

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 lives of poor families is much higher than on 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 external support 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 countries where Help a Child is active have become fragile due to conflicts or drought. 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. 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 vulnerabilities caused by gender such as girls and pregnant and lactating mothers. 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. Parents, and especially 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.

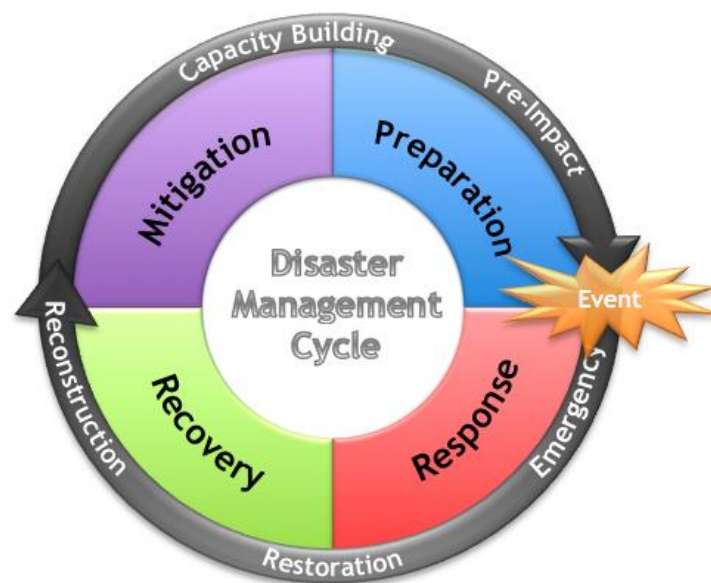
Content of this Disaster Response policy

In this document first 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 can 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>

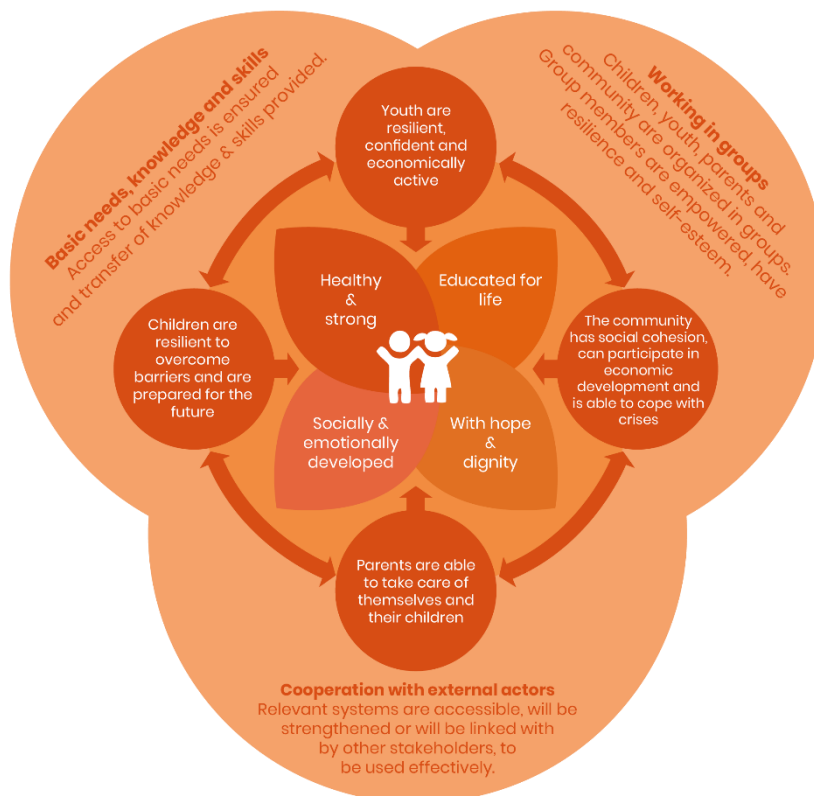
2. Strategy and focus of Help a Child

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 humanitarian aid 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.



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 within the countries Help a Child is working 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 and Emergency Education**. Help a Child can also decide to 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

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**. Help a Child can also decide to 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.

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

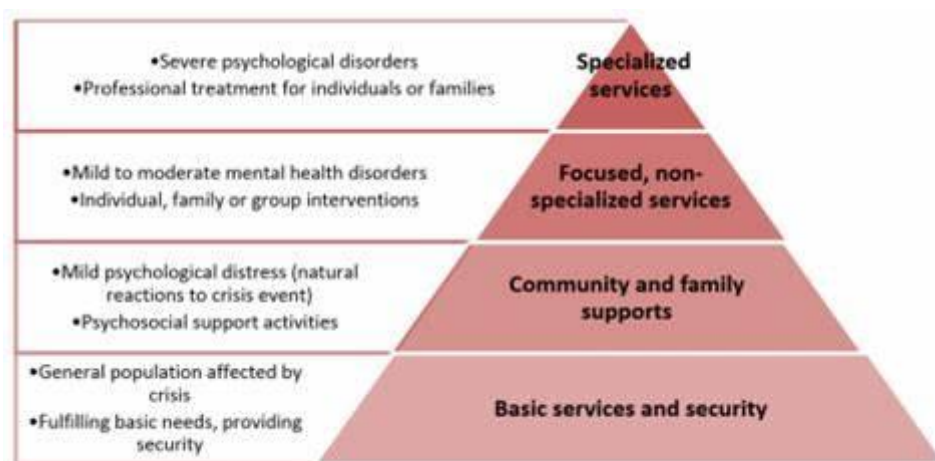
a. Food Security and Livelihoods

Also, in a disaster setting we want to assist children directly in access to nutritious and diversified food or enable their parents to have access to finances so parents can provide for the basic needs of their children. And thirdly to assist the wider community where the child lives in. In the UNOCHA system, food security interventions are combined with income generating activities in the sector of Food Security and Livelihoods (FSL). Most other donors adhere to this categorization. As Help a Child we distinguish two main situations, namely humanitarian aid for acute needs within the FSL sector and the recovery period that works on restoring the livelihoods of affected families and increasing their resilience. The specific approaches to use under Food Security and Livelihoods (FSL) can be found in the general FSL policy. [Food Security livelihoods policy FINAL August 2025.docx](#)

b. Protection

When talking about Protection, 2 main areas are important: Child protection and GBV. Under the UN regulations, these are both working groups in the Protection sector. As Help a Child, we want to make sure that the protection of children is at the heart of our response and thus we focus mainly on Child protection. However, GBV is part of the intervention under Family Strengthening, which is explained in the next chapter.

Our aim is to make sure that the rights of children are understood, safeguarded and upheld. Central to our child protection programming is a socio-ecological approach with several layers of responsibility, called the Rings of Responsibility. This means that we see children as active participants in the protection and well-being of themselves and their peers, we see parents/families as the first protective layer around the child, then the community which in turn is influenced by the wider society. Our Child Protection Activities therefore focus on four key areas: Community-based child protection, Family strengthening, Sensitization and training of children on child protection and Resilience strengthening. Within our Child Protection programming we use the same three strategies as in our overall Theory of Change to achieve the envisioned impact, namely: transfer of knowledge and skills, working in groups, and cooperation with external actors and systems. More information on the Child Protection approach of Help a Child can be found in the Child Protection Guidelines: [Child Protection – Partner Portal Help a Child](#)



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

Protection

Child Protection

- Child Protection Mainstreaming
- Community-Based Child Protection
- Case Management
- Child Friendly Spaces

Family Strengthening

- Mental Health and Psycho-Social Support
- Parental Support
- Responding to Sexual and Gender Based Violence

c. Emergency education

Schools can function as key resilience factor by: offering a safe and structured environment, supporting peer relationships, promotion of competencies and a sense of achievement and hope. In times of emergencies, education is often interrupted. Help a Child has experience in the establishment of Child Friendly Spaces, school management- and teacher training and psycho-social school-based interventions. Specific focus area of Help a Child within emergency education is Early Childhood Education. The early years are crucial to children's brain development and provide the basis for social-emotional development, attachment, educational achievement, lifelong health and economic productivity. To provide this good start for children, Help a Child has set Early Childhood Development (ECD) as one of its thematic focus areas. More information on Early Childhood Education is provided in the ECD Guidelines: [Early Childhood Development - Partner Portal Help a Child](#)

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 wants 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 Conduct⁷ 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.

Figure: CHS commitments

⁷ <https://www.icrc.org/en/doc/resources/documents/publication/pi067.htm>



Through conducting audits 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.

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.
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,	For good practice regarding Do No Harm there is an extensive Integrity & PSEAH Policy that builds on Sphere Protection Principles. Focal persons are trained in these procedures and principles.

The Nine Commitments: Communities and people affected by crisis:		Help a Child's DR approach to a specific commitment:
	resilient and less at-risk as a result of humanitarian action.	
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 effectively, efficiently and ethically.	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 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 female and male participation, taking the local context into account

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 & PSEAH 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.
- Provide easily understandable, context and target group specific information to project participants about the organization, project, activities, code of conduct, complaint and feedback mechanisms and other relevant information.

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 an 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>

PSEAH 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, Abuse and Harassment (PSEAH)

PSEAH 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, Abuse and Harassment (PSEAH). PSEAH is included in the [Help a Child Integrity & PSEAH Policy](#), a policy which all staff must sign. This [Integrity & PSEAH 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, abuse and harassment.

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 Harassment⁸:

- 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.
- 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"⁹.

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 PSEAH messages to communities where programs are implemented so that everyone knows what behaviors

⁸ 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.

⁹ IASC Champions on Sexual Exploitation, Abuse and Harassment, PROTECTION FROM AND RESPONSE TO SEXUAL EXPLOITATION AND ABUSE AND SEXUAL HARASSMENT, November 2018

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 PSEAH 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.

PSEAH 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, and the Integrity Response Team, which includes the Integrity Coordinator. In case of a concern of improper or unfair treatment or any other integrity & PSEAH issue at the workplace, employees can contact a designated counselor. Specific child safeguarding policies are in place to explicitly protect children.

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 weblink¹⁰.

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 pays attention to possible unintended negative effects in the areas of:

¹⁰ Humanity Inclusion, Incorporating the principle of "Do No Harm", 2018

- a. people's safety, security, dignity and rights;
- b. sexual exploitation, abuse and harassment by staff;
- c. culture, gender, and social and political relationships;
- d. livelihoods;
- e. the local economy;
- f. the environment;
- g. backlash effects
- h. conflict effects

Attention for unintended negative effects is included in all stages of the project management cycle from needs assessment, program design, monitoring and reporting evaluation and feedback mechanisms.

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 & PSEAH Policy](#). Staff is aware of

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

their responsibility to prevent harm and to report any abuse they suspect or witness, whether within their own organization or outside.

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.”¹¹ The [Help a Child Safeguarding Policy](#), which is part of the *Integrity & PSEAH framework*, explicitly protects children from exploitation, abuse and harassment. Staff learns about this policy when they start working for Help a Child. There are regular (bi-annual) discussions about Integrity dilemma’s in all the teams

While it is important to protect children from harm caused by humanitarian actors, it is as important to protect children from any harm, no matter who is the perpetrator. Therefore, setting up community child protection systems, next to all childsafeguarding measures from organisations, is key to protecting children from harm.

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.¹² It also is a direct threat to the realization of the sustainable development goals of the UN¹³, I which goal 13 is specially focused on climate action.

The effects of climate change on developing countries¹⁴:

- 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
- Higher flood risks during the monsoon season in South East Asia and the Indian subcontinent

¹¹ https://www.unicef.org/csr/files/UNICEF_ChildSafeguardingToolkit_FINALPDF p 4

¹² Preventionweb, Risk Drivers – climate change, 2015: <https://www.preventionweb.net/risk/climate-change>

¹³ Sustainable development goals knwoledge platform, Climate Change, 2016. <https://sustainabledevelopment.un.org/?menu=197>

¹⁴ 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.

- 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.¹⁵ 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 programs¹⁶. 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).
- Families and communities will be encouraged to use fuel-efficient or –when possible– non-carbon fuels for cooking and heating.

¹⁵ 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>

¹⁶ Identifying opportunities for climate-smart agriculture investments in Africa, FAO 2012,
<http://www.fao.org/3/an112e/an112e00.pdf>

- 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 [Disaster Risk Reduction - Partner Portal Help a Child](#)

Environmental impact

Help a Child recognizes that its own interventions may also have a negative impact on the environment and climate. Incorporating care for the environment and climate within humanitarian aid initiatives is imperative for sustainable development and long-term resilience. Our policy aims to integrate environmental considerations into all phases of humanitarian response, from assessment and planning to implementation and evaluation. This involves promoting environmentally-friendly practices in resource management, such as using renewable energy sources, minimizing waste generation and proper waste disposal. Furthermore, we commit to supporting communities in building climate resilience and adapting to environmental challenges through capacity strengthening and awareness programs. Besides that Help a Child needs assessments and proposal development processes will incorporate analyses of the environmental and climate related effects of proposed interventions and mitigation measures will put in place. By prioritizing environmental sustainability in humanitarian aid efforts, we not only mitigate the immediate impact of crises but also contribute to the preservation of ecosystems and the well-being of future generations.

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.

6. 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.

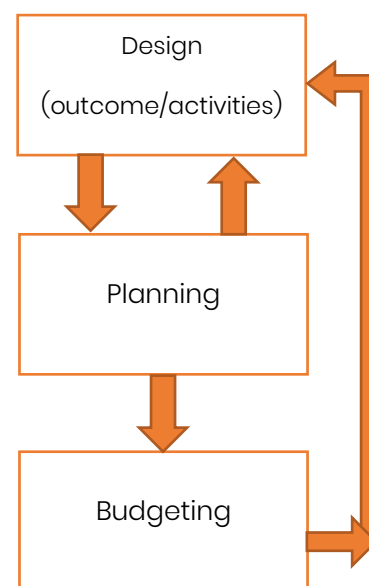
Design, planning, budgeting and monitoring

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
- Activities do not reinforce or contribute to any harmful social (gender) norms and ideally aim to change these norms.
- 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, Accountability and Learning (PMEAL)

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, Accountability and Learning (PMEAL) 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 PMEAL is crucial to ensure high quality interventions according to sectoral quality standards.

PMEAL 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. [Community Based Complaints and Feedback Mechanism \(CBCFM\) – Partner Portal Help a Child](#)

Monitoring of Indicators (Logframes)

Help a Child works with several donors having their own approach towards PMEAL. 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' 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 here¹⁷.

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.

¹⁷<https://redeenkind.sharepoint.com/HAC%20Policies/Forms/AllItems.aspx?viewid=337e632c%2Dec19%2D4892%2Da034%2D1befacdcc616&id=%2FHAC%20Policies%2FProcurement%20Policy>

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:

- 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. Help a Child's partnership policy can be found here: [Partnership – Partner Portal Help a Child](#)

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 & PSEAH policy and code of conduct in place or follow the Help a Child policies.

7. 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.

8. 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:

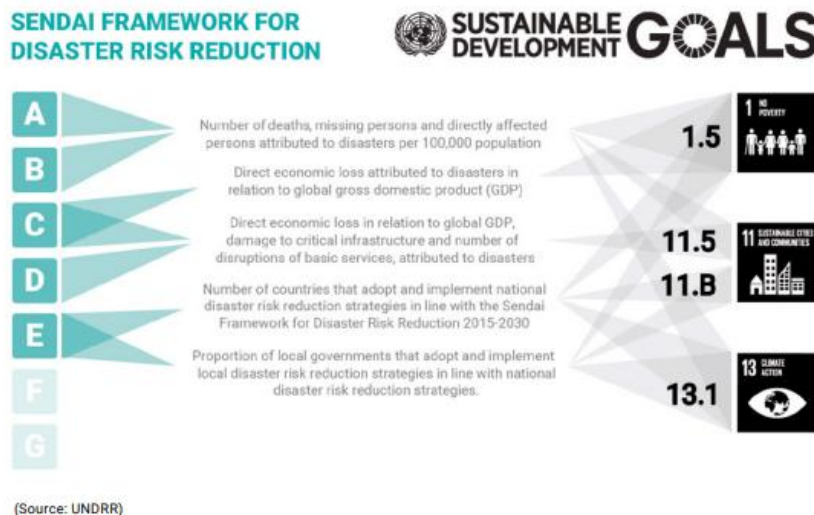
- DRR ensures:
 - that HAC 7-8 year CCCD programs are risk informed and disaster smart.
 - communities are prepared for disasters and able to recover in case disaster impact is unavoidable
- $$\text{Disaster Risk} = \text{Hazard} \times \frac{\text{Vulnerabilities}}{\text{Capacities}}.$$
- Though Disaster 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.

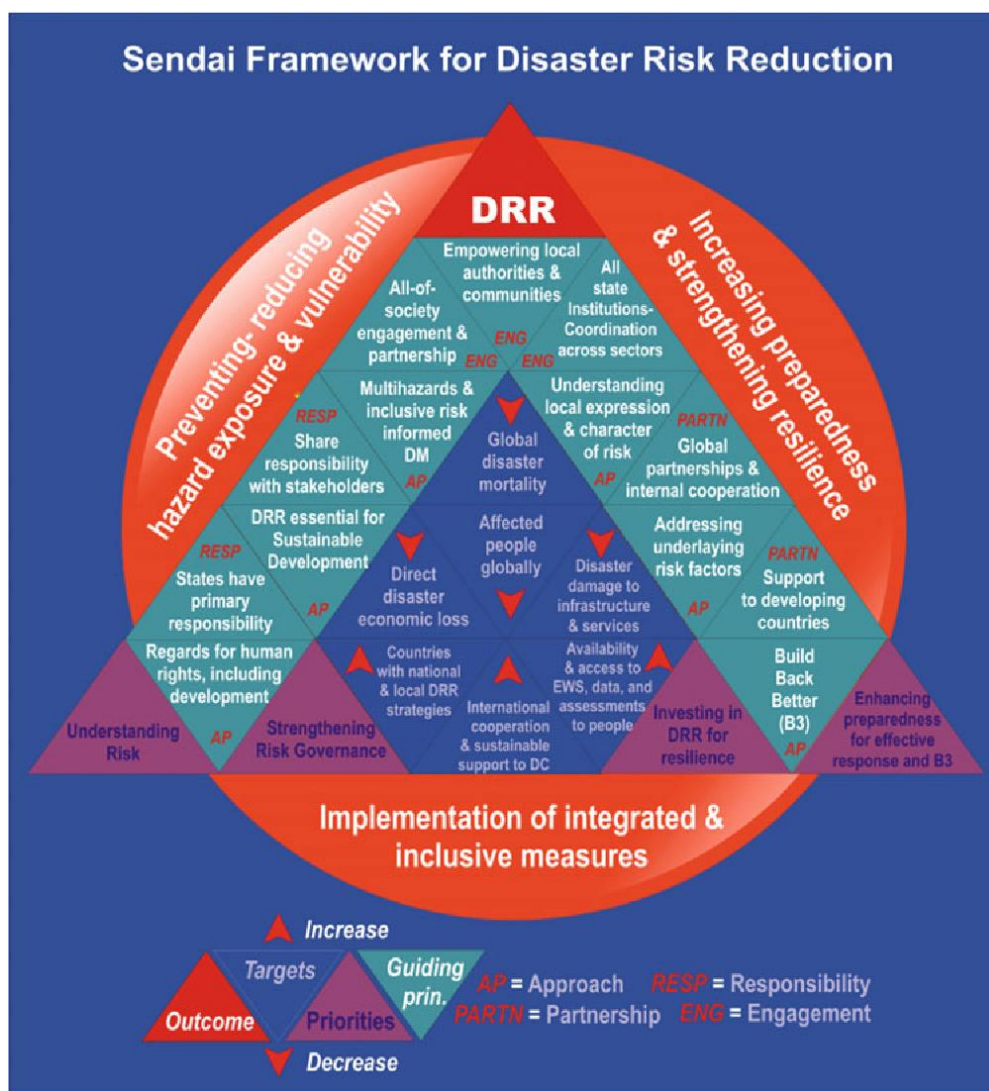


Figure above: The UNISDR 2015–2030 Sendai Framework for DRR

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. Efforts should be made to identify existing community preparedness plans and these community preparedness plans should inform project and activity design. 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.

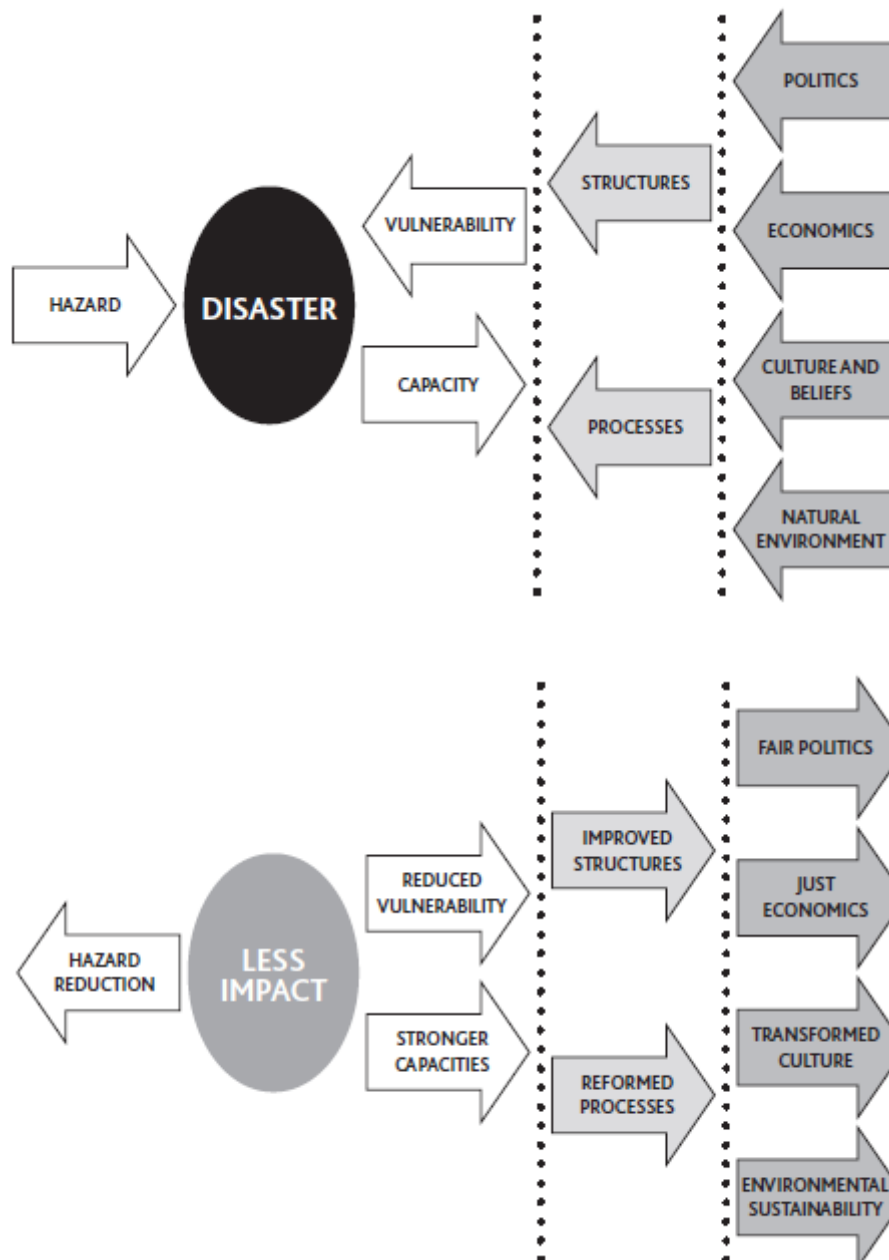


Figure above: Pressure and release of disaster causes (adapted from Roots 9, Tearfund 2011)

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 risks 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 (whatever group structure we use, like parenting, SHG, farmer 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.

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. Help a Child integrates DRR in its Disaster Response activities to minimize the risks and hazards communities face. In order to identify such risk and hazards and guide activities existing community preparedness plans should be taken into account and efforts should be made to identify such existing plans during needs assessment. DRR indicators should be included in program design where relevant (see page 87).

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 & PSEAH policy in place or willing to conform to the Help a Child integrity & PSEAH 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: Needs assessment and context analysis

Assessment of needs and context of affected communities is key. Without having a clear insight in the needs and context of the specific area, projects cannot be expected to reach impact. Needs assessments are needed as one of the first steps to determine what you will do, who you will target and the scope of the project. In this annex the key aspects of a good needs assessment and context analysis are listed:

Requirements for good needs assessments:

- The local HAC office and team gather quantitative and qualitative data to determine the response priority locations, sectors and stakeholders.
- Ideally there is a good context analysis on national and local level available, that feeds into a project-level needs assessment.
- 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 is 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 etc.
- After assessment the data needs to be analyzed and made relevant for a potential proposal. Attention should be paid to the guidelines of each donor to present the required information. Consider using visuals to represent data in an appealing way. The M&E experts from HQ can support with this upon request.
- Needs assessments should include information from existing community preparedness plans and assessments
- Needs assessments should also map and analyze risks and hazards in the targeted communities and where possible and relevant include DRR activities.
- Unintended negative effects of planned interventions should also be assessed to ensure a do no harm approach. Attention should be paid to possible unintended negative effects in the areas of:
 - a. people's safety, security, dignity and rights;
 - b. sexual exploitation, abuse and harassment by staff;
 - c. culture, gender, and social and political relationships;
 - d. livelihoods;

- e. the local economy; and
- f. the environment.
- 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.
- Governmental frameworks; which laws, legal procedures and national plans are in place linked to our project intervention?

Help a Child deliberately does not have its own mandatory needs assessment or context analyses manual and formats as we believe in a context specific and flexible approach that fits the specific country, program, target group and/or donor. However, to provide some additional guidance, examples of good needs assessment manuals can be found below:

MIRA from UNHCR- https://reliefweb.int/attachments/967a6d82-0aa7-3963-8259-cfc6dea543ca/mira_2015_final%20%281%29.pdf

MIRA framework - https://reliefweb.int/attachments/feb0ab65-edb9-45ae-83b8-445d9f89a87d/mira_framework.pdf

Basic Needs Assessment (BNA) from OCHA - <https://www.unocha.org/attachments/3e7bclc2-577e-393a-b49a-6d005b036d88/basic-needs-assessment-how-to.pdf>

Framework included in Guide.

Annex 3: 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 4: Procurement

HaC's procurement policy can be found on Sharepoint:

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

Annex 5: 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 6: 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 7: 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 or other surveys 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><i>PRO-I15</i></u>
<i>Multi-purpose Cash</i> Under this indicator, please report: - 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><i>CSH-I1</i></u>
<i>Conditional and unrestricted cash</i>	<i>CSH-R2</i>	<i>Number of people benefitting from conditional and unrestricted cash transfers</i>	<u><i>CSH-I2</i></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>