disaster Smart, and they are mainstreamed across all stages of the Help a Child programs.

Nexus

Nexus is the humanitarian–development link between relief, rehabilitation and development. “Triple nexus” also includes a peace dimension. Nexus is about cooperation and complementarity between the development world and humanitarian world, in order to address the root causes of worldwide crises and reduce unmet needs. The need for Nexus was driven by crisis being increasingly protracted, conflict-generated and complex. These crisis contexts ask for a different way of working where actors see activities not as separate but as complementary.

Through Nexus, Help a Child is taking the opportunity to combine its expertise in development with its humanitarian assistance. It is a tool to combine 7–8 years CCCD programming and recent disaster response experience, and link policies, tools and funding opportunities as much as possible. Only through Nexus Help a Child can build the resilience of crisis-affected people in a more sustainable way. The goal is to provide relief aid and make communities at the same time able to cope with current and future risks. Preparedness and Disaster Risk Reduction elements are increasingly included in the design of Help a Child’s programs.

As Help a Child works in different regions, there is no ‘one way’ Help a Child can operationalize ‘nexus’. Nexus is context-specific and will be different for each situation.

Gender equality

Help a Child is gender sensitive as well as gender transformative. Help a Child stimulates equal participation in their programs, and encourages men and women to work together where possible. Specific programs are designed to address gender-inequalities and harmful social norms, including Sexual and Gender Based Violence. Gender –and the different roles, responsibilities, power and access to resources of women, girls, boys and men– often change during crisis (Sphere). And, “while women and girls most often face constraints within gender roles, men and boys are also influenced by strict expectations of masculinity.” (Sphere).

Specific actions to take mainstream gender:

- Assess and address specific gender-related needs.
- Assess and mitigate gender-specific risks.
- Collect gender- and age disaggregated data.
- Ensure women participation.

Inclusion of people with a vulnerability

Help a Child takes an inclusive approach. As is stated in the Code of Conduct of Help a Child, “As a Christian non-profit organization Help a Child wants every child – regardless of their social, political, religious, ethnic or economic background – to have a life in dignity, with love and with a promising future”. Active action is taken to include everyone, including the poorest families, people with an illness or disability, the elderly, pregnant and lactating women, households hosting orphans, unaccompanied minors or widows. For different reasons people might be more vulnerable than others, and therefore might face barriers and obstacles. In order to stimulate the inclusive approach of Help a Child policy guidelines and tools have been developed, such as the Disability Inclusive Development tool, the participatory toolbox, and monitoring tools which collect disaggregated data.

Specific actions to take mainstream inclusion:

- Ensure the participation of everyone –including people with a disability, children, youth, the elderly, or other marginalized groups– throughout all phases of a project, starting with the assessment-phase.
- Pay specific attention to accessibility for people with a disability. For example in and around child-friendly spaces.
- Organize sessions to sensitize staff, local partners and community facilitators on issues of children with disabilities.

- Collect gender- and age disaggregated data.

Conflict Sensitivity

Help a Child's strategy is to link emergency relief to resilience whilst building on local capacities. To realize this, there is need for a certain level of peace and stability. Also, conflict is often a root-cause of extreme poverty and unmet needs which is yet another reason for Help a Child to address 'peace'. We do this through group-based community dialogues that aim for building social cohesion at the community level. We also mainstream conflict-sensitivity in order to enable ourselves to work safely, and avoid creating or exacerbating conflict and insecurity.

Specific actions to take a conflict-sensitive approach:

- Do a regular conflict analysis and adapt programming according to the outcomes of these analysis.
- Do a regular update of the country security plans.
- Organize information-sessions on the conflict context, existing structures and possible risks for national and international staff.
- Analyse local partners in relation to potential conflict risks.
- Have a diversified staff portfolio
- Ensure engagement of communities and host communities for program design and implementation, in particular when developing targeting criteria.
- Map and mitigate risks in cooperation with communities, and coordination platforms.
- Include social cohesion elements in the programs to mitigate tensions.
- Set up feedback and complaints mechanisms.
- Integrate questions related to conflict risks into monitoring and evaluation questionnaires.

Accountability

As stated in the Help a Child Integrity Policy, we are "are committed to creating a culture of openness and mutual accountability at workplaces to enable all child protection issues to be raised and discussed."

Specific actions to increase accountability to project participants:

- Set up a (child friendly) complaints and feedback mechanism at the beginning of each project.

- Conduct participatory monitoring and evaluation, and use 'lessons learned' for program adaptation and for improving future projects.
- Be known by project participants and stimulate two-way communication by being trustworthy and integer.
- Conduct regular needs-assessments and context-analysis.
- Involve communities in decisions that affect them, among which the 'target criteria'.
- Have specific attention for including children, youth, elderly, people with a disability and other marginalized groups in all the action-points mentioned above.

Disaster Smart

Through mainstreaming Disaster Risk Reduction, Help a Child aims to prevent new and reduce existing disaster risks. We integrate disaster-smart working in our Child Development programs as well as in our Disaster Response programs. All of the actions -which can be recovery, mitigation and preparedness activities- focus on increasing the capacities of communities and to strengthen resilience.

Staff Care/HR

Having the right staff in the right place is important in all context we work in, especially in disaster response it is key. Is the staff able to deal with the stressful situation? How is their own safety? During their work they see and hear a lot of hardship, how do they deal with that? And how is their own social safety net? Where is their family? And how many hours in a week do they work? And what happens if something bad happens to them while at work?

As an organization we choose to work in hardship areas, and staff does accept the risks. However we can put systems in place to at least reduce the impact of the stressful circumstances and make sure the right support is provided to reduce stress and limit the impact of these kind of abnormal circumstances. We have developed a HR manual that describes how Help a Child ensures staff receives the right support and care.

For more information about dealing with critical incident and trauma for staff check the following website: <https://emergency.unhcr.org/entry/34679/dealing-with-critical-incidents-and-trauma-staff>

For more information on the safety and security policy of Help a Child, see: <https://redeekind.sharepoint.com/Safety%20%20Security/Forms/AllItems.aspx>

PSEA and Do No Harm

Protection Principles

Help a Child respects the protection principles as laid out in the Sphere handbook (Sphere Association, 2018). The aim of the Handbook is to improve the quality of humanitarian response in situations of disaster and conflict, and to enhance the accountability of

humanitarian action to crisis-affected people. The principles are used to address protection issues in both Help a Child's disaster and development work:

- Avoid exposing people to further harm as a result of your actions
- Ensure people's access to impartial assistance – in proportion to need and without discrimination.
- Protect people from physical and psychological harm arising from violence and coercion.
- Assist people to claim their rights, access available remedies, and recover from the effects of abuse.

Protection from Sexual Exploitation and Abuse

PSEA refers to measures taken to protect vulnerable people from sexual exploitation and abuse by own staff and associated personnel, among which staff from local partners. Help a Child values the IASC standards with regard to Protection from Sexual Exploitation and Abuse (PSEA). PSEA is included in the *Help a Child Integrity Policy*¹³; a policy which all staff has to sign. This *Integrity Policy* includes a *Code of Conduct* that establishes the obligation of staff not to exploit, abuse or otherwise discriminate against people. Help a Child has a zero tolerance against sexual exploitation and abuse.

Help a Child staff follows the rules set up by the Inter-Agency Standing Committee (IASC). IASC is the forum that leads efforts to better address Sexual Exploitation and Abuse and Sexual Harassment¹⁴:

- Humanitarian workers are not allowed to have sexual relationships with anyone under the age of 18, even if it is legal in their country. Saying they did not know the person's true age is not a valid excuse.
- Humanitarian workers are not allowed to pay for sex with money, employment, goods or services – including goods and services intended as aid to people in need. They must not use promises of these things to make other people accept any kind of behavior that humiliates or exploits them. This includes paying or offering money for sex with a prostitute.
- Humanitarian workers have influence over who receives goods and services. This places them in a position of power in relation to people who need assistance. For that reason, humanitarian organizations strongly encourage staff not to have sexual relationships with anyone affected by a humanitarian emergency. Such relationships make humanitarian action seem less honest and credible.
- If a humanitarian worker is worried or suspects that anyone in their organization or another aid organization may be breaking humanitarian rules on sexual conduct, they must report it, following procedures set up by their agency.

¹³ <https://www.helpachild.org/documents>

¹⁴ The IASC principles on sexual exploitation and abuse are available here:

http://www.pseataaskforce.org/uploads/tools/sixcoreprinciplesrelatingtosea_iasc_english.doc

This plain-language version was developed in collaboration between the IASC Task Team on Accountability to Affected Populations and Protection from Sexual Exploitation and Abuse and Translators without Borders.

- Humanitarian workers must create and maintain a work environment which prevents unacceptable sexual behavior and encourages staff to behave as set out in their codes of conduct. All managers are responsible for supporting and developing systems which maintain this environment.

Just like IASC, Help a Child supports the vision of an environment in which people can access humanitarian and development aid without fear of exploitation or abuse by any aid worker, and in which aid workers themselves feel supported, respected and empowered to deliver assistance in working environments free from sexual harassment. As IASC states: “Sexual Exploitation and Abuse and Sexual Harassment must not be tolerated; they are an unacceptable breach of the fundamental rights of the people we serve and of those with whom we work as well as a deep betrayal of our core values”¹⁵.

Help a Child recognizes its organizational responsibility to raise awareness on the expected behavior of staff among the people we try to support. We communicate PSEA messages to communities where programs are implemented so that everyone knows what behaviors they should and should not expect of aid workers. It is reinforced in these messages that aid is always free and should never be given in exchange for financial or sexual gain.

Some examples of PSEA messaging:

- A. **Aid is *always* free.** Aid workers should never ask you to give them anything, or to do anything, in return for their help.
- B. Everyone of all ages – no matter who you are, where you come from, or what your beliefs are – can **give their opinion on any aid or help they receive and how it is carried out.** Your views help HaC to improve and make sure we provide the right goods and services.

PSEA example message to children:

- C. **We should always treat you with kindness, respect, and dignity** – if someone hurts you, makes you feel sad, or touches you in a way that you do not like do not blame yourself. It is not your fault!

In case of a concern of complaint, staff is aware of the responsibility to report. Reports will be analyzed by the relevant country Integrity Focal Point, the Coordinator Integrity, or a person assigned by the Coordinator Integrity. In case of a concern of improper or unfair treatment or any other integrity issue at the work place, employees can contact a designated counselor. Specific child safeguarding policies are in place to explicitly protect children.

¹⁵ IASC Champions on Sexual Exploitation, Abuse and Harassment, PROTECTION FROM AND RESPONSE TO SEXUAL EXPLOITATION AND ABUSE AND SEXUAL HARASSMENT, November 2018

Do No Harm

The 'Do No Harm' (DNH) principle was developed in response to a growing recognition of the potential negative effects of aid. "Do no harm" is to avoid exposing people to risks through our action. For Help a Child, the Do No Harm principle is used in both humanitarian and development work. In emergency settings, DNH is to avoid exposing people to *additional* risks through our action, and in development programs, DNH focuses on the widespread negative impact on the *wider context*. Examples of potential harmful effects are accessible through a weblink¹⁶.

In our programming, Help a Child puts the community –in particularly the children– at the center. Not doing (additional) harm is our highest concern and priority. Still, despite efforts, we recognize that there are potential negative effects of our interventions. Therefore we always critically reflect upon our work ourselves, as well as together with communities. We monitor, and are open for complaints and feedback in order to improve and to mitigate risks. We aim for accountability, participation and inclusion. We want to be experienced as a trustful organization that designs programs in close engagement with communities.

Help a Child trains staff in how to exercise confidentiality in case a concern of complaint arises. More on this can be found in the *Help a Child Integrity Policy*. Staff is aware of their responsibility to prevent harm and to report any abuse they suspect or witness, whether within their own organization or outside. The *Help a Child Child Safeguarding Policy* explicitly protects children from exploitation and abuse. Staff learns about this policy when they start working for Help a Child.

¹⁶ Humanity Inclusion, Incorporating the principle of "Do No Harm", 2018

Child Safeguarding

“Child Safeguarding refers to all of the actions a company takes to keep all children they come into contact with safe – and includes the proactive measures put in place to ensure children do not come to harm as a result of any direct or indirect contact with the company. Child safeguarding encompasses the prevention of physical, sexual and emotional abuse, neglect and maltreatment of children by employees and other persons whom the company is responsible for, including contractors, business partners, visitors to premises and volunteers.”¹⁷

While “Child protection is an important part of safeguarding and refers to the actions a company takes to address a specific concern that a particular child is at risk of significant harm due to her or his contact with corporate actors, business partners, products or services. Child protection is essential if there is a concern that a child is being abused or his or her safety is compromised.”¹⁸

Negative effects on the rights of beneficiaries	<p>Safety and security of beneficiaries; Protection; Dignity</p> <p>Health of beneficiaries (particularly psychosocial)</p> <p>Accessibility of services; etc.</p> <p>-</p>
Negative effects on the functioning of communities and relationships between local and national actors	<p>Exclusion; Discrimination; Power relations in communities</p> <p>Resilience and autonomy of communities (Dependence; Loss of confidence; Destruction of community solidarity mechanisms)</p> <p>Aggravation of conflicts; Refugee/host tensions</p> <p>Gender-based negative effects (domestic violence; exclusion of women from the benefits of action; etc.)</p> <p>Relationships between communities and local authorities; Weakening of governance (micro to macro); etc.</p> <p>-</p>
Negative effects on the local economy and livelihoods	<p>Closure of local public and private services;</p> <p>Disruption of markets;</p> <p>Etc.</p> <p>-</p>
Negative effects on the environment	<p>Carbon footprint of the intervention;</p> <p>Materials and equipment left behind; etc.</p>

In other words: Child safeguarding is like the umbrella of the organization and child protection is a part of that, focusing on direct activities to protect children, prevention and response, so more in terms of interventions.

Like in all projects, Child Safeguarding is very important. It is part of the general Integrity Policy of Help a Child and also links with the PSEA rules and regulations.

¹⁷ https://www.unicef.org/csr/files/UNICEF_ChildSafeguardingToolkit_FINAL.PDF p 4

¹⁸ https://www.unicef.org/csr/files/UNICEF_ChildSafeguardingToolkit_FINAL.PDF p 5

It is important to keep in mind that children in general are vulnerable to abuse, but in emergency situations this vulnerability only increases. Think about how easy children can get lost when people have to run, children can be misled easily by armed forces and manipulated since they will be too scared to refuse. Or when schools close because of war or floods or a pandemic, children are getting out of side of important adults and may have to stay whole days in unsafe circumstances.

More information can be found at:

<https://howto.helpachild.org/themes-and-tools/staff-training-child-safe-guarding>.

Environment Climate Smart Development

Help a Childs commits to mainstream environment- and climate smart development in all its programs. Numerous research projects indicate that effects of climate change will be worst in developing countries. Disaster risk is magnified by climate change; it can increase the hazard while at the same time decreasing the resilience of households and communities.¹⁹ It also is a direct threat to the realization of the sustainable development goals of the UN²⁰, I which goal 13 is specially focused on climate action.

The effects of climate change on developing countries²¹:

- Climate change will increase global temperatures, change rainfall patterns and will result in more frequent and severe floods and droughts.
- Developing countries are most vulnerable to climate change Climate change will have an impact on all countries around the globe.
- Climate change is likely to reduce economic growth in developing countries; significant investments in climate change adaptation are necessary.
- Climate change policies for the rapidly developing countries should focus on mitigation; policies for the least developed countries should focus on adaptation
- More frequent droughts, especially in Southern Africa
- More frequent low water storage in reservoirs and lakes
- Reduced run-off in Northern and Southern Africa; increased run-off in East Africa
- More frequent floods, especially in East Africa
- Increased water stress due to both climate change and increased demand o
- Increased water scarcity could trigger more conflicts
- Snowmelt earlier in the season will increase risk of spring floods
- Increased water shortages during the dry season in South and East Asia

¹⁹ Preventionweb, Risk Drivers – climate change, 2015: <https://www.preventionweb.net/risk/climate-change>

²⁰ Sustainable development goals knwoledge platform, Climate Change, 2016.
<https://sustainabledevelopment.un.org/?menu=197>

²¹ Ludwig, Fulco & Terwisscha van Scheltinga, Catharien & Verhagen, Jan & Kruijt, Bart & van Ierland, Ekko & Dellink, Rob & de Bruin, Henk & Kabat, Pavel. (2007). Climate change impacts on Developing Countries – EU Accountability.

- Higher flood risks during the monsoon season in South East Asia and the Indian subcontinent
- Likely increase of water stress due to a combination of increased population growth, higher per capita water demands and climate change.

Climate Change is inevitable and the agriculture and water sectors are the most vulnerable.²² Recent studies have shown that due to climate change, the world is moving towards scenarios of either too much, or too little, water. Since HaC mostly works in the agricultural sectors, it recognizes the potential effects climate change especially and affects projects in the following ways:

- Severe impact on food production and security
- Agriculture in several marginal semi-arid regions will become unsustainable
- Increased poverty of small scale farmers
- Small increases in productivity in regions with mild climate change where rainfall is increasing
- Changing season will make agriculture more difficult, e.g. changed sowing dates due to later or earlier start of wet season
- Less predictable water availability will make nomadic agriculture more difficult
- Increased climate variability will generally increase the number of crop failures due to either floods or droughts.
- In areas where rainfall is predicted to increase agricultural production is likely to improve.
- Irrigated agriculture which depends on run-off from snowmelt and/or glaciers is likely to be affected; snow will melt earlier in the season which will reduce water availability during the (late) summer when irrigation is most needed.
- Agricultural production in low lying coastal areas such as large parts of West Bengal will be affected by increased flooding and salt water intrusion.
- Likely increase of diseases and pests

Supporting climate change adaptation and resilience are key aspects of development programs²³. Apart from recognizing that this trend has an impact on most of HaC's projects, HaC wants to engage in environment- and climate smart development to combat the effects of climate change. This will be done in the following ways:

- In its agricultural training programs, HaC encourages sustainable and circular land and water use management, (re)forestation and the use of drought resistant crops.
- Climate smart best practices and plans will not only be made and applied at household level but also in community groups and at community level by the community development committees (CDC) and Cluster Level Associations (CLAs).

²² Climate smart disaster risk reduction in agriculture sector, Practitioners Guidebook 2019, ADPC.
<https://reliefweb.int/report/thailand/climate-smart-disaster-risk-reduction-interventions-agricultural-sector-flood-hazard>

²³ Identifying opportunities for climate-smart agriculture investments in Africa, FAO 2012,
<http://www.fao.org/3/an112e/an112e00.pdf>

- Families and communities will be encouraged to use fuel-efficient or –when possible– non-carbon fuels for cooking and heating.
- In its DRR policy, HaC states it will facilitate a participatory process of risk assessment, which includes climate risks. This includes assessment and preparedness for hazards, including those as a result of climate change (such as increased rainfall or occurrence of floods and/or droughts).

Preparing for Climate Change induced hazards is part of reducing risks: it will therefore be included in the mainstreaming of DRR in all HaC projects, see also *HaC's vision on Disaster Risk Reduction*.

6. Implementation modalities

Through partners, direct implementation or co-implementation

Implementation of Disaster Response programs by Help a Child can be done through different modalities. The following roles can be distinguished:

- Service provider of expertise
- Donor of local partners or other INGO's
- Implementer of own programs
- Co-implementer with local partners

Help a Child will position itself as a co-implementer with local partners in its disaster prone focus countries. In countries outside the Help a Child focus countries a donor role combined with providing specific expertise (whenever needed) is more suitable. When there are no local partners available Help a Child can decide to self-implement, but the goal should always be to involve local partners as much as possible.

This implementation strategy is chosen because:

1. The localisation agenda from the Grand Bargain and DRA very well matches with a co-implementation role with local partners. This also builds on one of the existing strengths of Help a Child in working with local partners. Localization and building local response capacity should be one of the unique selling points for Help a Child
2. For external positioning and fundraising it is critical to be visible in the field, participate in coordination mechanisms and have own staff and expertise on the ground.
3. With own staff on the ground in focus countries quality control and accountability towards institutional donors can be better safeguarded.

7. Project Cycle Management

Roles and responsibilities HQ, CO and partners

To successfully implement Disaster Response programs and to reach children and their families with lifesaving support it is crucial that the different levels within the organisation and local partners cooperate well and there are clear roles and responsibilities defined.

Roles and responsibilities HQ

The Help a Child HQ has a supporting role towards the country offices. The following main roles and responsibilities are assigned to the HQ level:

- Ensure the organisations and its programs are compliant with quality and donor standards, procedures and guidelines like the ECHO FPA, DRA guidelines, CHS, SPHERE, IHL, humanitarian principles and others.
- Liaison and network with institutional donors like e.g. ECHO, MoFA and DFID.
- Represent Help a Child in networks such as DRA, EU-CORD, Christelijk Noodhulp Cluster (CNC – Dutch Christian organisations in DR).
- Provide technical expertise and support related to the chosen expertise areas.
- Monitor and communicate about trends and developments in the international Humanitarian sector.
- Co-write proposals for institutional and other donors and ensure they are in line with the guidelines.
- Raise funds for Disaster Response programs from private donors, foundations and institutional donors.
- Contribute to capacity building and organisational development of country offices and local partners.
- Ensure program management, M&E and financial systems are in place facilitate implementation and monitoring of the Disaster Response programs.
- Build relations and coordinate with other international (I)NGO's, private sector actors and knowledge institutes.
- Identify innovative solutions that enable more efficient and effective Humanitarian Aid.
- Ensure visibility of Help a Child at international level
- Lobby for relevant humanitarian issues at international level.

Roles and responsibilities Country Office

- Liaison, network and build strong relations with institutional donors that are locally present e.g. UNHCR, WFP, UNFPA, FOA, USAID, OFDA, ECHO, Embassies, DFID, IOM, etc.
- Represent Help a Child in local Humanitarian networks and in the UN OCHA cluster system

- Provide technical expertise and support related to the chosen expertise areas to local partner.
- Write proposals for institutional and other donors and successfully acquire funding in line with the agreed fundraising targets.
- (Co)-implement contracted programs in line with Help a Child and donor policies and procedures and international Humanitarian standards.
- Monitor and support the implementation by local partners and provide capacity building
- Report about the program implementation using the appropriate program management, M&E and financial systems.
- Build relations and coordinate with other locally present international (I)NGO's, private sector actors and knowledge institutes.
- Identify local innovative solutions that enable more efficient and effective Humanitarian Aid.
- Ensure visibility of Help a Child at local level and provide communication materials to Help a Child HQ.
- Lobby for relevant humanitarian issues at local level.

Roles and responsibilities Local partners

- Implement contracted programs in line with own, Help a Child and donor policies and procedures and international Humanitarian standards.
- Jointly raise funds and develop proposals to facilitate further growth of the joined programs.
- Monitor and report about the contracted programs in agreed formats and systems
- Maintain auditable records of all project expenses and activities
- Take responsibility for organisational and programmatic development and request appropriate capacity building support from Help a Child
- Contribute to joined visibility efforts and provide communication materials to Help a Child country office.
- Jointly lobby for relevant humanitarian issues at local level.

Design, planning, budgeting and monitoring

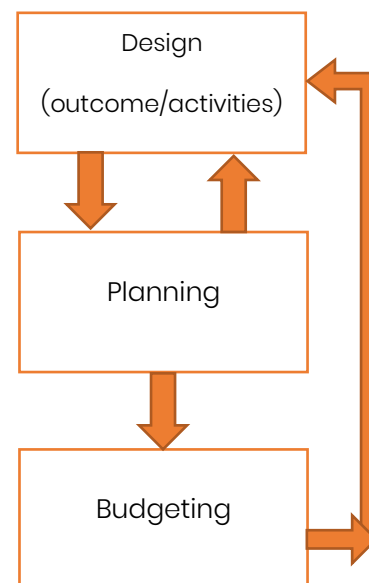
Disaster Response interventions are intense, fast-paced projects. To ensure timely and high quality assistance to the people we seek to serve sound project management is needed. A good balance between project design, planning and budget contributes to good execution and monitoring of budget activities and expenses. The process of making a project design, budget and work plan as a team also ensures all involved staff members know exactly what needs to be done, in what order, when and why. This is an iterative process in which going back and forth between design, budget and planning and involving the Expertise &

Development department and Finance department in the Netherlands will result in a realistic plan that fits the donor requirements and quality standards.

Design phase

The key question in the design phase is: 'is the project in line with the donor requirements and local needs? To properly design a disaster response project the following needs to be taken into consideration:

- Clarity to which impact and outcomes of the call the project will contribute, if needed based on a needs assessment. For more information on how to conduct a needs assessment and context Analysis, see Annex X.1.
- Design of a Theory of Change (ToC) with activities to reach the anticipated outcomes and impact. The ToC that should fit expertise and track record of the Help a Child Country Office. Sometimes outcomes and activities are prescribed by the donor.
- Decision which activities will be done by Help a Child and/or which by a local partner
- Activities are based on the organizations' expertise, track record and experience in the areas.
- Activities and deliverables are accessible, affordable, appropriate, acceptable for local communities and other stakeholders
- See Annex X2 for the Help a Child standard narrative format that is used.



Annex X.2 EOM Red
een Kind South Sudar

Planning phase

In the planning phase the key question is 'can the activities be implemented in the proposed period of time'? To properly plan a project the following needs to be taken into consideration:

- List the main activities and make a planning for the duration of the project
 - for one year: make a planning per week
 - for multiple years: make a week planning for year 1 and a monthly planning for year 2, 3, etc.
- Split up the main activities into smaller tasks: this makes it easier to find out what is needed for preparations and to see how long activities will take. In Annex X.3 you will find an example of a planning process for a real response project in South Sudan.



Annex X.3 Planning
sheet Disaster Respor

- Check if the time needed is realistic within the project duration:
 - if not: change the activities and budget in such a way that it fits the project duration. Possibilities are:
 - i. exclude some relief items from the budget

- ii. reduce the number of beneficiaries or locations
 - iii. ensure the suppliers delivery capability and reputation before signing contracts
- Include in your planning:
 - Seasonal calendar: monsoon rains, dry season, agricultural planting and harvesting
 - Security related events, e.g. elections.
- Include other key activities in the planning:
 - reporting deadlines
 - M&E activities
 - Accountability to Affected populations activities
 - Financial activities: transfers, reports.
 - Audit
 - Key milestones of other projects that may hinder/influence the available time to work on the disaster response project.

Budgeting phase

In the budgeting phase the key question is **'is the project realistic and in line with a quality budget?'**

- Based on the activities: make a list of needed direct project staff, support staff, equipment and indirect costs (such as allocations to rent and utilities).
- Check the prices in the market at moment the budget is created: this is very important. Especially in times of disasters market prices can increase or fluctuate and the budget needs to include the latest prices.
- In case of partners:
 - check if the prices are market conform. Also compare the prices with budgets of last year or other similar budgets (if applicable) to account for normal price increases.
 - the support staff and indirect costs should not exceed 15-20%.
- Ensure the country office finance department, the program coordinator and someone from the Finance department in the Netherlands are included in creating the budget.
- See Annex X.4 for an example the standard Help a Child budget format.



Annex X.4 Red een
Kind South Sudan CO'

Sound planning and budgeting are key in disaster response projects: because of the time-pressure and often changing or even dangerous context a well prepared disaster response project will succeed and be flexible to adjust to changing circumstances, e.g. when market prices change or areas become inaccessible due to insecurity.

Project Management Monitoring and Learning (PMEL)

Red een Kind and its partners envision to be relevant, effective, efficient, contribute to impact and to be sustainable in its projects to contribute to the overall wellbeing of

children. Planning, Monitoring, Evaluations and Learning (PMEL) are needed to measure and show whether the above vision is realized in practice (accountability), and to contribute to improved decision-making (learning).

Planning, Monitoring, and Evaluation is seen as an essential and a sequential process, meant to stimulate learning at partner level and Help a Child level, and meant to show accountability to donors, stakeholders in the sector and beneficiaries. The latter is considered essential for transparency. However, the former (learning) is seen as the most important result; the improved decision-making which can take place after a thorough planning, collection, analysis and reflection of data. In Disaster Response especially PMEL is crucial to ensure high quality interventions according to sectoral quality standards.

PMEL is relevant in many stages of the Project Cycle Management, the below are highlighted as the key moments to measure results for accountability and learning:

Community-Based Feedback and Complaint Mechanisms (CBFCM)

In all projects of Help a Child we require proper Community-based Feedback and Complaint Mechanisms (CBFCM) to be in place. This is informing decision making processes and ensures activities are in line with beneficiary expectations.

Monitoring of Indicators (Logframes)

Help a Child works with several donors having their own approach towards PMEL. In many cases pre-described indicators need to be measured and logframes are developed to include these indicators. Help a Child always takes these donor requirements seriously and follows their requirements.

Help a Child has adopted the ECHO formulated Disaster Response indicators on the sectors of implementation (mainly FSL, Protection, Emergency Education, WASH, Nutrition, Accountability and Localization). These indicators need to be taken along when a project implements a project in the respective sector. We refer to these as minimum requirements in monitoring. See annex 9 for the list of these indicators.

Reporting in IATI

All indicators measured in the minimum requirement indicators will be reported to the International Aid Transparency Initiative (IATI) website. <https://iatistandard.org/en/>

Post-Distribution monitoring

Depending on the type of disaster response project, Help a Child performs distributions of Food Items, Non-Food items, or Cash to beneficiaries. Help a Child requires to perform post-

distribution monitoring (PDM). PDM's need to measure whether goods distributed have been relevant, effective, fair and make sustainable impact. Lessons learnt from PDM's need to be taken into account for subsequent rounds of distributions. After every round of distributions PDM's will need to be performed.

Post-Harvesting monitoring

Depending on the type of disaster response project, Help a Child performs distributions of seeds and tools for agricultural projects. Help a Child requires to perform post-harvest surveys (PHS). PHS' need to measure whether seeds and tools distributed have been relevant, effective and make sustainable impact. Lessons learnt from PHS' need to be taken into account for subsequent rounds of distributions. After every season PHS's will need to be performed.

Evaluations

Real-Time Reviews (RTR) or external evaluations can measure whether the disaster response projects of Help a Child have been relevant, effective, efficient, contribute to impact and are sustainable.

Evaluations are an essential element meant to stimulate learning at partner level and Help a Child level, and meant to show accountability to donors, stakeholders in the sector and beneficiaries. By critically reflecting on the project's performance, decision making can be influenced and more quality projects can be delivered in the future. Hereby Help a Child can have more relevant and sustainable impact to beneficiaries.

Help a Child strives to ensure that every disaster project of above 100.000 euro is evaluated by an external evaluator. This can be done during the project (as an RTR) or after the project ended (external evaluation). Help a Child will draft, or give input on the Terms of Reference of the evaluator and follow its procurement policy in the selection of the consultancy team. The procurement policy can be found here²⁴.

Every external evaluation or RTR needs to be discussed at partner and Country Office level to ensure lessons learnt are taken up for decision making.

Reporting

All Disaster Response projects require quality reporting: often the projects have high budgets and limited timeframes to be implemented in challenging circumstances. To keep track of the progress and expenses and to support the implementing partner where possible, sound and regular reporting is important. Other main purposes of reporting are:

²⁴<https://redeekind.sharepoint.com/HAC%20Policies/Forms/AllItems.aspx?viewid=337e632c%2Dec19%2D4892%2Da034%2D1befacdcc616&id=%2FHAC%20Policies%2FProcurement%20Policy>

- accountability of implementing Help a Child Country Office or partner to the donor (or Help a Child NL)
- monitor progress, challenges and risks
- ensure sound coordination between partner, local Help a Child Country Office and Help a Child NL
- identify lessons learnt

Requirements:

- a logframe will be submitted by the implementing partner **every 3 months**
- a narrative report will be submitted **every 3 months**, or otherwise as required by the donor (e.g. mid-term).
- A financial report will be submitted by the implementing partner **every month**
- Financial audits are conducted at the end of the project cycle

Reporting requirements are agreed upon in the funding agreement or office contract when new Disaster Response Projects are secured.

Reporting is done in the following ways:

Narrative:

1. A summary of all planned and realized outcomes, outputs and activities
2. Description of the specific target group during the course of the reporting period
3. Description of main challenges and ways to mitigate these challenges
4. Lessons learnt
5. Deviations from planning, activities in this reporting period and the reasons why
6. Suggested ways forward in case of deviations with concrete planning, activities and budget projections
7. Description of deviations from budget and the reasons why, including cost effectiveness
8. Coordination with local government, local leadership, communities, other NGO's and the UNOCHA cluster system
9. Participation of and Accountability to the affected population
10. Risk Management

Logframe:

1. Updated Logframe of project activities and indicators

Financial report:

Financial monitoring of Disaster Response Projects is key: often the projects have high budgets and limited timeframes to be implemented in challenging circumstances. To keep track of the expenses and to support the implementing partner where possible sound and regular financial reporting is needed.

- Every month the implementing partner will send a financial report within 2 weeks after the end of the month
- The implementing partner reports to the local Help a Child Country Office in the same budget format that was agreed on in the funding agreement or amended office contract.
- Reporting is done by budget vs. actual per budget line. In case of deviations the implementing partner describes the reasons and suggested ways forward in section 6 and 7 of the narrative. It is also allowed to write an explanation in the financial report (Excel sheet) itself.

Financial audit:

Depending on the donor and/or the budget size of the project an audit may be required. Disaster Response projects are audited as part of the annual (local) office audit, or separately when this is required by the donor. Help a Child follows the following guidelines regarding audits for Disaster response projects:

- An audit protocol by Help a Child NL or donor is required
- The audit will be performed by a recognized firm
- The audit is budgeted for in the project budget
- The financial department of the Help a Child Country Office starts contacting audit firms at the start of the Disaster Response project: this is needed because these firms are usually busy and the audit itself may take considerable time.
- Depending on the donor requirement a tender procedure is followed to contract the audit firm
- The audit report is submitted to the donor according to the contract between the implementing partner, the local Help a Child Country Office and Help a Child NL.

Partner management, monitoring and audits

Help a Child pursues equal partnerships with local partners. We strive for equal relationships based on mutual respect and appreciation of each other's qualities and capacity. Help a Child strives to support and build local response capacity and contribute to the localization agenda as set out in the Grand Bargain.

Through building a strong, transparent and equal relation Help a Child manages its relations with local partners. Monitoring processes, formats and procedures are agreed upon in advance and clear roles & responsibilities are put in place. The relationship is governed by a clear and mutually agreed partnership agreement.

Regular progress meetings and monitoring visits are done by the Help a Child country offices and HQ and a capacity building plan is put in place. The responsibility of organizational and programmatic development remains with the local partner, but Help a Child is committed to support its local partners with tailor made capacity building.

Internal and external audits and financial checks are carried out regularly to comply with Help a Child and donor regulations and prevent fraud, corruption and misuse of funds. All local partners have an integrity/PSEA policy and code of conduct in place or follow the Help a Child policies.

8. Funding models in Disaster Response

For implementation of disaster response projects Help a Child acquires funds. Different funding models can be used to fund DR projects. Two of these are shortly highlighted here:

Private fundraising model

Help a Child uses a sponsorship approach in development settings to link individual private donors with children. For Disaster Response settings however the approach and applicability of the sponsorship model is very different. Therefore different criteria are set for the area selection and content of a sponsorship-model project in Disaster Response. In annex X.2 these criteria are explained.

Institutional Fundraising

External institutional donors like the Dutch MoFA, EU, ECHO, UN bodies, USAID, UKAID, etc are important partners for Help a Child. They require specific focus and energy to ensure these partners can fund projects of Help a Child. Help a Child IF policy describes how Help a Child looks at Institutional Fundraising, and how processes and procedures within IF work.

9. Preparedness and Disaster Risk Reduction

Vision of Help a Child on DRR: Risk-informed sustainable development towards resilience and prevention of disasters.

Disaster risk reduction (DRR) is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.¹ It is also aimed at increasing capacities of communities and involved stakeholders.

Help a Child's emphasizes the need for DRR with the following points in mind:

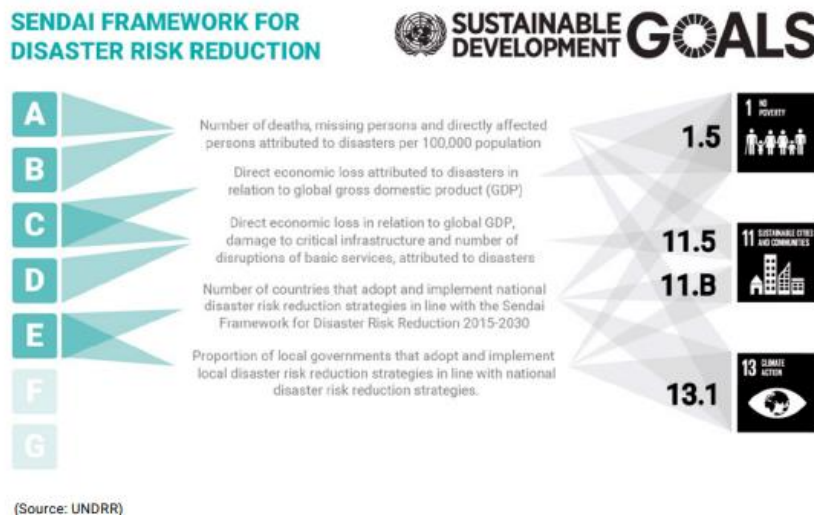
- DRR ensures:
 - that HAC 7-8 year CCCD programs are risk informed and disaster smart.
 - communities are prepared for disasters and able to recover in case disaster impact is unavoidable
- $$\text{Disaster Risk} = \text{Hazard} \times \frac{\text{Vulnerabilities}}{\text{Capacities}}.$$
- Though Disaster Response is crucial to save lives and protect dignity, addressing underlying causes of hazards, vulnerabilities and risks is not in its scope.
- Prevention (if possible) of disaster is better than immediate response. Apart from the obvious advantages for the community, prevention is also more cost effective than disaster response.
- Development effort of years can be literally destroyed in seconds: Help a Child 's development programs aim to be disaster-smart and risk informed by integrating Disaster Risk Reduction elements in the program cycle of all its programs.
- DRR ensures underlying political, economic, cultural and natural root causes of disasters are addressed in community development programs.

When natural hazards and disasters are mentioned both climate (e.g. drought, floods and landslides) and non-climate related hazards and disasters (e.g. earthquakes, volcanoes and tsunamis) are included.

DRR and the Sustainable Development Goals

By engaging in HAC indirectly DRR also contributes to the sustainable development goals, see the figure below.

Figure 7.1. Sendai Framework and the 2030 Agenda – multipurpose data, integrated monitoring and reporting



In line with the framework HaC:

- HaC's way of working in development and disaster response projects addresses the 3 main pillars of the Sendai Framework: 1) prevention and hazard reduction, 2) increasing preparedness & strengthening resilience and 3) Implementation of integrated and inclusive measures.
- HaC already actively engages with local, sub-national and national governments and will do this also in regard to DRR.
- HaC will continue to include DRR elements in its Program Cycle Management.
- HaC is already member of several partnerships that are engaged in DRR, such as the Dutch Relief Alliance, the Dutch Coalition for Humanitarian Innovation, EU-CORD and Prisma.

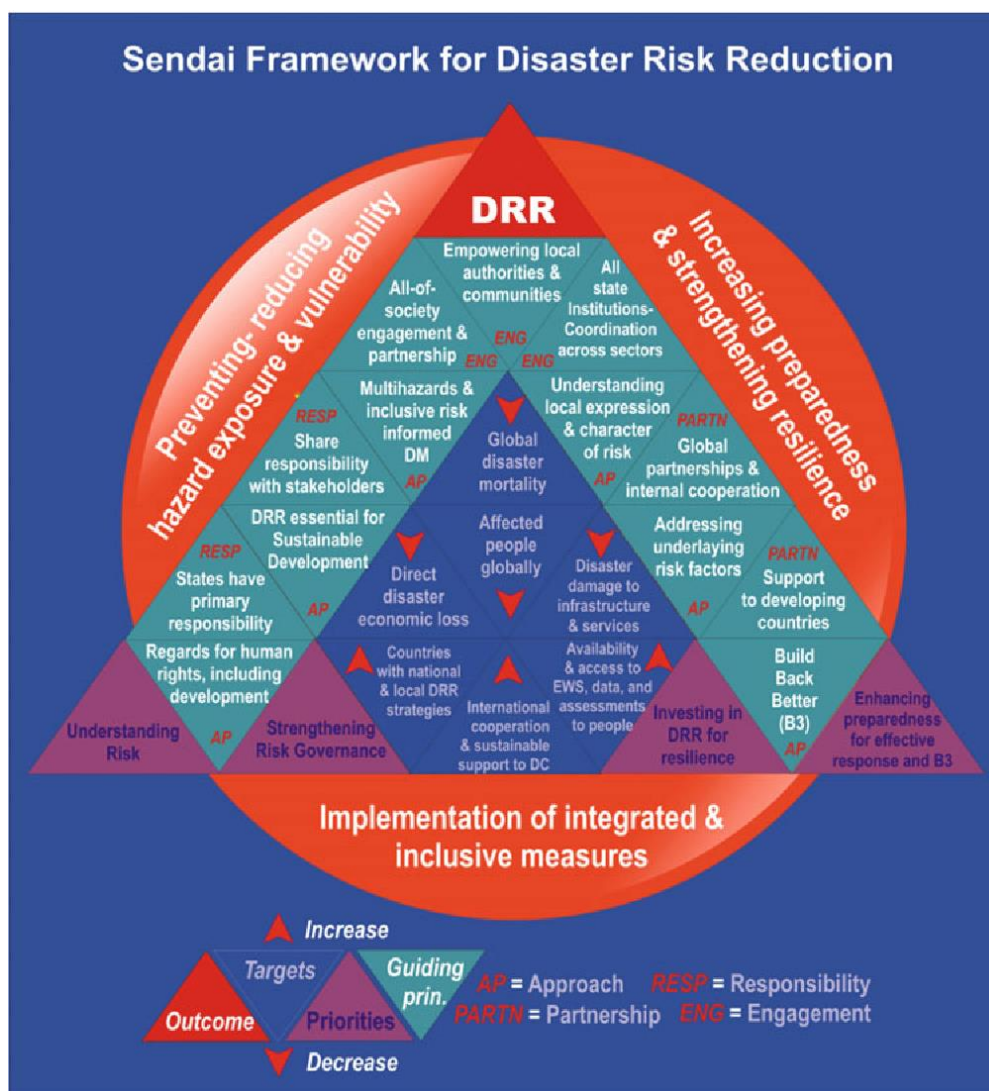


Figure above: The UNISDR 2015–2030 Sendai Framework for DRR

Effects DRR on CCCD projects

In conducting community-based needs assessments, context analyses and Theory of Change development, risks of socio-natural hazards and disasters will be taken into account. Elements of Participatory Assessment of Disaster Risk (PADR- adapted from *Roots 9 , Reducing Risks in our communities, Tearfund, 2011*) will be included in Help a Child's M&E tools for CCCD program design, monitoring and evaluation. DRR indicators will be linked to the programs scorecards that Help a Child uses. Indicator frameworks can be enriched by specific disaster resilience indicators from the Resilience model of Twigg (Characteristics of a Disaster Resilient Community, Twigg 2009). The purpose of the tool is to enable a community to assess the factors that contribute to the size and scale of any potential disaster and to develop a locally owned plan to address those factors and reduce the risk of disaster. It is essentially a community-empowering process, helping people to understand cause-effect relationships and to realize their own capacities to reduce risks. It also enables them to identify and challenge the social, political and economic structures

which contribute to their vulnerability. Such activities may be set within existing development projects.

PADR addresses community vulnerabilities and capacities by facilitating a process in which the community itself identifies main risks, underlying and immediate causes, makes a community level risk management plan and a contingency plan. Children, parents and youth are involved in this, and therefore Child Ambassadors are involved in this as well. An example is to train communities to create village escape routes and exercises to prepare for flash flooding. Indicators that address community vulnerabilities and capacities will be included in the CCCD designs. A key element in this is making DRR a standard topic in the Community Development Committee meetings.

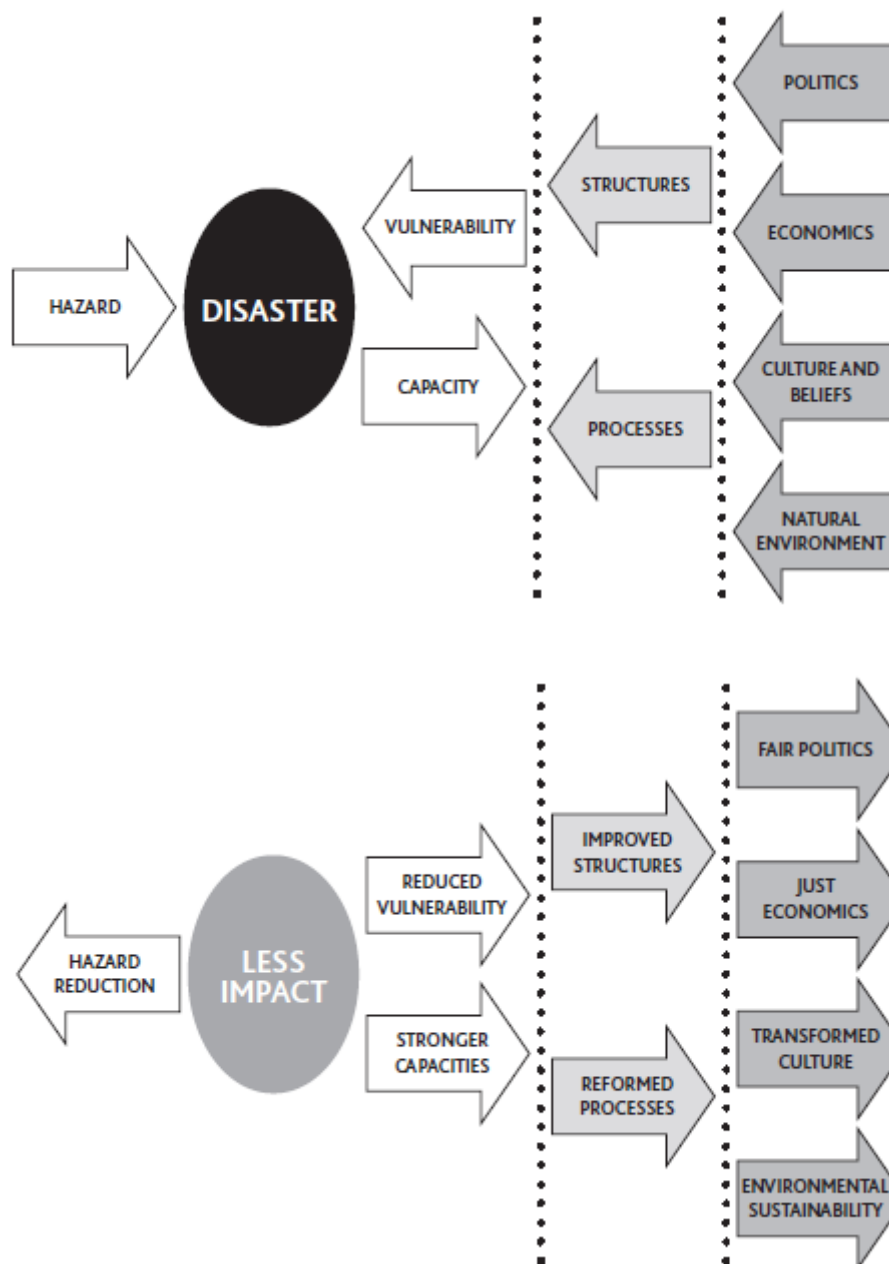


Figure above: Pressure and release of disaster causes (adapted from Roots 9, Tearfund 2011)

Early childhood Development: Children are made aware of risks and hazards in their environment through plays, games and lessons that are included in the CCCD methodology. Schools in program areas are encouraged to address lessons on risk of natural hazards and disasters and to have contingency drills. This is accomplished in several ways:

- Child-participation in the DRR assessments. So that children have the opportunity to share their unique perspectives on the risks they face. The value children add to risk assessment processes is their holistic view of hazards and vulnerabilities, including child protection issues – which are often missed by adults.
- Children-participation in contingency planning. They can contribute in strengthening their communities' resilience and to better protect themselves.

Parenting: Parents are involved in the community PADR process and learn how to address disaster risk with their children. Parents are made aware of risks from natural hazards and disasters in their environment, their vulnerabilities and capacities. Parents learn how to be prepared and respond to disasters on household level and make children aware of risks. Examples are how and where to store valuable household items, strengthen their house structure and roof and create escape routes.

FSL/PIP: Help a Child uses the Integrated Farm Plan approach (PIP), which already is focused on resilient farming, increased food security and sustainable agriculture. In the approach community members learn to identify risks specifically related to food security and to adopt best practices to mitigate the impact of climate change. Examples of risks are environmental degradation, weather and climate change patterns in their context, risk of diseases, plagues (such as desert locusts), nematodes, soil fertility and drought. And learn best practices to mitigate climate change such as sustainable land and water use management, forestation and the use of drought resistant crops. When farmer groups connect with markets and increase their income, a portion of this can be allocated to the risk reducing and resilience increasing activities. The climate smart best practices and plans will not only be made and applied at household level but also in community groups and at community level by the community development committees (CDC) and Cluster Level Associations (CLAs).

SHG's: in Self Help Groups, awareness raising on disaster risks will be incorporated in the sessions as well as lessons on how the SHG can advocate/lobby for DRR activities participants allocate a portion of savings in a disaster preparedness fund. SHG's can also engage in active DRR by using pooled funds to reduce risks, e.g. build a bridge or shelter. SHG and CLA's can lobby with other stakeholders for larger risk reducing and resilience increasing interventions. For example, a CLA can engage with the local government.

Good governance: In the organizational tasks that community-based bodies have in HaC's programs, DRR is a standard topic in their mandate and tasks. These bodies can be people's institutions like Self-Help-Groups, the Cluster-Level-Associations, Community Development Councils, and individuals like local village leaders, government officials and other local stakeholders such as businesses:

- Risk of hazards and disasters and possibilities for DRR-efforts disasters are included in the discussions and plans of these bodies.
- Risk of hazards and disaster and possibilities for DRR-efforts are discussed in coordination between these bodies.

Child Participation and disability inclusion: By involving children and people with disabilities within the PADR components of participatory integrated community development they learn to think about risks from natural hazards and disaster from an early age. This increases their preparedness and resilience. Children and people with disabilities are often also adversely affected by disaster impact and their views on risks and measures to mitigate the risk are important to take into account to prevent avoidable disaster impact.

Youth & Work: these projects aim to increase economic and social resilience of youth (persons between 15-25 years of age). The approach is closely linked to the Self-Help Group approach and uses a youth version of the SHG's. It also makes use of an awareness program to increase knowledge of youth on how to get access to finance, land, information and skills. In the SHG's and the awareness program Help a Child will include sessions on hazards, vulnerabilities and risks related to the particular context of the program. In focusing on agricultural (self-) employment, the Y&W approach is also closely linked to the DRR approach in FSL/PIP.

DRR in Disaster Response Projects

In Disaster Response Projects, Help a Child's vision is to provide life-saving external material inputs when needed and move towards recovery and resilience activities as soon as possible. This increases ownership, dignity and resilience of affected individuals, families and communities.

In the Food Security and Livelihood Security sectors this means moving from provision of food items and/or unconditional multi-purpose cash to e.g. agricultural training, kitchen gardens, Self-Help-Groups/VLSA, Agricultural Vocational Education and Training (AVET) creating links with market.

In Child Protection this is done by equipping people with forms of mental resilience to be prepared for potential future disruptions in people's lives. To ensure successful DRR, all threats to children caused by disasters must be considered in risk assessments, including protection threats such as family separation and sexual violence. DRR programming can also include specific measures to prevent and prepare for child protection threats that are likely to arise during an emergency.

In Emergency in Education, this is done by ensuring teachers are aware of disaster risks, DRR topics are included in curricula and PTA meetings and facilities are constructed in a disaster-smart way. In line with SPHERE standard 7, Help a Child ensures Education and child protection workers will work with caregivers to identify and distribute essential protection messages including evacuation procedures and disaster risk reduction for specific hazards. All children and caregivers are aware of and protected against injury, impairment and death from physical and environmental dangers, and children with injuries and/or impairments receive timely physical and psychosocial support.

In conflict zones risk reducing elements in Disaster Response project are carefully considered and implemented:

- If possible, peacebuilding activities are initiated to reduce future violence and bring stakeholders together for relationship building
- To avoid any unnecessary negative influence on the local situation, relationships and tensions, Do No Harm principles are strictly observed in response projects.

Annexes

Annex I: Partner selection in Disaster Response

Help a Child preferred implementation modality for Disaster Response projects is co-implementation with local partners. For strategic local implementing partners Help a Child has set the following processes and criteria.

Partner criteria

Help a Child has defined the following criteria for local partners:

- Registration with the government of the country in which it works
- Adherence to IHL, the humanitarian principles and quality standards such as SPHERE and CHS
- Financial accountability structure in place
- Strong governance and structure of the internal organization
- Sufficient technical knowledge to implement the proposed activities and proven track record
- Conflict sensitive and participatory way of working and selecting beneficiaries
- A Christian identity and working from Biblical values
- A link with the Help a Child ToC; ability to implement the ToC of Help a Child or crucial parts of it
- Motivation to support marginalised children, families and communities
- Ability to link, coordinate and work together with other partners (governments, churches, NGOs, companies, etc.)
- Integrity policy in place or willing to conform to the Help a Child integrity policy

Partner selection process

There are two processes to select new local partners for Disaster Response programs. The first process is a formal open tender process. If time allows this process is preferred. The second process is based on referrals by other organisations or individuals. The steps to take for both processes are explained below:

Open tender process

1. First of all an open tender with advertisement for expression of interest is published.
2. Secondly an initial screening of these organizations is done based on the partner selection criteria. This will result in a shortlist of maximum 3 organizations
3. Thirdly an Organizational Capacity Assessment (OCA) is executed by a team of at least 2 staff members. The OCA tool results of all organizations are gathered in one overview for decision making.
4. The Country Office conducting the above steps writes a memo to the Management Team of Help a Child.
5. The Management Team decides about contracting the new local partner.

Referral process

1. A local partner is recommended by another NGO or contact of Help a Child
2. Help a Child staff meets with the organisation and an initial screening of the organization is done based on the partner selection criteria.
3. If the organisation passes the partner selection criteria an Organizational Capacity Assessment (OCA) is carried out by a team of at least 2 staff members.
4. The Country Office conducting the above steps writes a memo to the Management Team of Red een Kind, recommending the local partner
5. The Management Team decides about contracting the new local partner.

These are the tools that can be used:



HaC_NGOFORUM_Or
ganisational_Capacity.



OCA_2020.xls

Annex 2: Private fundraising model in Disaster Response

Introduction

A disaster response project often runs for a limited period of time with acute lifesaving support. The support provided is to assist people to meet their basic needs, such as food, protection and shelter. This basic support is often followed by a recovery phase to establish livelihood through support in basic means for agriculture production and gaining an income. Although relief and recovery is enough to allow people to overcome a disaster situation the support is too short to allow people grow out of poverty, especially in unstable contexts with weak governance.

Fundraising models in relief and recovery are often through private donations, or larger disaster response donors such as governments. These fundraising models are all for a short timeframe of around one year. These fundraising models often do not allow to invest in longer term outcomes and impact, which can contribute to greater resilience of the community. The most used longer term financial support of Help a Child in other settings is private sponsorship. However a copy-paste of this model to Disaster Response context is not possible. In development settings sponsorship asks for stable communities that slowly progress out of poverty in 7-8 years. For Disaster Response this stability and length is not possible, meaning a tailor-made private funded model for Disaster Response is needed. In this document the HaC framework for private fundraising models in Disaster Response is explained.

Please note that for Disaster Response HaC does not per se want to use sponsorship as a private fundraising model. Sponsorship is the model used in development (CCCD), but in Disaster Response we leave the options open for any other type of private fundraising model.

1. The HaC sponsorship model in development settings

For more than fifty years HaC child sponsorship has been the most stable source of income to support initiatives towards the improvement of the well-being of vulnerable children. In some cases private donors were willing to donate on a monthly basis for more than 15 years. Internal research has shown that private funders stay attached much longer when they fund via child sponsorship. The commitment of these private donors was very much based on their attachment to one or more individual children and their passion to contribute towards a better life of these children. However there were a number of requirements attached to having these private donors committed to donate for a longer period of time. The private donors want a personal link with a child, know who they are supporting (receive photos of the child), receive regular updates about the well-being of the child and interact with the child through correspondence. This gives the sponsors a certain level of assurance funding is being used well. To allow this to happen it is necessary to have children live in a stable environment (development context) allowing the children to

correspond with the sponsors and allow projects to report on the improvement of the well-being of the child.

Over the past recent years a number of changes have happened in the sponsorship programming. Funding from sponsors is being used for community support instead of individual child sponsorship, an approach which has been accepted by the sponsors. Although sponsors still value receiving information about an individual child the correspondence by sponsors with the children is limited. It indicates that current sponsors mainly value knowing that children are being supported but do not want to get too attached with the child and its family.

2. Framework for private fundraising model in Disaster Response

Disaster Response context can be characterized by a few points:

- An often unstable context where the disaster response projects are implemented
- A very unpredictable situation, which means needs can change quickly and geographic presence is often short or unsure.
- Communities in dire need are internally focused on their situation. They do not have the ability to open up their eyes for other contexts as the Netherlands, and understand their way of life
- The disaster context can affect the mental well-being of the people/children not allowing them to be occupied with communications.
- Communities in dire need might not have time, energy, literacy, willingness nor the capability to invest time in writing letters to sponsors. Without clear individual incentive people/children will not cooperate well.
- Personal linkage with a sponsor can raise unrealistic hopes among children. Also private sponsors could feel overly responsible for the care of a child in a disaster context.
- Communication between sponsors and vulnerable children can lead to an increase of data protection issues which can impact the dignity and integrity of the child.
- Communication lines are hard to establish in disaster response settings, outside of offices

Looking at the above context characteristics for DR and the sponsorship needs in the first chapter, the following **framework** is defined in which private fundraising models can be applied in a disaster relief context:

- Linking individual children/persons in a disaster context directly to individual sponsors in the Netherlands is discouraged, in line with the explanation above
- Help a Child needs to be very careful to 'do no harm' to children/persons, it should carefully consider any harmful negative side-effects of any sponsorship model

Area selection criteria for Private fundraising model in DR

Through applying a private fundraising model in Disaster Response HaC wants to continue the support for crisis affected populations beyond the initial disaster relief phase to further

enhance resilience thus enhancing their ability to provide for themselves and their families. The identified projects need to be in line with HaC theory of change with a focus on the improvement of the well-being of children. The interaction with the population will be focused on the empowerment of the population and meeting the basic needs of most vulnerable to allow graduation towards enhanced resilience. To allow good application of the new fundraising model in disaster response, the following area selection criteria are set (which all need to be met in selection):

- An area is selected based on other short term funding for relief, the private fundraising project is subsequently the 'next step' and allows continuation of the short term funding to longer term support. This means the area to be selected has been a HaC disaster response area before with short-term relief funding.
- At least the first year co-funding with other funds is provided, so that funds are shared and efficiently used (think of office, transport, staff)
- An area is selected where HaC or its implementing partners have a track record, know the people and have good relationships with governing structures.
- The selected geographical area is relatively stable, allowing regular interaction with the population. Refugee/IDP settings in camps or with refugees/IDPs living in host communities are seen as relatively stable as well, since families reside in these camps for many years on average.
- It must be possible to contribute towards increased resilience for a period of at least 1-3 years. A 1-3 years life-span is sufficient to contribute towards resilience of the population. Longer than 3 years is possible, but in a disaster situation it's hard to predict.
- It must be possible to implement a project in line with HaC's ToC. This means a community focused project contributing towards child well-being. For private fundraising models it's important that holistic child-wellbeing is achieved by contributing to improved livelihoods for food security and income, access to education, protection of children and empowerment (knowledge & skills) of children, youth and adults.

Content of the DR private fundraising project

In line with Help a Child's ToC a private funded project should first and foremost make impact on children, and improve their overall well-being. Community transformation is needed to support children to improve their well-being, as well as a focus on the parents/care givers of the children and the youth. Material support in combination with empowerment can be allowed for people to become resilient.

In line with the DR policy a Disaster Response project of Help a Child ideally consist of at least two of the three focus sectors;

- Food Security & Livelihoods
- Protection
- Emergency Education

Based on a thorough context analysis a project can choose the type of activities fitting the context out of the list below. Some example activities that could be part of a private funded project in Disaster Response are listed below as guidance, however this is not an exhaustive list. The needs and context might also require some other activities.

Target group	Activity	Sector	Objectives
Children	Provide children with scholastic materials & uniforms	Emergency Education	Primary School enrollment and retention
Children	School gardens and school feeding	Emergency Education and FSL	Improved nutrition and food security of children
Children	Safe school training for teachers and pupils, including Psychosocial Support	Emergency Education/ Protection	Safe environment for children at school
Children	Infrastructure support of schools	Emergency Education	Quality and access of primary education
Children	Protection services and Child Friendly Spaces	Protection	Improved protection and resilience of children
Youth	Youth SHGs/farmer groups	FSL	Improved FSL for youth and their families
Youth	Distribution of seeds/tools to support (agro-) economic activities	FSL	Start-up sets for youth to get economic activities started
Youth	Life skill training	Protection & FSL	Improved life skills for youth
Youth	Economic skills training such as business training, livelihoods grants, agricultural training, storage, irrigation, informal technical vocational training, business coaching	FSL	Improved business and entrepreneurial skills for youth, and more income
Youth	SGBV awareness, prevention and response	Protection	Improved prevention and response to SGBV survivors
Parents/Caregivers	Parenting courses	Protection	Increase knowledge and skills of parents in raising their children

Parents/Caregivers	Adult SHGs/farmer groups	FSL	Improved FSL for parents and their families
Parents/Caregivers	Distribution of seeds/tools to support (agro-) economic activities	FSL	Start-up sets for parents to get economic activities started
Parents/Caregivers	Economic skills training such as business training, livelihoods grants, agricultural training, storage, irrigation, informal technical vocational training, business coaching	FSL	Improved business and entrepreneurial skills for youth, and more income
Parents/Caregivers	Parent teacher associations (PTA), School Management Committees (SMC) training	Emergency Education	Quality and access of primary education
Parents/Caregivers + Community	School Mothers approach	Emergency Education	Improved school attendance and retention
Community	Teacher training	Emergency Education	Improved quality of education
Community	Setting up Community structures and associations, such as CLA and farmer associations	All	Strong community resilience and ownership
Community	Setting up and training Child Protection Committees (CPC)	Protection	Awareness, prevention and response to child abuse
Community	Social cohesion in the community (with IDPs and host communities for example)	Protection	Improved social cohesion
Community	DRR training and planning, joint risk assessments and training	FSL	Improved resilience and preparedness for crisis

Community	Lobby & Advocacy by the community (on for example basic need provision)	FSL/ Protection/ Emergency Education	Improved access to basic needs and protection
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Annex 3: Needs assessment and context analysis

Assessment of needs and context of affected communities is key: it is used to justify and target any proposed new project. In the annex the key aspects of a good needs assessment and context analysis is explained.

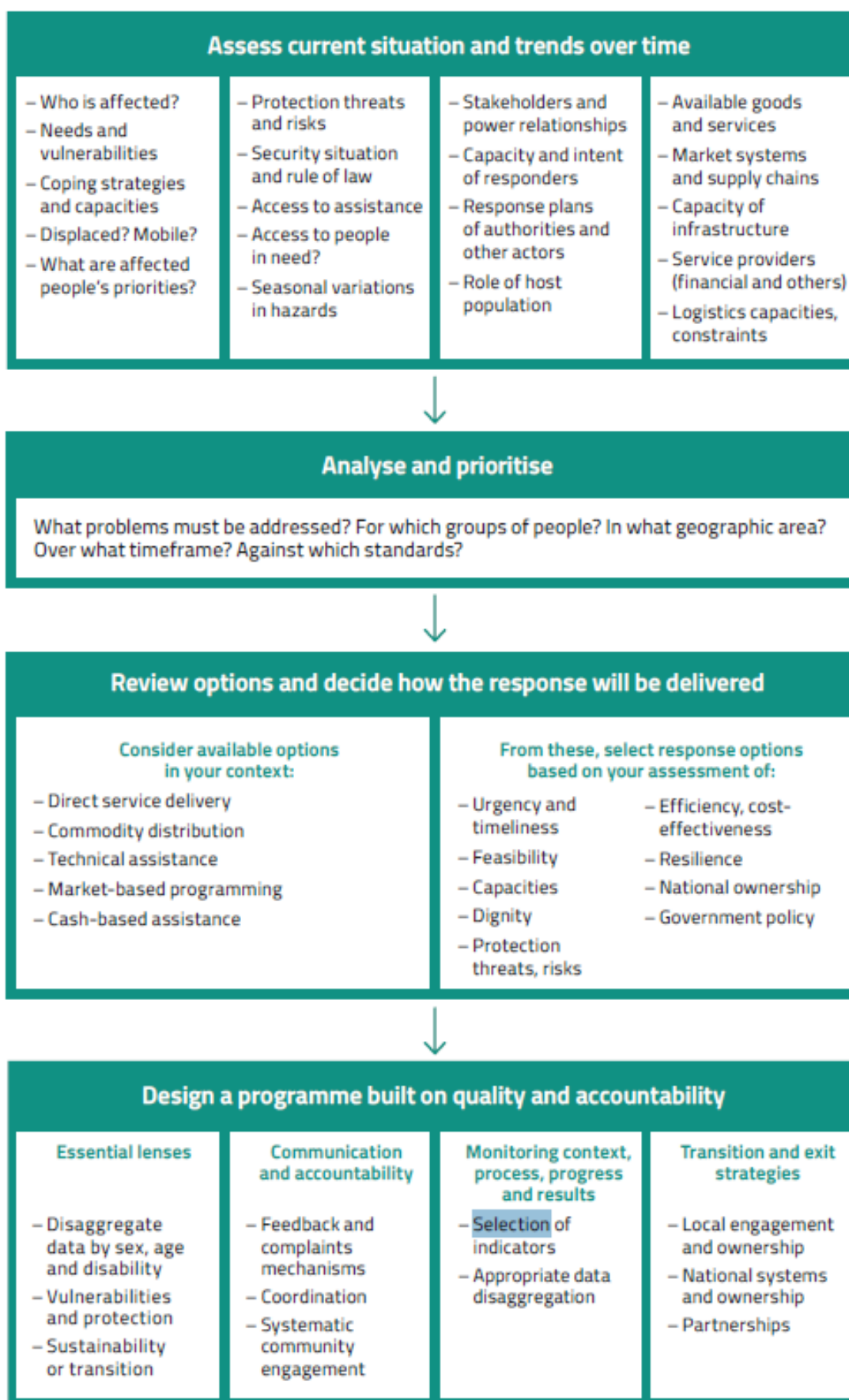
Points of attention for Needs assessments:

- The local HAC office and team gathers quantitative and qualitative data to determine response priority locations, sectors and stakeholders.
- In countries with OCHA presence all needs assessments and response projects will be coordinated with the relevant clusters and according to cluster guidelines. See <https://www.humanitarianresponse.info/en> for the cluster system contact details in your country.
- It is recommended to conduct joint-needs assessments, if possible: often these are initiated by the government or UN-clusters. This connects the local office to many other stakeholders and an opportunity to profile itself. Partners found through such a cluster or joint assessment can sometimes result in a partnership for further cooperation in the field or fundraising.
- Assessments should be well-prepared and multi-sectoral: coordinate with your team what information you will gather, for example on Food security status, Protection, Education
 - o see also the attached 2 template for questions about Food Security, Protection, Health, Non-Food Items and Shelter.
 - o The 2nd attachment includes questions on WASH and Nutrition.
 - o Select questions based on what you think is most needed/relevant, what time and security
- After assessment the data needs to be analyzed and made relevant for a potential proposal

Points of attention for Context Analysis:

- Mapping of all stakeholders that are influenced by the project:
 - o Direct beneficiaries
 - o Secondary beneficiaries
 - o Local authorities
 - o Businesses
- Physical/natural context: village/city lay out, agricultural lands, landscape, seasonal calendar, rainfall patterns.

- Cultural context: local culture, beliefs, practices, taboos.



Understanding context to apply the standards (Figure 1)

Annex 4: Beneficiary selection

Selection of beneficiaries is a key process in disaster response project. It is a sensitive topic in the communities of the project area and needs thorough preparation. It should be a community-based selection with involvement of all groups as much as possible.

This section is meant for selection of beneficiaries involved in bulk distributions, of e.g. FSL, WASH, Shelter/NFI, Health items. For other types of interventions, such as rehabilitation of boreholes, trainings, or rehabilitation of health facilities a context specific approach needs to be taken.

Key considerations:

- Beneficiaries should match vulnerability criteria outlined in the project proposal, usually based on donor guidelines (such as the DRA Minimum Standards).
- Usually the following vulnerabilities are taken into account:
 - Child headed households
 - households with people with disability
 - household with elderly people
 - households with pregnant and Lactating Women
 - households that hosted orphans
 - households with widows
 - households with widowers
 - households with sick people
- Involvement of stakeholders is very important to create a support base for the selection and reduce tension in the communities:
 - local authorities
 - community elders, leaders
 - if present: representatives of community based committees (e.g. from existing projects).
 - representation of women for 50% if this is possible
 - representation of youth and elderly

The selection process:

- First, the local HAC/partner team should get a good idea of the situation in the area and which communities are most affected. Together with official UN-cluster information this is needed as preparation for local consultations in the field.
- This should be followed by an in-depth needs, capacities and vulnerability assessment.

- Get the local authorities behind the project with visits and an official inception meeting. In the meeting explain the purpose and criteria of the project. Here, also the selection criteria are explained and discussed.
- The local authorities most often already indicate which communities in the area are most affected: this should be checked and matched with own assessment and observations to prevent favoritism.
- HAC's own assessment and explanation of project criteria usually is accepted by local authorities.
- Introduce the project to potential communities by a visit and an official inception meeting, taking into account the abovementioned involvement of stakeholders.
- If possible it is recommended to establish a community based selection committee, but with a HAC/partner representative in it as well to explain project conditions, give advice ensure stakeholder involvement.
- Let the selection committee choose which households will benefit from the project and put this on paper in the meeting.
- The selected households will receive a token of identification (or are identities are registered) for distributions.

Annex 5: Procurement

HaC's procurement policy can be found on Sharepoint:

<https://redeemkind.sharepoint.com/HAC%20Policies/Forms/AllItems.aspx?viewid=337e632c%2D4892%2Da034%2Dbefacdcc616&id=%2FHAC%20Policies%2FProcurement%20Policy>

Annex 6: Logistics

The following considerations need to be taken into account when large amount of items (e.g. food, agricultural tools, seeds, hygiene items) need to be transported from a supplier to the project area:

- Depending on the metric tons and price of needed transportation, program logistics can be part of the procurement process. Check this with the HAC NL Finance department.
- Often the supplier of items can arrange transport as well:
 - This can be a big advantage as this saves time and effort in finding a transport company
 - ensure this is checked and compared to quotations of other suppliers or transport companies
 - sometimes suppliers include the transportation price by increasing the price of the items to be purchased: make sure it is clear how much this is to be able to compare with other quotations
- Ensure you know where the items are coming from and what potential borders restrictions/fees are in place.
 - In many humanitarian settings items have to be purchased from abroad (e.g. in South Sudan many NGO's buy items from Uganda).
 - In case of conflict or diseases (such as cholera or COVID-19) Point of Entry may become limited or the process of entering may be delayed.
- Agree on a date of arrival in the project site: include this in the official contract.
- Ensure transportation costs are reflected in the project budget
- Ensure it is how many Metric Tons are transported: this allows you to ask more quickly for quotations from other companies.
- Take into account seasonal patterns such as rains and floods: this can affect access to the project area.
- Ensure the convoy/trucks are marked as a humanitarian transport: this can be done by putting a sticker on the truck. Many countries are less strict on border checking on humanitarian convoys. You can link with the UN logistics cluster if possible.
- Make sure all items are accounted for and signed off when loaded onto trucks and on unloading at the project site. Register type of items and quantities and store this information.
- Try to combine transports as much as possible with other NGO's or UN to increase visibility and safety.
- Inform the Logistics Cluster of the UN of your convoy for good coordination. Perhaps they will advise you to combine with others or offer (armed) protection.

- When multiple suppliers are needed (because of the variety of items) always aim to combine the transport into one convoy if this is possible.
- Ensure there is storage room for items to be unloaded at the project location, especially when the items will be distributed in several rounds on different dates.
- Ensure items can be stored safe at the project location: in terms of looting, fire and rain.
- Liaise with the UN-Logistics cluster and find out if:
 - items can be transported by air if needed e.g. because of flooding (usually free of charge).
 - HAC can become an official partner of Pipeline Arrangement of the local UN-Logistics Cluster.
- Ensure daily updates are given by the convoy to the project management.

Annex 7: Distribution

Distributions of humanitarian items are key moments of a project: finally, after assessment, procurement, transportation (and storage) now the items can be received by the ones in need.

Considerations before distributing items:

- because of high needs in the project locations, distributions can be tense and become chaotic if not prepared and managed well.
- often, the items represent a large percentage of the project budget and should be managed accordingly with great care and consideration.
- When done well, distributions can be a great tool for accountability, reports and good will with local populations, authorities and other stakeholders (such as transport companies).
- In procurement: think thoroughly about packaging as well: e.g. when distributing a hygiene kit: will the supplier deliver it already in e.g. boxes or buckets or will your team do this? Keep this in mind: packaging is recommended as this saves a lot of time for your own time and simplifies distributions.

The distribution itself.

- Preparation:
 - set a date, specific time and location: depending on supplier schedules and logistics and of course within project duration.
 - Communicate this date with the beneficiaries, local authorities and perhaps other stakeholders if needed.
 - Make sure the location and time is welcoming for women.
 - Make sure there is water and perhaps simple refreshments for vulnerable people that are waiting in line.
 - Ensure beneficiaries know what to expect beforehand, e.g. by providing information during selection or by an extra before the distribution date.
 - Ensure tables, chairs, IT-items, shirts, plastic tape and pawls are ready
 - discuss with your team the lay-out of the distribution site as well as roles and responsibilities
 - visit the distribution site one day before the date to ensure your team is familiar with the surroundings.
 - Only if needed, arrange (armed) guards for the distributions sites.
- The distribution itself:
 - Be there 2 hours before the set time to set up the perimeter.
 - invite representatives of the local authorities for accountability and report

- Create a clear distribution site with plastic (red and white) tape, bowls, desks, chairs for enumerators and beneficiaries who need to sit (elderly, PLW's).
- Make different zone: 1. Waiting area 2. distribution area 3. exit area.
- Many people will come the site: assign a team member that calls beneficiaries by name (with megaphone if needed).
- Allow 10-15 people in the waiting area at a time. Close off the waiting area with tape every time new people have been allowed to enter. Same for the Distribution area.
- Option: give these people a token or card so that the team members who give the items that the beneficiary really is eligible and did not sneak into the area.
- Involve the beneficiaries by giving 3-4 people a HAC jacket and cap and have them keep people in line.
- Ensure that the items are easily reachable or packaged in a box or bucket.
- Ensure several team members walk around are available to talk and answer questions.
- Ensure beneficiaries have a way to give feedback (e.g. by adding a small card with a phone number or (email-) address).
- Ensure there is capacity to talk to people who also want items but are not on the list: do not distribute anything to them but register their name and make sure there is some time to talk.
- Take stock of items after the beneficiaries have gone.
- Leave the distribution site in a clean and organized manner and ensure to thank stakeholder that enabled the distributions when needed.
- Ensure that feedback and lessons learnt given in previous distributions (Post Distribution Monitoring) is taken into account

Annex 8: FSL –quality criteria and type of interventions

Quality criteria of FSL interventions

- All FSL interventions are performed according to WFP guidelines that are shared in the FSL cluster in the given context. In case no cluster of WFP guidelines are available there may be government guidelines available at the line-ministries. The WFP guidelines prescribe types of food security intervention, quantity per household and time period, e.g. for a period of 2 months a bag of a certain amount of kg's of maize flour, pulses, cooking oil and salt is needed to sustain a household of 6 members.
- The WFP standards are based on the Food Consumption Score and is determined by the WFP itself, often with the help of partners, The Food Consumption Score (FCS) is a more complex indicator of a household's food security status, as it considers not only dietary diversity and food frequency but also the relative nutritional importance of different food groups (on the other hand, its use of relatively long, 7 days recall period, might make the data less precise)
- Often, donors require an FSL before another intervention is approved, e.g. : FSL (as a sector) needs to be addressed in your target area (either by your own NGO, another SSJR partner or external partners) in order to program in the sector WASH, Protection, Health, or Multi-Purpose Cash (MPC).
- Additional quality aspects regarding FSL interventions include:
 - Unconditional cash and conditional cash modalities are recommended, unless justified when not feasible or appropriate (based on proper feasibility and market assessments)
 - When and where possible, instead of seed distributions, seed fairs are advisable from a sustainability and resilience point of view, as local seeds are more adaptable to the local context and wishes from the community.
 - Seed germination tests to be included and in collaboration with line ministries.
 - The timing of seed distributions should be considered carefully: prior to the start of the rainy season
 - All distribution activities need to be followed by Post Distribution Monitoring
 - Resilience approach to be included within emergency programs, considering especially the multi-year funding committed to the SSJR: strengthened focus on transition from humanitarian assistance to resilience-based programming through VSLA activities as such (or similar resilience-focused groups) are encouraged while organizations are responsible to acquire the necessary capacity to do so.
 - Any agricultural activities including livestock should be accompanied with training and vaccinations.
 - Special consideration for GBV integration

- WFP- and FSL cluster guidelines are line with SPHERE standard 6 on Food assistance. HaC also adheres to this standard (see page 197-210 on the SPHERE manual) which covers:
 - General nutrition guidelines
 - Food quality, appropriateness and acceptability
 - Targeting, distribution and delivery
 - Food use (storage and preparation)

Type of FSL interventions

Short-term: life-saving food aid

- Provision of food items: this is usually based on WFP guidelines that are shared in the UNOCHA FSL-cluster. If there is no cluster system available, this depends on the local context and preferences. It usually contains an amount of flower, beans, salt and oil.
 - Requires availability of good roads and/or contact with the UN logistics cluster
 - Requires a significant budget for transportation, storage and distribution
- Provision of seeds and tools: this is a suitable modality to move away from direct food item provision and can add a longer-term resilience component to any response program
 - Typical kits consist of some kg's of several types of seeds (e.g. maize, sorghum, groundnuts) and tools like a hoe/ maloda.
 - Seeds and tools provision is always combined with agricultural training
 - Whether seeds and tools are appropriate in an immediate disaster response depends on the local timing of the dry and wet season, as well as the used seasonal calendar.
- In line with Help a Child child-centred way of working it is possible to engage in Children and Mother Supplementary Food Programs and awareness and School Feeding Programs.
- Household level/communal FSL interventions: kitchen gardens.
 - These are plots of 6-20 square meters on household level where crops are grown
 - On communal level these can be up to 700 square meters
 - This modality can be used to supplement food rations of UN-agencies, or even independently if larger/more plots are available
 - Seeds, tools and water availability are key resources for this modality
- Cash: in locations where there is a local market with diversity of suppliers and supply of goods, cash is a great modality to increase ownership and dignity of the beneficiaries and to stimulate the local economy.
 - Help a Child prefers to engage in multi-purpose cash-grants: this means the provided cash can be used for either, food, medicines, shelter materials or other items that are in need. This helps households to address their own priority needs.

- Help a Child prefers to engage in unconditional cash-grants: the grant is based on need established by needs assessments and not dependent on a certain requirement (e.g. to attend certain trainings or undertake work).
- Depending on the local context funds can be provided in cash, digital form and vouchers.
- Coordination with other actors and the FSL cluster (or sometime sub-cluster in Cash in UNOCHA) is of key importance to avoid discrepancies between agencies and populations.
- Market prices, shops and supply lines are studied before a cash programme is started.

Medium Term: Rebuilding of livelihood assets

- Agricultural training: this is a more extended version of the training provided in the short-term interventions, including more training on soil-health, fertility and integration of different types of crops.
- Self-Help-Groups (SHG): these groups can be started when there is relative stability and provides a suitable way of communities to become entrepreneurial again and save money on agreed purposes. SHG are a way of linking disaster response with Disaster Risk Reduction. Please refer to the SHG manual for the Help a Child's methodology for SHG's.
- Small livestock: keeping small animals can be a way of earning a steady income from their products, e.g. honey from bees, milk from goats, eggs from chicken). Help a Child engages in provision of small livestock like rabbits, Guinee pigs, etc. when the need is clear and enough enthusiastic community members express a desire to work with this modality. Market supply and demand for these products are studied carefully beforehand

Longer-term: Resilience

- Agricultural Vocational Education and Training (with selective link to TVET): this is conducted in the Integrated Sustainable Farming Approach (PIP) of Help a Child, please refer to the manual for this. PIP includes the following principles to this end: integration of optimal livestock and crop types and innovative agricultural technology for sustainable farming for household consumption and income.
- Farmer Groups : training in innovative sustainable land use planning with integrated farming for food security and market requirements
- Life Skills like decision-making, problem-solving, creative and critical thinking, communication and interpersonal skills, self-awareness and empathy, assertiveness and resilience and coping with emotions and coping with stress.

- Link to markets: Farmers and Farmer groups will linked to (local) markets to sell their produce, thereby generating income and establishing longer term trade relations. This includes;
 - Business skill development
 - Market chain identification
 - Bulk production
- Community Based Disaster Risk Reduction: based on elements of Participatory Assessment of Disaster Risk (Roots 9, Tear, available [here](#)). The purpose of the tool is to enable a community to assess the factors that contribute to the size and scale of any potential disaster and to develop a locally owned plan to address those factors and reduce the risk of disaster. It is essentially a community-empowering process, helping people to understand cause-effect relationships and to realize their own capacities to reduce risks. It also enables them to identify and challenge the social, political and economic structures which contribute to their vulnerability. Such activities may be set within existing development projects. PADR addresses community vulnerabilities and capacities by facilitating a process in which the community itself identifies main risks, underlying and immediate causes, makes a community level risk management plan and a contingency plan.

Annex 9: Output Indicators

These indicators are ECHO indicators adopted by Help a Child to measure the outputs of the Help a Child Disaster Response projects.

Subtheme	KRI code (subtheme/result)	Key Result Indicators (KRI) – ECHO	KRI code (indicator)
Food security and livelihoods			
Short-term livelihood support	FSC-R1	Number of people provided with resources to protect and start rebuilding livelihood assets	<u>FSC-I1</u>
Availability of, access to and consumption of food	FSC-R2	Number of people enabled to meet their basic food needs	<u>FSC-I2</u>
WASH			
Hygiene promotion	WSH-R1	Number of people having regular access to soap to meet hygienic needs	<u>WSH-I1</u>
Excreta disposal	WSH-R2	Number of people having access to dignified, safe, clean and functional excreta disposal facilities	<u>WSH-I2</u>
Drainage	WSH-R3	Number of people living in settlements with a functional drainage network	<u>WSH-I3</u>
Water supply	WSH-R4	Number of people having access to sufficient and safe water for domestic use	<u>WSH-I4</u>
Solid waste management	WSH-R5	Number of people living in settlements with a functional solid waste management system	<u>WSH-I5</u>

Hygiene promotion (Awareness)	WSH-R6	Number of people reached with hygiene promotion/awareness raising activities	<u>WSH-I6</u>
Health			
Health infrastructure rehabilitation	HEA-R1	Number of health facilities rehabilitated	<u>HEA-I1</u>
Mental and psychosocial support	HEA-R2	Number of mental health consultations	<u>HEA-I2</u>
Reproductive health	HEA-R3	Number of live births attended by skilled health personnel	<u>HEA-I3</u>
Epidemics	HEA-R4	Number of outbreak alerts responded to	<u>HEA-I4</u>
Primary health	HEA-R5	Number of primary health care consultations	<u>HEA-I5</u>
Secondary health	HEA-R6	Number of hospitalisations	<u>HEA-I6</u>
Community outreach (Health sector)	HEA-R7	Number of children who received community based treatment for malaria, diarrhoea and/or acute respiratory infections	<u>HEA-I7</u>
Gender based violence (Medical response)	HEA-R8	Number of SGBV victims receiving assistance in less than 72 hours	<u>HEA-I8</u>
Nutrition			
Nutrition surveys and surveillance	NUT-R1	Number of SMART, coverage, NCA <u>or other surveys</u> implemented	<u>NUT-I1</u>
Treatment of under nutrition	NUT-R2	Number of children under 5 admitted for treatment of Severe or Moderate Acute Malnutrition	<u>NUT-I2</u>
Capacity building (Nutrition)	NUT-R3	Number of health facilities where nutrition	<u>NUT-I3</u>

		programmes are implemented	
<i>Treatment of under nutrition for pregnant/lactating women (PLW)</i>	<i>NUT-R4</i>	<i>Number of pregnant/lactating women (PLWs) admitted for treatment of Severe or Moderate Acute Malnutrition</i>	<u>NUT-I4</u>
<i>Screening of under/malnutrition</i>	<i>NUT-R5</i>	<i>Number of people screened for under nutrition</i>	<u>NUT-I5</u>
Shelter and settlements			
Individual household shelter	SHL-R1	Number of people having access to basic, safe and dignified shelters solutions	<u>SHL-I1</u>
Camps and collective centres	SHL-R2	Number of people in displacement sites with functional coordination and management mechanisms	<u>SHL-I2</u>
Settlements (Site selection, planning and development)	SHL-R3	Number of people with unhindered access to and living in secure settlements	<u>SHL-I3</u>
<i>Non-food items</i>	<i>SHL-R4</i>	<i>Number of people provided with non-food items (other than hygiene/dignity kits)</i>	<u>SHL-I4</u>
Education in emergencies			
Formal education	EDU-R1	Number of boys and girls that access safe, quality learning opportunities (formal education)	<u>EDU-I1</u>

Non-formal education	EDU-R2	Number of boys and girls that access safe, quality learning opportunities (non-formal education)	<u>EDU-I2</u>
Safe and accessible learning environments	EDU-R3	Number of learning spaces/schools set up or rehabilitated and equipped to meet standards	<u>EDU-I3</u>
Capacity Building (Education)	EDU-R4	Number of teachers and other education personnel trained	<u>EDU-I4</u>
Protection			
Prevention and response to violence	PRO-R1	Number of persons reached by the implementation of specific prevention measures	<u>PRO-I1</u>
Prevention and response to violence	PRO-R2	Number of persons who receive an appropriate response	<u>PRO-I2</u>
Housing, land and property rights	PRO-R3	Number of persons who receive information on relevant rights, legal aid and documentation AND/OR support to alternative housing	<u>PRO-I3</u>
Protection information management and monitoring	PRO-R4	Number of protection information management (PIM) products enabling evidence-informed action for quality protection outcomes produced	<u>PRO-I4</u>

Protection information dissemination	PRO-R5	Number of persons with increased/appropriate information on relevant rights and/or entitlements	<u>PRO-I5</u>
Capacity building (Protection)	PRO-R6	Number of participants showing an increased knowledge on the protection subject in focus	<u>PRO-I6</u>
Child soldiers / Children Associated with Armed Forces and Armed Groups (CAAC)	PRO-R7	Number of concrete strategies to prevent, report and/or respond to child recruitment at individual, community and/or national level	<u>PRO-I7</u>
Support to separated/unaccompanied children	PRO-R8	Number of unaccompanied and/or separated children who are reunited with their caregivers OR in appropriate protective care arrangements based on BIA	<u>PRO-I8</u>
Detention	PRO-R9	Number of persons who have received detention visits by the end of the project	<u>PRO-I9</u>
Protection advocacy	PRO-R10	Number of advocacy products produced and disseminated AND/OR number of meetings/events held	<u>PRO-I10</u>
Gender based violence (Prevention, response, other)	PRO-R11	Number of persons reached by the implementation of specific GBV prevention measures	<u>PRO-I11</u>

Gender based violence (Prevention, response, other)	PRO-R12	Number of survivors who receive an appropriate response to GBV	<u>PRO-I12</u>
Documentation, status and protection of individuals	PRO-R13	Number of persons who obtain appropriate documentation/legal status	<u>PRO-I13</u>
Tracing and reunification	PRO-R14	Number of persons separated from their family who have re- established and maintained contacts AND/OR have been reunified with their families	<u>PRO-I14</u>
<i>Child Protection</i>	<i>PRO-R15</i>	<i>Number of children that received support specified to their needs</i>	<u>PRO-I15</u>
<i>Multi-purpose Cash</i> Under this indicator, please report: <ul style="list-style-type: none"> - Unconditional and unrestricted cash - Conditional and unrestricted cash - Restricted cash (either unconditional or conditional) should be reported under the specific sector 			
<i>Unconditional and unrestricted cash</i>	<i>CSH-R1</i>	<i>Number of people benefitting from unconditional and unrestricted cash transfers</i>	<u>CSH-I1</u>
<i>Conditional and unrestricted cash</i>	<i>CSH-R2</i>	<i>Number of people benefitting from conditional and unrestricted cash transfers</i>	<u>CSH-I2</u>

Localization			
<i>National and local actors</i>	<i>LOC-R1</i>	<i>% of budget that went to national and local actors</i>	<u>LOC-I1</u>
<i>Capacity Building (localisation)</i>	<i>LOC-R2</i>	<i>% of budget spent on capacity building of national and local actors</i>	<u>LOC-I2</u>
<i>Capacity Building (reach)</i>	<i>LOC-R3</i>	<i>Number of national and local actors supported with capacity-building</i>	<u>LOC-I3</u>
Accountability			
Participation	ACC-R1	Number of crisis-affected people who are also involved in the design, implementation, monitoring and/or evaluation of the programme	<u>ACC-I1</u>
Adaptations to JR	ACC-R2	Number of adaptations in the design and/or implementation of the JR, as a result of the input from beneficiaries.	<u>ACC-I2</u>
Disaster Risk Reduction / Disaster Preparedness			
Community and local level action	DRR-R1	Number of people participating in interventions that enhance their capacity to face shocks and stresses	<u>DRR-I1</u>
Information, communication and public awareness	DRR-R2	Number of people reached through Information, Education and Communication on DRR	<u>DRR-I2</u>
Hazard, risk analysis and early warning	DRR-R3	Number of people covered by a functional early warning system	<u>DRR-I3</u>

Contingency planning and preparedness for response	DRR-R4	Number of people covered by early action/ contingency plans	<u>DRR-I4</u>
Protection of livelihoods, assets and critical facilities	DRR-R5	Number of community small-scale infrastructures and facilities built or protected	<u>DRR-I5</u>
Protection of livelihoods, assets and critical facilities	DRR-R6	Number of people whose livelihoods and assets are protected from shocks and stresses	<u>DRR-I6</u>