DISASTERS&EMERGENCIES
EMERGENCIES
PREPAREDNESS PROGRAMME

LEARNING
REPORT 2016

ACTION AGAINST HUNGER

START NETWORK

UKaid
from the British people

CDAC NETWORK
communicating with disaster affected communities

DISASTERS & EMERGENCIES
PREPAREDNESS PROGRAMME

The **Disasters and Emergencies Preparedness Programme** uses collective networks to improve the quality and speed of humanitarian response in countries at risk of natural disaster or conflict related humanitarian emergencies.

JORDAN

BANGLADESH

PAKISTAN

SOUTH SUDAN

ETHIOPIA

DRC

KENYA

PHILIPPINES

MOZAMBIQUE

MYANMAR

Amount	Project
£500,000	PUBLIC HEALTH EMERGENCIES PREPAREDNESS IN GAMBELLA
£784,256	IMPROVED EARLY WARNING - EARLY ACTION ETHIOPIA
£954,698	STRENGTHENING EMERGENCY PREPAREDNESS SYSTEMS IN MYANMAR
£675,000	URBAN EARLY WARNING, EARLY ACTION
£3,343,375	THE LEARNING PROJECT
£1,655,920	FINANCIAL ENABLERS
£3,000,000	BETTER DIALOGUE, BETTER INFORMATION, BETTER ACTION
£4,876,636	SHIFTING THE POWER
£5,985,087	TALENT DEVELOPMENT
£2,482,824	TRANSFORMING SURGE CAPACITY
£804,634	PROTECTION IN PRACTICE
£1,987,000	ALERT
£1,043,673	AGE & DISABILITY CAPACITY PROGRAMME (ADCAP)
£978,987	LINKING PREPAREDNESS, RESPONSE AND RESILIENCE

£40 MILLION FUND

3-YEAR PROGRAMME

14 PROJECTS

10 COUNTRIES

45 ORGANISATIONS

FOREWORD ....

We are seeing an increase in humanitarian disasters which are growing more complex and severe every year. While this can devastate a community, countries that are prepared to respond can reduce the impact of disasters and enable communities to recover more quickly. The Disasters and Emergencies Preparedness Programme (DEPP) is rising to that challenge by helping communities and their governments to be better prepared in advance of a disaster happening, with a strong focus of increasing the availability of knowledge of what works and what doesn't work in developing national capacity for disaster preparedness and response.

The DEPP's focus on uptake of learning is an important contribution to the emergencies and disaster preparedness sector as it works to enable, capture and communicate evidence drawn out from disaster preparedness action. The programme is capturing and communicating the evidence emerging from their projects in a number of ways, one of which is by organising learning conferences as a tool for sharing information and experiences between the DEPP projects, governments, partners, and external humanitarian actors.

As Executive Director of Dhaka Ahsania Mission (DAM), a multi-sector national NGO in Bangladesh founded in 1958, I participated in the DEPP national learning conference in Bangladesh. Organizing a learning conference was a vibrant tool for sharing information and experiences among the DEPP projects and external humanitarian groups and worked towards strengthening the quality of responsive humanitarian services. I enjoyed meeting a wide variety of actors, discussing the issues around localisation in the disaster preparedness context, and how localisation of aid might improve the impact of responses. Through my role as head of DAM I have been working with two DEPP projects: Shifting the Power and Talent Development. Our experience working with local communities

in Bangladesh has enabled us to flag up to them the importance of local-level planning and operation when delivering emergency humanitarian services.

Local-level decision making on humanitarian assistance is strategically important to ensure the timely delivery of response and restoration services that accurately meet the needs of the people affected by disaster. The National Alliance of Humanitarian Actors in Bangladesh (NAHAB) was developed as a result of the DEPP to promote this agenda, visualising a collaborative network of active Bangladeshi humanitarian actors and a platform that ensures the representation of local and national actors in decision making.

It is my hope that the ultimate effect of these localisation initiatives will bring changes to the national and international humanitarian architecture. We often see that tactical decisions regarding humanitarian action and response lie with the central government or at the headquarter levels of international NGOs, leaving little space for the local governments and local humanitarian actors to make real-time decisions and operate collectively at local levels. As humanitarian actors we commit ourselves to making every effort to ensure that people affected by disasters receive timely and appropriate assistance, and with local organisations usually being the first responders it is imperative that they be part of the conversation. To this end we will continue to advocate that governments, development partners, corporate entities and civil society organisations collaborate to meet the needs of the affected community and work to improve disaster preparedness and emergency action by taking into consideration the evidence and recommendations coming out of the 2016 DEPP Learning Report.

Dr M. Ehsanur Rahman
NAHAB Representative & Executive Director, Dhaka Ahsania Mission.

ACKNOWLEDGEMENTS ....

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Cover photo: Women working in Ethiopia, 2014. Four DEPP projects work in Ethiopia, where drought and other emergencies are persistent problems in certain areas. Through developing preparedness and early warning systems as well as training humanitarian and government staff, the programme hopes to strengthen the country's humanitarian system.

DISASTERS & EMERGENCIES
PREPAREDNESS PROGRAMME

ACRONYMS ....

General Acronyms

CDAC Network	Communicating with Disaster Affected Communities
CHS	Core Humanitarian Standard
DEPP	Disasters and Emergencies Preparedness Programme
DFID	Department for International Development
DRC	Democratic Republic of the Congo
HHI	Harvard Humanitarian Initiative
HFA	Hyogo Framework for Action
IASC	Inter-Agency Standing Committee
ICRC	International Committee of the Red Cross
INGO	International non-governmental organisation
L/NNGO	Local/national non-governmental organisation
MEL	Monitoring, Evaluation and Learning
NAHAB	National Alliance of Humanitarian Actors in Bangladesh
RLA	Regional Learning Advisor
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UN OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNICEF	United Nations Children's Fund
UNISDR	United Nations Office for Disaster Risk Reduction
WHS	World Humanitarian Summit

Project Acronyms

Age and Disability Capacity Programme
ADCAP

ALERT
ALERT

Better Dialogue, Better Information, Better Action
CDAC-N

Financial Enablers
FEP

Improved Early Warning Early Action Ethiopia
IEWEA Ethiopia

Linking Preparedness, Resilience and Response
LPRR

Learning Project
Learning Project

Protection in Practice
PiP

Public Health Emergency Preparedness in Gambella
PHEP Gambella

Shifting the Power
StP

Strengthening Emergency Preparedness Systems in Myanmar
SEPS Myanmar

Talent Development
TD

Transforming Surge Capacity
Surge

Urban Early Warning, Early Action
Urban EWEA

DEFINITIONS . . . .

Best practice: A set of established standards used to guide activities, such as the Core Humanitarian Standards, as well as guidelines developed by the DEPP projects themselves.

Capacity development: the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time.

Collaboration – Working within new and existing networks and coalitions of INGOs and their partners at sub-national, national and international levels.

Communication systems: Mechanisms that enable individuals and organisations to communicate before, during and after a disaster or emergency in order to ensure increased coordination during response.

Contextualisation: Ensuring that programme activities, such as training and preparedness systems are grounded in and appropriate to the local geographical, social, linguistic and political context.

Early warning systems: Mechanisms that collect and analyse data in order to forecast disasters and provide advance warning to governments, organisations and communities to facilitate timely and appropriate response.

Institutional arrangements: The policies, systems, and processes that organisations use to legislate, plan and manage their activities efficiently and to effectively coordinate with others in order to fulfil their mandate.

Localisation: Strengthening the capacity of local actors and shifting the decision-making structures, funding structures and overall power dynamics of the humanitarian system to enable national actors to play a leading role in humanitarian response.

Partners: Organisations that implement project activities together with consortium lead agencies. These include INGOs, national NGOs, local NGOs, local and national governments, private sector organisations, academic institutions, UN agencies and other civil society groups.

Policy environments: The set of organisational, UN and government policies at the local, national, and international levels that affect planning and preparedness for humanitarian aid and response.

Preparedness systems: Tools and frameworks that improve the response capability of communities at risk of disasters by strengthening early-warning, communication and preparedness planning mechanisms of national and local governments, humanitarian agencies and communities.

Preparedness planning mechanisms: Mechanisms that aim to ensure that governments, organisations and communities have the necessary resources and plans in place in order to respond to disasters in a systematic way. These include, but are not limited to, capacity analyses and contingency plans.

PROJECT SUMMARIES ....

AGE AND DISIBILITY CAPACITY PROGRAMME

Strengthening the capacity of humanitarian agencies to deliver age and disability-inclusive emergency response through providing technical resources for practitioners.

ALERT

Developing an emergency preparedness process (including systems, software, tools and manuals) for humanitarian organisations that are easy to use, appropriate, and adaptable.

BETTER DIALOGUE, BETTER INFORMATION, BETTER ACTION

Ensuring that two-way communication is a predictable, coordinated and well-resourced component of humanitarian response.

FINANCIAL ENABLERS

Addressing the capacity gap at the national level by investing in collaborative capacity-strengthening agendas for national NGOs and civil society organisations.

IMPROVED EARLY WARNING - EARLY ACTION ETHIOPIA

Working with the Ethiopian government to develop a context-specific early-warning system to facilitate well-informed early action at the community level.

LEARNING PROJECT

Evidencing the extent to which preparing communities is an effective and efficient approach to disaster management.

LINKING PREPAREDNESS, RESPONSE AND RESILIENCE (LPRR)

Developing new ways to strengthen community resilience using action learning research.

PROTECTION IN PRACTICE

Building the capacity of national and international organisations and local partners to integrate protection principles into their responses.

PUBLIC HEALTH EMERGENCY PREPAREDNESS IN GAMBELLA

Developing a resilient health system that has the capacity to anticipate and respond to health emergencies.

SHIFTING THE POWER

Strengthening local and national organisational capacity for decision making and leadership in humanitarian response.

STRENGTHENING EMERGENCY PREPAREDNESS SYSTEMS IN MYANMAR

Improving national and sub-national systems to be more responsive to vulnerabilities of at-risk communities in government and non-state armed group controlled areas in South-eastern Myanmar.

TALENT DEVELOPMENT

Producing high-quality professionals at all levels who are better prepared to tackle the issues surrounding complex emergencies.

TRANSFORMING SURGE CAPACITY

Working to understand how to deliver more effective surge capacity, through surge platforms, shared rosters, piloting projects on collaborative engagement, embedding training, and disseminating learning and resources.

URBAN EARLY WARNING - EARLY ACTION

Working together with the Nairobi government to establish system to monitor slow onset emergencies and reduce the impact of crises on the urban poor.

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DISASTERS&
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EXECUTIVE SUMMARY ....

The Disasters and Emergencies Preparedness Programme (DEPP) is a three year, multi-stakeholder initiative funded by DFID to build the capacity of national humanitarian systems to prepare for and respond to disasters. This report aims to capture the progress, challenges and learning from the programme up to the end of 2016. It is the second of the three reports that the Learning Project is mandated to produce for each year of the programme and is written for the DEPP consortium members and partners, donors and other stakeholders that have a vested interest in capacity building for emergency preparedness and response.

The report seeks to measure progress against the five DEPP results areas.[1] Below are summarised key programme level findings, findings against each result and the top three recommendations for each area. **An expanded list of recommendations can be found in the "Recommendations" section.**

KEY PROGRAMME LEVEL FINDINGS

Developing appropriate national preparedness systems is a complex initiative and involves several components, including: strengthening national and local disaster authorities, supporting coordination initiatives amongst humanitarian agencies and governments, developing appropriate policies and institutional frameworks and increasing individual, community and organisational capacity. Effective preparedness requires addressing these interconnected components simultaneously rather than in isolation. This comprehensive approach to preparedness is reflected in the DEPP, since all 14 projects work towards strengthening one or more of the above components. However, the reasoning for the combination of interventions in each country is not clear, since not all components are addressed in each country.

Initial indications show that interventions to improve capacity at systems, organisational and individual levels are showing some signs of success, including examples of these activities leading to better emergency response. This is corroborated by findings from other programmes that highlight that investments in preparedness and national capacity have various benefits for humanitarian action, including a higher return on investment. For the DEPP it is too early to provide strong conclusions and recommendations related to the effectiveness of this type of investment. Summative level evaluative evidence which would allow for this will be generated both at the programme and project levels in the coming year.

Projects have taken some initial steps that could potentially contribute to sustainability of their initiatives, including handover of key design documents to governments, training national trainers to help scale the sharing of best practice at the national level, and developing tools and resources that can continue to be used. However, the majority of projects have indicated that they would require more time to maximise their potential impact as well as initiate handover and exit plans that would help to ensure the sustainability of their activities. Unanticipated situations resulted in some projects having to change their locations.

1   See the Introduction for a description of each result area.

Factors such as the flexible funding mechanism, stakeholder consultation and community consent played a key role in enabling projects to continue. For projects that moved to another country selecting similar contexts ensured relevance of the intervention and alignment with the original aims. This highlights the need for contingency planning as well as ongoing risk assessments and updated mitigation strategies.

RESULT 1: IMPROVED KNOWLEDGE AND UNDERSTANDING OF INDIVIDUALS BY SHARING BEST PRACTICE OF HUMANITARIAN PREPAREDNESS AND RESPONSE

Approximately 3500 individuals have been trained so far by the programme against a final target of 4200. The programme takes a holistic approach to developing national humanitarian capacity by targeting staff from local and national NGOs, governments and communities. Training targets a range of thematic topics as well as behavioural skills, which are based on gaps identified within the sector.

Most projects follow widely accepted best practices for staff capacity development and use a blended approach to learning that recognises that there is not one specific method that suits all contexts and learner's needs. This is reinforced with organisational-level approaches to foster an environment that enables trainees to use the knowledge and skills learned. The most highly ranked training method is face-to-face engagement, which is the most relevant when contextualised. Feedback on distance learning, which can achieve greater reach and flexibility, has been more mixed and depends on internet availability. Coaching and mentoring provides a means for continuous professional development, but adequate systems for these methods need to be established to maximise benefits.

The quality of DEPP capacity development activities is high and improvements in participants' knowledge and skills have been reported across all projects, although the rigorousness of approaches taken to measure this varies. Changes in staff workplace behaviour, as well as the degree to which staff development results in the ultimate objective of improved response, has been less measured, and may not be possible to evidence within the life of the programme. However, there are individual examples of this beginning to occur.

RESULT 1: KEY RECOMMENDATIONS

- Develop project-level strategies to target gender imbalances among trainees.

- Assist trainees and their line managers to create an enabling organisational environment, so that learning can be better used at the organisational level.

- Where it adds value, collaborate further with other projects, both DEPP and non-DEPP (where possible) on delivering training to gain efficiencies.

RESULT 2: IMPROVED PREPAREDNESS SYSTEMS FOR EARLY ACTION WITH COMMUNITIES AT RISK OF DISASTERS

Half of the DEPP projects are working on preparedness systems (including early warning, preparedness planning, and communication mechanisms) that aim to improve early action with communities at risk of disasters. Most of the DEPP systems

are in their early stages of implementation, and therefore will have less implementation time or evidence of results unless extension is provided.

Although newly implemented, several of the systems have also been used to predict and respond to emergencies. There are examples that illustrate strengthened preparedness planning in local communities, as well as resource mobilisation and collective response based on this planning. Preliminary evidence also suggests that deployment of preparedness systems in emergencies may lead to improved coordination and resource sharing between humanitarian agencies. Building on existing preparedness systems has resulted in complementarity, reduced duplication, and provided time and cost savings that would have otherwise been wasted on creating parallel systems.

There are early indications that working with disaster management authorities to strengthen government preparedness systems may lead to their use beyond this phase of the DEPP and governments have demonstrated various levels of commitments to adopt these systems. This is more likely to occur if governments are involved in the design process and concretely plan and budget for this.

Contextualising systems to beneficiary needs and the given environment is an essential component of preparedness planning. Whilst projects undertook initial needs assessments to design systems, these did not always fully meet the needs of beneficiaries due to changing circumstances, so some projects needed to adapt their intervention designs to increase relevance.

RESULT 2: KEY RECOMMENDATIONS

- If systems are to continue, government plans must include budget for taking over DEPP activities. This requires projects to develop their exit plans to adequately advocate for and influence the governments towards this end or to attract other interested donors.

- For future programmes it is recommended that inception periods are factored in and flexibility is allowed during implementation so that interventions can be adapted to changing circumstances.

- Building on existing systems and targeting identified gaps will make interventions more focused and can reduce duplication of resources.

RESULT 3: INCREASED NUMBER OF COALITIONS, PARTNERSHIPS AND NETWORKS WHICH WORKING TOGETHER ARE ABLE TO ADDRESS HUMANITARIAN NEEDS IN A WIDE RANGE OF EMERGENCY SITUATIONS

The assumption of the programme is that collaboration is crucial to strengthening preparedness and improving the effectiveness of disaster response. Projects have been developed as consortia of NGOs, government and academic partners. These partnerships have allowed some projects to share technical expertise to improve the relevance of their activities to the wider sector. For other projects collaboration has enabled cost savings, access to additional

resources and has allowed them to envision new approaches to humanitarian issues that would not have been possible for a single agency. Some of the factors that have helped to facilitate collaborative working include using pre-existing partnerships, establishing clear roles and responsibilities and having a shared vision.

Collaborative working may improve coordination in emergency response.

During responses to emergencies some partners have responded collaboratively for the first time, reporting a benefit in terms of coordination and resource-sharing. Collaboration has also helped the DEPP localisation agenda in terms of raising the profile of local partners, providing platforms for greater visibility and representation and helping facilitate greater access to financial and non-financial resources.

Blockers to effective collaboration include differences in organisational policies and processes, a lack of clear decision-making structures and high staff turnover, which has led to delayed and inefficient implementation. Challenges have also been experienced in collaborating with private sector organisations and academic institutions related to creating timely, high-quality, and usable deliverables. Setting clear expectations, leaving adequate time and providing feedback has helped to overcome this.

RESULT 3: KEY RECOMMENDATIONS

- Establish clear decision making structures to increase efficiency of collaborative decision making.

- Define the purpose of collaboration, ask if it is necessary for the achievement of the project goals and clarify the roles and responsibilities of consortium agencies in the inception phase.

- In order to avoid implementation delays, lead consortium agencies should create contingency plans or mitigation strategies when establishing consortia in case partners face emergencies or have different priorities.

RESULT 4: IMPROVED INSTITUTIONAL ARRANGEMENTS AND POLICY ENVIRONMENTS SO THAT NATIONAL SYSTEMS FOR HUMANITARIAN RESPONSE AND PREPAREDNESS ARE BETTER SUPPORTED AND MORE SUITABLE

The programme develops the capacity of national stakeholders so that their policies and institutions are better suited to conduct preparedness response. Although it is still early and much more evidence needs to be captured on the impact of DEPP activities in this area, there are indications that the programme has contributed to improved institutional arrangements and policy environments that affect national systems. Governments and organisations have adopted and used best practice tools, standards and guidelines developed by the projects. Advocacy and engagement at the government and international level has also had some preliminary successes in improving policies, although a more coherent engagement strategy is necessary to achieve change at scale.

Capacity development for communities, organisations and governments is also beginning to show indications of greater preparedness amongst these groups, including examples of how this has resulted in better response during localised emergencies. More comprehensive assessment is needed to determine the extent to which the DEPP is contributing to improved response.

In line with their localisation goals, the DEPP has also been targeting capacity development for local and national actors. Some preliminary successes have been recorded around improving funding systems, leveraging local voices and establishing national humanitarian networks. During the course of implementation local and national actors have had more ownership of DEPP activities. This is despite the initial lack of local consultation during project planning.

RESULT 4: KEY RECOMMENDATIONS

● Communities should be involved in making decisions that affect them. Projects can facilitate this through conducting participatory assessments, establishing feedback mechanisms or empowering them to take their own action, but internal community power dynamics should also be acknowledged when developing solutions.

● Ensuring organisational and government buy-in and participation when planning policy change for these groups is a key step in project development.

● Projects should play a role in promoting local and national voices and supporting networks of national stakeholders, including government, L/NNGOs and communities.

RESULT AREA 5: STRENGTHENED EVIDENCE BASE FOR WHAT WORKS TO HELP BUILD HUMANITARIAN CAPACITY AT SCALE

A critical area for the programme is to evidence what works and doesn't, in relation to building humanitarian capacity. There is now an increased focus on evidence generation as the programme and projects move into the final phase of implementation. Some of the types of evidence being generated is underpinned by research, whilst other types consist of documentation of user and practitioner views and experiences.

In 2016 the projects produced 33 research pieces including case studies, thematic research and evaluations. Currently the DEPP digital learning platform holds 96 learning products which also includes project reflections, blogs and articles. The DEPP has produced some evidence which is potentially applicable to the wider sector, including pieces on capacity development, value for money in collaborative response and localisation of aid. Some projects have used information generated to adapt project activities, but it is still too early to tell if this evidence has had an influence on non-DEPP stakeholders.

The programme is developing a culture of sharing and learning, which has been aided by the work of the Regional Learning Advisors in-country. Events, particularly in-country, provide an opportunity for sharing evidence, experiences and challenges amongst local partners and practitioners. However, these forums often lack participation from decision makers, which has implications in that key discussions fail to be conveyed to decision making forums.

RESULT 5: KEY RECOMMENDATIONS

● Develop more evidence to understand the effects and limitations of developing preparedness systems and building capacity at various levels. Whilst there are individual project level examples of success, limited evidence exists on time and cost savings at programme level.

● More research is required to understand how INGOs and donors can overcome the institutional barriers of funding smaller organisations, and how INGOs can identify and target appropriate local and national stakeholders.

● For the Learning Project it is recommended that an evidence gap map is developed based on the evidence that has been produced so far by the programme and projects, as well as what is available across the sector. This should then guide the synthesis of existing evidence as well as selection of new research areas of strategic importance.

INTRODUCTION
TO THE 2016-2017 DEPP LEARNING REPORT

In a time of increasing humanitarian need, when new and complex climate and conflict-related emergencies are causing devastating impact in some of the world's most vulnerable countries, the need for national humanitarian systems that are adequately prepared for these situations has become increasingly apparent. Research suggests that funding for emergency preparedness[2] and building national humanitarian capacity[3] can increase response speed and efficiency, which not only reduces the monetary cost of response but also the cost of lost lives and livelihoods. Despite this, the proportion of international humanitarian aid allocated to funding preparedness initiatives is extremely low. Only in recent years has this begun to change, meaning that the sector is still in an early stage of understanding how to focus preparedness investments to meet the full spectrum of needs of people in crises.[4] A positive sign is that many major organisational and donor commitments from the 2016 World Humanitarian Summit focus on the need to invest in crises prevention, preparedness and building national humanitarian capacity in order to reduce the damage caused by disasters. It also recommends incentivising the piloting of more innovate methods to reduce fragility and risk.[5] Further to this, the Sendai Framework for Disaster Risk Reduction and the Sustainable Development Goals both reflect the need for all stakeholders to work together to address disaster preparedness and management for resilient sustainable development.

2   Choularton, R. ODI: Contingency Planning and Humanitarian Action: A Review of Practice, 2007.
3   The Boston Consulting Group. UNICEF/WFP Return on Investment for Emergency Preparedness, 2015.
4   Development Initiatives, Global Humanitarian Assistance Report, 2016.
5   UN General Assembly. One humanity: shared responsibility. Report of the Secretary-General for the World Humanitarian Summit, 2016.

An independent review into how the UK responds to humanitarian emergencies,[6] which also highlighted the need for greater investment in preparedness, led DFID to launch the Disasters and Emergencies Preparedness Programme (DEPP) in 2014. This three-year, £40m programme aims to significantly improve the quality and speed of humanitarian response in countries at risk of natural disasters or conflict related emergencies.[7] Three quarters of the programme funding goes primarily towards building the capacity of national[8] humanitarian staff, governments, preparedness systems and early warning systems, while £10m will be used to set up a network of labs to identify and support the development of innovative solutions to disaster preparedness, rooted in the creativity, ideas and solutions of communities affected by disaster.

The DEPP operates across 11 high risk countries[9] and is composed of 14 projects, each with a unique but complementary strategy to improve preparedness capacity, with a focus at national level. At its heart the DEPP is a collaborative initiative: the programme is collectively managed by DFID, the Start Network and the CDAC Network, and is comprised of 45 key partners as well as over 150 wider stakeholders, including local and national NGOs, governments, private sector organisations and community groups. This multi-stakeholder, networked approach to preparedness programming is a potential solution to the inefficiencies and duplicated resources caused by humanitarian actors working in silos during emergency response.[10] By taking a collaborative approach, the DEPP aims to set the groundwork for stronger national humanitarian systems that are adequately supported by global systems and in which actors are coordinated and complement one another's expertise. Working collaboratively during the preparedness phase of humanitarian action also has potential to tackle some of the persistent issues in the sector, such as power dynamics between NGOs and INGOs.

Ultimately, the DEPP's goal is to improve humanitarian preparedness and response at a national and local level in countries at risk of disasters, and to ensure that international level improvements are aligned with this to maintain an effective and relevant global system. To achieve this, the programme specifically targets five "results" areas where it seeks to affect change. These results, summarised below, also form the framework of this report.

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6   Humanitarian Emergency Response Review, DFID, 2011.
7   Business Case Intervention Summary: Disasters and Emergencies Preparedness Programme, 2014.
8   This refers to national staff of INGOs and their national partners, national disaster management authority (NDMA) staff, other relevant government staff.
9   Bangladesh, DRC, Ethiopia, Jordan, Kenya, Mozambique, Myanmar, Pakistan, Philippines, Indonesia and South Sudan. Several other countries, including Colombia, Haiti, Lebanon and Turkey have been targeted for very specific activities.
10   Humanitarian Emergency Response Review, DFID, 2011.

Result 1: Improved knowledge and understanding of individuals by sharing best practice of humanitarian preparedness and response: The programme works to improve the knowledge, skills and overall capacity of national humanitarian staff (who are frequently first on the scene of a disaster) so that they are able to effectively respond to emergencies.

Result 2: Improved preparedness systems for early action with communities at risk of disasters: The programme aims to improve the disaster response capability of national stakeholders by strengthening the early-warning, communication and preparedness planning mechanisms of national and local governments, humanitarian agencies and communities.

Result 3: Increased number of coalitions, partnerships and networks which working together are able to address humanitarian needs in a wide range of emergency situations: The programme is developing and strengthening new and existing networks and coalitions of INGOs and their partners[11] at sub-national, national and international levels to increase coordination, communication and resource sharing during humanitarian response.

Result 4: Improved institutional arrangements and policy environments so that national systems for humanitarian response and preparedness are better supported and more suitable: The programme aims to build the capacity of national humanitarian systems by targeting the policies and institutional arrangements that influence these systems at the community, organisational, government and international levels.

Result 5: Strengthened evidence base for what works to help build humanitarian capacity at scale: The DEPP projects will develop, individually and collectively, pieces of research around what works and what doesn't in relation to building humanitarian capacity, in order to inform future humanitarian preparedness programming.

In the past year, the DEPP has transitioned from its initial set-up phase to active implementation, and projects are now beginning to collect evidence around the successes, challenges and results of their activities. Based on the data available at this stage, this report explores the extent to which the programme has resulted in changes to the five DEPP results areas. It also highlights key learning from the programme, drawn from project reflections, challenges and successes. This learning is used to inform recommendations for the programme.

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11   Partners may include other INGOs, private sector companies, academia, national NGOs, local government, national government, the Red Cross Red Crescent Movement, UN agencies, and other civil society groups.

METHODOLOGY ....

This report is based on data collected from an extensive review of programme and project documents, interviews with project staff, a consultation workshop in the UK and a basic desk review of external publications related to humanitarian preparedness. The internal document review, interviews and consultation were guided by a set of questions related to the five DEPP results areas.

DATA COLLECTION METHOD	SAMPLE
Desk review	56 quarterly project consortia narrative reports from 2016
	44 Call for Learning submissions from the 2016 International DEPP Learning Conference [1]
	70 other internal documents including mid-term reviews, research pieces, case studies and the formative phase evaluation report by the Harvard Humanitarian Initiative (HHI) [2]
	22 external publications on humanitarian preparedness and capacity building
Semi-structured interviews	13 DEPP project focal points from 13 projects, including 7 UK and 6 in-country staff
UK level workshop consultation and group discussions	30 project staff, both from the UK and the DEPP countries

Data collection methods, respondents and sample

Data was collected from February to April 2017 and coded using the qualitative analysis software NVivo. The research team developed a set of codes prior to coding the data, based on the guiding questions initially set out for the report. Whilst the report is based on project level data, it aims to aggregate findings at the programme level rather than review each project.

It is important to also highlight some of the limitations of this report. The findings presented are specific to the DEPP and due to limited data and the varying project remits these may not be generalizable across all of the projects or other programmes without further research with a bigger sample size. We have also largely drawn on project self-reported data, which has not been independently verified, although in order to triangulate findings from this we also compared our data with findings from the HHI external evaluation as well as several other project-level independent evaluations. Finally, with certain projects the research team relied heavily on information provided by project leads, primarily based in the UK, and the limited input from in-country staff may mean that some insights from the country level have not been captured.

12   For the 2016 International DEPP Learning Conference, projects were asked to submit "Calls for Learning," which were short summaries of key lessons learned (success or failures) so far during implementation.
13   Key findings from the HHI formative phase report are highlighted throughout the report.

RESULT 1
IMPROVED KNOWLEDGE AND UNDERSTANDING OF INDIVIDUALS BY SHARING BEST PRACTICE OF HUMANITARIAN PREPAREDNESS AND RESPONSE

The Disasters and Emergencies Preparedness Programme works towards improving the quality and speed of humanitarian response in countries at risk of humanitarian emergencies by increasing the knowledge and understanding of individuals, with a particular emphasis on national stakeholders who are likely to be first on the scene of a disaster.[14] Investing in local capacity was a key target area of the 2016 World Humanitarian Summit,[15] confirming that the DEPP's goal to localise capacity is in alignment with the rest of the sector. Since this type of humanitarian staff development can show a high return on investment,[16] the programme aims to see returns on the cost, timeliness and quality of response as a result of its activities.

All 14 DEPP projects work towards improving the knowledge and understanding of individuals in some way. This section explores staff development (including training, online learning and coaching/mentoring), which is based on humanitarian best practice both in terms of content and delivery. Best practice in the DEPP refers to pre-established guidelines, such as the Core Humanitarian Standards, as well as guidelines developed by the projects themselves. Besides staff development, the programme shares best practice through disseminating resources such as training toolkits and holding learning events, which are explored more in Results 4 and 5 respectively.

14   DFID: Business Case Intervention Summary, Disasters and Emergencies Preparedness Programme, 2014.
15   UN General Assembly: One humanity: shared responsibility. Report of the Secretary-General for the World Humanitarian Summit, 2016.
16   The Boston Consulting Group: UNICEF/WFP Return on Investment for Emergency Preparedness Study, 2015.

WHAT KNOWLEDGE AND UNDERSTANDING IS THE DEPP ENHANCING, AND WHY?

Almost 3500[17] people have been trained by the DEPP across 12 countries[18] by the end of 2016. As the original overall goal was 4200 individuals by March 2018, the programme is well on its way to exceeding its target. Individuals trained include national and international humanitarian staff at different levels of the humanitarian system, community members, government staff, health centre staff, volunteers and other national stakeholders.

The programme targets a range of thematic topics and behavioural skills through its staff development activities, which were selected in response to gaps identified within the sector. The 2017 Harvard Humanitarian Initiative (HHI)[19] formative phase evaluation of the DEPP identified that "the programme focus on building national capacity, improving preparedness and targeting vulnerable groups to ensure their inclusion during humanitarian response activities are consistent with needs identified during literature and evidence reviews." It also indicated that country selection criteria were appropriate, although some interviewed stakeholders believed that regions with strong humanitarian need were excluded. This was partly due to a lack of overall strategic direction at the programme level during programme design, but also due to lack of Start or CDAC Network member presence in those areas.[20]

Staff development delivered by the programme ranges from being previously developed and tested, such as the Talent Development training streams (of which one stream, the Humanitarian Trainee Scheme, is accredited at masters level by Oxford Brookes University), to targeting new areas where little or no training material existed, such as the Transforming Surge Capacity surge roster training, which was collaboratively developed by the project consortia and national stakeholders. See Figure 1 for an overview of project training and the gaps addressed.

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17   3460 in total in 2016. This includes all those individuals trained via formal face-to-face workshops and courses. This does not include those who have attended learning events, watched webinars or participated in other less formal capacity development strategies, which have reached thousands more.

18   This includes all of the DEPP countries except for Indonesia and Mozambique, and includes three approved non-DEPP countries (Iraq, Lebanon and Turkey).

19   See Result 5, page 106 for a summary of the DEPP's relationship with the Harvard Humanitarian Initiative.

20   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.

PROJECT	MAIN KNOWLEDGE AND UNDERSTANDING TARGETED	GAP ADDRESSED
Age and Disability Capacity Programme (ADCAP)	Age and disability inclusive programming: Inclusive programming and policy for organisations, including inclusive data collection, planning and response	The skills and vulnerabilities of older people and people with disabilities are routinely neglected in crisis response
ALERT	Preparedness planning software: Use of the ALERT software for humanitarian organisations to conduct preparedness planning and monitor hazards	Lack of an easy to use, easily adoptable software system for organisations to increase preparedness and monitor hazards
Better Information, Better Dialogue, Better Action (CDAC-N)	Communicating with communities: How to ensure that crisis-affected people have information they need and can communicate with responders and each other	Lack of effective communication with disaster affected populations that ensures that their knowledge and experience is used in response
Improved Early Warning, Early Action Ethiopia (EWEA Ethiopia)	Early warning and response: How government, communities and humanitarian stakeholders can collect, analyse and forecast early warning information, disseminate alerts and deliver early action	Lack of a centralised, national early warning system for coordination across departments, resulting in delayed decision making and action
Financial Enablers (FEP)	Skills for preparedness capacity: Partner agencies conduct training on a variety of topics depending on their capacity needs, including staff technical capacity and improved organisational systems	Need for increased national preparedness and response capacity - Partners identify capacity gaps within their own organisations
Linking Preparedness Resilience and Response (LPRR)	Technical skills for building community resilience: Enhancing technical skills for humanitarians and community members to build community resilience, such as vulnerability assessments, research skills, core humanitarian standards, facilitation and influencing	Lack of training on specific technical skills for humanitarians and community members to approach resilience-building for communities
Public Health Emergency Preparedness Gambella (PHEP Gambella)	Public health early warning and response: Training for public health staff, community members and rapid response teams on health early warning, disease surveillance and response systems	Need for a rapid response system in the Gambella region to predict and effectively respond to emergency health hazards to reduce fatalities
Protection in Practice (PiP)	Protection mainstreaming: How to avoid causing harm through humanitarian programming and avoid triggering or exacerbating conflict, including identifying vulnerable groups and incorporating human rights principles into programming	Lack of national humanitarian capacity in protection mainstreaming during disasters and conflict situations
Strengthening Emergency Preparedness Systems in Myanmar (SEPS Myanmar)	Contingency plans and early warning: Training of village development committees and relevant community based organisations on contingency planning, early warning, vulnerability and capacity assessments	Lack of disaster preparedness capacity in communities at risk in Southeast Myanmar and a lack of adequate national and sub-national systems to be more responsive to vulnerabilities of communities
Shifting the Power (StP)	Skills for preparedness capacity: Partner agencies conduct training on a variety of topics depending on their capacity needs, including staff technical capacity and improved organisational systems	Need for increased national preparedness and response capacity - With support of the project, partners identify capacity gaps within their own organisations
Transforming Surge Capacity (Surge)	Surge best practice: Training on skills for effective surge response, HR best practice, staff wellbeing and mindfulness	Need for more localised surge capacity to scale up support in emergencies, and a lack of cohesive overall surge training packages
Talent Development (TD)	Humanitarian essentials: Training on a variety of skills for entry level, mid-level and senior national humanitarian staff, ranging from leadership and management skills to core humanitarian standards	Need for more professionalism in the humanitarian sector, particularly at the national level
Urban Early Warning Early Action (Urban EWEA)	Urban early warning and response: Analysis of early warning data and information and implementation of early response by humanitarians and governments based on this information	Lack of early warning systems in urban areas to reduce the impact of crises on the urban poor

DISASTERS & EMERGENCIES PREPAREDNESS PROGRAMME

Figure 1: DEPP staff capacity development overview

METHODS FOR DEVELOPING KNOWLEDGE AND UNDERSTANDING: A BLENDED APPROACH TO LEARNING AND STAFF DEVELOPMENT

This section explores some of the staff development methods utilised by the programme, including face-to-face training and experiential learning, virtual learning and coaching/mentoring. Most projects use a combination of these strategies to develop individuals' skills, reinforced with organisational-level approaches to foster an environment that enables individuals to use these skills.[21] This type of blended, multi-pronged approach is widely accepted to be best practice for staff capacity development,[22] and is a huge strength of the programme in terms of promoting knowledge uptake. Below we discuss staff development methods, participant feedback on methods and learning from projects on how to increase effectiveness of different methods.

> " **Thank you for the opportunity to be part of this meaningful training. The facilitators were awesome, learners were engaged, methodologies employed were effective. Blended learning was a plus factor."**
>
> Anonymous training participant commenting on the methodologies used during a five day Surge project residential training.

FACE-TO-FACE WORKSHOPS AND EXPERIENTIAL LEARNING ARE HIGHLY REGARDED METHODS

> " **Consistently face to face training has been ranked as the best delivery method. Face to face and simulations."**

Charles Maughan, TD MEL Officer, commenting on feedback received from trainees.
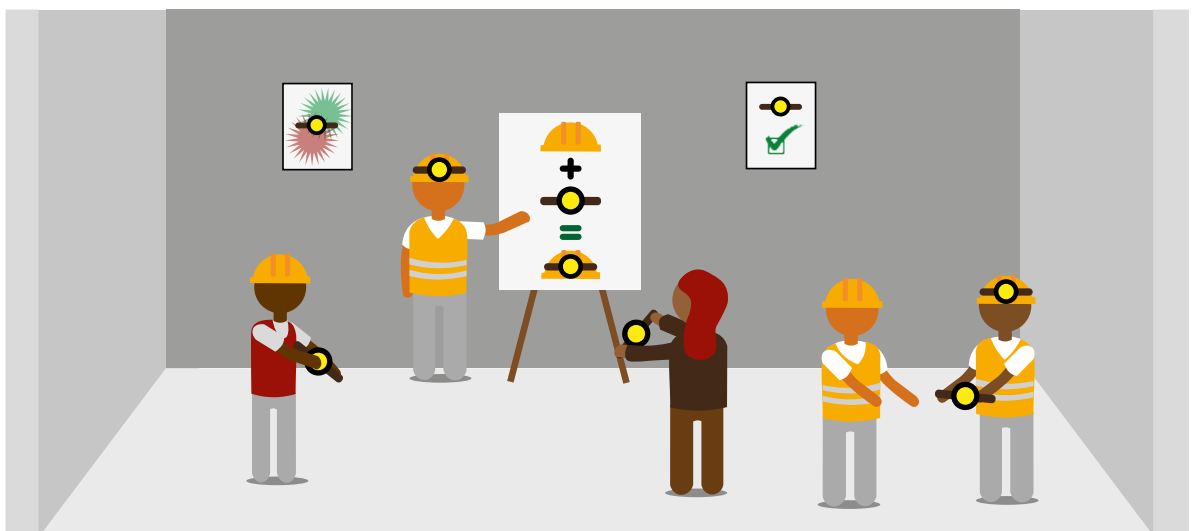
21 See Result 4 for organisational approaches to capacity development.
22 Davis K., and Russ C. DEPP capacity strengthening approaches: reflections on best practice and measuring effectiveness. 2016.

Face-to-face training

Face-to-face training offers a structured, intensive way to convey core knowledge via an expert facilitator.[23] Although it is relatively high-cost per person and often involves a substantial time commitment, training for humanitarian staff on emergency preparedness can have a high rate of return on investment.[24] Most projects invest in face-to-face training in some way and, according to several project reports[25] and a cross-project survey from the Learning Project on DEPP capacity development methods,[26] trainees regard face-to-face workshops as one of the most valuable DEPP staff development activities.

Community Volunteer training on disease case definition (identifying signs and symptoms of diseases and how to report these) in Itang Woreda

© PHEP Gambella

Experiential Learning

Also highly ranked by projects in the cross-project survey and in several project reports was experiential learning such as work placements, simulations and on-the job training. Simulations can be particularly effective for trainees to practice skills in a high pressure environment similar to a disaster,[27] and projects can also use them to assess trainees' skills. Only three projects[28] have conducted simulations so far to train individuals, although other projects are planning simulations in the coming year. In a survey of TD Humanitarian Trainee Scheme trainees, nearly half reported the simulations as the most valuable training activity. In interviews, other project leads indicated that on-the-job training and work placements can help trainees to consolidate knowledge and skills.

23   INTRAC: Capacity building methods overview, 2014.

24   The Boston Consulting Group: UNICEF/WFP Return on Investment for Emergency Preparedness Study, 2015.

25   Aid Works: Talent Development Project mid-term review, 2016; Shifting the Power Year 1 Overview, 2015; Transforming Surge Capacity Mid-term learning document, 2016.

26   Hagemeister, K. et al. London School of Economics: What Works for Humanitarian Capacity Development? Learning from the Disasters & Emergencies Preparedness Programme (DEPP), 2017.

27   Hockaday, D. et al. Emergency Capacity Building Project: ECB Project Case Study, Simulating the worst to prepare the best: a study of humanitarian simulations and their benefits, 2013.

28   SEPS Myanmar, TD and CDAC-N.

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Factors that increase the quality of face-to-face training and simulations[29]

- Facilitators identifying participant needs and experience prior to the training and tailoring the course accordingly.

- Contextualising the course content (see learning on contextualisation, page 35) to maximise relevance to the participant cohort.

- Utilising the experience and skills of participants by asking participants to share relevant experience where appropriate, which not only helps contextualise content but also empowers participants.

- Not cramming the course with too much content and instead leaving space for discussion and absorption of the material.

- Using multiple methodologies to help keep people engaged and ensure that different learning style preferences are met (for example, using a combination of facilitator presentations, video, group work and practical exercises).

- Developing realistic action plans for individuals that focus on key, applicable learnings, which helps participants apply these new skills in their jobs.

- Continuous development of the skills and knowledge of facilitators to effectively deliver training/simulations.

- Conducting training of trainers to help cascade knowledge and learning beyond original trainees (see learning on training national trainers, page 39).

ONLINE LEARNING HAS LIMITATIONS WHERE INTERNET ACCESS IS AN ISSUE, BUT CAN BE EFFECTIVE FOR PARTICULAR LEARNING NEEDS OR AS PART OF A WIDER TRAINING STRATEGY

Online Learning

Several DEPP projects offer online learning, either as a primary training delivery method or as short complementary webinars or e-modules. Although online learning can be useful for lowering costs and achieving greater reach,[30] feedback from DEPP trainees on this method has been mixed. According to TD's mid-term review, survey respondents were split on whether these techniques were the most or least useful.[31] Project staff from TD suggested that this may depend on the learning style of individuals and that internet access is sometimes a barrier. Participant feedback on ADCAP's E-Learning modules also suggests that internet access is a limiting factor, since quite a few individuals requested that modules be available offline.

However, online learning can still be practical for reaching people in remote areas and for allowing off-site learning. For example, much of the course content for the TD Humanitarian Trainee Scheme is online, which gives trainees more flexibility. The Surge project also recognised online learning as a useful tool; they moved some of their surge roster training content online, where it is now used as pre-learning. This has given them more space during the in-person course to explore topics better suited to face-to-face training.

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29   Lessons are based on participant feedback, project mid-term reviews and lessons learned documents.

30   Davis K., and Russ C. DEPP capacity strengthening approaches: reflections on best practice and measuring effectiveness. 2016.

31   Aid Works: Talent Development Project mid-term review, 2016.

Factors that increase the usefulness of online learning

• Using online learning and webinars as part of a combined approach alongside face-to-face content may help make the most of project resources.

• Some content is better suited to online learning (including short, standalone topics) while other content is better suited to face-to-face learning (including complex topics and skills that should be practiced in a group or with a facilitator).

• When planning content, the audience is a major factor to consider. Some content needs to be tailored while other content should be accessible to a wide audience.

• Downloadable modules may be more appropriate for use in areas where internet is unreliable.

Humanitarian essentials: E-Learning on age and disability reaches over 1000 humanitarian staff and counting

Older people and people with disabilities make up a significant proportion of disaster-affected populations,[32] yet face many barriers in accessing humanitarian assistance. ADCAP has developed two E-Learning modules to develop knowledge and skills to address this: **1244 people** had completed their Understanding Older People and their Needs in a Humanitarian Context course and **1350 people** had completed their Basic Principles of Disability Inclusion in Humanitarian Response course as of December 2016, which were developed alongside the ADCAP Minimum Standards for Age and Disability Inclusion in Humanitarian Action.[33] Both courses are highly rated (**85% of learners rated the courses 4 or 5 out of 5**) and are included in the "Humanitarian Essentials" course on DisasterReady.org. One person who completed the online training explained that: "Oftentimes in my own experiences we have never considered disabled or impaired people, and especially their unique needs in our […] plans. Going forward I am now aware and can better plan for people living with impairments in the future."
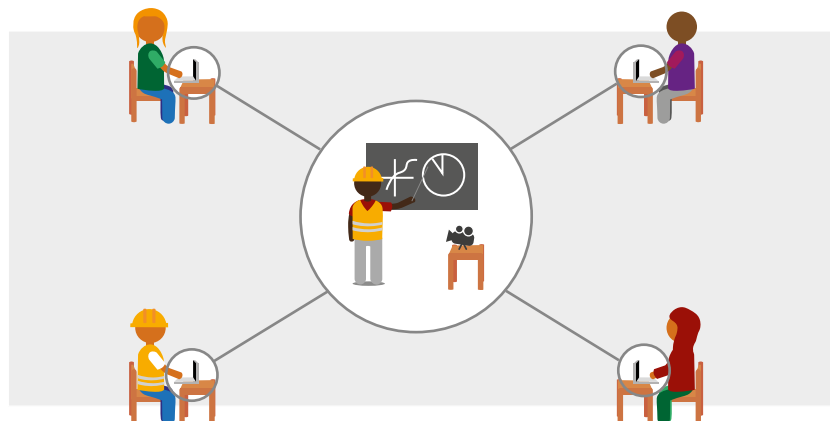
32   Age and Disability Capacity Programme (ADCAP), HelpAge International. Web April 2017. http://www.helpage.org/what-we-do/emergencies/adcap-age-and-disability-capacity-building-programme/

33   ADCAP Minimum Standards available at http://www.helpage.org/download/56421daeb4eff

COACHING AND MENTORING CAN HELP SUPPORT INDIVIDUALS TO ACHIEVE THEIR CAPACITY DEVELOPMENT GOALS, BUT SYSTEMS FOR MENTORING AND COACHING MUST BE APPROPRIATELY ESTABLISHED

Coaching

Coaching involves a specially-trained coach assisting a staff member with short-term performance improvement goals and the practical application of skills.[34] In the DEPP cross-project survey, coaching ranked in the top three most useful methods,[35] after face-to-face training and tied with blended learning methods. However, within the ADCAP and TD projects coaching has received mixed reviews from trainees. An ADCAP report suggested that this may be due to less familiarity on coaching methods in certain contexts and cultures as well as a misguided expectation that coaches provide technical training,[36] although some individuals found the coaching they received through the project to be very useful to their work and even requested additional hours. TD trainees have identified coaching as both one of the most and least valuable capacity development methods used by the project.[37] This could be due to logistical difficulties with establishing and maintaining a coaching network, however, since feedback on coaching sessions has been positive when they occur.

Mentoring

In contrast to coaching, mentoring involves a longer term relationship between a staff member and an established professional, who provides advice on topics of their expertise and helps the mentee to progress their career.[38] StP has found mentoring to be a useful and cost-effective way to develop partner staff capacity, as well as the most highly requested type of support after training. Mentoring can also help trainees to develop skills taught during training. In the TD Humanitarian Trainee Scheme, for example, linking trainees in Bangladesh with external mentors in the humanitarian field to learn about critical research was enormously successful as a method, and 100% of trainees who accessed this support passed a re-sit for an assignment that they had previously failed. Mentors can also encourage trainees to implement their action plans. For example, PiP utilises ongoing mentoring to ensure the uptake of their protection mainstreaming training and the ADCAP Inclusion Advisors have stressed the value of practical support and mentoring when guiding partners on how to implement action plans.

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34   INTRAC: Capacity building methods overview, 2014.

35   Hagemeister, K. et al. London School of Economics: What Works for Humanitarian Capacity Development? Learning from the Disasters & Emergencies Preparedness Programme (DEPP), 2017.

36   Akerkar, S. et al. Mid-Term Review of the ADCAP Project, 2015.

37   Aid Works: Talent Development Project mid-term review, 2016.

38   INTRAC: Capacity building methods overview, 2014.

Factors that increase the success of coaching and mentoring

- It is provided on an as-needed basis rather than on a strict schedule, as determined by both the coach/mentor and the trainee.
- The role of coaches/mentors and trainees are clarified from the beginning.
- Appropriate resources for monitoring and training coaches, as well as for administrative systems to schedule coaching, are available.
- Coaching is integrated into other delivery methods as part of a blended learning approach, and coaches are familiar with course content.

IMPROVEMENTS IN KNOWLEDGE AND UNDERSTANDING DUE TO DEPP STAFF CAPACITY DEVELOPMENT

The 2017 HHI evaluation noted that the quality of DEPP capacity development activities is high, but that it is too early to make conclusions about the effectiveness of interventions.[39] However, across the programme we are beginning to see indications that individuals trained via these activities will be better prepared for emergencies and better equipped to deliver effective response. The following section highlights findings on how the knowledge and understanding of DEPP-trained national humanitarian stakeholders has improved so far. We have organised these findings into four levels based on the Kirkpatrick model of evaluating training effectiveness,[40] outlined below. Although this model refers explicitly to "training," the results we discuss in this section may also be attributable to coaching, mentoring or other staff capacity development activities.

LEVEL OF CHANGE	DESCRIPTION OF CHANGE
Reaction	The degree to which participants find the training favourable, engaging and relevant to their jobs.
Learning	The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.
Behaviour	The degree to which participants apply what they learned during training when they are back on the job, including successful use of skills during emergency response.
Results	The degree to which targeted outcomes occur as a result of the training. This includes better preparedness at the organisational, government or community level.

Figure 2: The Kirkpatrick Model

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39   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.
40   See Figure 2, adapted from the levels described here: http://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model

LEVEL 1 - REACTION: BASED ON PARTICIPANT FEEDBACK, THE OVERALL QUALITY OF DEPP STAFF DEVELOPMENT ACTIVITIES IS HIGH

The first level at which we can measure the effectiveness of DEPP's preparedness training is by looking at whether participants find the training engaging and relevant to their work. Feedback on DEPP staff capacity development activities has been positive overall according to project trainers' reports and participant feedback surveys, indicating that participants see the training as beneficial for enhancing their ability to prepare for and respond to disasters.

According to interviews with project leads, most projects seek to incorporate participant feedback and suggestions into the next round of training or workshops. Addressing critical feedback demonstrates a flexible and adaptable approach, and several projects have reported improved feedback over time as a result of making adaptations. A key example of adaptation to feedback can be found in the learning on contextualisation on page 35.

Highlights and statistics for DEPP project training feedback

Communicating with communities: Feedback on CDAC-N's Foundation Training on communicating with communities, which aims to improve the skills of humanitarian professionals across 5 countries, has been highly positive. On a post-course survey, all **85 trainees indicated that the training was relevant to their work** and that they would recommend the training to their colleagues. One participant from Myanmar left the following feedback: **"So many thanks for organizing such a nice training. I think it was a huge learning opportunity for all of us attended there. [...] I think [communicating with communities] can be a global campaign for greater impact of our development and humanitarian work. We enjoyed everyone's facilitation; my gratitude is to you all."**

Data analysis skills: LPRR conducted trainings in Pakistan, Bangladesh and the Philippines for World Vision staff on how to conduct data analysis, which were very well received. The project received feedback that participants strongly appreciated the training, particularly because field staff have fewer opportunities for training than HQ staff.

Humanitarian skills development: A survey conducted for the TD mid-term review, to which 183 former and current training participants responded, indicated that **92% of those surveyed believed that the programme was meeting their learning needs.**[41] Each of the TD streams also conducts post-course assessments to gather feedback from participants. For example, a cohort of the TD Leadership for Humanitarians Programme in Kenya, which teaches leadership and management skills to senior level humanitarians, gave the course an average score of 9.7/10 when asked if they would recommend the course and an 8.7/10 when asked if they thought that the learning material would bring them the results they wanted. One TD Leadership for Humanitarians participant gave the following recommendation: **"Being sincere, this is a life changing experience; everyone should attend."**

41   Aid Works: Talent Development Project mid-term review, 2016.

TD Context participants in Bangladesh conducting a group exercise

LEVEL 2 - LEARNING: DEPP STAFF DEVELOPMENT ACTIVITIES ARE BEGINNING TO IMPROVE INDIVIDUAL KNOWLEDGE AND SKILLS FOR HUMANITARIAN PREPAREDNESS AND RESPONSE

The second level of measuring training effectiveness addresses the degree to which participants acquire the intended knowledge, skills, attitudes and confidence from the training. Projects take varied approaches to measuring this: some conduct pre and post training knowledge tests, some conduct participant self-assessments and some measure impact as part of wider organisational change. All projects conducting staff capacity development have reported improvements in participants' knowledge and skills,[42] which range from "soft" skills like leadership and management to harder technical skills on best practice for disaster response.[43] These increased skills should ultimately enable DEPP trainees to better respond to disasters at the national level.

Comparing knowledge: DEPP staff versus non-DEPP staff

In the programme formative phase evaluation, HHI conducted their own measure of knowledge and best practice in humanitarian staff by asking respondents from both DEPP and non-DEPP organisations a series of questions related to the core humanitarian competencies. The scores of participants were fairly similar across both groups, however **more than 25% of staff from DEPP organisations scored 'high' levels of knowledge compared with only 14.3% in the control group of non-DEPP organisations**. HHI will be conducting further measurements during the next phase of data collection to determine whether this difference can be attributed to the programme.

42   These reported improvements are based on a range of sources, from formal assessments to informal participant feedback.
43   See Figure 1 for an overview of DEPP training topics.

An overview of increased knowledge and skills from four projects

Protection principles: All **241 individuals who received protection mainstreaming training from PiP across 7 countries demonstrated improved knowledge and understanding**, based on pre and post training knowledge tests. This knowledge centred on how to avoid causing harm through humanitarian programming and take steps to avoid triggering or exacerbating conflict, including how to identify vulnerable groups in a disaster situation, how to incorporate human rights principles into programming and how to establish appropriate services for groups in need of protection.

Core Humanitarian Competencies: A survey from the TD mid-term review indicated that **97% of respondents thought they had the skills and knowledge required to contribute effectively to the aid sector**. Participants cited hard skills such as proposal writing, logistics and security as well as soft skills such as communication, leadership and working under stress.[44]

Age and disability inclusion: Approximately **756 out of 962 (79%) individuals trained by ADCAP on age and disability inclusive programming in Kenya and Pakistan reported increased knowledge**,[45] including how to identify people with disabilities, how to collect age and disability disaggregated data and how to implement inclusive programming during humanitarian emergencies.

Best practice in surge response: As of December 2016, Surge had trained over 200 individuals in best practice for surge response. Across all the participants who took part in their pre and post training survey, there was an overall **10.9% improvement in knowledge.[46] The number of participants who felt 'ready' for a deployment increased from 25% to 61%** when comparing attitudes before and after the training. The combined proportion of participants answering 'mainly ready' and 'ready' also increased, from 77% to 92%.

Participants in the TD Context Core Skills training course in Ethiopia undertake a team outdoor activity to build trust and practice communication skills.

44   Aid Works: Talent Development Project mid-term review, 2016.
45   ADCAP narrative reports: measured by post-training evaluation forms.
46   Surge reported a high proportion of correct answers in the pre training tests.

Trainee testimonials

Communicating with communities during disasters: Khaleda Akter Laboni, a Red Crescent Radio Programme Facilitator in Bangladesh, coordinated a radio broadcasting during a CDAC-N earthquake simulation. Following the event Khaleda commented: **"I have learned why radio is important for Bangladesh in an earthquake response. I am now confident that we can help survivors by giving them useful information during the response operation and I also know how to work with colleagues from [the state owned radio broadcasting corporation] in that situation."**

Understanding Surge Response: Surge project trainees have explained how the training offered by the project has helped them to understand the complexity of surge response. Zubedy Koteng, from Save the Children Indonesia, stated: **"The training really cleared my mind about the diversity of the organisations involved in this roster. Working in silos is very dangerous and creates confusion in the communities. This training is a great starting point to improve our mutual understanding."**

Reinforcing core humanitarian principles: Jorex Nacional, a livelihoods officer with RDISK, a FEP partner, reported becoming more confident in his work since attending humanitarian skills workshops delivered by national FEP consortia. Despite working in the sector for a few years, Jorex reported having a limited understanding of humanitarian standards and principles. **"I am thankful for the [FEP] program because it reminds me of the Sphere Standards, basic principles and the Shelter guidelines."**

Humanitarian skills for governments: TD in Bangladesh has established a relationship with the Department of Disaster Management, resulting in government staff participating in their Humanitarian Trainee Scheme, and the department hosting two cohorts of TD programme trainees. Hafiz, a Project Implementation Officer from the department at sub-district level, explained how the scheme changed his attitude towards emergency response: **"My knowledge in emergency field was confined to only relief distribution work but actually the humanitarian field is more than that and the trainee scheme is helping [me] to learn humanitarian [skills] for better response."**

LEVEL 3 - BEHAVIOUR: INDIVIDUALS TRAINED BY THE DEPP ARE BEGINNING TO APPLY KNOWLEDGE AND SKILLS FROM THE TRAINING IN THEIR WORK

The third level of measuring training effectiveness is to look at how individuals apply the skills they have learned in their work. The impact of staff development activities on behaviour requires follow-up with trainees and is still in the process of being assessed by projects.[47] However, there are many emerging testimonials from trainees on how they have used their improved skills in the workplace, particularly from TD. These stories include examples of how individuals have used their training in emergency situations, illustrating how DEPP-taught skills can be applied in preparedness and response situations.

Statistics and testimonials on improved workplace behaviour

96% of the TD trainees that received feedback from a line manager reported that it was **positive**

Change in behaviour and positive feedback from line managers: According to the TD mid-term review, 72% of the 183 trainees surveyed indicated that they had changed their work behaviour by applying skills learned in the course. 55% of these trainees also indicated that they had received feedback from a line manager about the impact of the training on their work habits, 96% of which was positive. A quote from a TD Humanitarian Trainee Scheme participant's line manager explains that the trainee: **"Works well with minimum instruction and doesn't let things slip through the cracks, [showing] the kind of active participation expected of our more senior staff."**

Dealing with stress and emergencies: A participant in the TD Humanitarian Trainee Scheme was able to apply the skills he had learned in a real emergency situation: "In East Africa one of the trainees was caught up in the fighting in South Sudan and was able to put his Advanced Field Training learning into practice. He remained calm throughout the process and successfully drove his team back to the UN compound amidst gunfire and several check points." Dana Juha, a participant in the same scheme in Jordan, describes how the training allowed her to deal with stress in the workplace: **"I saw a totally different side of me and sensed certain qualities that I had not known about myself. I have learnt how to work under stressful circumstances and that tasks had to be done nevertheless of the situation. […] The training has reflected on my work in Mercy Corps; I have learnt how to control myself and emotions when subjected to stress."[48]**

72% of TD trainees interviewed **CHANGED THEIR WORK BEHAVIOUR** applying skills from the course

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47 Most projects will be measuring trainee behaviour change in the upcoming year.
48 Aid Works: Talent Development Project mid-term review, 2016.

Giving voice to the vulnerable: Ribhieh Hamadeh, a participant in the TD Context programme in Jordan, describes how she applied the leadership and communication skills she had learned during the training: **"Context helped me realise the importance of my role and others' in delivering services to vulnerable groups in our communities [...] I tried to transfer part of the knowledge gained to my workplace through tackling beneficiaries' needs properly." She chose to link refugees directly with the UNHCR by conducting several focus group sessions, giving the refugees the chance to express their needs.[49]** The outcome was that a UNHCR representative committed to referring these needs to the appropriate departments.

Using leadership to avert an emergency situation: Michele Cueni, a facilitator from the TD Leadership for Humanitarians Programme, tells an anecdote about how a participant in the training used his leadership skills to mobilise his team and avert a potential emergency situation: **"There was a beautiful story recently about a gentleman in the Za'atari camp in Jordan. [...] Basically they had a huge problem getting water into the Za'atari camp and through his leadership and what he had learnt from the programme in empowering teams and unleashing people's talent, they managed to solve this issue and not allow an emergency to happen. It looked as if there was going to be no water to be delivered to Za'atari for three of four days and he managed to turn it around and so that the refugees noticed no difference. They delivered the water and he attributed that to purely unleashing the talent of his team."**

Coordination and communication during surge response: Madan (pictured), a logistics specialist from Save the Children, was deployed via the Surge project's regional roster to Christian Aid to provide critical logistics support on their Cyclone Vardha response. During his two-week placement, Madan was able to complete the distribution of relief goods and build the capacity of Christian Aid's local partners in the affected area, and was able to significantly shorten the time needed for relief distribution in the area affected by Cyclone Vardha. In his post deployment feedback he shared that **"I felt the surge capacity training helped a lot. Understanding of humanitarian principles, coordination and communication etc. are some of the learning from the surge training and it helped me to reflect the learning in the field of work. [...] In the future, I am hoping to get more opportunities to collaborate in our effort to strengthen agile response capacity."**

© Surge

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49   Hamadeh, Ribhieh. RedR UK blog: Context training helped me improve the way we address the needs of refugees, 2016.

Mark Punzalan, from Action Against Hunger Philippines, was deployed as part of the Surge project roster during Typhoon Nock-Ten.

LEVEL 4 - RESULTS: DEPP STAFF DEVELOPMENT ACTIVITIES ARE BEGINNING TO LEAD TO BETTER PREPAREDNESS AT THE ORGANISATIONAL, COMMUNITY AND GOVERNMENT LEVEL

The final level of measuring training effectiveness describes the degree to which targeted outcomes have come out of training. In the case of the DEPP this refers to better and more effective preparedness and response, which involves change at the organisational, community or government level. Although it is too early in the programme to assess the extent that DEPP staff development activities are contributing to improved response, there are examples of this beginning to occur. We must note that while staff development has contributed to the changes listed below, other capacity development activities, either internal or external to DEPP, may also have contributed. For more information on DEPP organisational, community and government capacity development activities, see Result 4.

Improved surveillance reporting for the government: In Ethiopia, the PHEP Gambella project has noted that skills development of health personnel on community based disease surveillance and response has resulted in significantly improved timeliness and quality of surveillance reports in the Gambella region. For example, **the proportion of health facilities submitting surveillance reports to the regional level increased from 67.5% to 88%**, and is now above minimum government targets.

Empowering communities: LPRR conducted capacity development activities in a village in Pakistan for members of village development committees. This included using resilience tools to give community members a space to analyse community issues and identify their capacities, as well as training on bookkeeping, community involvement, accountability and project reporting. These new skills empowered community members to identify and develop community infrastructure development projects. One member of the village development committee explained that: **"The community is better now; we feel change inside the community. World Vision enhanced the community with the committee and the training."**

Inclusive emergency response by organisations: ADCAP has many examples of organisational improvements around inclusive response that are directly attributable to training and mentoring support. A member of project staff, who was themselves trained on inclusive response, described the change in their organisation: **"When we started the project we were even not aware of how to ask a person if they have a disability. But now we have learned communication techniques and today we have sex, age and disability disaggregated data available to us."**[50] An example of these skills being used in emergency response comes from Kenya, where the project

has trained Red Cross volunteer action teams around standards for age and disability. These individuals utilised this knowledge during a local flood response to adapt community evacuation plans. These updated plans meant that people with mobility challenges, such as older people and people with disabilities, were evacuated in a dignified manner by boat, rather than on other people's backs.

Developing organisational solutions: During a graduation ceremony for the East Africa TD Context Programme, a graduate described the following story of how he aimed to create change in his department: **"After participating in the Management and Leadership course, I selected communication, listening and feedback as the area I would want to implement change in my department. This I planned to do by incorporating the skills, ideas and knowledge to ensure that we improve service delivery to our staff, partners, donors and most importantly the beneficiaries by developing an automated, online ICT support incident reporting tool which can be used to report ICT support requests by everyone from anywhere so long as they have internet. I feel like this programme assisted me with developing an idea that will finally become a solution for my organization globally."**

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50   Arif, Shahida. DEPP Learning Platform blog: Humanitarian Collaboration and Capacity of Practice, 2016.

LEARNING ABOUT STAFF CAPACITY DEVELOPMENT FROM THE DEPP

A major aim of the DEPP is to generate learning on what works and what doesn't in humanitarian capacity development.[51] In this section we highlight five learning areas around staff development which are relevant both to the programme and the wider sector.

LEARNING: CONTEXTUALISATION AND USE OF LOCAL LANGUAGES CAN INCREASE TRAINING RELEVANCE AND PARTICIPANT ENGAGEMENT

Contextualisation, which here refers to grounding course content in the local geographical, social, linguistic and political context, can help participants to better connect with course material. However, contextualisation of humanitarian programming is still largely neglected,[52] as is the use of languages other than the main working language. Although using English as a training language means that material can be easily adopted across countries, it can also hinder the diversity of applicants and the ability of non-fluent trainees to participate fully or pass assignments.

Contextualisation and language in training

Contextualisation and use of local languages in training occurs to varying degrees across the programme. Many projects did not conduct needs assessments during the project design process, although most projects spent time contextualising their programming once in-country.[53] A cross-project survey suggested that all projects contextualise their capacity development activities to at least 'some extent' according to geography, while 73% reported contextualising to a 'full' or 'great'

extent.[54] No projects deliver all of their trainings in the local language, although some use a mix of English and the local language if the level of English in a particular country is low. In 2017 the TD Context Programme fully delivered their training in Arabic for the first time. Projects have used the following strategies to deliver context-relevant training and incorporate local languages:

73% of projects **CONTEXTUALISE THEIR CAPACITY DEVELOPMENT ACTIVITIES** to a 'full' or 'great' extent
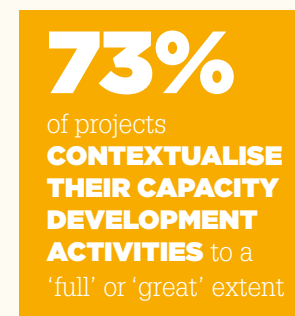
- Using local facilitators who understand the local context and language

- Incorporating examples and scenarios relevant to the local context in the training material

- Inviting local guest speakers to present on relevant topics

- Translating instructions and activities into the local language

- Simultaneous translation during delivery of course content

51   DFID: Business Case Intervention Summary, Disasters and Emergencies Preparedness Programme, 2014.
52   Lucas, B. GSDRC: Current thinking on capacity development, 2013.
53   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.
54   Hagemeister, K. et al. London School of Economics: What Works for Humanitarian Capacity Development? Learning from the Disasters & Emergencies Preparedness Programme (DEPP), 2017.

> **"It's more and more essential, really, to involve local facilitators. […] Especially if the training is conducted in English they are sometimes able to translate it into Arabic or Bangla. […] They're able to come up with local examples and illustrate it with their own practical work experience as well, so they can bring it to life with their own anecdotes around what it is like to work in humanitarian response [in the local country]."**

Carol Hatchett, TD project lead, speaking about TD's increasing use of local facilitators.

Increasing relevance and engagement

Staff from at least four projects mentioned that they received participant feedback suggesting that they contextualise course content and deliver more material in the local language.[55] These projects found that feedback on training content improved after utilising some of the strategies above. For example, a trainer from CDAC-N indicated that using local trainers allowed for training to be delivered in a manner that is known and understood to participants. A Surge project staff member indicated that class participation and feedback on their roster training improved in Pakistan after they began to use examples from local emergencies and hold discussions in the local language. Even though participants in Pakistan spoke English, they were shy about speaking it. Once the project began using local facilitators, however, the "conversation wouldn't stop." Other projects reported similar experiences, suggesting that contextualising course content and using the local language in areas where English levels are low can increase participant engagement.

LEARNING: USING TARGETED STRATEGIES TO RECRUIT FEMALE TRAINING PARTICIPANTS MAY HELP TO MITIGATE GENDER IMBALANCES AMONG TRAINEES

Women play a valuable role in humanitarian response, and the 2011 DFID Humanitarian Emergency Response Review explicitly highlighted gender as an aspect of humanitarian programming that requires greater attention.[56] However, recruiting women to the sector still remains a challenge, particularly at more senior staffing levels and in certain geographical regions. Obstacles to women's participation in the sector include societal expectations and the mobility constraints of raising a family.[57]

54% MALE

46% FEMALE

Figure 3: Gender ratio of DEPP trainees

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55 TD, ADCAP, Surge and CDAC-N.
56 DFID: Humanitarian Emergency Response Review, 2011.
57 Maughan, Charles. TD Call for Learning Submission: What strategies and policies can be adopted to enable women to participate in humanitarian capacity building training? 2016.

Targeting gender ratios of training participants

The overall gender ratio of the 3460 individuals trained by the programme in 2016 was approximately 46% female and 54% male, which is a relatively small gender imbalance. However, this gender ratio varies widely across projects, with the lowest female trainee rate at 32% and the highest at 78%.[58] Many projects have reported difficulty in recruiting women to their training courses, although all have adopted at least some measures to reduce the gender gap. These strategies have included:

• Using targeted communications materials depicting female participants

• Encouraging partner organisations and communities to put forward female participants

• Setting organisational targets for training women

• Flexible learning arrangements such as providing childcare, home learning and flexible training times

• Providing discounts or free places for women

• Paying particular attention to applications from women

• Targeting women at higher levels and referring former trainees to higher-level courses

• Sensitization and orientation of local staff about the safety and security of female trainees

Addressing gender imbalances

Since most projects have employed these strategies from the beginning of their project, it is difficult to say definitively that these measures have positively impacted trainee gender ratios, because there is no grounds for comparison. However, TD has indicated that their gender ratio has improved after increasing these strategies, and suggests that a project-level strategy on gender inclusion that includes clear targets can help projects to address gender imbalances among training participants.[59] The 2017 HHI evaluation also suggests that the programme approach to gender is not cohesive across the projects, so adopting such a gender-inclusive strategy at programme level could be beneficial.[60]

DEPP approaches to gender inclusive programming

Apart from taking steps to develop the capacity of female humanitarians, most projects also raise awareness on gender by including elements of gender inclusive programming in their training materials. The Surge, TD and StP projects are also developing research and learning pieces into the role of women in humanitarian response, and LPRR has identified gender as a cross-cutting issue in their research and advocacy. [61]

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58   CDAC-N is the project with the lowest ratio. They found that the people with the right profile for their courses were more often men, as a result of a general gender imbalances in the sector. PHEP Gambella is the project with the highest ratio. This is largely because most of their trainees are health workers, which are all female in Ethiopia as mandated by the government.

59   Maughan, Charles. TD Call for Learning Submission: What strategies and policies can be adopted to enable women to participate in humanitarian capacity building training? 2016.

60   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.

61   Murphy, Rebecca. LPRR Half-Way Brief, 2016.

Women in Surge Response: Surge trainees at a Regional Roster Training

LEARNING: AN ENABLING ORGANISATIONAL ENVIRONMENT CAN INCREASE THE BENEFITS OF STAFF TRAINING ON THE ORGANISATION

There are many barriers at the organisational level that can affect how individuals utilise their knowledge and skills, including a lack of space and time to implement learning, organisational policies primarily controlled at the management level and a hesitancy to explore new approaches.[62] These barriers may decrease the benefits of staff development for an organisation, because trainees will have limited opportunities to practice what they have learned.

Enabling organisational environments

At least four projects[63] indicated in interviews and reports that a lack of an enabling environment within organisations can be a barrier for individuals to use their new skills to effect change at the organisational level. Some strategies that projects have used to tackle this issue include:

- Targeting upper management levels for training, as they are best positioned to impact organisational policy

- Sharing training material with managers to familiarise them with the concepts being taught to their employees, which may improve manager receptivity to new concepts

- Encouraging trainees to hold skills sharing workshops for their managers and other employees to help create a culture of learning

- Allow local and national organisations to drive requests for capacity development for their own staff, since staff development may be more beneficial if it addresses an organisational gap

- Ensuring that organisational management are happy to support the learning needs of their staff and providing

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62   BOND: Working with Barriers to Organisational Learning, 2006.
63   ADCAP Lessons Learned from the Inclusion Advisors, 2017.

them with tools and resources to do this

• Targeting organisational capacity along with individual capacity, such as working with an organisation to develop capacity strengthening plans alongside helping staff develop skills needed to implement the plan.[64]

Increasing organisational benefits from staff training

At least three projects have mentioned that employing the above strategies has positively impacted the effect of staff training at the organisational level. ADCAP and PiP project leads both mentioned that involving upper management levels helped them to achieve buy-in for the inclusion or protection agenda and increased the likelihood of influencing organisational policy. The TD Humanitarian Trainee Scheme has reported positive reception of trainee-led workshops on the Core Humanitarian Competencies Framework taught by TD, which help to familiarise trainee line managers with the framework.

LEARNING: TRAINING NATIONAL TRAINERS CAN HELP TO SCALE THE SHARING OF BEST PRACTICE AT NATIONAL LEVEL AND SHIFT INGO-L/NNGO POWER DYNAMICS

Capacity development within the humanitarian sector largely involves international organisations providing capacity development for local and national organisations,[65] which can lead to problematic power dynamics as well as a lack of sustainability in developing national capacity. A training of trainers approach is a strategy used to empower local and national humanitarian staff to train others within or outside of their organisation, in order to encourage greater L/NNGO independence and share best practice beyond the original training programme.

Scaling best practice

All of the DEPP projects except two[66] conduct training of trainers workshops for national staff. For most projects it is

too early to see the impact of this, but one project has already noted a strong cascading effect. On average, the six protection specialist L/NNGOs targeted by PiP have trained approximately 20 more organisations each, in addition to teaching community groups and even international actors. Although the project encouraged their trainees to train others, it was not a requirement, so organisations have proliferated this training on their own initiative.[67] The PiP project lead explained that since local and national NGOs are on the front line of emergency response, they can easily see the benefit of skills sharing amongst themselves: "Community need is really at the centre of what they are doing – why wouldn't they want to train everyone else?"

64   Organisational capacity development will be further discussed in Result 4.

65   Lucas, B. GSDRC: Current thinking on capacity development, 2013.

66   LPRR and CDAC-N do not do a formal training of trainers, although they aim to foster stakeholder empowerment over their respective projects.

67   Garang, Marco Madut. Start Network blog: How Protection in Practice is Delivering Innovative Approaches to Capacity Building, 2017. https://startnetwork.org/fr/node/23175

Shifting power dynamics

Five national organisations[68] trained by PiP in Lebanon, DRC, the Philippines and South Sudan have also gone on to train international humanitarian actors, including representatives from the ICRC and the UNHCR, who requested the training themselves. The fact that these national organisations have provided training to staff from international bodies marks a shift in the trend of capacity being transferred from INGOs to L/NNGOs, and is an important step towards balancing the problematic power dynamics between these two groups.

Sharing knowledge with the community

An example of how training national trainers can result in a cascading effect comes from a teacher based in a village in Myanmar. The teacher explained how she has shared the knowledge that she gained from a SEPS Myanmar training with her students: **"I also include the awareness sessions on natural disasters in my class which I learnt from various trainings provided by the project [...] Earthquake simulation exercises are carried out twice in a week according to [the] curriculum. The stream is near the school and it is difficult to pass during the monsoon season and I teach the students how to pass the stream."**

Local partner training international actors: CEDIER, a PiP partner in DRC, conducts a training for global protection actors at the Protection Peer Group Meeting, 2017

© PiP

68   TOCH in South Sudan, Unyphil and PKKK in the Philippines, CEDIER in DRC and Association Najdeh in Lebanon.

LEARNING: CROSS PROGRAMME COLLABORATION ON STAFF DEVELOPMENT ACTIVITIES CAN INCREASE THE REACH, VALUE FOR MONEY AND QUALITY OF THESE ACTIVITIES

There is a strong push within the sector for greater collaboration among humanitarian actors in order to increase response efficiency and avoid duplication of resources.[69] This idea is explored in more detail in Result 3, but since working collaboratively with other actors can also improve learning and sharing of good practice,[70] we are exploring cross-project collaboration around training in this section.

Cross-programme collaboration on staff development

Although there was limited space made for linking project capacity development activities at the beginning of programme implementation, largely due to projects being designed in silos,[71] projects have to a certain extent taken advantage of opportunities to collaborate on training where this has added value.[72] This has occurred organically over time, usually as a result of informal links between project staff. Various ways in which projects have done this include:

• Incorporating training material from other projects into their curriculums when this adds value to particular national capacity development needs

• Identifying joint training activities, which can also allow savings on particular budget lines[73]

• Sharing project training tools, resources and guidelines

• Cross-advertising DEPP training among projects

Several project leads indicated that they plan to work more with other projects in the coming year, and all projects that have worked with others have mentioned that this added value in terms of extending reach, leveraging expertise and sharing best practice. These areas of added value are further explored below.

Cross-referral of trainings

Various projects that share partners with other projects have cross-referred partner staff for training. For example, StP, PiP and Surge encourage their partner organisations to join TD training, and TD encourages trainee work placements in DEPP partner agencies. This cross-referral can extend the reach of individual projects as well as allow local and national partners to benefit from the capacity development activities of more than one project.

Leveraging existing expertise

Several projects have actively conducted training for other projects, which allows them to share their expertise. For example, in Kenya and Pakistan the ADCAP Inclusion Advisors have extended their training to StP partner organisations, PiP has led protection training sessions for TD,[74] Surge trainees have provided surge response training for StP partners, and LPRR

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69   DFID: Humanitarian Emergency Response Review, 2011; UN General Assembly: One humanity: shared responsibility. Report of the Secretary-General for the World Humanitarian Summit, 2016.

70   ALNAP: Working together in the field for effective humanitarian response, 2015.

71   Kletzing, M. and Bevan, D. DEPP Learning Project: Preparing for Preparedness: Lessons from Designing and Setting-up the Disasters and Emergencies Preparedness Programme, 2016.

72   Only three projects have not collaborated with other projects on their individual capacity development activities, which is likely due to the very specific focus of these projects on early warning systems.

73   Shah, Valsa. Harvard Humanitarian Initiative: The Disasters and Emergencies Preparedness Programme Formative Phase Report Evaluation, 2017.

74   These training sessions occurred in 2017.

sponsored a training with SEPS Myanmar on conflict resilience methodologies. This type of cross-training takes advantage of existing expertise within the programme, which can help to avoid duplication and provide value for money by maximising project budget lines.[75]

Sharing tools and guidelines

Projects frequently share tools and guidelines that they have developed. For example, TD is actively using tools and standards developed by ADCAP and PiP in their training, PiP has used ADCAP's Minimum Standards for Age and Disability Inclusion in their trainings on protection mainstreaming and LPRR is planning to use CDAC-N's training guidelines and modules in the coming year. ALERT is also planning to use ADCAPs Minimum Standards for the guidance and training element on their platform to ensure that emergency staff develop inclusive preparedness and response plans, and they will use PiP's protection checklists in a similar manner. Sharing tools and guidelines can therefore increase the uptake of best practice for humanitarian preparedness outside of individual projects.

A training for StP partners in Pakistan on the ADCAP Minimum Standards for Age and Disability Inclusion. ADCAP has conducted trainings for several StP partners

© StP

75   Shah, Valsa. Harvard Humanitarian Initiative: The Disasters and Emergencies Preparedness Programme Formative Phase Report Evaluation, 2017.

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IMPROVED PREPAREDNESS SYSTEMS FOR EARLY ACTION WITH COMMUNITIES AT RISK OF DISASTERS

The Inter-Agency Standing Committee Common Framework for Preparedness (IASC Common Framework) and the Hyogo Framework for Action (HFA) highlight that preparedness systems are complex in nature and rely on the synergy of numerous components, including strengthening disaster authorities at national and local levels, increasing community capacities, supporting joint planning and coordination initiatives amongst humanitarian agencies and governments and developing appropriate institutional and legislative frameworks. Effective preparedness requires addressing these components simultaneously rather than in isolation, as they are interconnected.[76]

This comprehensive approach to preparedness is reflected in the DEPP, with all of the 14 projects working towards strengthening one or more of the above components. However, this chapter will use a narrower definition of "preparedness systems," and will focus specifically on seven projects[77] that aim to improve disaster response capability of national stakeholders by strengthening the early-warning, communication and preparedness planning mechanisms[78] of national and local governments, humanitarian agencies and communities.

Over the last year, these seven projects have moved out of their inception phases and into implementation, which has generated successes, challenges and learnings. However, as the projects are still in their early stages, the findings outlined in this chapter are tentative rather than definitive and more evidence is required to fully evaluate the strengths and limitations of these systems.

76   United Nations: Hyogo Framework for Action 2005 – 2015: Building the Resilience of Nations and Communities to Disasters, 2005; Inter-Agency Standing Committee Secretariat: Common Framework for Preparedness, 2014.
77   ALERT, CDAC-N, IEWEA Ethiopia, PHEP Gambella SEPS Myanmar, Surge, Urban EWEA. Other projects, such as StP and LPRR, work towards enabling organisations to strengthen their preparedness capacity, however because preparedness systems are not the primary aim of these projects, they are omitted from this section.
78   The terms 'systems' and 'mechanisms' will be used interchangeably throughout this section.

What to expect from this section

1 Components of emergency preparedness: An overview of the preparedness systems in the DEPP and how these are designed to facilitate early action.

2 Improvements in preparedness systems for early action: Preliminary results from the programme on the development and deployment of these systems, including increased capacity for community response and use of these systems during emergencies.

3 Learning on preparedness and early warning systems: Preliminary learning from the programme around developing humanitarian preparedness systems for early warning.

COMPONENTS OF EMERGENCY PREPAREDNESS

The seven projects in this result have distinct and varying remits, however, all are working to facilitate early action by strengthening and developing one or more of the following mechanisms:

Early warning
Mechanisms that collect and analyse data in order to forecast disasters and provide advance warning to governments, organisations and communities to facilitate timely and appropriate response.

Preparedness planning
Mechanisms aiming to ensure that governments, organisations and communities have the necessary resources and plans in place in order to respond to disasters in a systematic way. These include, but are not limited to, capacity analyses and contingency plans.

Information Management and Communication
Mechanisms enabling individuals and organisations to communicate before, during and after a disaster or emergency; these are essential for coordinating response and ensuring that affected populations receive appropriate assistance.

Effective preparedness relies on the complementarity and alignment of the three components and Figure 4 illustrates that most projects address at least two of these. The Surge project, which is also working towards this result, is unique in this context as it focuses specifically on preparedness to act by developing collaborative surge rosters that aim to increase coordination in emergency response.

	Preparedness plans (capacity analyses and contingency plans)	Hazard monitoring and early warning	Information Management and Communication
ALERT	X	X	X
CDAC-N			X
IEWEA Ethiopia	X	X	X
PHEP Gambella	X	X	X
SEPS Myanmar	X	X	X
Surge			X
Urban EWEA	X	X	X

Figure 4: Components of emergency preparedness
(based on the IASC Common Framework and the HFA)

The IASC Common Framework also states that working with national and sub-national government disaster management authorities, humanitarian agencies, private sector organisations and communities is critical to ensuring a systematic approach to preparedness, as all of these actors are engaged in response.[79] The table below illustrates at which levels the projects are working:

	National government	Local (sub-national) government	At-risk communities	Private sector	Humanitarian agencies
ALERT				X	X
CDAC-N	X		X		X
IEWEA Ethiopia	X	X	X		X
PHEP Gambella	X	X	X		X
SEPS Myanmar	X	X	X		X
Surge	X	X	X	X	X
Urban EWEA	X	X	X		X

Figure 5: The levels at which projects are working to strengthen preparedness, as based on guidelines in the IASC Common Framework

Through collaborating with the above actors, the seven projects are addressing distinct gaps in government policy, the humanitarian sector and the capacity of at-risk communities. Below we explore the various ways that the projects have been designed to strengthen preparedness mechanisms and facilitate early action.

CASCADING GOVERNMENT EARLY WARNING AND PREPAREDNESS MECHANISMS TO THE COMMUNITY LEVEL AND INCREASING THE RESPONSE CAPABILITY OF COMMUNITIES

Four projects[80] are working to address gaps in government policy by aligning sub-national structures with national early warning, preparedness and information management mechanisms to achieve greater coordination between stakeholders and increased response capacity at the community level. SEPS Myanmar aims to bridge the existing gap between early warning stakeholders in government institutions and at-risk populations in remote non-government controlled areas[81] by facilitating national and sub-national Monsoon Forums and developing community-centred contingency plans that can be disseminated and compiled at the sub-national level, leading to resource mobilisation in the case of a disaster.

79   Inter-Agency Standing Committee Secretariat: Common Framework for Preparedness, 2014
80   IEWEA Ethiopia, PHEP Gambella, SEPS Myanmar, Urban EWEA.
81   SEPS Myanmar works in Shan and Kayin States in Southeast Myanmar that are vulnerable to conflict and natural disasters.

Similarly, IEWEA Ethiopia is developing area-specific indicators, alert stages and thresholds to strengthen the early warning system in the six project woredas[82] as the existing mechanism lacks area-specific components. Six early warning experts will support the woreda governments in piloting the system at the community level in the target areas by disseminating information to remote communities.

In response to the low number of health facilities submitting timely and complete disease surveillance data at the woreda level,[83] PHEP Gambella is training community health workers in six woredas to collect disease surveillance data and establishing coordinated mechanisms for the distribution of medical supplies at regional and local levels. In addition, to strengthen the linkage between health and climate information, the project has procured four automatic weather stations jointly with IEWEA Ethiopia. The data collected through the early warning system will support the preparation of community health preparedness plans in the project areas. By addressing these factors, the project aims to improve the functionality of health structures at local and regional levels to facilitate more effective response in health emergencies. Similarly, Urban EWEA is piloting an early warning system with five indicators to monitor the risk of food insecurity and slow-onset emergencies in informal settlements in six sub-counties of Nairobi, with the aim of using the surveillance data to predict and respond to crises. As existing early warning systems in Kenya predominantly focus on disaster forecasting in arid and semi-arid lands, this mechanism will enable disaster management authorities to monitor hazards and predict crises in urban areas.

Staff from PHEP Gambella, the Regional Health Bureau and the World Health Organization discussing how to improve coordination between health facilities in the project area
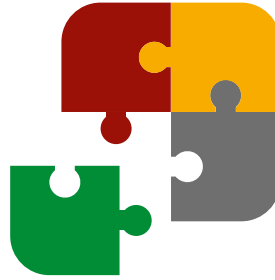
© PHEP Gambella

82   A woreda is a third-level administrative district in Ethiopia.
83   A baseline survey conducted by PHEP Gambella found this to be 25% of health facilities in the project target areas.

ESTABLISHING COORDINATED PREPAREDNESS, KNOWLEDGE AND INFORMATION SHARING MECHANISMS BETWEEN HUMANITARIAN AGENCIES

To enable the systematic management of preparedness information between humanitarian organisations, ALERT, using the input of over 40 staff members from 17 NGOs in 16 countries, including emergency response teams, regional office staff and country directors, has developed a bespoke emergency preparedness software, which will enable L/NNGOS and INGOs to collaboratively monitor risk indicators, develop response plans, and manage their preparedness activity and status. As a result of this centralised system, INGOs and country offices will be able to share the responsibility of preparedness planning, which is expected to lead to reduced duplication, improved coordination and increased accountability amongst humanitarian agencies.

IMPROVING COORDINATION IN EMERGENCIES BETWEEN FIRST RESPONDERS

CDAC-N and the Surge project are working to establish coordinated mechanisms between responders to facilitate greater consistency, efficiency and accountability for affected communities in emergencies. The Surge project has developed three collaborative surge rosters in the Philippines, Pakistan and the Asia region, which are currently being used by four main NGO networks comprised of over a thousand organisations. Designed to fill a gap in national and regional response coordination mechanisms, the rosters aim to improve the practices of surge by localising response and releasing capacity to where it is most needed, particularly in small-scale emergencies. In contrast, CDAC-N, through Shongjog,[84] a multi-stakeholder platform chaired by the Department of Disaster Management in Bangladesh, aims to influence the uptake and coordination of communicating with communities activities among key disaster responders, including the Armed Forces Division, the Health and Education Clusters and national and international humanitarian organisations to increase accountability in response. As two-way communication and information sharing are crucial to effective response, this project addresses an important gap in mainstreaming the two components, which are still not coordinated or well-resourced among humanitarian agencies.

Having established the types of preparedness systems the DEPP is investing in and how these are designed to facilitate early action, including the gaps they have been set up to address, this chapter will now explore some of the successes, challenges and learnings that have emerged from the development and deployment of the systems over the past year.

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84   Shongjog means 'linking' in Bangla. The core group of agencies making up the Shongjog are: Government of Bangladesh Department for Disaster Management, BBC Media Action, UNICEF, BRAC, Bangladesh Red Crescent Society, Concern Worldwide, Handicap International, Action Aid, ICCO Cooperation, Action Against Hunger, Save the Children, Christian Aid, World Vision, and Plan International.

IMPROVEMENTS IN PREPAREDNESS SYSTEMS FOR EARLY ACTION

Although these systems-focussed projects are mainly in early stages of implementation, and the success of the systems they have developed will not be fully assessed until the end of the programme, there are some preliminary examples of DEPP systems working strengthen community preparedness and to help national stakeholders respond during disasters. Below we highlight some key successes from the programme so far.

THE CAPACITY OF COMMUNITIES TO PREPARE FOR AND RESPOND TO EMERGENCIES IN A COORDINATED MANNER IS BEGINNING TO BE STRENGTHENED BY PROGRAMME ACTIVITIES

PHEP Gambella, SEPS Myanmar and the Surge project are working to increase the capacity of communities to respond to emergencies in a coordinated manner by delivering training and developing preparedness frameworks such as capacity assessments and contingency plans. By working with Rescue 1122, the Punjab emergency service, the Surge project has established ten Community Emergency Response Teams, two of which have been trained in life-saving skills with the aim that they will contribute in the rescue of flood-affected communities and provide first aid to the affected population. Similarly, the community-centred contingency plans that aim to equip villagers in the SEPS Myanmar project areas with systematic means of responding to disasters have led to some positive changes. For example, the Karen Environmental and Social Action Network, a SEPS Myanmar partner, constructed a raft to provide villagers with a safer means of crossing the Yunazlin River, particularly in the monsoon season, so villagers can get to school, transport food and other supplies and access health care in case of emergencies.

Villagers in Kayin state building a raft to provide a safe means of crossing the Yunazlin River.

© SEPS Myanmar

PHEP Gambella has trained 663 health care professionals in disease surveillance and supplied 60 health facilities across six woredas with emergency drugs and supplies, and preliminary evidence indicates increased coordination between local and regional health structures. As a direct result of project capacity development activities, the number of health facilities submitting timely and complete surveillance reports to the regional level increased from 67.5% to 88%, which is above minimum government targets. Furthermore, a monitoring trip undertaken by the project lead agency, the World Health Organisation and regional Public Health Emergency Management authorities indicated that only the project area health centres are showing considerable improvements in results, with health centres outside the project domain remaining at the baseline figure. In addition, prepositioned medical supplies and increased capacity of individuals enabled health staff in one of the project areas with a high incidence of malaria cases to treat patients. For more on the impact of training in strengthening the capacity of individuals to prepare for and respond to disasters, see Result 1.

Changing community attitudes to preparedness

Early signs that communities are beginning to take ownership of their preparedness activities are beginning to emerge, and it is expected that this will continue into the final year of the DEPP and beyond. One testimonial on how the programme is strengthening community capacities comes from a church pastor in Myanmar, who is eager to share his understanding of preparedness with the rest of this community:

"I always include the awareness on disaster management in my preaching now; people never paid attention to these issues before […]. This area is prone to fire hazards, which normally take place due to callous attitude of people where they drop cheroot and cigarettes into the forest. This year, we have planned to do fire prevention measure such as fire notice billboard stands in the middle of the village, all families are prepared with sand bags and water buckets, water drums are filled with water and fire lines are set up. […] People are drinking boiled water to prevent diarrhoea. Children are avoiding direct sunlight especially in dry season." – Participant in SEPS Myanmar activities.

ALTHOUGH IN THEIR EARLY STAGES OF DEVELOPMENT, SOME OF THESE STRENGTHENED PREPAREDNESS SYSTEMS ARE BEING USED TO RESPOND TO EMERGENCIES

Early warning indicators identify health crisis

Despite the Urban EWEA early warning system being piloted very recently, it has already been successful in detecting a health emergency in three of the project target areas, which the Urban EWEA consortium was able to respond to. Surveillance data collected in the few first months of piloting the early warning system signalled that the prevalence of diarrhoea was at emergency level, resulting in the consortium, together with the Kenyan Ministry of Health, carrying out an intervention that included mass screening, referrals and distribution of commodities. However, project staff reported that basic service delivery in the informal settlements was weak, and greater coordination between stakeholders would significantly improve the effectiveness of response. It is expected that as a result, project stakeholders will work more closely with government departments and first responders to establish more efficient coordination mechanisms to be utilised in future crises.

Increasing coordination between first responders

CDAC-N and the Surge project have also deployed their preparedness systems in emergencies, and preliminary evidence suggests that this may lead to improved coordination and resource sharing between humanitarian agencies. The CDAC-N Infoasaid Message Library[85] was used by four agencies during the Cyclone Roanu response, enabling responders communicating with affected communities to disseminate coordinated information in local languages, align messages with government information, and ensure that communities were not confused by contradictory advice. In addition, it encouraged agencies to incorporate communicating with communities methodology into their responses, which they otherwise might not have done. Similarly, four members were successfully deployed from the national and regional Surge project shared rosters to provide critical support in the Typhoon Nock-Ten response in the Philippines and the Cyclone Vardha response.[86]

Whilst it is too soon to draw firm conclusions, these initial results indicate the willingness of agencies to collaborate in response. Given the variety of stakeholders that are part of the Shongjog multi-stakeholder platform and the Surge project shared rosters, the sense of ownership resulting from these partnerships may continue to lead to increased interest in adopting these mechanisms in emergencies, leading to improved response.

> **The shared roster [in the Philippines], and the activities that go with it such as training, have helped to build a 'community' of humanitarian actors; there is more interaction now, more solid relationships among individuals, and in times of disasters, these relationships will hopefully facilitate quicker communication and collaboration."**

Catherine Kenyon, Project Lead, Transforming Surge Capacity

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85   The Message Library is an online database that acts as a reference tool for agencies that wish to disseminate information to affected populations in emergencies.

86   Three staff members were deployed to provide water, sanitation and hygiene and MEL support during the Typhoon Nock-Ten response in the Philippines, and a Logistics Specialist from the regional roster was deployed from during the Cyclone Vardha response.

# LEARNING ON PREPAREDNESS AND EARLY WARNING SYSTEMS

LEARNING: OBTAINING GOVERNMENT OWNERSHIP OF PREPAREDNESS SYSTEMS MAY LEAD TO THEIR SUSTAINABILITY BEYOND THE PROGRAMME

The IASC Common Framework states that preparedness should be situated within a nationally led disaster management context to increase the capacity of governments to protect their citizens.[87] Six projects[88] have adopted this approach and are working with County and National Disaster Management Committees, National Meteorological Agencies, and Ministries of Health to coordinate joint planning initiatives. Government involvement occurs at different levels: for example, government departments are members of the PHEP Gambella and IEWEA Ethiopia consortia, the CDAC-N Shongjog platform is chaired by the Department of Disaster Management in Bangladesh, and SEPS Myanmar uses Monsoon Forums as a platform to disseminate early warning information and share sub-national contingency plans with government stakeholders.

Designing systems for government use

There are early indications that obtaining buy-in from disaster management authorities when strengthening preparedness systems may result in the adoption of systems beyond this phase of the DEPP. For example, IEWEA Ethiopia, PHEP Gambella and Urban EWEA were designed with the intention for their early warning mechanisms to be adopted by government departments and whilst all three projects experienced initial delays in signing agreements with relevant government departments, due to the latter being occupied with responding to the existing droughts in Ethiopia and Kenya and internal government affairs, early indications of increased government buy-in are emerging. For example, officials from the National Disaster Risk Management Commission, an IEWEA Ethiopia consortium member, provided technical support regarding the suitability of the automatic weather stations, jointly procured by PHEP Gambella and IEWEA Ethiopia, that will be installed in the project woredas, to ensure the mechanism aligns with the existing early warning system, and IEWEA Ethiopia lead agency has handed over the documents for the development of their early warning system to the National Disaster Risk Management Commission,

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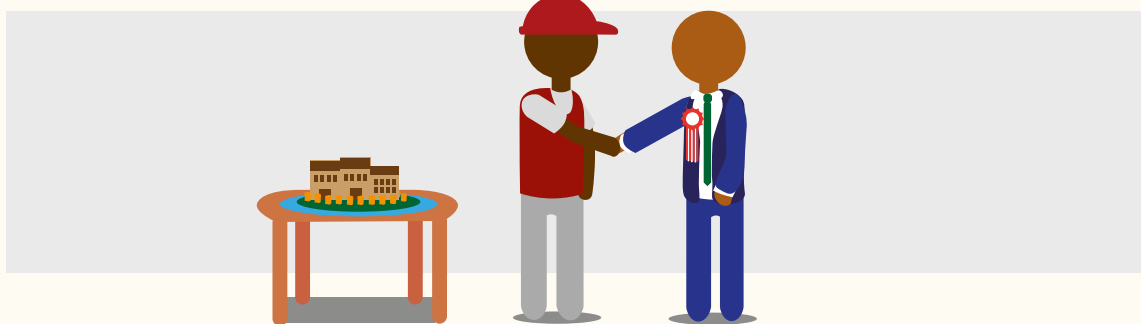
87   Inter-Agency Standing Committee Secretariat: Common Framework for Preparedness, 2014.
88   All projects in Tables 1 and 2 except ALERT.

so that it can continue to be used by the government once the project has ended. Similarly, Urban EWEA will assign the developed response coordination mechanism to the County Department of Agriculture, Livestock, Fisheries and Forestry once the department has set aside a budget to resource this component.

Including new actors in existing systems

The Surge project has signed an agreement with the National Humanitarian Network (NHN) in Pakistan under which the NHN will engage the National Disaster Management Authority and the Provincial Disaster Management Authority Khyber Pukhtunkhwa in the shared roster. A joint roster will also be developed with the provincial authority which can then be replicated in other provinces. The government taking ownership of this shared roster would result in a national level task force that could be deployed in future emergencies. Whilst this was not part of the project design, this may suggest that disaster management authorities are finding the work of the DEPP valuable, and identifying further opportunities and partnerships that can lead to the sustainability of the work completed thus far will be a priority for projects in the final year of the programme.

From discussion to action - governments improving support for beneficiaries

SEPS Myanmar conducts bi-annual Monsoon Forums at national and sub-national levels, which serve as platforms for disseminating early warning information and sharing community contingency plans with relevant government stakeholders and decision-makers to improve coordination mechanisms. Discussions held at a sub-regional forum in Shan State resulted in DEAR Myanmar, a local partner, working with the Department of Agriculture to support farmers in determining the type of paddy to be planted before the monsoon season, based on seasonal weather information generated by early warning forecasting mechanisms. It is expected that this will aid farmers in selecting crops that will produce a good yield in the harvest and help avoid crop failure and food shortages.

Village leaders, government officials and SEPS Myanmar staff developing strategies to mitigate key climate hazards and strengthen early warning systems at the first sub-regional Monsoon Forum in Phekon township, Shan State, November 2016.

© SEPS Myanmar

LEARNING: BUILDING ON EXISTING PREPARDNESS SYSTEMS MAY REDUCE WASTAGE OF RESOURCES

The HFA suggests that a coherent approach to preparedness requires building on existing systems wherever possible, rather than creating parallel mechanisms, and this is an approach that several projects have chosen to adopt.[89] For example, the five surveillance indicators that form the foundation of the Urban EWEA early warning component had already been developed and tested by the previous Indicator Development for Surveillance of Urban Emergencies project, led by consortium member Concern.[90] The possibility to adopt indicators that had been developed and rigorously tested over a period of five years enabled Urban EWEA to save a significant amount of time and resources. Similarly, the National Disaster Risk Management Commission has used the early warning indicators, thresholds, alert stages and associated early actions developed by IEWEA Ethiopia in a training guide for piloting the early warning component of an additional preparedness programme that is being implemented by the government.[91] Both examples illustrate the possible advantages of ensuring continuity with existing systems, and also indicate the added value of collaborative working, which is discussed in greater detail in Result 3.

LEARNING: FLEXIBILITY IN DESIGN MAY RESULT IN PROGRAMMES THAT BETTER SUIT THE NEEDS OF BENEFICIARIES

The IASC Common Framework and HFA state that contextualising systems to ensure they are relevant to needs and appropriate to the given environment is an essential component of preparedness planning.[92] DEPP projects have employed different methodologies, including baseline surveys, geographic information system mapping exercises and consultations with stakeholders to ensure systems are designed to best address the needs of communities.

Relevance of preparedness systems to communities

As implementation began, some projects noted that their preparedness planning mechanisms did not fully meet the needs of beneficiaries and adapted project activities as a result. For example, PHEP Gambella staff reported that since Gambella borders South Sudan, a region in which there is cholera, no clean drinking water and high population movement, it was not enough

89   United Nations: Hyogo Framework for Action 2005 – 2015: Building the Resilience of Nations and Communities to Disasters, 2005.

90   The IDSUE project (2010-2014), funded by USAID and implemented by Concern, developed surveillance and early-warning systems for slow onset, urban emergencies in informal settlements in Nairobi. The project designed and tested surveillance methodology and refined a set of core indicators that could be measured to see whether a particular area is at risk of an emergency.

91   This is the Productive Safety Net Programme, an initiative funded by the World Food Programme that aims to enable the rural poor in Ethiopia who are facing chronic food insecurity to become food self-sufficient.

92   United Nations: Hyogo Framework for Action 2005 – 2015: Building the Resilience of Nations and Communities to Disasters, 2005; Inter-Agency Standing Committee Secretariat. Common Framework for Preparedness, 2014.

to focus on developing emergency preparedness response plans to strengthen regional and district health structures in the project area, but cross-border collaboration must also be strengthened.[93] The lack of existing mechanisms in South Sudan due to the ongoing conflict have made this difficult, however to mitigate this challenge, PHEP Gambella has collaborated with the Carter Center,[94] an organisation which has long been working with National Ministries of Health and the World Health Organisation on a campaign to eradicate guinea worm disease in South Sudan and Ethiopia.

SEPS Myanmar has also made several adaptations to project activities to increase the relevance of preparedness systems to the target community. Firstly, the Karen Environmental and Social Action Network, a SEPS Myanmar consortium member, responded to community needs in one target area when farmlands were destroyed by a goldmine project and a rodent outbreak caused huge damage, potentially leading to food shortages. As food security and livelihoods took precedence over preparedness planning activities in this instance, KESAN acted on community feedback by providing food assistance and conserving the fishing zone to compensate for the food shortages in the region. Secondly, training on integrated conflict prevention and resilience methodologies delivered by LPRR enabled SEPS Myanmar project staff to incorporate conflict sensitive planning into vulnerability assessments conducted in six target villages in Kayin state. This collaboration was not part of the initial project design, however, as SEPS Myanmar operates in a conflict environment and the vulnerability assessments conducted previously had predominantly focused on natural hazards, this additional strand aims to make the preparedness plans more relevant to the context.

Villagers in Shan State participating in a community contingency planning exercise

© SEPS Myanmar

93   Terefe, T. and M. Belete. PHEP Gambella Call for Learning Submission: "Health Emergency Preparedness," 2016.

94   The Carter Center is a non-governmental organisation which implements health and peace-building programmes in numerous countries. Since 1986 it has been leading the international campaign to eradicate guinea worm disease, and is still working towards this goal in South Sudan, Ethiopia, Chad and Mali.

Impact of unstable security situations on project activities

PHEP Gambella project staff reported that the security situation restricted access to several target woredas, making implementation challenging, and heightened violence led to SEPS Myanmar and CDAC-N implementing projects in new environments. For example, the outbreak of armed conflict in Kayin state in May 2016 resulted in restricted access for project staff to seven of the original target villages. Following consultations with project stakeholders, including local cluster and village leaders, the SEPS Myanmar consortium selected seven new villages to avoid implementation delays. Similarly, CDAC-N suspended activities in South Sudan due to heightened violence in July 2016, however, due to the project's flexible funding mechanism, the allocated funds were used to set up a new

communicating with communities project in the Philippines, allowing the programme to continue. By selecting a country in which the DEPP had an established presence, and an environment highly prone to natural disasters and in certain areas subject to man-made crisis, CDAC-N project stakeholders ensured the project remained relevant in the new context and in alignment with the original aims.

These examples demonstrate the importance of leaving room for flexibility in the project design and developing mitigation strategies in order to respond to unpredicted events and evolve programmes that can better meet the needs of beneficiaries. Tools such as the flexible funding mechanism may also be beneficial in aiding programmes to transition into new contexts rather than underutilising allocated resources.

3 INCREASED NUMBER OF COALITIONS, PARTNERSHIPS AND NETWORKS WHICH WORKING TOGETHER ARE ABLE TO ADDRESS HUMANITARIAN NEEDS IN A WIDE RANGE OF EMERGENCY SITUATIONS

The complexity and urgency of humanitarian response requires the involvement of numerous actors at the local, national and international level. However, coordination and collaboration amongst these actors during emergencies is often limited, which may lead to duplicated efforts, inefficiencies in resource use and gaps in aid coverage.[95] One of the DEPP's overarching aims is to improve the speed and delivery of humanitarian assistance for disaster affected communities in high-risk countries. Collaboration, defined in this section as working within new and existing networks and coalitions of INGOs and their partners[96] at sub-national, national and international levels, plays an important role in helping to achieve this.

The programme builds on existing networks as well as creates new partnerships with a range of actors, including humanitarian agencies, governments and civil society organisations. Collaboration underpins each project, and is even reflected in the programme governance and management arrangements: the Programme Board and Management Team comprise of the UK Department for International Development (DFID) and the Start and CDAC Networks. These two networks were preselected to manage the programme due to their respective expertise in the sector as well as the diversity and geographical reach of their memberships, which include over 50 humanitarian organisations across five continents.

95 ALNAP: "Working in the field for effective humanitarian response: Background Paper," 2015.
96 'Partners' refers to other INGOs, national NGOs, local NGOs, local and national governments, private sector companies, academic institutes, UN agencies, and other civil society groups.

What to expect from this section

Collaborative working in the DEPP has been an adventure, bringing with it numerous advantages and successes along with various challenges. By examining the collaboration that has occurred thus far, this section will explore:

1 Layers of collaboration:
A brief overview of the types of collaboration that the programme engages in, including consortium collaboration, cross-programme collaboration and working with external stakeholders.

2 Collaborative advantage:
Exploring the benefits of collaboration for the programme, including: the sharing of technical expertise between humanitarian agencies, leveraging the power of wider networks, increasing the influence of local partners and improving coordination during response.

3 Enablers of collaboration:
Highlighting some of the enabling factors for successful collaboration, including shared goals and mutual benefit, the role of pre-existing relationships and good communication, and how collaboration retreats, learning events and individual staff focal points can facilitate collaboration.

Blockers of collaboration:
Highlighting some of the disadvantages of collaboration and limitations of successful collaboration, including: the initial hurdles of setting up consortia, the impact of staff turnover, challenges around decision-making structures and the need for clear expectations.

LAYERS OF COLLABORATION: A GROWING NETWORK

The DEPP collaborates on many different levels with a wide variety of stakeholders. Three of the main types of collaboration within the programme are outlined below.

Consortia Collaboration

There are 14 projects within the DEPP, 13 of which are led and implemented by consortia comprised of international, national and local NGOs, local and national government departments, academic institutions, media agencies and private sector organisations. Consortium members primarily collaborate around decision making for project implementation as well as delivering capacity building for partners. Each consortium is set up differently, with some directly implementing programmes in-country and others taking on advisory roles. The Learning Project is the only project implemented by a single agency (Action Against Hunger UK); however, it provides a common service to the other 13 projects by organising initiatives to foster collaboration and share learning.[97]

Cross-programme collaboration

The 14 projects were designed individually; however, most have identified areas of complementarity and have begun to collaborate as a result. Collaboration between the DEPP projects takes place in different ways, including delivering training to other projects' partners, hosting trainees, joint procurement of early warning equipment and sharing best practice. Sharing learnings and strengthening relationships through quarterly collaboration retreats, linking and learning calls, skype groups and webinars, and regional and global conferences is also central focus of the programme. Two RLAs, based in Ethiopia and Pakistan, are points of contact for the programme in-country and aim to enhance collaboration and cross-learning between project stakeholders. Facilitated by the Start DEPP Management Team and the Learning Project, these platforms and events have been beneficial in creating linkages between projects and developing an advocacy strategy for the DEPP.

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97   The role of the Learning Project is further discussed in Result 5.

Collaboration with external stakeholders

DEPP projects have also engaged with or created several platforms, working groups and partnerships that involve external actors, including governments, the UN and networks such as the Humanitarian Leadership Academy (HLA) and the National Humanitarian Network (NHN) in Pakistan, which are not part of the 13 consortia. These relationships have allowed greater exposure of the programme, enabling it to engage in discussions and decisions that affect the wider sector.

> " There is no way we would have been able to implement this project on our own, as the scope was just too big."

Coree Steadman, Project Lead, StP

PRIVATE SECTOR
START NETWORK L/NNGOS UN
GOVERNMENTS
CONSORTIUM COMMUNITIES
CDAC NETWORK ACADEMIA
INGOs NETWORKS

COLLABORATIVE ADVANTAGE: ADDING VALUE AT DIFFERENT LEVELS

A major assumption of the programme is that collaboration is crucial to strengthening preparedness and improving the effectiveness of response for disaster affected communities, since working together can result in reduced duplication of efforts and more efficient and accountable response for survivors.[98] All of the DEPP project leads have reported that collaborative working, both in consortia and with wider networks, has resulted in advantages for project stakeholders. This section will explore how consortium agencies have benefited from collaborative working, and how collaboration can lead to developing the preparedness capacity of governments and local actors, whilst also addressing some costs and challenges of collaboration.

98   DFID: Business Case Intervention Summary, Disasters and Emergencies Preparedness Programme, 2014.

Sharing expertise to increase programming quality and relevance

Six interviewees reported that collaborative working, particularly in consortia, has been beneficial to implementation and five stated that it has been essential. Two interviewees reported that whilst their projects could have been implemented by a single agency, utilising the expertise and reputation of consortium members has been advantageous for their project goals. By creating synergies between organisations with distinct remits, collaborative working has allowed agencies to share technical expertise. For example, an interviewee from ADCAP reported that the focus of their project - age and disability inclusion - "necessitated a consortium approach, because there is no agency with expertise in both." Similarly, ALERT has utilised expertise from the fields of technology, business, law, academia and the humanitarian sector in order to create a bespoke preparedness software.

Sharing expertise has also allowed some projects to improve the relevance of their programme activities. For example, SEPS Myanmar, which is based in a conflict environment, received training in integrated conflict prevention and resilience from LPRR project staff. As a result, SEPS Myanmar incorporated conflict sensitive planning into vulnerability assessments carried out in six target villages in Myanmar. As the vulnerability assessments conducted up to that point had focused on natural hazards, including conflict prevention in community preparedness plans strengthened their relevance to the local context.

The LPRR project lead also stated that using the expertise of various agencies and academic institutions in their research on building resilience has strengthened the methodology and made their work more applicable to the wider humanitarian sector. Working in a consortium enabled researchers from Christian Aid, the lead agency, to study the different approaches that the six consortium members had employed in past responses (including direct, technical, faith-based and partnership-based), which would have been more difficult to achieve if Christian Aid had worked in isolation, as this required access to internal documents. This cross-comparative method may result in more robust findings and evidence that is relevant to more than one agency.

Unlocking resources to reduce cost and access additional resources

Collaboration has also enabled some projects to access additional financial resources. For example, the HLA in the Philippines allocated £40,000 to fund the Transforming Surge Capacity training component, as the project funds for this component had run out. ALERT received pro bono support from several law firms[99] on developing funding agreements and contracts, one of which billed almost 100 hours on the project, amounting to a monetary equivalent of £30-£40,000, and a graphic design company spent double the amount of time than was budgeted, including providing 20 additional logo options although ALERT had only budgeted for four.[100] These preliminary findings indicate that collaboration and pro bono work can result in cost savings. However, it is necessary to assess whether working as a network or a consortia may also have the potential to attract future donors. FE project staff suggested that using their leverage as consortia may help them to obtain funding in the future, an idea that was also voiced by Urban EWEA project staff. This finding is also supported by the HHI evaluation.[101]

> **"Consortium working has enabled the project to bring together organisations with a range of networks and expertise, such as health, climate change, and policy. This would not have been possible to obtain as a single agency."**
>
> Tamrat Terefe, Project Lead, PHEP Gambella

Staff from the six StP consortium agencies attending a project planning meeting in Nairobi, December 2016. Staff have reported that consortium working has resulted in benefits such as greater sharing of lessons learned.

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99   Partnerships were brokered by Advocates for International Development. ALERT reported that the legal sector has a strong tradition of pro bono work, hence their willingness to support the project.

100   The DEPP Learning Project, 'More than just money: ALERT's journey in the world of corporate sector partnerships', 2017.

101   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.

Envisioning new approaches to old problems

Collaborative working has allowed agencies to envision new approaches to longstanding and widespread challenges in the humanitarian sector. The Surge project lead reported that due to limited staff time, ActionAid as a single agency would not have had the resources to develop localised approaches to surge. Through combining the efforts of 17 consortium members, the Surge project has been able to pilot collective rosters in the Philippines, Bangladesh and the Asia region to improve response by reallocating surplus human resources to where it is most needed.

"Where we really see added benefit [of our shared rosters] is in medium and small-scale emergencies. For example, in Pakistan, you might have a medium-scale emergency in a particular province, and maybe only one or two agencies will be successful in applying for funding to respond to that emergency. So those two agencies need additional human resource to respond and then you have nine other agencies (or many more than that in Pakistan) who are not responding that have surplus surge resource. How could agencies speak to each other to see whether that surplus resource could be utilised by the agencies that are responding?" Catherine Kenyon, Project Lead, Transforming Surge Capacity

Individuals coming from a variety of humanitarian agencies being trained for the Surge roster in the Philippines.

LEVERAGING THE POWER OF WIDER NETWORKS MAY HELP INCREASE THE REACH OF PROGRAMMES

Increasing the reach of programme activities

Collaborative working has enabled some projects to connect with wider networks in order to increase the reach of their programme activities. TD project staff reported that low application rates for their leadership training in June 2016 were boosted after Relief International contacted RedR in Jordan, who advertised the training programme through a newsletter to their local network.[102] StP in Pakistan connected the Surge project with a wide range of partner organisations, resulting in 24 individuals signing up to the shared roster.

Working with the Start Network and the UN to increase influence and reach

Several projects[103] have also utilised the Start Network's connections, expertise and funding. ADCAP disseminated their Minimum Standards for Age and Disability Inclusion in Humanitarian Action[104] to Start Network members in the UK, and the Surge project Nock-Ten response was funded by the Start Fund. One StP partner in

Bangladesh has also obtained membership to the Start Network and made a successful application to receive emergency funding from the Start Fund.[105] However, over half of project leads reported that Start Network as a brand is not always well-known in-country, and that the DEPP and the Start Network could work together more to promote each other's work both in-country and at the UK level.[106]

There is also some evidence of the DEPP increasing the reach of their programming by collaborating with UN agencies. CDAC-N successfully integrated a communicating with communities methodology into a UN Joint Response Plan during the floods in Bangladesh, and UN OCHA and UNICEF in the Philippines have expressed interest in being part of the Surge shared roster. Working with the UN has the potential to put the DEPP in an influential position for advocacy and influencing sector-wide discussions, a theme which is further discussed in Result 4.

Influencing ways of working beyond the programme: IOM in Bangladesh

The International Organisation for Migration (IOM) has been a very active member of the CDAC-N multi-stakeholder platform (Shongjog) in Bangladesh and is adjusting the way it works as a result. IOM Bangladesh has started a dedicated project on community dialogue in Bangladesh in order to improve its services for undocumented Rohingya refugees. This project aims to provide useful information to the target group and capture their feedback. Whilst not directly connected to the DEPP, IOM has stated that this project was designed as a direct result of their engagement with Shongjog.

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102 The DEPP Collaboration Anecdote Tracker, hosted by the Learning Project.
103 ADCAP, ALERT, IEWEA Ethiopia, FE and PiP.
104 The Minimum Standards are further discussed in Result 1.
105 Shifting the Power Year 2 Overview, 2016.
106 ADCAP, ALERT, LPRR, StP, SEPS Myanmar, TD, Surge, Urban EWEA.

COLLABORATION HAS GIVEN LOCAL ACTORS GREATER ACCESS TO WIDER HUMANITARIAN NETWORKS

The DEPP is taking steps to link local and national NGOs to wider humanitarian networks in order to address unequal power dynamics within the humanitarian sector. Research conducted by StP for their project baseline suggests that:

> There is a lack of participation of local actors in […] humanitarian networks, clusters and platforms. Involvement in these networks and platforms among INGOs is much higher (92%) than among L/NNGOs (63%). INGOs are connected to more networks, and have a better 'quality' of influence on those networks, than L/NNGOs do. This lower participation and influence from local actors has a double effect as it diminishes their say and participation in the strategic and operational decisions taken during a response. Secondly, local actors are less visible for local authorities, UN, INGO and donors, which makes access to funding more difficult, thus affecting their ability to engage in a response as well as their organisational viability more generally.[107]

Strong voice and representation

The DEPP is working to address these dynamics and all projects are working towards furthering the localisation agenda, however two key examples of change have emerged from StP. Firstly, all 12 partners in Pakistan have become members of the NHN, with two representatives sitting as members of its Provincial Executive Body, the Pakistan DRR Forum and the Human Resource Development Network. This has raised the profile of partners

and created additional opportunities for capacity development, networking and advocacy. Secondly, in January 2017 StP partners in Bangladesh launched the National Alliance of Humanitarian Actors in Bangladesh (NAHAB), with 45 L/NNGOs joining the platform. This platform aims not only for L/NNGOS to have a stronger voice and representation in humanitarian platforms, but will facilitate greater access to financial and non-financial resources, as well as create greater visibility of L/NNGOs amongst international humanitarian actors. [108] Similarly, the State of Surge report published by the Surge project states that by engaging national and local NGOs in shared rosters in the Philippines and Pakistan, these "networks have been given a seat at the table and their views have been heard which bodes well for not only the project but […] also the future of surge."[109]

92% **OF INGOS**
are involved in humanitarian networks, clusters and platforms, compared to
63% **OF L/NNGOS**

Interestingly, an analysis of collaboration networks in three DEPP countries (Kenya, Myanmar and the Philippines) conducted by the Harvard Humanitarian Initiative (HHI) shows that that the Philippines stands out with regards to furthering the localisation agenda: of the

107   Shifting the Power Global Baseline Report, June 2016.

108   Christian Aid blog: NAHAB is a milestone towards localisation in Bangladesh, 2017, available at: http://reliefweb.int/report/bangladesh/nahab-milestone-towards-localization-bangladesh

109   Austin, L and O'Neill G. The State of Surge Capacity in the Humanitarian Sector, 2015.

50 top ranked organisations, 70% were national organisations. Furthermore, of the DEPP organisations in the top 50, there were almost twice as many national DEPP organisations in comparison to international ones. This contrasts with Myanmar, where 52% of the 50 top ranked organisations were INGOs, which reflects the fact that the national humanitarian sector in Myanmar is less established.[110]

Equitable relationships with local and national actors

Building relationships with local and national NGOs to strengthen preparedness can also lead to the creation of more equitable relationships and enabling local actors to take a leading role in decision-making. NAHAB, for example, is running consultations and discussions at district levels and has been asked by the government to provide feedback on ongoing policy document revisions. The UN and INGOs have also asked for NAHAB to be present in the Humanitarian Coordination Task Team. An additional example of shifting conventional power dynamics comes from the PiP project. Five national organisations[111] trained by PiP have gone on to train international humanitarian actors, including representatives from the ICRC and the UNHCR, who requested the training themselves. Furthermore, one StP partner in DRC was nominated by Care International to lead an emergency response project funded by USAID, another has been appointed as the NGO focal point for the Food Security Cluster, and a third was made eligible to use ECHO humanitarian aircraft.[112]

Attendees at the NAHAB launch, January 2016. The growing network of local actors is currently comprised of 44 local and national organisations.

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110   For more information on network analysis, see Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.
111   TOCH in South Sudan, Unyphil and PKKK in the Philippines, CEDIER in DRC and Association Najdeh in Lebanon.
112   Shifting the Power Year 2 Overview, 2016.

The increased participation of local actors in wider humanitarian networks, as decision makers and first responders, signals a positive step towards localisation and upholding the commitments made at the World Humanitarian Summit. It is expected that continued engagement with local actors will result in more success around localisation over the coming year. However, it is also necessary to continue collecting evidence and producing lessons on how INGOs can more effectively collaborate with L/NNGOs and invest in local networks in order to further improve power dynamics. For more on how the DEPP is furthering localisation, see Result 4.

Engaging with global forums: is bigger always better?

Whilst international actors are increasingly working with local actors within the DEPP, accessing wider humanitarian networks is not always the top priority of local actors. Association Najdeh, one of PiP's partners in Lebanon rejected the need to engage with some national and global forums, such as the Global Protection Cluster, due to their inaccessibility and irrelevance to local issues. As Najdeh aims to highlight the plight of Palestinian refugees in Lebanon, and national level coordination mechanisms tend to focus on refugees from Syria, Najdeh wanted to be directly involved in informal, location specific and local level coordination mechanisms, as they deemed these to be more relevant to their aims. Instead of engaging directly with global coordination mechanisms, Najdeh plans to utilise its partnership with Oxfam, the project lead agency, as a means of advocating and inputting into regional and international conferences, workshops and roundtables.

COLLABORATIVE WORKING MAY IMPROVE COORDINATION IN EMERGENCY RESPONSE

Previous research into collaborative response has shown that it can be more effective, efficient and can help to avoid duplication of resources.[113] The DEPP has established collaborative structures of local, national and international actors with the aim that this will result in increased coordination during emergency response. Although it is still early days, there are emerging examples from the programme indicating that DEPP agencies have collaborated effectively during emergency response.

FEP national partners, working in consortia, collaboratively respond to Typhoon Nock-Ten in Catanduanes, Philippines.

© Financial Enablers

113   ALNAP: Working in the field for effective humanitarian response: Background Paper, 2015.

Examples of how collaboration within the DEPP has led to better response

Surge roster deployments: During the Typhoon Nock-Ten response in the Philippines in January 2017, three staff deployments were made from the Surge project's shared roster to provide WASH and MEL support to other agencies. While it is still too early to tell the ultimate impact of the shared rosters, the fact that agencies are using it to release staff members is a positive step towards a collaborative surge model.

Collaborating to disseminate information: In response to 65 people being killed by lightning in Bangladesh in a four day period in May 2016, the CDAC-N Shongjog representatives collaborated with the Save the Children-led consortium DeSHARI and the Department for Disaster Management to create standardised emergency messages on lightning. As more than 100 people are killed by lightning in Bangladesh annually, this initiative aims to assist response agencies and media to disseminate common messages to improve warning and lead to more effective communication with communities.

Responding as consortia: During responses to the Nock-Ten and Haima typhoons, six of the seven FEP consortia partners responded collaboratively for the first time by providing food relief assistance, rapid assessments, distributing water kits and unconditional cash grants to vulnerable women and for livelihoods. They have indicated that this resulted in better coordination and sharing of resources. As responding collaboratively to humanitarian response was not an explicit output of the FEP project, this is a positive indication that these organisations are willing to use their capacity development experience to collectively respond to emergencies and strengthen coordination mechanisms between themselves. The FEP project lead emphasised the critical role of consortia in this situation, stating that, "If we didn't have them as consortia, they would not have responded as a group like that."

Building on existing research into collaborative advantage

Interestingly, the experience of the programme in terms of the benefits of collaboration mirror those identified by the Emergency Capacity Building (ECB) Project, an inter-agency collaboration that ran from 2003 to 2013 involving six agencies and five countries. ECB stakeholders identified improved initiatives, decreased duplication, complementarity (drawing on respective expertise) and donor attention as the main benefits of collaboration, in common with DEPP findings. Additionally they also noted strength in numbers for advocacy purposes and geographic coverage.[114] Stakeholders under the DEPP identify additional benefits being the opportunity to explore new approaches to old problems, being able to leverage the power of wider networks and giving local actors access to wider humanitarian networks and sustainability of results. This is perhaps reflective of a greater diversity of actors and projects involved in the DEPP compared to ECB.

114   Emergency Capacity Building Project, What we know about collaboration: the ECB Country Consortium Experience. Emergency Capacity Building: The 10 Key Factors for Success, 2012.

ENABLERS OF SUCCESSFUL COLLABORATION

Exploring the creation of partnerships and networks across the DEPP brings to light a number of factors that have served as collaboration enablers. This section will examine how shared goals and mutual benefits, pre-existing relationships, and events such as collaboration retreats and learning conferences, as well as the Regional Learning Advisors who act as focal points, can facilitate successful collaboration.

LEARNING: SHARED GOALS AND MUTUAL BENEFITS CAN LEAD TO MORE SUCCESSFUL COLLABORATION

Initial findings indicate that a shared vision can be a catalyst for collaboration. The HHI evaluation states that the project consortia developed naturally around mutual interests,[115] and evidence of collaborative working demonstrates that common aims and objectives have facilitated the creation of new partnerships. For example, the common goal of working to influence the uptake of communicating with communities in protection programming in South Sudan resulted in a collaboration between Nile Hope, a PiP partner, and CDAC-N project stakeholders, with Nile Hope co-chairing the communicating with communities working group.[116] Similarly, IEWEA Ethiopia and PHEP Gambella collaborated with the National Meteorological Agency to jointly procure automatic weather stations, as all three parties are working towards integrating area-specific climate information into sub-national preparedness mechanisms. However, these are not the only illustrations and when further analysing the examples that have been referenced throughout this chapter, it is evident that a great proportion of the existing partnerships are a result of a shared vision and mutual needs, suggesting that this is a foundational element of collaboration. Following on from this, Surge project stakeholders reported that as collaborations can only function once agencies have established a shared vision, allowing enough time to bring consortium members together to reflect on the goals of collaboration in the inception phase is critical to creating successful partnerships.[117]

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115   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, Jan 2017.
116   The DEPP Collaboration Anecdote Tracker, hosted by the Learning Project.
117   Kenyon, C. Surge Call for Learning Submission: The Nuts and Bolts of Collaboration, 2016.

LEARNING: PRE-EXISTING RELATIONSHIPS AND TRUST CAN FACILITATE COLLABORATION AND SPEED UP PROJECT IMPLEMENTATION

> **" Collaboration can slow down the process of setting up projects, but in the case of SEPS [Myanmar], collaboration has made everything better. Even though it can sometimes be slow to set up partnerships and consortia, collaboration is an investment for the future."**

Yeeshu Shukla, Project Lead,
SEPS Myanmar

Four interviewees reported that establishing consortia with agencies they had worked with prior to the DEPP made this process easier, as it took less time to create agreements, and agencies had a common understanding of project aims. This finding also emerged in the HHI evaluation and the DEPP Design Case Study.[118] The pre-existing relationships between SEPS Myanmar's consortium and members (INGOs and partners had previously worked together on programmes emergency responses) resulted in smoother programme implementation as partners clearly understood project priorities and already had a good knowledge of the programme context. Furthermore a Surge project report on the response to the Nepal earthquake in 2015 found that pre-existing relationships enabled more efficient response in an emergency, as illustrated by the following quote from the report:

"Many INGOs who responded were already present in Nepal and were working with partners prior to the earthquake. […] INGOs were able to build flexibly on these existing relationships with local NGOs to enter districts where they had not previously worked."[119]

This suggests that setting up partnerships and networks can not only lead to more efficient programme implementation and improved response, but creating these networks is an investment for the future. By establishing new partnerships during this phase of the programme, the DEPP aims to develop relationships that will facilitate effective future responses.

LEARNING: COLLABORATION RETREATS, LEARNING CONFERENCES AND REGIONAL LEARNING ADVISORS HELP TO AID INTER-PROJECT COLLABORATION

The Start Network DEPP team and Learning Project facilitate collaboration and learning events which aim to foster collaboration between the different projects, and some new relationships have arisen a direct result. For example, following the national learning conference held in Islamabad, Pakistan in July 2016, a partnership was created between StP and ADCAP, which led to ADCAP's Minimum Standards being implemented into the policies, processes and programmes of 12 partner organisations in Pakistan, allowing ADCAP to gain access to a wider network of organisations, and StP to increase the technical expertise of partner organisations on age and disability inclusion.[120]

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118   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017; Kletzing, M. and Bevan, D. DEPP Learning Project: Preparing for Preparedness: Lessons from Designing and Setting-up the Disasters and Emergencies Preparedness Programme, 2016.

119   Austin, L, S. Grosso and G. O'Neill. Nepal Earthquake 2015: Review of Surge Practices, July 2016.

120   Jaleel, A. StP Call for Learning Submission: HelpAge Collaboration, 2016.

Similarly, the Global Learning Conference, which took place in Nairobi in November 2016, and brought together over 100 staff from the 14 different projects, was received positively by stakeholders. The HHI evaluation suggests that this event allowed many country-level staff to see the 'full DEPP' for the first time and create linkages with their project staff from other countries.[121] However, at the time of writing, there have been no new partnerships set up between projects as a result of the conference. The HHI evaluation suggests that in order to become more effective, "Learning Events would benefit from going beyond showcasing by specific projects, and provide more time and space for active collaboration and strategic thinking."[122]

The Regional Learning Advisors (RLAs), who are staff members of the Learning Project, have a mandate to enhance collaboration between projects in-country and have been described as beneficial for fostering inter-project collaboration particularly in project countries.[123] Findings from the HHI evaluation suggest that their role could be improved by ensuring their mandate is clearly understood by project stakeholders.[124] Furthermore, some project stakeholders suggested that establishing in-country advisors, with a narrower geographical remit, could enhance collaboration and enable greater cross-learning to take place.[125]

More strategic planning around programme events and the role of the RLAs are necessary to further facilitate project collaboration, a theme that can be explored in the final year of the DEPP.

© The Learning Project

The big picture: DEPP staff from 10 countries sharing their experiences at the Global Learning Conference in Nairobi. December 2016

121   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.
122   Ibid.
123   Ibid.
124   Ibid.
125   Discussions held at the DEPP Collaboration Retreat, March 2017.

BLOCKERS TO SUCCESSFUL COLLABORATION

Evidence of collaborative working across the programme reveals several factors that may hinder consortium and network collaboration. This section will explore the impact of organisational policies and procedures, staff turnover, decision-making structures and a lack of clear expectations, and how these result in challenges for collaboration.

LEARNING: THE DIFFERENT POLICIES AND PROCEDURES OF HUMANITARIAN AGENCIES CAN MAKE COLLABORATION A CHALLENGE

> " **Agencies aren't always set up to collaborate, so sometimes it can take longer to get an agreement on pilot concepts, for example. Sometimes it's faster to do it as a single agency as the systems and processes are already there.**" Catherine Kenyon, Project Lead, Transforming Surge Capacity

The HHI evaluation indicates that the difference in organisational policies and processes between consortium agencies constitutes the biggest challenge to effective collaboration.[126] This created obstacles when establishing consortia at the start of the DEPP. Staff from four projects reported that working as a single agency would have resulted in faster and more efficient programme implementation, as this would have avoided delays in signing agreements, and coordinating different administrative procedures, financial systems and reporting mechanisms between consortium members. Moreover, the DEPP design did not take into account the complex and time-consuming contracting processes that occur between humanitarian agencies,[127] which ate into the time allotted for implementation, resulting in delays. LPRR project staff reported that the "formal approval process [of the consortium partnership] took a long time as it went through various levels of approval according to respective institutional policies."

IEWEA Ethiopia and PHEP Gambella experienced delays in forming consortia with government departments, as the respective departments were fully occupied in responding to the drought in Ethiopia and did not have the capacity to finalise the project agreement in the requested time. Four interviewees stated that governments operate on different timelines to that of the DEPP, and competing priorities may impact the level of involvement and the speed at which decisions are made.

These examples illustrate that aligning the operational mechanisms of agencies in order to establish consortia can take time and the length of inception phases should not be underestimated. However, the HHI evaluation reported that most project stakeholders felt that implementation is becoming more effective over time, and a network analysis of Kenya, Myanmar and the Philippines conducted by HHI indicated that 60% of DEPP organisations believed consortium working is very appropriate or appropriate to their context.[128] This suggests that despite the initial delays, consortium working remains an effective approach and it is expected that it will become smoother over time.

126   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.
127   Ibid.
128   Ibid.

LEARNING: HIGH STAFF TURNOVER IN CONSORTIA CAN HINDER PROGRAMME IMPLEMENTATION

Half of project leads reported that staff turnover has presented a challenge to consortium working.[129] ALERT and LPRR project staff stated that staff changes led to lower engagements from consortium members in periods during which focal points were being re-established, resulting in implementation delays. In the case of the Surge project, staff changes in the core implementation team and at leadership level impacted the project's shared vision and focus, resulting in a need for these to be recalibrated, which took up additional time and resources in an already high-pressure environment.[130] The HHI evaluation also found that most staff felt that turnover is not a challenge unique to

the DEPP, but that it is common within the humanitarian sector.[131] A report published by the ECB Project also notes this challenge, and highlights that in Bolivia, one of their project countries, it was consistency in leadership at the country office level that helped the consortium to evolve, as trust established by consistent leadership resulted in a stronger collective (consortium) voice in external meetings and led to greater alignment of activities between stakeholders. Moreover, consortium focal points sharing information with colleagues and ensuring that agency staff understand the purpose of joint activities can also play a part in mitigating the challenge of staff turnover.[132]
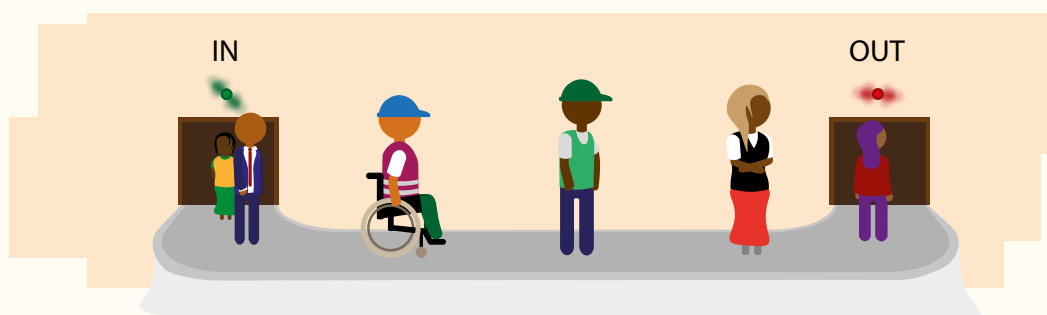
LEARNING: LACK OF CLEAR DECISION-MAKING STRUCTURES CAN HOLD UP EFFICIENT DECISION-MAKING

The platforms and forums in which decisions regarding strategy and project implementation are made may lack the hierarchical structures that would make such a process more efficient. The Surge project and CDAC-N project stakeholders reported the challenges of balancing

collaborative decision making and efficiency. For example, the CDAC-N Shongjog multi-stakeholder platform consists of various to members of different levels of seniority which can hold up decision making as members may not be not senior enough to make decisions on behalf of their respective

129   ALERT, CDAC-N, FE, LPRR, PiP, StP, Surge.
130   Austin, L and O'Neill G, The State of Surge Capacity in the Humanitarian Sector, 2015.
131   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.
132   Emergency Capacity Building Project, What we know about collaboration: the ECB Country Consortium Experience. Emergency Capacity Building: The 10 Key Factors for Success, 2012.

organisations. Platform members echoed concerns around decision making and their need to secure greater support and buy-in for the platform from the senior leadership of member organisations.[133]

A report published by the Emergency Capacity Building Project also identified this issue and suggested:

"Working group or activity leaders [in a consortium] play an important coordination role and need to have appropriate decision-making authority at critical moments. Managers must ensure activity leaders are accountable for their assigned responsibilities and delegate authority for them to be able to take decisions on behalf of the agency."[134]

A similar observation was made by the HHI evaluation, which reported that establishing clear governance structures, roles and responsibilities at the beginning of the collaborative process, particularly when it comes to working groups, can mitigate over-consultation and lengthy decision making procedures.[135]

Consortium breakdown: understanding the purpose of collaboration

Difficulties can arise when the aims and purpose of collaboration are unclear, and the roles and responsibilities of consortium agencies are not established at the outset. The experience of the Learning Project is a case in point. Initially designed as a two-agency consortium, with Action Against Hunger UK implementing the majority of the project, and the second agency responsible for a smaller component led by one staff member recruited specifically for the role, this partnership was soon dissolved.

This was due to several factors: firstly, no clear scope of work or timeline was established between the agencies, which left interpreting the work, according to the project proposal, up to one staff member; secondly, accountability and line management were not clarified, leading to miscommunication, confusion, and lack of guidance on deliverables. This made it difficult to deliver the work, leading to significant delays. Eventually a lack of capacity led the second agency to pass the component back to Action Against Hunger, bringing the relationship to an end. Whether the other agency was selected for its technical expertise is uncertain, however, it appeared that the rationale for the consortium was largely due to funding purposes. This example highlights that understanding the reason for the partnership at the design stage, clearly outlining the scope of work for each agency, and having well-established communication channels are vital to facilitating collaboration.[136]

133 Ford, C. CDAC-N Call for Learning Submission: Knowledge and Learning Event, 2016.
134 Emergency Capacity Building Project, What we know about collaboration: the ECB Country Consortium Experience. Emergency Capacity Building: The 10 Key Factors for Success, 2012.
135 Shah, V. The Disasters & Emergencies Preparedness Programme Evaluation: Formative Phase Report Value for Money, Harvard Humanitarian Initiative, Jan 2017.
136 Learning Project, Call for Learning Submission: Consortium Learning, 2016.

LEARNING: SETTING CLEAR EXPECTATIONS AND UNDERSTANDING THE LIMITATIONS OF PRO BONO WORK HELP TO AVOID DELAYS ON DELIVERABLES

Four projects have experienced challenges in collaborating with private sector organisations and academic institutions when it comes to creating deliverables, as objectives, timeframes and priorities differ across sectors.

Private Sector

ALERT, for example, experienced a partnership breakdown with its first partner, a software development company, after six months of negotiations. The company had initially agreed to do the work pro bono, but when it did not achieve its profit target in the third quarter of 2015, it decided it could not immediately allocate pro bono resources to designing the software. As ALERT was under strict time pressure to deliver the product within the three year timeframe of the DEPP, it soon became clear that this partnership was not viable, resulting in a dissolution. ALERT subsequently selected a new software design company to develop the system prototype, this time opting for a non pro bono agreement. In comparing the dissolved partnership with that of Blast, a graphic design company selected to develop the ALERT logo, ALERT stated that the success of the latter was due to "both sides being clear about the objectives and obligations of their partnership [and] Blast [providing] a clear timeline and structured breakdown of tasks so that the ALERT team knew exactly what they could expect."[137] A key learning from this experience is that depending on pro bono work comes with a risk of private sector organisations having to prioritise their own financial stability over pro bono work.

Academic Institutions

LPRR, CDAC-N and the Learning Project have collaborated with academic institutions in order to produce research. This has resulted in mutual benefits, with project staff receiving additional support in producing reports and analyses, and students obtaining experience in producing evidence for the humanitarian sector. However, all three projects have experienced challenges in terms of timeliness, quality and usability of products. For example, LPRR did not receive evidence from academic partners in the desired timeframe. Whilst LPRR mitigated the challenge of PhD students and academics working on different timeframes to the DEPP by planning additional time for research, project staff also noted the difficulty of putting pressure on the students who are completing project research voluntarily. Whilst the evidence here is limited, it suggests that setting clear expectations and leaving adequate time for pro bono work to be completed is crucial for avoiding delays.

Furthermore, one LPRR staff member reported that the "language and objectives of academic research differ from that of the humanitarian sector", which can result in work needing to be reproduced. Nevertheless, LPPR has produced high-quality research pieces and research findings produced by King's College London will be presented at the UNISDR event in Cancun in May 2017. Similarly, CDAC-N project staff reported that the initial draft of the gap analysis study on communicating with communities produced by the Bangladesh Centre for Advanced Studies did not meet the project needs; however, this was greatly improved after project staff provided detailed feedback, and was then used to inform proposals being developed under the Flexible Funding Mechanism.

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137   Haberl, C. DEPP Learning Project: More than just money: ALERT's journey in the world of corporate sector partnerships, 2016.

4 IMPROVED INSTITUTIONAL ARRANGEMENTS AND POLICY ENVIRONMENTS SO THAT NATIONAL SYSTEMS FOR HUMANITARIAN RESPONSE AND PREPAREDNESS ARE BETTER SUPPORTED AND MORE SUITABLE

The 2011 Humanitarian Emergency Response Review highlighted how developing the capacity of national systems for humanitarian preparedness and response is important for minimising the impact of humanitarian emergencies.[138] More recent discussions during the 2016 World Humanitarian Summit point specifically to the need to "reinforce, not replace, local and national systems."[139] The Disasters and Emergencies Preparedness Programme aims to create an enabling environment for national humanitarian systems, involving networks of L/NNGOs, INGOs, governments, community groups, the UN and other stakeholders so that they are better supported and more suited to respond to disasters. A key programme strategy for developing this enabling environment is to target the institutional arrangements and policy environments that influence these systems. These terms, defined below, encompass the range of programme activities working to strengthen and streamline national humanitarian systems. Besides complementing other capacity development activities discussed previously in this report, the activities under this result area contribute to the overall sustainability strategy of the DEPP by aiming to create lasting change to policies and processes at various levels of the humanitarian system.

Institutional Arrangements: **The policies, systems and processes that organisations use to legislate, plan and manage their activities efficiently and to effectively coordinate with others in order to fulfil their mandate.[140]**

Policy Environments: **The set of organisational, UN and government policies at the local, national, and international levels that affect planning and preparedness for humanitarian aid and response.[141]**

138   DFID: Humanitarian Emergency Response Review, 2011.
139   UN General Assembly: Report of the Secretary-General for the World Humanitarian Summit, 2016.
140   UNDP: "Definition Proposal for National Institutional Arrangements."
141   Definition as defined by the DEPP Learning Project, for lack of a standard definition.

What to expect from this section

This section outlines five main levels at which the programme aims to improve the institutional arrangements and policy environments that affect national systems. The first level, localisation of aid, describes a cross-cutting issue for humanitarian stakeholders, while the next four levels describe how the programme targets specific stakeholders.

1 Localisation of aid:
Local and national humanitarian actors have greater capacity as well as more access to national and international humanitarian systems, including funding, representation, influence and decision making.

2 Communities:
Community capacity to prepare for and respond to disasters is strengthened, and communities have more ownership over local preparedness activities.

3 Organisations:
Organisations better incorporate "best practice" into programming, and have improved capacity to prepare for and respond to disasters.

4 Governments:
National governments have improved systems, relationships to humanitarian actors and guidelines for responding to emergencies.

5 International actors:
DEPP projects target the UN and other global forums via advocacy activities around preparedness best practice and the localisation of aid.

PROJECT	MAIN THEMATIC (POLICY) AREA TARGETED	LEVEL OF CHANGE TARGETED				
		LOCALISATION OF AID	ORGANISATIONS	GOVERNMENTS	COMMUNITIES	INTERNATIONAL
ADCAP	Age and disability inclusion	X	X	X	X	X
ALERT	Emergency preparedness	X	X			X
CDAC-N	Communicating with communities	X	X	X	X	X
FEP	L/NNGO capacity development	X	X			X
IEWEA Ethiopia	Early warning	X	X	X	X	
LPRR	Community resilience and preparedness	X	X	X	X	X
Learning Project	Evidencing humanitarian preparedness	X				X
PiP	Protection mainstreaming	X	X	X	X	X
PHEP Gambella	Public health preparedness and early warning	X	X	X	X	
StP	L/NNGO capacity, leadership and voice	X	X	X	X	X
SEPS Myanmar	Community resilience, early warning and preparedness	X	X	X	X	X
TD	National staff capacity	X	X	X		X
Surge	Surge response	X	X	X	X	X
Urban EWEA	Urban early warning	X	X	X	X	

Figure 6: Summary of policy areas and levels of change targeted by projects

LOCALISATION OF HUMANITARIAN AID: STRENGTHENING THE CAPACITY OF LOCAL ACTORS TO PREPARE FOR AND RESPOND TO DISASTERS

Despite playing a key role in humanitarian response, local and national humanitarian actors have less influence and access to funding than international actors.[142] According to the Overseas Development Institute, "localisation of aid" refers to channelling humanitarian funding directly to and through local and national stakeholders so that they may lead on response.[143] Localisation also refers to addressing the unequal balance of power between local and international humanitarian actors by developing the capacity of local actors to both respond more effectively to disasters as well as engage meaningfully in humanitarian coordination systems.[144] The idea of localisation has been discussed in the sector for decades, but the movement has only gained momentum in recent years. In 2016 localisation was a key theme of the World Humanitarian Summit, which sparked the Charter4Change, a commitment from 29 INGOs to take concrete steps towards localising aid.[145] The DEPP contributes to the localisation agenda by targeting various institutional arrangements within the sector that may inhibit or facilitate aid localisation, ultimately aiming to increase the capacity of local and national stakeholders to respond to emergencies.

The HHI formative phase evaluation determined that compared to a control group, DEPP organisations had 15% more partnerships with local and national stakeholders (65% compared to 50%), indicating a greater commitment to supporting these local and national actors and including them in humanitarian programming. However, the evaluation found that as of yet, there is "no significant difference between DEPP and non-DEPP actors in terms of their approach to working with local or national NGOs for disaster preparedness and response," and that it was too early to say if the support and partnership of INGOs has resulted in any significant gains for local stakeholders.[146] However, there have been some early indications of positive improvements, and in this section we describe how DEPP works to improve two of the sector-wide institutional arrangements that inhibit aid localisation: funding structures and limited access of local and national stakeholders to key humanitarian mechanisms.

DEPP ORGANISATIONS have **15% MORE PARTNERSHIPS WITH LOCAL AND NATIONAL ACTORS** than non-DEPP organisations

Organisational capacity development, including L/NNGO capacity development, is discussed in more detail page 87 of this chapter.

142   Zyck, S. and Krebs, H. Humanitarian Policy Group, Overseas Development Institute: Localising Humanitarianism: Improving effectiveness through inclusive action, 2015.
143   Glennie, J et al., ODI: Localising Aid: Can using local actors strengthen them? 2012.
144   Shifting the Power Global Baseline Report, 2016.
145   Charter4Change: https://charter4change.org/
146   Shah, V. The DEPP Evaluation: Formative Phase Report Value for Money, HHI, 2017.

FLEXIBLE FUNDING FOR L/NNGOS MAY INCREASE AID RELEVANCE AND REDUCE BUREAUCRACY, BUT APPROPRIATE MECHANISMS FOR THIS NEED TO BE ESTABLISHED

Local and national organisations do not receive adequate funding from donors and INGOs[147] and have limited opportunities to apply for funding directly.[148] Although giving direct funding to local actors to conduct preparedness activities may reduce donor costs,[149] international organisations and donors generally distrust delegating financial authority to L/NNGOs, and INGOs have a tendency to treat L/NNGOs as sub-contractors.[150] Positively, many INGOs have made commitments to direct more aid to local and national actors,[151] and the DEPP itself is piloting more flexible funding arrangements for L/NNGOs. Although this is not a major component of the programme, which primarily focusses on capacity development, half of the DEPP projects provide some type of flexible funding. This ranges from FEP's open grants for capacity development for national NGO consortia in the Philippines to smaller flexible grants from StP and PiP for local partners to use during emergencies. Below we outline two of the benefits of these types of funding arrangements.

Increased relevance of activities

Flexible grants allow national actors to spend funding on activities most relevant for them and their context, rather than being limited by donor restrictions. The CDAC-N project lead described how their flexible funding mechanisms have allowed locally defined preparedness solutions to emerge, such as developing locally contextualised message libraries and media landscape guides for South Sudan and

capturing how indigenous knowledge and communication is used to prevent conflict. Similar reports come from PiP, whose remedial action funds have been spent on a range of protection mainstreaming activities chosen by partners, including infrastructure projects, establishing feedback mechanisms and women and child friendly spaces. If funding for DEPP partners had been restricted to specific projects, these tailored solutions would not have emerged.

Reducing bureaucracy
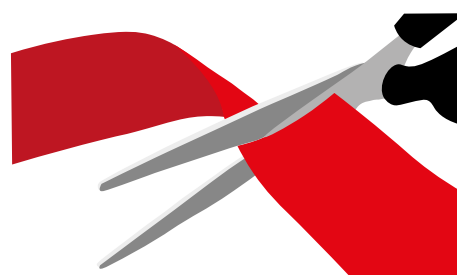
Flexible grants may also save time and money spent on bureaucratic procedures. For example, funding from FEP has allowed national organisations to independently identify what gaps in capacity they needed to fill, cutting down on the support needed from FEP project management as well as the bureaucracy involved in reporting and conforming to strict project requirements. StP found that providing small grants to partners for use in emergencies, which have been successfully used for drought responses in Ethiopia, has been positively received and gave partners greater freedom. PiP has also reported time saved due to streamlined reporting systems for

147   Shifting the Power Global Baseline Report, 2016.
148   Clayton, M. and Emmens, B. Shifting the Power: Localisation of Aid: INGOS Walking the talk, 2016.
149   UN General Assembly: Report of the Secretary-General for the World Humanitarian Summit, 2016.
150   Transforming Surge Capacity Mid-term learning document, 2016.
151   Including through the Charter4Change and the Grand Bargain.

their remedial action funds.

However, there are challenges around truly freeing up funding for national actors. The HHI formative phase evaluation described how DIFD takes a risk averse stance to funding local and national actors,[152] and FEP found that aspects of the due diligence process were an issue for many local organisations, including the requirement to be tax registered. In the Philippines this is a complex, laborious and expensive process that many small NGOs cannot afford. To address the potential exclusion of smaller NGOs, FEP decided to not make tax registration a non-negotiable requirement and instead ask that organisations meet minimum tax requirements, such as tax on staff salaries.[153] Finally, it is important to note that funding to these L/NNGOs has first been channelled through an intermediary (DEPP INGOs) rather than directly to the organisations themselves from donors. This is short of the ultimate localisation goal of allowing national actors to access funds directly, however the DEPP's strategy is ultimately to develop L/NNGO capacity and create an enabling environment so that they are able to access direct funding in the future.

LEVERAGING LOCAL AND NATIONAL VOICES AND FACILITATING THEIR ACCESS TO WIDER HUMANITARIAN SYSTEMS CONTRIBUTES TO THE LOCALISATION AGENDA

A barrier to aid localisation is that many local and national actors do not have the same access to decision-making forums or coordination systems as INGOs, which reduces their visibility, participation and influence.[154] The DEPP targets policies and systems that inhibit this access in various ways, including strengthening the capacity of these actors to access humanitarian systems, by promoting their voices at international forums and by supporting the development of local humanitarian networks.

Using capacity development to increase L/NNGO access to humanitarian systems and funding

Most DEPP projects aim to enable L/NNGOs to access humanitarian funding or coordination mechanisms in order to play a stronger role in national humanitarian response. They primarily do this by conducting organisational capacity development. The Surge project, for example, targets small and medium sized organisations alongside international organisations, because L/NNGOs often have less funding than INGOs to maintain internal surge rosters. ALERT has designed its online emergency preparedness system, which will be piloted in 2017, so that national NGOs will be able to use it to identify and address gaps in CHS compliance and more easily complete funding applications for major donors.

The programme is beginning to see increased partner access to wider humanitarian systems as a result of DEPP capacity development activities. For example, with the support of the StP project to improve their financial arrangements, administrative structures and funding application processes, StP partners have been able to apply for a number of external funds. Two partners in DRC received

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152   Shah, V. The DEPP Evaluation: Formative Phase Report Value for Money, HHI, 2017
153   FEP, Learning lessons from the due diligence process, 2016.
154   Shifting the Power Global Baseline Report, 2016.

funds from a UN Pooled fund, one partner in Ethiopia secured funding from UNOCHA and two partners in Bangladesh have successfully activated the Start Fund. In Pakistan all partners have recently registered with the Pakistan Centre for Philanthropy and are now eligible to apply for UN and government funding as a result of project activities. The PiP project has also noted similar improvements in their partners being able to access funding, with one of their partners in Lebanon[155] explaining that: **"At the organisational level, through PiP we have developed a protection strategy which allows us to apply for funding we wouldn't have been able to access previously."** Being able to access funds is a necessary precursor to maintaining the capacity and resources to respond effectively to disasters.

INGOs have a responsibility to promote L/NNGO voices and advocate for the localisation of aid

Since INGOs like those involved in the DEPP have a more established role in global humanitarian discussions than L/NNGOs, they are in a good position to leverage the voices of their local and national partners. Several projects try to encourage communication and involvement between their partner organisations and external humanitarian mechanisms. For example, CDAC-N, PiP, Surge and StP support the participation of their local and national partners in global forums to raise their profiles. All of these projects arranged for some of their local partners to attend and contribute papers to the WHS, and PiP has arranged for its local and national partners to be actively involved in the consultations for the IASC Protection Policy Guidelines, which is the first time that this has ever happened.

The Pokot Women Empowerment Organization (POWEO), a local StP partner in Kenya, gained recognition from the Pokot County government after a World Humanitarian Day celebration organised with support from the StP project. This initiative aimed to amplify the voice of women to influence policies at the county and national levels.

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155   Association Najdeh.

Supporting local and national stakeholders to develop their own humanitarian networks

Another way that projects aim to leverage their partners' voices is by helping them to establish local and national networks through which they may support each other and collectively conduct advocacy. PiP and FEP have both worked to support partners to develop local networks or consortia, and StP has been very active in supporting local and national forums for their partners, including the StP Power Café in Bangaldesh, which is a space for their local partners to hold discussions and coordinate amongst themselves. StP has also been key in facilitating the launch of NAHAB in Bangladesh, a network of national NGOs which, along with the department of disaster management, will try to ensure that L/NNGOs have a greater say in humanitarian decision making processes.

Case study: Participatory Welfare Services in Pakistan – Improved access to Humanitarian Systems

One of StP's partner organisations, the Participatory Welfare Services in Pakistan (PWS), explained how StP activities have improved its access to humanitarian systems. They explained that as a result of the project's capacity strengthening plans, they started improving their internal systems, policies and procedures in alignment with humanitarian standards in order to better act during humanitarian emergencies. Not only this, but as a result of project support the organisation began for the first time to contribute to humanitarian events at the provincial and national level as well as partake in coordination meetings with INGOs, donors and other influential stakeholders. PWS management explained that improvement in their organisational systems **"provided space for developing linkages for partnership with organisations/institutions/departments […] PWS has now improved access to INGOs and has been connected with new INGOs."**[156]

Rouba Mhaissan, local PiP partner staff (SAWA) based in Lebanon, attending the START Network Annual Conference in London. DEPP projects have facilitated local partner access to international events such as this so that their voices are heard.

© Start Network

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156   StP Call for Learning Submission: Participatory Welfare Services, 2016.

LEARNING: INSTITUTIONAL BARRIERS AND LIMITED KNOWLEDGE ON HOW TO ENGAGE LOCAL ACTORS MEANS KEY STAKEHOLDERS MAY BE EXCLUDED

Although L/NNGOs are on the front line of disaster response and should therefore be targeted as key stakeholders,[157] some DEPP projects have struggled to engage the appropriate local and national actors. The CDAC-N project lead stated that in Bangladesh they found it difficult to include national NGOs and networks in the Shongjog multi-stakeholder platform because it was difficult to identify which national NGOs could be representative of thousands of civil society organisations in the country. Both Surge and FEP also mentioned the difficulty of involving local NGOs rather than national NGOs, as local NGOs are smaller, harder to identify and less likely to pass due diligence checks. The result of this is that these projects have primarily targeted larger national NGOs that are already well-established, which still contributes to the localisation agenda but may exclude key stakeholders. Those projects that do work with small local partners generally work with existing partners of DEPP consortium agencies. The lack of solutions to this issue suggests that more research should be done on how best to practically engage smaller local actors.

LEARNING: LOCAL CONSULTATION AND PARTICIPATORY PLANNING SHOULD BE PRIORITISED

One of the hindering factors for aid localisation is that the process of conceiving of and developing projects often occurs outside of affected regions, with little input from local stakeholders. As discussed in the DEPP design case study[158] and the HHI external evaluation report,[159] the DEPP also suffered from this problem. 10 out of the 14 projects were almost entirely conceived in London, which has been acknowledged as a major flaw in a programme that is primarily about increasing national capacity. This resulted in issues with implementation delays and partner engagement, and at least one project indicated that some of their partners were resistant to their project idea during the first phase of implementation. For the four projects that were designed in-country and are primarily led in-country, there is some evidence that this led to smoother implementation,[160] suggesting that INGO institutional arrangements around project design and planning should be improved to involve national stakeholders.

> " **While there were design flaws in the beginning, to an extent this is being circumvented by these new ways of working."**
>
> Umar Iqtidar, Surge project International Monitoring Evaluation and Learning Officer, explaining how local and national stakeholders have had a greater say on project implementation since the original design.

157   Murphy, Rebecca. LPRR Half-Way Brief, 2016.
158   Kletzing, M. and Bevan, D. DEPP Learning Project: Preparing for Preparedness: Lessons from Designing and Setting-up the Disasters and Emergencies Preparedness Programme, 2016.
159   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.
160   Ibid.

Local and national stakeholders have power over project activities

It is important to note that despite the original design flaws, the majority of projects give a lot of control around planning project activities to their local, national and in-country partners. So while the initial idea of many projects was devised in London, the actual detail of project activities were mainly developed in-country, with the understanding that local partners, communities and other in-country stakeholders will choose appropriate activities because of their familiarity with their own needs. Project leads were all very positive about this aspect of their projects, suggesting that it has led to solutions and ideas that they could not have thought of on their own. Below we highlight two of the ways in which national stakeholders have shaped project activities.

Partners designing project activities: Partners design large aspects of the actual content and implementation of activities, sometimes as part of working groups and sometimes based on flexible capacity

building plans. For example, the CDAC-N working groups in Bangladesh and South Sudan are composed of national actors that developed the communicating with communities platforms themselves, and the LPRR project uses participatory methods to allow community members to identify what projects they would like to implement, which has ranged from conflict sensitivity training to installing community solar lights.

Incorporating partner feedback into design: Feedback and input from local and national partners is taken into account by most projects. For example, much of TD's training was developed as part of a pre-DEPP programme, but the project still heavily takes into account participant feedback to adapt their training to be suitable for local contexts. Another examples is ALERT, which has solicited input from local stakeholders and will be asking local and national NGOs to test their system when it is developed.

COMMUNITIES: INVOLVING COMMUNITIES IN SHAPING THEIR OWN CAPACITY DEVELOPMENT

" Localisation is not only about involving local partners, it is also making sure that the people who matter at a local level, who are not often recognised as responders, are given a voice. This could mean the school teacher, the religious leader, and all those who do act at the grassroots level during a disaster or emergency, but then disappear into the background,"

Yeeshu Shukla, project lead for SEPS Myanmar.

Although it is recognised that community members, as beneficiaries and first responders, should be included in response planning, poor institutional arrangements within organisations and governments can lead to neglecting community views during humanitarian preparedness programming.[161] Although the majority of DEPP projects focus more on developing NGO capacity rather than community capacity, those who do engage directly with communities take steps to involve community members in planning and implementation by considering their perspectives and needs. In this section we explore some of the good practice that the programme employs to improve policies and procedures around engaging communities.

INVOLVING COMMUNITIES IN DECISION MAKING AROUND DISASTER PREPAREDNESS AND RESPONSE CAN INCREASE PROJECT RELEVANCE AND ENGAGEMENT

" If we don't ask the community what they want then how can we expect the design to be fruitful in the long term?"

LPRR project field staff, Pakistan.

Since communities are the stakeholders most affected by emergencies and generally the first responders, it is essential that they are included in preparedness and response planning.[162] DEPP projects aim to involve communities in various ways. For example, LPRR and SEPS Myanmar directly implement their projects at the community level to increase community level preparedness, using participatory approaches to assess and address community need, and Surge is implementing a pilot project in Pakistan to establish community emergency response teams.[163] Other DEPP projects involve communities more indirectly; for example, StP and PiP both reported supporting their partner agencies to design and implement community level projects, PHEP Gambella and Urban EWEA conduct community level trainings, CDAC-N works with national stakeholders to promote appropriate communication with communities during emergencies, and ADCAP has worked to ensure inclusive programming that involves all members of communities equally. Improving the policies and systems through which NGOs work with communities can ultimately lead to more appropriate preparedness and response activities. Below we explore ways that projects aim to do this.

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161 Brown, D. and Donini, A. ALNAP: Rhetoric or reality? Putting affected people at the centre of humanitarian action, 2014.
162 Murphy, Rebecca. LPRR Half-Way Brief, 2016.
163 Surge is funding the organisation Rescue 1122 for this pilot, which is also a StP partner.

Examples of ways that projects involve communities in planning for response

Community feedback mechanisms:
Community feedback is a valuable process to ensure that project activities are relevant. Many PiP partners have worked with the project to design community feedback mechanisms. This way of consulting communities has resulted in solutions to problems that they didn't even know existed, such as the stigma associated with attending a women-friendly space in Myanmar, which resulted in changes to the space based on community suggestions. It is therefore essential for projects working at the community level to solicit this feedback in order to appropriately design community projects.

Empowering community groups: Other projects, including SEPS Myanmar, have worked to support community members to develop their own solutions, providing them with space and encouragement to do so. Daw Hla, who was trained as a resilience champion by SEPS Myanmar and is working with a SEPS partner agency, explains how learning about disaster resilience tools has allowed her to support women's groups in rural villages in Myanmar:

"We have organised women's groups to prevent and be prepared for upcoming disasters. We have discussed where we can get water, how to grow trees and why deforestation happens. [We] find solutions to improve women's lives, and to save the lives of women, elderly people and children during the emergency period."[164]

Participatory assessments:
LPRR and SEPS Myanmar have both instituted community action plans based on participatory community assessments, which represent best practice within the sector.[165] Community feedback from both the SEPS Myanmar and LPRR projects has so far been positive, and both project leads indicated that participatory methods have allowed them to better understand and address community needs. This has potentially led to increased community engagement and more tailored preparedness activities. For example, the participatory nature of the LPRR project means that communities have selected their own preparedness solutions. In Pakistan this has included paving roads, installing water points and street lighting, and some capacity building activities for Village Development Committees. These "hard" projects were chosen over "soft" projects, like awareness raising, because communities felt that they wanted some tangible change to improve evacuation and transport ease. By choosing a method of engaging with communities that involves them in a meaningful way, LPRR has not only improved on the way in which community needs are addressed, but has also helped communities to design more relevant solutions.

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164   Start Network Blog: Women's Leadership in Emergency Response in Myanmar, 2017. Accessed at: https://startnetwork.org/fr/node/23135
165   Brown, D. and Donini, A. ALNAP: Rhetoric or reality? Putting affected people at the centre of humanitarian action, 2014.

A female focus group in Pakistan explaining to the LPRR team about community risks, what happened during the 2010 floods in the area and how they prepare for the rainy season.

LEARNING: NGOs CAN PLAY A FACILITATING ROLE IN ADDRESSING COMMUNITY POWER DYNAMICS

Occasionally power dynamics within communities can result in emergency preparedness and response activities that are less favourable to certain groups. These power dynamics need to be considered during community assessments and planning to avoid the marginalisation or exclusion of certain community members.[166] NGOs can play a role in helping communities to address power dynamics by providing strategies to address these formal and informal systems of exclusion. Below are several examples of how DEPP projects have aimed to address this, with varying levels of success.

Protecting the vulnerable

The PiP project has described how it can be difficult to get communities to address conflict, because community authorities may pose a risk to individuals in the community. They have developed solutions to ensure that voices are not stifled while still protecting the vulnerable, such as using participatory and legislative theatre in a community in the DRC, which enabled community groups to engage authorities in a non-confrontational way and allowed them to demonstrate the effect of abuses like arbitrary detention. This has led to decreased arbitrary detention in the community, and police have requested to share the theatre technique with communities and police in other districts in order to combat corruption and abuse.

Gender inclusion

The LPRR project tried to ensure that community members from Pakistan and Kenya were represented equally by conducting power dynamic assessments and applying the results to community

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166   Murphy, Rebecca. LPRR Half-Way Brief, 2016.

projects. However, this was not always easy. The project lead explained that although they discovered issues around gender and including women's voices in Kenya, the community still ignored this during project planning and designed activities that did not necessarily address women's needs. The LPRR project lead indicated that the project could have played more of an advocacy role to push for women's inclusion, and indicated that they would try this in the future.

Age and disability inclusion

In Kenya, the ADCAP partner Christian Aid worked to understand existing power dynamics at the community level, both around older people and people with disabilities, and also between the community and Christian Aid. They described this as follows:

"In order for engagement to be meaningful, even inclusive projects need a deeper understanding of existing norms and dynamics, and be aware of their own contribution. This could take the form of simple considerations, such as the seating arrangements used, which affect how people participate and share."

DISASTERS&
EMERGENCIES
PREPAREDNESS PROGRAMME

ORGANISATIONS: IMPROVING ORGANISTATIONAL POLICIES, SYSTEMS AND PROCESSES FOR CAPACITY DEVELOPMENT

A major focus of the DEPP is improving the institutional arrangements and policy environments of humanitarian organisations so that they may be better prepared to respond to disasters and emergencies. All projects except for the Learning Project target improved organisational preparedness for local, national and international humanitarian organisations. They do this in various ways, including improving overall organisational systems and processes as well as providing organisations with tools and guidelines for better programming.[167] In this section we explore to what extent there has been organisational improvement as a result of these two main activities.

ORGANISATIONS ARE BEGINNING TO BETTER IMPROVE THEIR ORGANISATIONAL POLICIES AND PROGRAMMING AS A RESULT OF ADOPTING DEPP POLICY TOOLS, FRAMEWORKS AND GUIDELINES

Most DEPP projects target policy and programming improvements at the organisational level by developing and helping partners to implement best practice guidelines, tools and frameworks. These resources have also been made free to access by other organisations outside of the DEPP. Preliminary reports from DEPP projects indicate that these strategies are beginning to lead to improved organisational policy and programming.

TOOLS AND GUIDELINES	PURPOSE	PROJECT
Minimum Standards for Age and Disability Inclusion in Humanitarian Action	To inform humanitarian organisations about how to ensure their programming and responses are inclusive	ADCAP
Two-way tools for communicating with communities	Provides tools to ensure that crisis-affected people have information they need and can communicate their needs	CDAC-N
Protection mainstreaming tools and guidelines	Provides a system to implement, monitor and evaluate protection approaches to response	PiP
Capacity building package for best practice in building community preparedness and resilience	Outlines an approach to response that can both meet survivors' immediate needs as well as enable long term community resilience	LPRR
Core Humanitarian Competencies Framework[155]	Outlines humanitarian behaviours and skills that should be maintained by humanitarian staff	TD
HR Good Practice Guide, other Surge best practice guides	Provides best practice guidelines for HR and roster members during surge response	Surge
SHAPE Framework	To comprehensively assess and address organisational preparedness capacity gaps	StP

167   Other activities such as staff training, training of trainers, mentoring and coaching also benefit organisational preparedness but are discussed in more detail in Result 1.

155   The Consortium of British Humanitarian Agencies (renamed the Start Network).

Improvements in organisational policy and programming

The HHI formative phase evaluation found that in the past year 47.6% of DEPP organisations believed that the general institutional arrangements and policy environments for developing humanitarian capacity to prepare for and respond to disasters had been slightly strengthened, compared to 33.3% of a control group of non-DEPP organisations. From interviews, they found that perceptions of the programme around improving institutional environments were positive, especially on policies and plans related to preparedness, response and inclusion. They also found that respondents believed that the programme has improved organisational ability to identify gaps and develop policies to address these gaps. In terms of project monitoring, only one project targeting specific thematic policies and programming has formally measured the impact of their activities on organisations: as of December 2016, PiP recorded four out of six targeted national organisations demonstrating improved knowledge and skills on how to effectively coordinate with other actors in the protection sector, and that number has been increasing. Other projects have measured organisational change in other ways: ADCAP agencies have all reported an increase in inclusive programming as a result of project activities, and 50% of the 10 respondents to a CDAC-N survey who are involved in a communicating with communities working group in Bangladesh reported some level of change in their organisations around incorporating CDAC-N training and principles.

47.6% of **DEPP** organisations saw environments for disaster preparedness capacity development strengthened, compared to **33.3%** of **NON-DEPP** organisations

A PiP protection project community site in the Philippines where partner organisations worked with the community to identify and address protection concerns.

© Protection in Practice

Examples of organisational institutional change as a result of adopting best practice tools from DEPP

Improved national and regional surge systems: The Surge project has now developed and launched three surge rosters,[169] guidelines and training modules that are being used by four main NGO networks comprised of over a thousand organisations. Although their surge rosters are very new, four deployments have been made from the rosters and their surge training manuals have been replicated by some agencies to strengthen their internal rosters. These rosters fill a gap and represent an improvement in country-level and regional coordination mechanisms.

Protection mainstreaming: PiP capacity development activities have had a fundamental impact on the organisations with which they work. For example, one PiP partner in South Sudan has now developed a separate protection branch, which has allowed them to gain additional funding from SaferWorld. The impact of the project has not only been on local and national organisations. Oxfam, the project lead agency, has changed their approach to partnerships for gender based violence programming as a result of working with Nile Hope, a local organisation in South Sudan. In the protection sector, INGOs generally refer protection cases to clinics, but since these services are not readily available in contexts like South Sudan, they realised that they need to partner with local organisations to provide these services. This is a positive example of how INGOs and L/NNGOs can mutually influence each other's institutional arrangements around preparedness and response.

Inclusive response beyond the DEPP: ADCAP-supported Inclusion Advisors have identified opportunities and successfully influenced several projects or programmes that their organisations are involved in. In Pakistan, for example, two large initiatives now take an inclusive approach to disaggregated data, needs assessments and beneficiary selection as a result of work by the ADCAP Inclusion Advisors. This includes RELIEF (a multi-year consortium programme run by HelpAge, IRC and Acted) and the RAPID Fund (a USAID funded rapid response managed by Concern Worldwide). An older person who benefited from the RAPID programme during a drought response in Pakistan testified that: **"This is the first time that I have been asked about my needs."**[170]

Inclusive planning and response: ADCAP has helped their consortium organisations to improve their emergency response procedures and programmes to be more inclusive. This organisational change has led to more inclusive response on a number of occasions, including during the Chitral floods and the Tharparkar drought in Pakistan and during the development of inclusive contingency plans for El-Nino and drought in Kenya. The ADCAP Minimum Standards were also used by Christian Aid during a Start Fund cash transfer and food assistance project in South Sudan.

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169   Two national (Pakistan and Philippines) and one regional (Asia).
170   Arif, Shahida. DEPP Learning Platform blog: Humanitarian Collaboration and Capacity of Practice, 2016.

CAPACITY DEVELOPMENT TO IMPROVE ORGANISATIONAL PREPAREDNESS PROCESSES CAN IMPROVE ORGANISATIONAL ABILITY TO RESPOND EFFECTIVELY TO EMERGENCIES

Apart from targeting specific policy gaps and providing tools and resources to address these gaps, the programme also targets overall organisational systems and processes that affect how national partners prepare for and respond to disasters. These systems and processes include financial and administrative systems, organisational preparedness plans and effective procedures to conduct accurate situational analyses.

Improvements in organisational processes and systems

When asked to rate the level of their organisations overall preparedness to respond to emergencies for the HHI formative phase evaluation, 50.5% of respondents from DEPP organisations identified as "very" or "extremely" prepared compared to 32.9% of a non-DEPP control group. HHI will conduct a more in-depth analysis of preparedness levels in future phases of the evaluation. Results from projects measuring overall organisational preparedness of their partners is so far limited, but project are expected to gather this information later this year. The StP project, however, has already seen some significant success around improving L/NNGO organisational capacity. This project used a capacity strengthening framework to develop capacity plans for 55 local and national organisations in five countries, which involved strengthening their institutional policies and procedures,

as well as knowledge and skills, for disaster preparedness and response. As of September 2016, over half of these organisations were deemed by a project evaluation to be strong enough to lead a response.[171] Some specific examples of how StP capacity development activities have strengthened the ability of their partners to respond to disasters include:

- In Ethiopia, one partner used their StP-supported training to mobilise an emergency response team to conduct a needs assessment during an acute watery diarrhoea outbreak and used its own funds to provide a small-scale response.

- Most StP partners in Ethiopia and Kenya have responded to a drought in East Africa, and partners have reported that project capacity building activities have strengthened their ability to raise awareness, conduct assessments, identify community priorities and develop and implement action plans.

- In DRC StP partners have successfully responded to small scale emergencies around displacement and cholera, and six multi-sector assessments and reports developed by partners on the situations in-country (including one under OCHA supervision) have been used by cluster members such as World Vision, ACTED and Caritas. This was a direct result of StP support on effectively conducting assessments.

171   Clayton, M. and Emmens, B. Shifting the Power: Localisation of Aid: INGOS Walking the talk, 2016.

LEARNING: CAPACITY STRENGTHENING FRAMEWORKS CAN BE USEFUL TOOLS, BUT ARE NOT MAGIC SOLUTIONS

One approach to identifying organisational capacity gaps is to use a framework to identify where these gaps lie and develop capacity development plans accordingly.[172] Interestingly, two DEPP projects who are working to develop L/NNGO capacity take opposite approaches to the use of frameworks. While StP provides L/NNGOs with a framework to assess their capacity, and then works closely with them to develop capacity strengthening plans, FEP allows networks of L/NNGOs to determine their capacity needs without a project-provided framework. Both of these approaches have merits and disadvantages.

The assumption around FEP's strategy is that organisations should be able to determine what capacity they need to strengthen without assistance from INGOs. However, a framework can provide a useful overview of areas in need of improvement that may otherwise be overlooked. An assessment of the StP SHAPE framework concluded that frameworks must be treated as tools rather than an answer to

everything, and that organisations should limit framework density and complexity, which may hinder their usefulness or result in excessive workload for organisations.[173] StP has also indicated that facilitator support on the use of frameworks is often more important than the framework itself, since a strong facilitator can assist organisations in identifying important capacity gaps. Therefore, if frameworks are used, they should be used as tools as part of a wider strategy.

It is interesting to note that while these two projects have taken opposite approaches to developing L/NNGO capacity, they both encountered initial L/NNGO confusion and misunderstanding of the project's overall strategy of capacity building, for FEP because it was so open, and for StP because it was so detailed. These confusions have since been clarified, but this suggests that neither approach is a perfect solution and that both require a degree of INGO facilitation and L/NNGO feedback to function successfully.

LEARNING: EMBEDDING A CAPACITY-DEVELOPER WITHIN AN ORGANISATION MAY LEAD TO GREATER ORGANISATIONAL CHANGE

The ADCAP Inclusion Advisor model is unique within the DEPP.[174] Establishing this role involves embedding ongoing capacity development and technical expertise within an organisation to target a specific change agenda, which in ADCAP's case is age and disability inclusion. The benefits to this include being able to tailor activities to a specific organisation's needs and existing frameworks as well as providing ongoing

with changes over time. Also, having contextualised support to follow through embedded capacity may increase the likelihood that the organisation continues funding for the post and therefore sustains change in this area. This model can therefore be a useful one for pushing forward a specific organisational agenda, as it may help to increase sustained change.

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172   Shifting the Power: Getting into SHAPE? A review of Shifting the Power's organisational capacity assessment approach, 2016.

173   Ibid.

174   Although some projects, such as PiP, have used the comparable method of programmatic co-implementation through seconding technical experts to organisations to help develop their capacity. This method has produced similarly positive feedback.

An interesting comparison was made in an ADCAP lessons learned document: In two agencies an Inclusion Advisor was placed at both the HQ and country level, and this may have resulted in an even greater uptake of the inclusion agenda compared to those agencies with an advisor only at field level. This is potentially because change is promoted at a strategic level rather than just implemented at a field level, and the combined effect of HQ buy-in along with grassroots field-level buy-in can validate and reinforce the push to change.

LEARNING: ORGANISATIONAL BUY-IN TO NEW POLICY STRATEGIES IS NECESSARY TO AFFECT CHANGE

Accomplishing organisational change first requires the endorsement and commitment of the organisations involved. This may have been an issue during the set-up of the programme, because projects were designed without much consultation with in-country stakeholders. In interviews, two project leads explicitly identified the lack of consultation as an obstacle for organisational buy-in for their project. Projects have adopted various strategies to address this obstacle and increase buy-in so that their activities can affect positive change.

Strategies that DEPP projects have used to increase buy-in

Targeting individuals and organisations with strategic and decision making power: For example, placing ADCAP Inclusion Advisors at HQ level as well as at field level has increased uptake of the inclusion agenda compared to only having advisors at field level. CDAC-N has also identified that conducting internal organisational advocacy was key for increasing organisational buy-in for their project.

Realistic action plans for change: ADCAP Inclusion Advisors reported that having formally-signed off action plans, based on organisational capacity assessments to identify gaps, allowed action to be more easily taken at lower levels. StP have also indicated that providing organisations with support on how to prioritise aspects of their action plans has facilitated greater uptake of those plans.

Build on existing organisational policy and strategic commitments: For example, two ADCAP organisations requested and used ADCAP tools and standards in an effort to meet their commitments for the WHS Disability Inclusion Charter.[175]

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175   ADCAP Lessons Learned from the Inclusion Advisors, 2017.

GOVERNMENTS: TARGETING GOVERNMENT INSTITUTIONAL ARRANGEMENTS AND POLICY ENVIRONMENTS THROUGH CAPACITY DEVELOPMENT

Governments play an important role in disaster preparedness and response at the national level. As recommended by the LPRR project following a study of disaster-affected communities, humanitarian interventions should work with and through governments, and developing government capacity to lead on response should be more prioritised.[176] In this section we describe the various strategies taken by the DEPP to improve government systems and procedures for responding to disasters and coordinating with other actors.
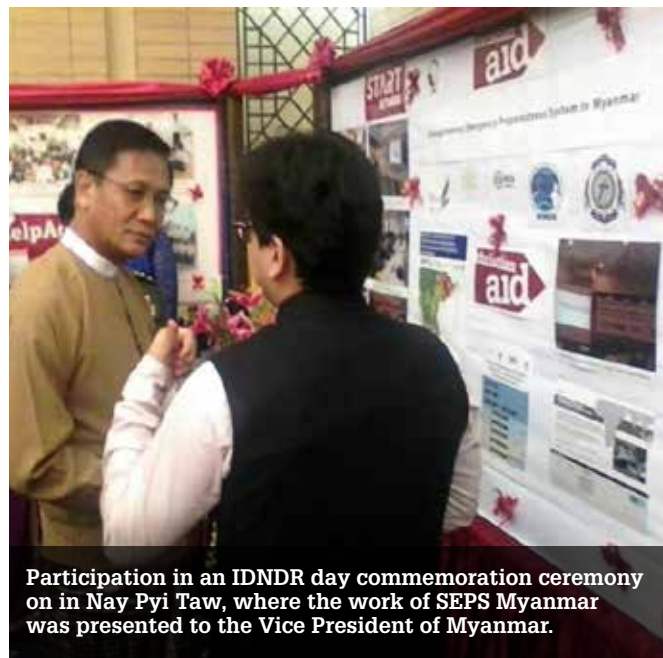
Participation in an IDNDR day commemoration ceremony on in Nay Pyi Taw, where the work of SEPS Myanmar was presented to the Vice President of Myanmar.

© SEPS Myanmar

GOVERNMENT PREPAREDNESS AND RESPONSE CAPACITY SHOULD BE TARGETED ON MULTIPLE LEVELS

The institutional arrangements and policy environments that affect how governments address humanitarian disasters are varied and should be tackled on multiple levels. As part of the DEPP strategy to increase capacity at the national level, projects have been engaging with governments in order to strengthen their preparedness and response mechanisms at the national and local level. They have used various strategies to do this, outlined below.

Providing governments with best practice tools and guidelines

The programme has also produced tools, guidelines and frameworks that can be used to improve both government and organisational capacity for emergency preparedness (see figure 7). The government of Pakistan particularly has been quick to adopt DEPP tools and guidelines, including using surge training modules to train government staff, adopting the ADCAP Minimum Standards to train National Disaster Management Authority

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176   Murphy, Rebecca. LPRR Half-Way Brief, 2016.

staff and using various aspects of the StP SHAPE framework to assess preparedness capacity. The use of these tools by the government indicates that these resources can be appropriate for addressing government preparedness needs.

Strengthening local and national early warning, communication and preparedness systems

Six projects are working in partnership with national authorities to develop or strengthen early warning and preparedness systems in-country. Details about the goals and results from these systems are highlighted in Result 2.

Training government staff

Nine projects have trained government staff,[177] including:

TD (humanitarian skills training for government staff in Bangladesh)

Urban EWEA (training on treating malnutrition in surge for health staff)

PHEP Gambella (surveillance data interpretation and use for health staff)

SEPS Myanmar (training government representatives to conduct early warning systems audits)

LPRR (capacity building for governments to better address multi-risk contexts)

Surge (seven government staff in Pakistan underwent a training of trainers on surge response)

**PiP** (sensitisation for police in DRC on the effects of arbitrary detention)

StP (partners have conducted training with government staff, including an emergency simulation exercise with the Pakistan National Disaster Management Authority)

CDAC-N (government staff included in an earthquake simulation in Bangladesh)

Advocating for change at the government level

Several projects who are working with national governments have reported that the close working relationship that they hold with governments has allowed them to proactively champion policy issues related to their project. Examples of successful government influencing include:

• PHEP Gambella has received some commitment from the government and the Regional Health Bureau to increase network connections for early warning to remote communities. The project lead suggested that having an ongoing working relationship contributes to the openness of the government to requests from the project, and using regional cluster and coordination meetings attended by the government to discuss challenges and find solutions is also beneficial.

• The Urban EWEA project engaged with the Nairobi County assembly to redefine food insecurity as an emergency, because it was not previously recognised as such. One of the project consortium members also lobbied the government to create and pass a motion to better address food emergencies in slums, which resulted in the County assembly passing a motion to develop food security measures.

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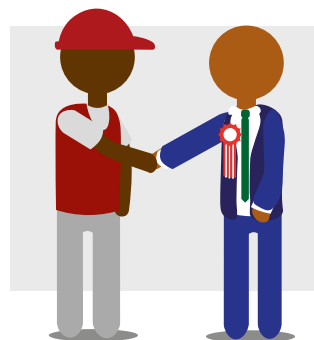
177   For details on the impact of DEPP training activities, see Result 1.

Local PiP Partner Staff in DRC being trained in drama techniques to enable community groups to demonstrate the effect of abuses in a non-confrontational manner.

LEARNING: GOVERNMENT BUY-IN, PARTNERSHIP AND EARLY INVOLVEMENT IN PROJECTS CAN HELP FACILITATE NATIONAL CAPACITY DEVELOPMENT INITIATIVES

Several projects have reported that a facilitating factor for government capacity building is to involve governments early on in the design and development of preparedness projects. This helps to increase project buy-in, which in turn increases government receptiveness to policy and systems change.

The IEWEA Ethiopia project, for example, has worked closely with the Ethiopian government on developing an early warning system from the inception of their project, and this collaboration has helped their project gain traction. The adoption and use of their early warning system by the government has been easier than the Urban EWEA project in Kenya, who were not associated with the government from the beginning and suffered delays when trying to link up with the appropriate government department. For the LPRR project, continued government engagement and interest in the project allowed them to leverage additional government funding to install more solar lights in a community in Pakistan, meaning that the change in village preparedness infrastructure was widened beyond the original scope of the project. These examples indicate that buy-in and ownership of projects by local, regional or national governments may help facilitate their success in improving national preparedness systems and infrastructure. See Result 2 for further information on government involvement in DEPP-designed systems.

LEARNING: IMPROVING THE COMMUNICATION AND COORDINATION CHANNELS THROUGH WHICH GOVERNMENTS ENGAGE WITH OTHER STAKEHOLDERS HELPS INCREASE OVERALL PREPAREDNESS

One type of institutional arrangement that impacts national emergency response are the channels through which governments engage with other stakeholders. Projects can play an important role in facilitating the development and improvement of these coordination channels.

The LPRR and the SEPS Myanmar projects have both reported positive feedback from governments for their efforts to help them coordinate with other actors. A key example of this is from LPRR in Kenya, where the project has been working closely with the government to maintain stability and reduce tensions in 10 communities affected by drought. A community power and stakeholder analysis by the project was used by the county government to understand community dynamics, which helped inform their approach to dealing with the conflict. LPRR also helped to establish and maintain a stakeholder forum, which has successfully encouraged local NGOs, community members and the government to speak and coordinate. A representative from the county government indicated that when this forum was created, it was the first time that all of these stakeholders had been brought together at once, which has helped increase community cohesion. In February 2017 the project used a peace committee to mitigate the escalation of conflict between tribes, and they heard reports of strengthened relationships between communities, NGOs and local governments, as well as local NGOs facilitating responses on behalf of the government. Improving these coordination and communication channels through which governments engage with other stakeholders can therefore improve overall preparedness. For more on the benefits of collaboration, see Result 3.

A County and stakeholder meeting in Nairobi, Kenya, with the Urban EWEA project. This project successfully engaged with the government on policy issues related to food insecurity.

© Urban EWEA

INTERNATIONAL ACTORS: ADVOCACY AND INFLUENCING POLICY ENVIRONMENTS IN THE WIDER HUMANITARIAN SECTOR

International actors like the UN and government donors have a large influence on national systems for preparedness and response through the policy environments that they set. One of the major ways that the programme aims to improve these policy environments to encourage better and more localised emergency response is through advocacy activities at the global level.

ENGAGING EXTERNAL ACTORS CAN HELP THE PROGRAMME SHARE BEST PRACTICE AND INFLUENCE DISCUSSIONS WITHIN THE SECTOR

Changing global policy environments takes time and involves a multitude of actors. The DEPP has contributed to this process by conducting global-level advocacy to promote localisation and other best practices for preparedness.[178] Some programme activities have involved targeting external events where influential actors are present, engaging with the UN and being part of WHS and post-WHS conversations. In this section we highlight key activities and successes in these areas.

Engaging with influential global actors

Many DEPP projects have utilised external events as influencing and advocacy opportunities. Some of the actors that the programme has engaged with includes ASEAN, the UNISDR, DFID, BOND and the Gender and Development Network, among others. Attending events held by these actors is useful for linking with other initiatives that have similar goals to the DEPP, as well as raising the profile of the DEPP in-country. An example of how this engagement can help promote a specific policy agenda comes from ADCAP: Inclusion Advisors in Kenya successfully

lobbied to have the 2016 Humanitarian Partnership Conference of the Inter Agency Working Group on Disaster Preparedness for East and Central Africa focused on age and disability inclusion. Following the conference, stakeholders agreed to establish an inclusion sub-working group. A terms of reference for the group has been established and interest has been expressed by both specialist inclusion agencies and more mainstream agencies.

Working with the UN to develop and share best practice

Several DEPP projects have engaged with the UN, which is strategically important as it has a powerful influence on the institutional arrangements that affect national systems. At least four projects work with the UN cluster systems: PiP has engaged with and shared tools with the Global Protection Cluster and StP, Surge and ADCAP have all engaged in relevant cluster meetings to provide input, promote tools and advocate on particular topics related to their projects.

Besides sharing best practice and working to influence conversations within UN

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178 Including inclusion, communicating with communities, protection, community resilience and surge best practice.

clusters, some projects have taken opportunities to strategically engage with the UN. For example, LPRR presented a position paper at a UNISRD conference on science and technology for disaster risk reduction, and the CDAC-N project working groups all include UNOCHA representatives. One example of success from this type of engagement comes from PiP; the project manager trained a UN peacekeeping contingent for South Sudan, where she took the opportunity to promote the work of national partners and encourage the UN to engage more with national actors. The training feedback was positive, and more information on protection as well as a roundtable on protection was requested. Positive engagements with the UN on these topics can help to institutionalise the messages that the programme is trying to promote.

Influencing discussions at the World Humanitarian Summit

The 2016 World Humanitarian Summit was a key event for the humanitarian sector, and many discussion topics at the event were relevant to the DEPP. The programme engaged with the Summit in various ways. Several representatives of the Start and CDAC Networks attended the conference, as did some DEPP projects and partner staff. Particular successes included the StP and Surge projects sending local partner representatives to attend, the Surge Philippines partners writing a position paper on localisation that was presented at the summit and ADCAP partners contributing to the Inclusion and Disability charters which were adopted by the WHS. The fact that these key issues championed by the programme have been taken forward at a global platform both validates the issues and helps to spread the message to other actors in the sector.

CDAC-N at the WHS

As part of a WHS side-event held by the CDAC Network, the DEPP CDAC-N project invited the Bangladesh government chair of their multi stakeholder platform (Shongjog) to speak at the event, because government plays a large role in communicating with disaster affected populations. Ms. Rahima Akter is the Deputy Director of the Bangladesh Department of Disaster Management, and during the summit she stated that **"in Bangladesh, all the NGOs including Red Crescent and the government are working together to make a model for [communicating with communities]. Previously people were confused about what information to consider and what not to. We are introducing Shongjog with the help of CDAC-N to make the information consistent and to disseminate collectively. By doing this we are making this communication with communities very much easier, uniform, comprehensive and simple."**

LEARNING: THE DEPP SHOULD CONTINUE DEVELOP A COHERENT ADVOCACY STRATEGY TO PROMOTE COLLECTIVE POLICY MESSAGES

Advocacy is a crucial part of influencing global humanitarian policy environments, because it can help to increase the uptake of good practice within the wider sector. To date, however, advocacy from the DEPP around particular policy areas has not been cohesive, although this may be because projects have been focussing heavily on implementation. However, individual DEPP projects have conducted various advocacy activities, mentioned above, and some have detailed advocacy plans. CDAC-N, for example, is funding a communicating with communities advocacy project in Bangladesh that will target the government, the Red Cross, local and international NGOs, UN agencies and telecom companies and Urban EWEA has a comprehensive advocacy strategy to influence the government.

Now that projects are up and running, there is a greater need for a coherent programme-level strategy to promote key messages from the DEPP. The project leads along with the Start and CDAC Network communications staff have been working on a DEPP-wide advocacy strategy since September 2016, which should help to focus these messages and leverage the voices of the collective DEPP networks. A key learning from the 2016 Global DEPP Learning Conference was that programme engagement and advocacy activates need to use local, national and regional forums as well as global so that stakeholders at various levels are targeted. This should be considered when rolling out a DEPP-wide strategy.

CDAC Network and the Shongjog platform were part of a side event on innovative communication approaches at the World Humanitarian Summit in Istanbul.

© CDAC Network

RESULT 5
STRENGTHENED EVIDENCE BASE FOR WHAT WORKS TO HELP BUILD HUMANITARIAN CAPACITY AT SCALE

A critical area for the programme is to identify what works, and doesn't, in relation to building humanitarian capacity. An evidence review, commissioned by DFID, revealed that evidence base for 'what works' in humanitarian capacity development is very low,[179] and few evaluations have been undertaken on investments in the humanitarian capacity of INGOs and their partners. Studies and evaluations commissioned so far have produced very little robust evidence, and those that have produced evidence still recognise the difficulty of evaluating capacity development initiatives.[180] Capacity development is an area where it takes time for change to emerge, and therefore poses challenges around measurement within the normal period of a funded programme.

The DEPP business case identifies a number of areas related to preparedness and response where there is dearth of evidence. These include the benefits of communication systems aiming to increase communication with communities at risk of disasters, benefits of investing in capacity (both people and organisations) and how improved institutional and policy environments help build humanitarian capacity. These constitute key DEPP result areas around which the programme hopes to evidence change. Other DEPP results areas, such as the benefits of emergency preparedness and early warning systems and the importance of working with networks and multi-stakeholder platforms to develop capacity, have been studied in more detail and have been found to be worthwhile investments for increasing the effectiveness and timeliness of response.[181]
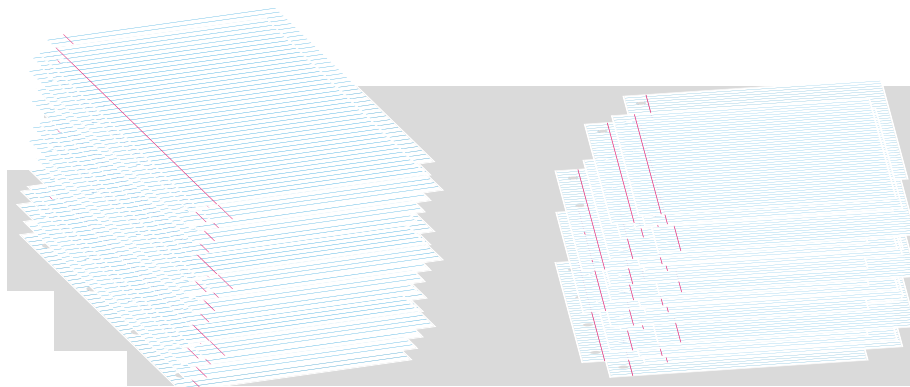
179   Combaz, E. (2013) Humanitarian capability: Definitions and Components, GSDRC.
180   Vallejo, B. and When, U. Capacity Development Evaluation: The Challenge of the Results Agenda and Measuring Return on Investment in the Global South, 2016.
181   DFID: Business Case Intervention Summary, Disasters and Emergencies Preparedness Programme, 2014.

WHAT CONSTITUTES QUALITY EVIDENCE IN THE DEPP?

THE NEED TO PRODUCE QUALITY EVIDENCE IS RECOGNISED ACROSS THE PORTFOLIO, ALTHOUGH WHAT CONSTITUTES AS "GOOD EVIDENCE" IS STILL A TOPIC OF DEBATE WITHIN THE DEPP RESEARCH COMMUNITY

The debate on what constitutes "good evidence" comes at a time when there is pressure to produce compelling evidence around the DEPP Theory of Change and what is and is not working. It is important to highlight these ongoing tensions between what may be considered and accepted as evidence by programmers and practitioners as compared to funders and donors who would potentially give more weight to research based evidence compared to anecdotal stories and views.

Each of these types of evidence has different cost and time implications as well as acceptability in terms of credibility and rigour. The following quotes and reflections from humanitarians both within and outside of the DEPP illustrate some of these tensions and provide an insight into attitudes in the sector towards what should and should not constitute as evidence:

"1000 anecdotes stop being stories – they become data,"

Irene Guijt, Head of Research, Oxfam UK at a BOND conference in March 2016.[182]

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182   Haberl, C. Start Network blog: Reflections on the Bond Conference 2016, 2016.

> **"Storytelling, case studies, anecdotes – traditionally branded 'soft and fluffy' compared to hard data are on the rise and there is a growing understanding of the value of qualitative data… This is the stuff that evidence in the DEPP is made of. Could we be the network that figures out how to use qualitative data to tell the story of change and help to bring back humanity in reporting on results?"**
>
> Christina Haberl, former DEPP Learning Team Manager, reflecting on evidence within the DEPP.[183]

> **"…people are tired of reporting numbers and figures. Numbers do not tell the story and the impact. Striking a balance between qualitative and quantitative data will help us gather evidence. Documenting and sharing these … lessons, rather than just numbers, would help with effective programme delivery. Learning …should draw on stories and qualitative data to document the impact and changes brought as a result of project interventions"**
>
> Helen Asnake, Regional Learning Advisor for Africa and the Middle East, summarising the views of national partners during a Learning Hub meeting in Ethiopia.[184]

EVIDENCE PRODUCED BY THE DEPP

DEPP IS PRODUCING EVIDENCE THAT IS BASED ON EMPIRICAL RESEARCH AND THIS WILL GROW AS PROJECTS SHIFT FOCUS TO PRODUCE THEIR EVALUATIONS AND RESEARCH

There is now an increased focus on evidence generation as the programme and projects move into the final phase of implementation. Some of the types of evidence being generated is underpinned by research, whilst other types consist of documentation of user and practitioner views and experiences. As research is more systematic in nature and involves documentation of methods, peer review and external scrutiny, the evidence generated is likely to be of better quality and more credible compared to evidence based on expert opinion or stakeholder views.[185]

In 2016 the projects produced 33research pieces including case studies, thematic research and evaluations. These are complemented by the formative programme level evaluation report, produced by the HHI. Most frequently researched themes include capacity development, collaboration, localisation, preparedness and training, which are key areas of programme implementation. Whilst most of the evidence being produced is country specific, such as case studies on particular disasters and emergencies, there are examples of evidence generated that is broader in scope and could potentially have wider application. This is an important contribution of DEPP to the existing evidence base. See the following text boxes for examples of this.

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183   Ibid.

184   Asnake, H. Start Network blog: Sharing Lessons about Crisis Preparedness in Ethiopia, 2016.

185   Nutley et. al. University of St. Andrews: What counts as good evidence? Provocation Paper for the Alliance of Useful Evidence. 2013.

Localisation of Aid - INGOs Walking the Talk

This global level research piece, commissioned by the six StP consortium agencies,[186] draws on research conducted across five project focus countries on the localisation of humanitarian aid.[187] It aims to identify operational recommendations on what INGOs within the StP consortium can do so that local and national actors can play a more influential role in response. The report explores the key drivers and obstacles to changing the power dynamics between international and local humanitarian actors, including commitments made at the World Humanitarian Summit, funding structures, organisational policies and the nature of leadership. It also suggests that in order for a shift in power to occur, INGOs must consciously invest in local and national organisations and networks without aiming to control them. It also emphasises the unique position of the StP consortium in being able to trial different approaches that can lead to effective shifts in power.[188]

StP women participating in StP community research on localisation in Lokori Turkana County, Kenya.

© Shifting the Power

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186 ActionAid, CAFOD, Christian Aid, Concern, Oxfam and Tearfund.
187 Bangladesh, Democratic Republic of the Congo, Ethiopia, Kenya and Pakistan
188 Clayton, M. and Emmens, B. Shifting the Power: Localisation of Aid: INGOS Walking the talk, 2016.

What works for humanitarian capacity development? Learning from the DEPP

This report, produced by the London School of Economics on behalf of the Learning Project and Action Against Hunger UK, is an analysis of the varied approaches to capacity development (both organisational and individual) across the DEPP, highlighting successes, challenges and lessons in order to explore what capacity development strategies are working and not working within the programme and why. Insights from the programme, based on a survey and a literature review, are compared with current ideas around best practice within the humanitarian sector. The report examines the factors that may help or hinder DEPP capacity development activities, such as contextualisation, local ownership, a multi-dimensional approach, adequate timeframes, collaboration and the power structures between INGOs and L/NNGOs. The report suggests that involving local actors in the programme design to aid contextualisation, institutionalising collaboration methods at country level and training individuals through face-to-face learning can be effective approaches for capacity development. It also recommends a longer timeframe for the DEPP to better evidence the impact of capacity development activities.[189]

Community member in Korogocho slum, Nairobi, explaining to the LPRR research team how she prepares for food insecurity, crime and violence. This interview was conducted for a case study on the Korogocho food insecurity cash transfer response of 2014, which in turn fed into the policy recommendations in LPRR's half way review.
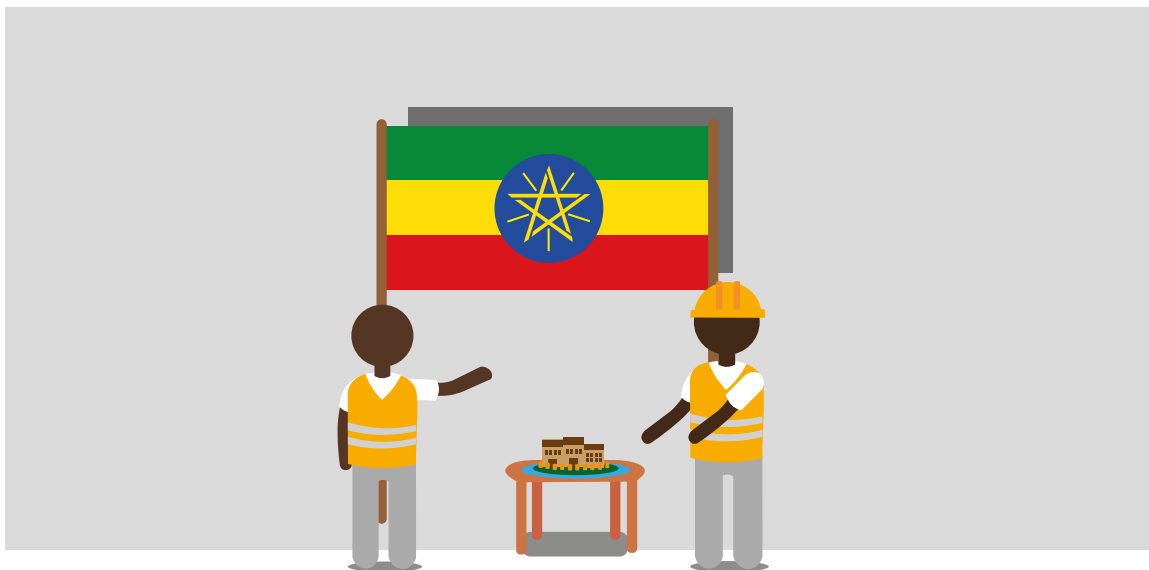
© LPRR

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189   Hagemeister, K. et al. London School of Economics: What Works for Humanitarian Capacity Development? Learning from the Disasters & Emergencies Preparedness Programme (DEPP), 2017.

Linking Preparedness Response and Resilience: Case studies and half-way review

The LPRR project and Christian Aid, in conjunction with King's College, have been conducting a series of eight case studies on past humanitarian emergency responses in order to develop recommendations for improved and resilience-based humanitarian action. The aim of this research is to determine the ways in which humanitarian interventions can work to improve and not undermine the resilience of communities through disaster response and rehabilitation programmes. This research used a triangulated approach, including focus group discussions, household interviews and key informant interviews with crises survivors and members of affected communities. Based on the eight case studies, LPRR has synthesised key recommendations into a half-way brief, which will be further developed into a capacity building package for use by other humanitarians.[190] These recommendations include:

1 Strengthen and do not undermine community cohesion

2 Advocate for tackling root causes through protection work

3 Work with and through the government

4 Align all humanitarian efforts through one coordinating body

5 Allow and enable the community to run the response

6 Psycho-social care is an essential not a luxury

7 The need for capacity building on livelihoods and savings

8 The need to communicate effectively

190   Murphy, Rebecca. LPRR Half-Way Brief, 2016.

Measuring the value-for-money of increased collaboration between UK INGOs in response to mega-disasters

This report, commissioned by Save the Children and the Surge project, aims to highlight the potential of value for money through collaborative response between INGOs. Although the Surge project aims to evidence the value of collaboration at the country, regional and global levels, this report specifically focusses on collaboration between INGOs operating from the UK. Public and donor perception is that NGOs frequently duplicate efforts and miss opportunities to share resources and coordinate, and this report aims to understand if collaboration between INGOs during the surge response for rapid-onset emergencies results in greater value for money than organisations operating in silos.

Despite its limited scope, the report finds that collaboration between UK NGOs could provide some improvements in value for money, with the biggest impact for organisations working in the field. It suggests that the main focus on value for money gain should be in disaster-affected countries, and that any collaboration at the global level should work to support this. The report finds that although collaborative mechanisms exist at the UK level, there is limited interest from humanitarian actors in creating new ones, and that any new networks would be unlikely to be successful without effective preparation as well as buy-in at senior management level.[191]

The Harvard Humanitarian Initiative External Evaluation of the DEPP

The Harvard Humanitarian Initiative is conducting the independent programme level evaluation of the DEPP, which aims to:

• Improve programme effectiveness and enhance learning during the lifespan of the programme;

• Assess the extent to which the DEPP has provided an efficient and effective approach to strengthening preparedness response capacity.

The evaluation employs a rigorous methodology using a mixed-methods and quasi-experimental design, with control groups. It should generate a strong, independent evidence base to complement other evidence produced by the programme. The evaluation is managed by the Learning Project at Action Against Hunger and is guided by an Evaluation Steering Committee to ensure its independence and utility. The evaluation team has now completed the first two phases of the evaluation, inception and formative.

Findings so far highlight that despite the weaknesses in the DEPP design process, including its participatory but UK-centric nature, the disparity of projects making it difficult to align them as a portfolio, the unclear expectations around collaboration and insufficient time to set up consortia (which resulted in some implementation delays), progress towards all of the

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191   Sophie Pongracz, P and Loveless, J. Measuring the value-for-money of increased collaboration between UK International Non-Government Organisations in response to mega-disasters, 2016.

programme output areas is being made. It noted that the quality of activities was high across the programme, and although it is too early to assess outcomes, progress is expected to accelerate in the future. Furthermore, it suggested that the DEPP could have an impact on shifting power dynamics between INGOs and L/NNGOs, in raising awareness of collaborative approaches for capacity building and in creating sustainable humanitarian systems. It also emphasised that whilst projects are sharing learnings, more could be done, and that MEL systems across the projects need to be strengthened to increase the generation of evidence. Planning is underway for the interim phase with the summative phase due to be completed in May 2018. The evaluation will help to develop the evidence base needed to inform ongoing programme adaptations as well future investment in humanitarian capacity.[192]

LEARNING: SOME APPROACHES USED TO CONDUCT RESEARCH ARE LIKELY TO PRODUCE HIGHER QUALITY EVIDENCE, THEREFORE ALL PROJECTS NEED TO BE AWARE OF THESE APPROACHES AND CONTINUE TO USE THEM

There is evidence to show that some projects are using approaches which would produce more rigorous evidence. Although a detailed analysis of the quality of evidence being produced by the DEPP is beyond the scope of the learning report, there are examples of DEPP projects using best practices which will produce quality evidence. Some of these best practices are outlined below.

Working with academics and consultants

For example, much of the research produced so far has been undertaken by experienced academics and evaluation consultants. Some projects such as LPRR and ADCAP have partnered with academic institutes (including London School of Economics, King's College and Oxford Brooks) and the independent programme level evaluation is being undertaken by the HHI. Projects that have conducted research so far have also used approaches that demonstrate methodological rigour. For example, PHEP Gambella in Ethiopia assigned a Public Health Emergency Management expert to review and comment on its baseline in order to ensure that best practices are applied.

Baselines and Endlines

Although not all projects have conducted baselines, because it is not a programme requirement, projects such as Surge, LPRR, PHEP Gambella and Shifting the Power have conducted baselines, to be followed with endlines. This will allow them to more accurately measure the impact of their activities.

Rigorous methodologies

Some projects have used research designs and methodologies which produce more rigorous findings than other methodological approaches. Triangulation is used in some of the DEPP research pieces to gather data from variety of sources, and some projects have also tested and trialled their data collection tools across varied contexts and translated these into local languages, as well as used measures such as site visits and inspections during data collection. These methods provide more valid and reliable data, which is an important building block for producing credible evidence.

192   Shah, V. The Disasters & Emergencies Preparedness Programme Evaluation: Formative Phase Report Value for Money, Harvard Humanitarian Initiative, Jan 2017.

LEARNING: GIVEN THEIR VARYING LEVEL OF MEL CAPACITY AND BUDGET, PROJECTS WILL REQUIRE STRUCTURED AND CONTINUED TECHNICAL SUPPORT FOR PRODUCING HIGH QUALITY EVIDENCE

The existing evidence base will grow rapidly as all projects shift their focus from the implementation phase towards researching and evaluating their interventions and as the independent evaluation moves into its interim and summative phase. Since the DEPP is a decentralised portfolio, project level evaluations will vary in their methodologies, scope and areas of research. This is likely to create challenges in aggregating the results at programme level but it will widen the evidence base to target all the DEPP results areas. Interviews with project leads and findings from the HHI evaluation suggest that the MEL capacity of projects varies widely,[193] which may risk producing evidence of varying quality. In order to overcome this, projects may require more technical support.

The Learning Project held an International Learning Conference in Nairobi in October 2016 which saw each project represented. Project shared learning and evidence from their projects so far.

© Learning Project

193   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.

MECHANISMS FOR SHARING EVIDENCE AND LEARNING

" [Sharing learning] is part of the DEPP and this philosophy needs to be understood. It takes time to make sense of it"

Jane Ockelford, FEP project lead in the Philippines.

A CENTRALLY MANAGED REPOSITORY THAT HAS INBUILT QUALITY CONTROL MECHANISMS ENSURES THAT PRODUCTS ARE PACKAGED APPROPRIATELY BEFORE BEING MADE AVAILABLE FOR PUBLIC USE

Whilst each DEPP organisation has its own approach to curating and managing the evidence they generate, it also means that the quality and suitability of current knowledge management systems and approaches may vary between organisations. A central repository in the form of a 'Digital Learning Platform,' recently created by the Learning Project, will provide a platform for curating knowledge and evidence using a consistent approach.[194] This ensures that stakeholders have access to a high quality repository of open access resources. This platform works in coordination with the internal information management system of Box folders required for programme management, which is provided pro bono to Start Network as part of a private sector partnership.

The 'Digital Learning Platform' was launched in March 2017 and currently holds 96 learning products and an additional 51 are being worked on. A learning product in this context is defined as any written or audio-visual piece that contains learning or information related to the DEPP. This includes but is not limited to: reports (including baseline, mid-term and evaluation reports), case studies, articles, blog posts, project briefs and any other research pieces. A breakdown of the type of these products and themes being targeted is provided in Figures 7 and 8 below. Top types of products produced include case studies, blogs and reports, whilst the topmost themes targeted are localisation, capacity building and collaboration.

It is important to highlight that whilst open access repositories, such as the Digital Learning Platform, collate, curate and make resources available, the mere existence of a platform does not guarantee that these will be accessed and used. This requires systematic and sustained engagement with the audience to create demand, awareness and develop user skills. It should also be established at the start of the programme, although the Learning Project will be working in the coming year to create and maintain this engagement.

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194   The Learning Platform is managed by the Learning Project at Action Against Hunger UK.

Figure 7: Number of DEPP learning products by type

Type	Count
Analysis	1
App	1
Field Guide	1
Handbook	1
How-to-guide	1
Key Findings	1
Lessons Learnt	1
Methodology	1
Minimum Standard	1
Reflective Journal	1
Resource Catalogue	1
Review	1
Summary	1
Template	1
Executive Summary	2
Key Learning	2
Presentation	2
Article	3
Podcast	3
Toolkit	4
Video	4
Case Study	12
Report	16
Blog	20
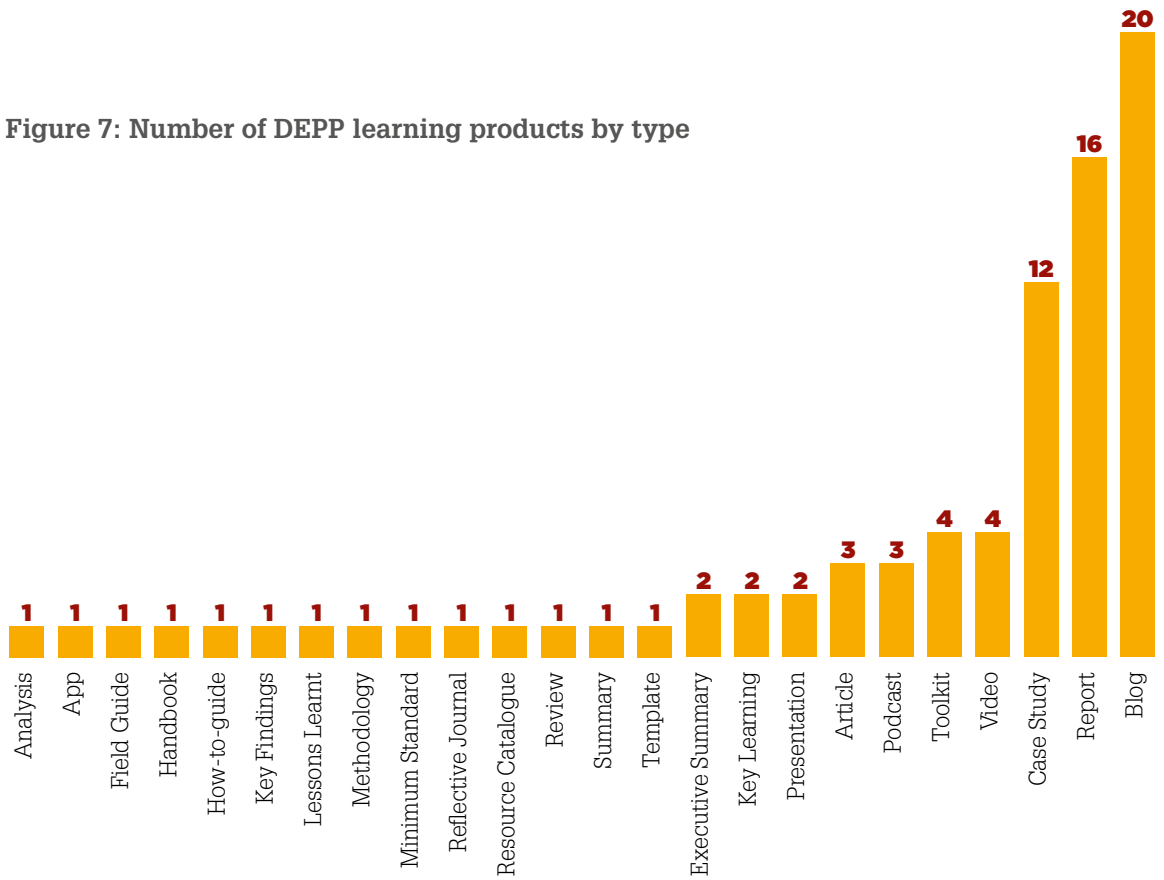
Figure 8: Number of DEPP learning products by theme

Theme	Count
HR	1
Wellbeing	1
Value for Money	2
Corporate Partnerships	2
Partnerships	2
Programme Design	3
Consortia	3
Government Engagement	3
Gender	3
Inclusion	4
Organisational Change	4
Accountability	6
Process	6
Best Practice	7
Systems	7
Protection	7
Training	8
Learning	12
Surge Capacity	16
Localisation	30
Collaboration	32
Capacity Building	36
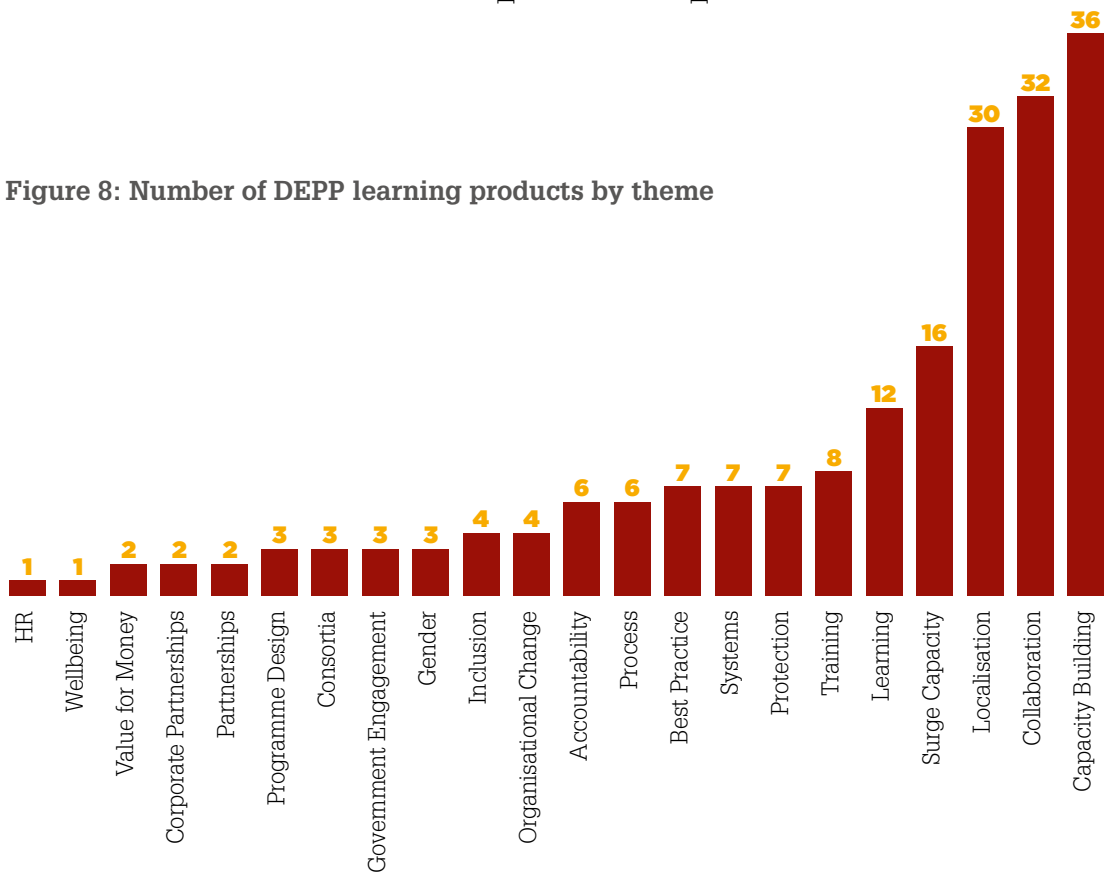
A CULTURE OF EVIDENCE SHARING AND LEARNING CAN BE DEVELOPED BY RESOURCING A PROGRAMME LEVEL MECHANISM AT GLOBAL, REGIONAL AND COUNTRY LEVELS

The Learning Project is a central programme level resource with teams based both in the UK and selected countries. The regional and country learning advisors facilitate engagement and knowledge exchange across DEPP and non-DEPP organisations, using face to face and remote platforms which ensures greater inclusion and outreach. Learning events are the most popular form of engagement activity at country level but have both time and resource implications. These events have created greater awareness about preparedness programming (processes, results and challenges) at national, regional and international levels as well as opportunities for networking, evidence and learning exchange. This has ensured greater outreach to DEPP and non-DEPP stakeholders. The DFID Humanitarian Advisor in Bangladesh reported that events, such as the National Level conference, are 'great for the localisation agenda' due to the participation of local actors. Examples of successful global level events include the Nairobi Learning Conference, and national level events include the National Learning Conferences in Bangladesh and Ethiopia.

DEPP COUNTRY	EVENTS / WORKING GROUP MEETINGS	NUMBER OF PARTICIPANTS	NUMBER OF DEPP ORGANISATIONS ATTENDING	NUMBER OF NON-DEPP ORGANISATIONS ATTENDING
Pakistan	29	895	24	190
Kenya	5	136	N.A	N.A
DRC	4	48	12	N.A
Myanmar	5	120	15	20
Bangladesh	18	500	20	60
Philippines	4	300	40	30
Ethiopia	4	180	60	N.A
Jordan	1	27	24	N.A

Figure 9: National, international and regional events conducted by the Learning Project from 2015-2017

The 2016 International DEPP Learning Conference in Nairobi, Kenya

The 2016 DEPP International Learning Conference in Nairobi, Kenya, was arranged by the Learning Project to provide an opportunity for all projects to come together and share the learning and evidence that they had developed over the course of their project implementation, particularly around the areas of capacity development, localisation and collaboration. Over 100 DEPP and non-DEPP humanitarian actors participated, coming from 14 different countries. The event was well received for creating a renewed interest and investment in evidencing and learning across the programme, and was praised for bringing projects together to facilitate the sharing of learning and collaboration.

Group discussion on early warning systems during an African Regional Roundtable at the DEPP International Learning Conference 2016.

© The Learning Project

Events, particularly in-country, provide an opportunity for sharing evidence, experiences and challenges amongst local partners and practitioners. However, these forums often lack participation from decision makers, which has implications in that key discussions fail to be heard by those that have access to decision making forums. The Learning Project is planning to promote the participation of these types of decision makers in future events.

All of the above require project staff time and have cost implications, and whilst it is evident that almost all projects are holding or participating in events and sharing their experiences, there is less sharing of evidence, predominantly because projects have recently started generating this. In countries where there are Regional Learning Advisors, like Pakistan and Ethiopia, cross project and sectoral sharing of knowledge and experiences is much more evident than in countries where there are no advisors,[195] and the RLAs provide continuous stimulus that encourages engagement and sharing across DEPP partners and the sector. This has led to more recruitment for similar posts in 5 other DEPP countries.

195   Sharma, et al. HHI: The DEPP Evaluation, Formative Phase Report, 2017.

UPTAKE AND USE OF EVIDENCE

SHARING OF EVIDENCE DOESN'T GUARANTEE ITS UPTAKE AND USE, BUT RATHER IS THE FIRST STEP TO ENCOURAGING AND INCENTIVISING PEOPLE TO LEARN

Feedback mechanisms are built into projects for regular reporting and experience sharing, and there are examples indicating that information generated is used for modifying and adapting project activities. There are, however, fewer examples of projects using evidence generated either themselves or for influencing other projects and non-DEPP organisations for adoption. Project feedback indicates that it is too early for this as they are either just starting to generate evidence or making plans for its dissemination and use for influencing and advocacy purposes.

Below are a few examples, taken from project interviews and reports, which illustrate ways that projects are using their evidence and other information to adapt their own interventions.

• The business case for the Surge project regional roster was based on the findings of the Regional Platform's baseline as well as a roster design workshop conducted in Bangkok.

• Feedback from national stakeholders received by ADCAP on the Minimum

Standards for Age and Disability led to a draft tool being developed for use in the field.

• Based on the findings of their mid-term review, the TD project is taking steps to improve its MEL systems and processes, and will also be mirroring some of the HHI methodology in their final evaluation.

• In South Sudan the CDAC-N Working Group held its strategic planning workshop in January, attended by 120 humanitarian partners. A DEPP-funded gap and needs analysis was presented at the event by Forcier Consulting. The findings formed the basis for the identification of work streams, including building a culture of sharing information and developing common information models and platforms.

• The Joint Reviews conducted by the IEWEA Ethiopia project have provided an impetus to a high level engagement by the government and other relevant stakeholders such as the World Bank and the Inter-Governmental Authority on Development.

CONCLUSION

Investing in preparedness to build national humanitarian capacity is necessary to mitigate the cost of disasters and emergencies in terms of lives lost, infrastructure and livelihoods damage and aid funding required. The DEPP aims to help reduce these losses by improving the quality and speed of national emergency response through developing the capacity of national actors and systems to prepare for and respond to disasters.

By the end of 2016, the programme was mid-way through implementation and beginning to gather evidence around the impact of activities as well as learning on what works and what doesn't in preparedness and humanitarian capacity building. Although the evidence is not comprehensive, this report has outlined some of the preliminary changes that have occurred at the national level as a result of the programme, as well as some of the successes and challenges that projects have faced during implementation.

SUMMARY OF KEY FINDINGS

Result 1
The quality of DEPP capacity development activities is high and improvements in participants' knowledge and skills have been reported across all projects. Changes in staff workplace behaviour and how staff development ultimately achieves improved response has been less measured at this stage, although anecdotal evidence points towards this.

Result 2
Although early days, several preparedness/early action systems have been used to predict and respond to emergencies. Several examples illustrate strengthened preparedness planning in local communities and improved coordination and resource sharing between organisations and governments, which results in quicker and improved response.

Result 3
An increased number of coalitions/partnerships have been developed national and international levels, and examples indicate that collaborative working can improve programming quality and coordination during response. Facilitating factors for collaboration include establishing clear responsibilities, a shared purpose and a longer inception phase.

Result 4
Governments and organisations have adopted and used best practice tools, standards and guidelines developed by the projects. Capacity development for communities, organisations and governments is also beginning to show indications of greater preparedness amongst these groups, including examples of how this has resulted in better response.

Result 5

The DEPP has produced some evidence around what works and what doesn't work for humanitarian capacity building, including pieces that are applicable to the wider sector on capacity development, value for money in collaborative response and localisation of aid. Some projects have used this research and learning to adapt their activities.

As the DEPP enters its final year, projects will further evidence their activities and plan for end of project evaluations. Since the programme timescale is too short to maximise its full impact, projects will need to work on exit and sustainability strategies or look for future funding opportunities to continue implementation. The programme has great potential to affect change at scale on the national level, as indicated by preliminary results. Below we highlight recommendations for current and future programming so that this potential can be fully met.

All DEPP projects work towards developing preparedness solutions for those at risk of crises. The LPRR project works specifically on disaster resilience, and Rebecca Murphy, a researcher for LPRR from King's College London, took this photo while conducting research in the Philippines. The family pictured here explained to her how their boat is an integral part of preparedness, as their community floods each year with the Habagat rains. It was also a lifesaver in the Ketsana typhoon for evacuating and transporting goods post-typhoon.

RECOMMENDATIONS.......................

FUTURE PROGRAMME DESIGN

1 Future programme design should consider adopting a more holistic approach to in-country interventions so that the combination of interventions should target more gaps comprehensively. This would provide depth rather than breadth and more strategic and focused programing.

2 Collaboration takes time and needs to be factored into programme design in the form of an inception phase, which would allow sufficient time for implementation. To accommodate this programme timeframes would need to be extended.

3 DEPP should continue to develop its advocacy and communications strategy, to influence debates, create opportunities for future funding and influencing uptake of programme activities. Dissemination channels at local and national as well as international and UK-level should be used.

4 Mechanisms at programme and project level should be established from the start to involve partners and stakeholders to ensure buy-in and feedback loops for design and adaptive management.

RESULT 1: CAPACITY BUILDING OF INDIVIDUALS

1 Continue to employ blended learning approaches that utilise a variety of delivery methods depending on the context and the training content.

2 Contextualise training programmes and if applicable and appropriate use local languages when developing materials and delivering training when appropriate.

3 Develop project-level strategies to target gender imbalances among trainees.

4 Assist trainees and their line managers to create an enabling organisational environment, so that learning can be better used at the organisational level.

5 In order to ensure sustainability and a shift in power dynamics, projects should use a training of trainers strategy to support national stakeholders to develop their own and others capacity. The reach and impact of this should be measured.

6 Where it adds value, collaborate further with other DEPP projects on delivering training to gain efficiencies.

RESULT 2: PREPAREDNESS AND RESPONSE SYSTEMS

1 If systems are to continue, government plans must include budget for taking over DEPP activities. This requires projects to develop their exit plans to adequately advocate for and influence the governments towards this end or to attract other interested donors.

2 Preparedness systems projects will require more time for implementation due to starting later than other projects, so it is recommended that the programme consider extensions for the concerned projects.

3 For future programmes it is recommended that inception periods for systems development are factored in and flexibility is allowed during implementation so that interventions can be adapted to changing circumstances.

4 Building on existing systems and targeting identified gaps will make interventions more focused and can reduce duplication of resources.

5 Involving stakeholders, and particularly governments, in the design of preparedness systems and obtaining buy-in early on can increase chances of ownership.

RESULT 3: COLLABORATIONS AND PARTNERSHIPS

For existing collaborations:

1 Plan for staff turnover and establish communication and information management systems that facilitate the effective transfer of knowledge between staff, particularly at the leadership level.

2 Establish clear decision making structures to increase efficiency of collaborative decision making. This is particularly important for non-hierarchical collaborative models, such as working groups and multi-stakeholder forums.

3 Continue to invest in new partnerships and build trust with partners, as this may be useful in facilitating future collaborations.

For future collaborations:

4 Define the purpose of collaboration, ask if it is necessary for the achievement of the project goals, and clarify the roles and responsibilities of consortium agencies in the inception phase.

5 Leave ample time for contracting in the inception phase to avoid implementation delays and consider relaxing institutional polices and agreements so that they are more conducive to collaborative working.

6 In order to avoid implementation delays, lead consortium agencies should create contingency plans or mitigation strategies when establishing consortia in case partners face emergencies or have different priorities.

7 The increased participation of local actors in wider humanitarian networks, as decision makers and first responders, signals a positive step towards localisation. However, it is also necessary to continue collecting evidence and producing lessons on how INGOs can more effectively collaborate with L/NNGOs and invest in local networks.

RESULT 4: CHANGING INSTITUTIONAL ARRANGEMENTS AND POLICY ENVIRONMENTS

1 In any further project planning and design, the programme should continue to involve local and national stakeholders in decision making from the beginning.

2 Communities should be involved in making decisions that affect them. Projects can facilitate this through conducting participatory assessments, establishing feedback mechanisms or empowering them to take their own action, but internal community power dynamics should also be acknowledged when developing solutions.

3 Multi-pronged approaches to capacity building for organisations and governments should be continued, particularly the development and promotion of project best practice tools and guidelines. Other strategies such as capacity-building frameworks may be useful as part of a wider-strategy, and projects might consider embedding capacity developers in organisations to act as catalysts for change.

4 Ensuring organisational and government buy-in and participation when planning policy change for these groups is a key step in project development.

5 Projects should play a role in promoting local and national voices and supporting networks of national stakeholders, including government, L/NNGOs and communities.

RESULT 5: DEVELOPING A RESEARCH AND EVIDENCE BASE

1 Undertake rigorous evaluation to measure the effectiveness of staff capacity development, at project and programme levels. This includes course delivery mechanisms and content, change in trainee knowledge behaviour and wider application, at organisational, government and community levels.

2 Develop more evidence to understand the effects and limitations of developing preparedness systems and building capacity at various levels. Whilst there are individual project level examples of success, limited evidence exists into time and cost savings at programme level.

3 More research is required to understand how INGOs and donors can overcome the institutional barriers of funding smaller organisations, and how INGOs can identify and target appropriate local and national stakeholders.

4 As projects plan for their evaluations it is recommended that they are provided technical support to ensure that the evidence required for what does and does not work is generated. It is also recommended that the programme rethinks whether project level evaluation budgets can be diverted to undertake more strategic and targeted evidence generation at programme level. This could be taken up and coordinated by the Learning Project.

5 For the Learning Project it is recommended that an evidence gap map is developed based on the evidence that has been produced so far by the programme and projects. This should then guide the synthesis of existing evidence as well as selection of new research areas of strategic importance.

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AGE AND DISABILITY CAPACITY PROGRAMME

AT A GLANCE

Led by
HELPAGE INTERNATIONAL

Started **SEPTEMBER 2014**

Ends **FEBRUARY 2018**

PAKISTAN

GLOBAL

KENYA

Budget
£1,043,673

KEY ACHIEVEMENTS IN 2016

- Eight Inclusion Advisors take up roles in partner organisations
- Inclusion Advisors delivered 59 trainings, reaching 962 people
- Consortium produces pilot version of the 'Minimum standards for age and disability inclusion in humanitarian action'
- Adapted internal policies and programmes to promote age and disability inclusion

CONSORTIUM MEMBERS & PARTNERS

Christian Aid, Concern Worldwide, Kenya Red Cross Society, Islamic Relief, CBM, DisasterReady.org, Handicap International, IFRC, Oxford Brookes University, RedRUK

ADCAP is also continuing to:

- Build capacity of Inclusion Advisors through training, coaching and support. The Inclusion Advisors are conducting training and continuing to adapt internal policies and programmes to promote age and disability inclusion.
- Develop and promote e-Learning and conduct series of webinars on age and disability
- Build alliances for advocacy on age and disability nationally and internationally
- Collect evidence on the effectiveness of inclusive age and disability approaches in humanitarian contexts
- Global consultation and collection of feedback on the Minimum standards

KEY LEARNING FROM INCLUSION ADVISORS

1 Build organisational buy-in: hire Inclusion Advisors, promote change at the strategic level, break down silos, and draw up an action plan

2 Finance inclusion activities: allocate a dedicated budget for inclusion activities, and getting the inclusion approach included in internal funding proposals.

3 Find the intersectionality: find entry points that work for the organisation, bring together different concepts and collaborate internally

4 Explore collaborative ways of working: share information, build regional platforms and look for opportunities

5 Disaggregate Data by Sex, Age and Disability: work with monitoring and evaluation teams to get the data right

6 Moderate the approach with local partners: tailor the tools and technical information to suit the partners, bring in sector-specific expertise, and provide practical support

7 Checklists are not always the answer: tools should be contextualised, as both barriers and solutions are local

" **Ultimately the whole purpose of inclusion is to overcome barriers and discrimination that prevents people from accessing services and support."**
Claire Grant, Humanitarian Inclusion Specialist, Christian Aid

ADCAP Kenya team from Christian Aid, Kenya Red Cross and CBM conducting team planning during a workshop in London in November 2016.

2016

2017

AUGUST

Inclusion Advisors end ADCAP-supported organisational change process

Final version of USAid-funded Minimum Standards completed

2018

JANUARY-DECEMBER

Inclusion Advisors implement Organisational Action Plans

JANUARY-MAY

Consultations and feedback collection on USAid-funded Minimum Standards

DECEMBER

Learnings from the ADCAP approach published

MARCH

Project end

ADCAP IN DEPTH

Humanitarian agencies often fail to incorporate the needs and input of older people and people with disabilities into their programmes. As a result, these groups continue to face significant barriers in accessing appropriate assistance and protection. The Age and Disability Capacity Programme (ADCAP) aims to work towards strengthening the capacity of humanitarian agencies to deliver age and disability-inclusive emergency response.

The programme uses a combination of technical resources (including webinars, online learning modules, and training packages) and focused capacity strengthening to support agencies to adapt existing programmes and to set up targeted activities where needed, so that older people and people with disabilities will receive humanitarian assistance that is accessible and appropriate to their needs.

The programme has also developed a set of 'Minimum Standards for Age and Disability Inclusion in Humanitarian Action.' A pilot version, published in July 2015, is now undergoing a process of consultation and practical field testing through ADCAP programme partners, before being finalised in August 2017. These Minimum Standards are the first of their kind, and will act as a guiding resource for humanitarian practitioners.

Finally, the ADCAP programme supports eight Age and Disability Inclusion Advisors in six different humanitarian agencies in Kenya, Pakistan and at head offices in the UK. Based on organisational action plans for inclusion, signed off by senior management, these Inclusion Advisors are working to make their own agencies' programmes more inclusive, and also training and supporting other organisations in their countries to follow suit and achieve better outcomes for older people and people with disabilities.

ACHIEVEMENTS
IN THE FIELD

ADCAP's partner organisations have adapted their tools and projects to make them more age and disability inclusive. Some examples of changes made:

Pakistan: HelpAge has been working with the National Disaster Management Authority, who have been reviewing the Minimum standards on age and disability inclusion, to adapt them to the local context. Inclusion Advisors in Islamic Relief and Concern Worldwide have influenced their organisations' programmes to include sex, age and disability disaggregated data, ensuring beneficiary identification and selection addresses the needs of older people and people with disabilities. Islamic Relief have incorporated this into their Kashmir Emergency Response programme for displaced families. Concern Worldwide have incorporated this data collection into their project for temporarily displaced people in Bannu.

Kenya: In September 2016, the fourth annual Humanitarian Partnership Conference was held in Nairobi. This was organised by the Inter Agency Working Group on Disaster Preparedness for East and Central Africa (IAWG), and attended by 138 humanitarian staff members of different organisations. As a result of successful advocacy by the ADCAP-funded Inclusion Advisors, the theme for the conference was age and disability inclusion. This conference resulted in a proposal for a sub-working group to the IAWG, focusing on inclusion.

UK: Christian Aid has been rolling out its inclusive programming approach to its regional offices, with the UK-based Inclusion Advisor supporting the design and delivery of trainings to key staff. To date, regional trainings targeting focal points across Africa and Asia have taken place in Nepal and Ethiopia. The trainings incorporated field-testing techniques to experience first-hand any challenges they might face and opportunities missed. Regional planning processes have begun at Islamic Relief Worldwide, with the first ones including the need to consider issues of gender, age and disability throughout the programme cycle.

ALERT
AT A GLANCE

HAITI

PAKISTAN

BANGLADESH

PHILIPPINES

ETHIOPIA

DRC

SOMALIA

MOZAMBIQUE
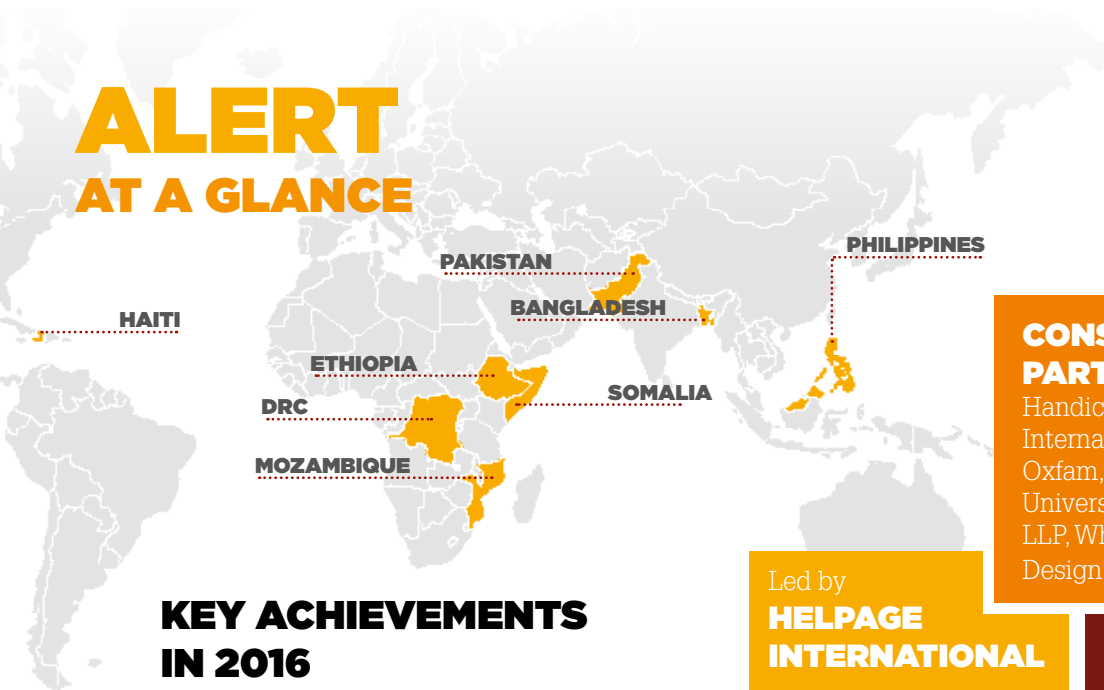
CONSORTIUM MEMBERS & PARTNERS

Handicap International, Care International, Concern Worldwide, Oxfam, Islamic Relief, Coventry University, Bristows LLP, Dechert LLP, White & Chase, CMS, A4ID, Blast Design

Led by
HELPAGE INTERNATIONAL

Budget
£1,987,000

Started
APRIL 2015

Ends
MARCH 2018

KEY ACHIEVEMENTS IN 2016

Preparedness System Design Feedback: Developed the ALERT prototype and conducted demonstrations with humanitarian agencies and donor agencies, receiving feedback from 41 NGO staff members from 17 NGOs from across 16 countries. Regional office staff, field emergency response team members, country directors and head quarter staff were all represented. All feedback was consolidated and taken into account in designing the software functionality and specifications. 12 humanitarian agencies have volunteered to take part in piloting ALERT across 6 countries, equivalent to about 30 country offices globally.

Advocating for the improvement of preparedness systems:
• Shared our best practice preparedness model with humanitarian leadership teams at HQ level in more than 20 international response agencies.

• We have proposed better models of information sharing on emergency preparedness and the development of an inter-operability protocol with the UN Inter-Agency Standing Committee Reference Group on Early Warning, Early Action and Emergency Preparedness.

• Advocated to donors on standardising information gathered from the field with momentum now building to collaborate on the potential use of ALERT for donor information collection and management needs.

Alert Software Development: Appointed a software development company to produce the ALERT software (Minimum Viable Product). The team is in the process of developing the first iteration of the full system and is scheduled to roll out the software by the end of June 2017.

Core Humanitarian Standard Preparedness: Together with START Network agencies, ALERT developed an initial list of preparedness actions that enable agencies to be more compliant with the Core Humanitarian Standards in emergency response.

SEPTEMBER

3rd Software Design Workshop

OCTOBER

Feedback assessment

NOVEMBER

Collaboration workshop with DEPP projects

DECEMBER

UN IASC Interoperability Workshop

2017

FEBRUARY

Network Module Design Workshop; start of ALERT Software Development

JUNE

ALERT Software release (first iteration); ALERT Training of Trainers

JULY

Pakistan and Kenya Software Roll-out Workshops

AUGUST

Bangladesh and Mozambique Roll-out Workshops

SEPTEMBER

Philippines and DRC Roll-out Workshops

NOVEMBER

2nd iteration of the ALERT platform

2018

MARCH

Global launch of the ALERT platform

Project end

ALERT online preparedness system prototype testing and feedback workshop, 2016.

ALERT IN DEPTH

Country offices and national partners continue to be inadequately prepared to respond effectively immediately after a disaster strikes. The ALERT project aims to develop an emergency preparedness process (systems, software, tools and manuals) that is easy to use, appropriate and adaptable, thus enabling increased levels of preparedness for national and international NGOs. This increased preparedness will result in an improvement in the speed, appropriateness and effectiveness of humanitarian response.

The development of this preparedness system will involve engagement with a wide spectrum of stakeholders, including national and international NGOs, the UN, private sector organisations, donors and academia. In particular, NGO country offices and partners will contribute to a collaborative process of research, design, consultation and critical review of the ALERT preparedness package. The project will also develop a partnership with a software company, which will develop the platform for ALERT's preparedness system.

When the preparedness package is approved it will be tested in various countries. Based on learning developed out of this pilot (from training workshops and other review processes), the tools and software will be upgraded. This upgraded package will then be implemented in additional countries and the same learning, redesign and review process will be followed. Finally the upgraded package will be presented to the wider stakeholder group and disseminated.

How prepared agencies are to respond to a disaster can often mean the difference between life and death for those affected. Improving preparedness through the ALERT system will mean that when a disaster strikes, agencies will have the necessary resources for an immediate, effective, appropriate response.

BETTER DIALOGUE, BETTER INFORMATION, BETTER ACTION

(CDAC-N)

AT A GLANCE

BANGLADESH

PHILIPPINES

SOUTH SUDAN

> " **Communication is needed so that the aid encounter is more democratic and transparent."**
>
> Sue Lautze, DEPP Humanitarian Coordinator, South Sudan

Led by **WORLD VISION**

CONSORTIUM MEMBERS & PARTNERS
CDAC Network, Thomson Reuters Foundation, BBC Media Action, Internews

Budget
£3,000,000

Started	Ends
APRIL **2014**	**MARCH** **2018**

KEY ACHIEVEMENTS IN 2016

CwC working groups established: The two CwC working groups have been running since mid-2015. Since then the groups have developed their identities and strategic priorities, commissioned CwC Gap and Needs analyses, and conducted strategic planning to identify priorities for action.

Stakeholder engagement: Successes of note have included incorporating CwC into two UN Appeals and close engagement with government in Bangladesh, and the launch of a CwC newsletter in South Sudan.

Improved programming: Through the project's work in three countries, over 30 local and international agencies, as well as governments and the private sector, are engaging in CwC and community-focused activities.

Funding local CwC projects: 14 local projects in three disaster prone countries, comprising over 20 partner organisations, have been provided with a total value of £1.11m. Through the local fund the DEPP is financing local CwC training, the development of guidelines and resources, advocacy and awareness raising for CwC where it is needed the most.

Training: Following a detailed review of the CDAC Network's 'Foundation Training' course, 139 emergency response practitioners have received training on CwC through the project to date.

EXAMPLES OF LOCAL INITIATIVES FUNDED THROUGH THE CDAC NETWORK DEPP

BANGLADESH	PHILIPPINES	SOUTH SUDAN
Accessing community voice through participatory video monitoring for most significant change	Developed common service tools for CwC through the National Community of Practice for Community Engagement	Using indigenous communication approaches to build peace in cattle camps
Increased awareness and understanding of CwC among government, private sector, donors and civil society	A humanitarian reporting manual for use by media in order to strengthen information channels between media, first responders and communities	Accessing information through message libraries and media landscape guides
Producing a CwC Manual for community volunteers	Producing modules on child-focused CwC	

Shongjog Earthquake simulation, April 2017

Timeline

2017

AUGUST
Soft launch of Media Landscape Guides

SEPTEMBER
Online Message Library launched

NOVEMBER
Locally defined projects commence in South Sudan

DECEMBER
Engagement with Philippines CoP on CE commences

APRIL
Emergency CwC simulation exercises in Bangladesh

AUGUST
CwC FFM local projects completed

Emergency CwC simulation exercises in South Sudan

MARCH
Locally defined projects commence in the Philippines

CwC Foundation Training in Jordan

JULY
Online Message Library launched in Bangladesh and South Sudan

2018

MARCH
Project end

CDAC-N PROJECT IN DEPTH

The CDAC Network's Better Dialogue, Better Information, Better Action project aims to improve the delivery of humanitarian assistance through improved two-way communication with disaster affected populations. An emerging sector in humanitarian relief work, communicating with communities, or 'CwC', is about meeting the information and communication needs of communities affected by disasters – both natural and manmade. It is rooted in the assumptions that affected communities are best placed to identify their emergency needs, and that information provision itself is a core humanitarian deliverable alongside others such as food, water and shelter.

Harnessing the reach and experience of the CDAC Network and its members, the project will pilot CwC initiatives in Bangladesh, the Philippines and South Sudan. The three countries represent contrasting disaster contexts - the former particularly prone to frequent natural disasters, and the latter experiencing protracted manmade conflict.

The learning from these pilots, in conjunction with the global activities of the CDAC Network, will be used to inform the wider humanitarian sector of practical approaches to addressing the shortcomings in meeting the communications needs of affected people. It is intended that this evidence will lead to a sector-wide shift in our approach to communicating with disaster-affected communities.

To achieve its aim the project has three focus areas:
1 Building capacity in CwC among humanitarian practitioners, especially at the local level
2 Generating evidence around the importance of CwC to influence institutional arrangements and policy environments
3 Establishing and investing in CwC Working Groups - local networks to convene stakeholders in humanitarian communications, pilot activities, and provide an enabling environment for CwC Findings will be captured and shared to maximise awareness and uptake of the ideas among organisations outside of the project.

FINANCIAL ENABLERS

AT A GLANCE

PHILIPPINES

Led by
OXFAM

CONSORTIUM MEMBERS & PARTNERS
Christian Aid, Tearfund, plus 7 consortia and 31 member organisations, including 30 local NGOs and 1 local government unit (LGU).

Budget
£1,655,920

Started
APRIL 2015

Ends
MARCH 2018

KEY ACHIEVEMENTS IN 2016

Humanitarian Response:
The consortia partners of the Financial Enablers project responded collaboratively to two major natural disasters, typhoons Haima and Nock-ten. Normally, some of these responses would have been conducted individually by various members of the seven consortia partners, but as a result of their newly-formed consortia they responded collaboratively for the first time. These responses were not foreseen as part of the capacity development process per se, however they indicate the willingness of the organisations to use the capacity development experience they have acquired to strengthen the local response capacity and could be an encouraging indicator of future collaborative actions post capacity development interventions.

These actions included providing food relief assistance, undertaking rapid assessments, resource mobilising for the second stage of early recovery and providing UCG (unconditional cash grants) for vulnerable women.

Due Diligence Checks:
Due diligence checks were conducted for the 9 consortia (42 organisations in total) that applied for project funding. After Due Diligence and project proposal review 7 consortia were selected.

Capacity Development Plans:
Capacity Development plans for the consortia were formalised and implementation began in July 2016. They will continue until December 2017. The materials and content for capacity development are almost entirely sourced from local providers including within the consortia themselves.

National NGO consortia established:
Seven consortia of national organisations in the Philippines are being funded by the project. Six of these are entirely new collaborations, while one was previously established. The total number of organisations in these consortia is 31(30 NGOs and 1 local government unit).

Emergency preparation

2016

JANUARY ONWARDS
Partnership development and due diligence checks

JULY
First grants awarded

AUGUST-SEPTEMBER
Participatory MEL framework development

2017

MARCH
Project learning event

DECEMBER
End of capacity development activities

2018

JANUARY
Project evaluation

MARCH
Project end

FINANCIAL ENABLERS IN DEPTH

National organisations are the best-positioned actors to utilise humanitarian resources and coordinate action in a context-appropriate and sustainable manner during a humanitarian response. Unfortunately, due to constraints such as a lack of capacity, national actors are frequently unable to optimise their contribution towards humanitarian efforts.

With this in mind, the Financial Enablers project was conceived to address this capacity gap at the national level, which it does through investing in national collaborative capacity-strengthening agendas. Through the provision of flexible grants, the project encourages national consortia of NGOs/CSOs to become autonomous, with the ultimate goal of allowing national humanitarian organisations to develop their own solutions for capacity development. The Philippines has been chosen as the pilot country for this project, because it presents a range of opportunities for strengthening existing humanitarian collaborations along with the possibility of generating new ones.

Key activities to be undertaken by the project will include:

- Calling for national-level applications that incorporate collaboration as the key driver of project implementation.

- A due diligence exercise for identifying prospective consortia of national partners as well as activities eligible for funding.

- Evaluating proposals and funding recommendations.

- Finalising sub-grant agreements.

- Implementing activities to identify and generate evidence for the efficacy of consortia-managed capacity development.

IMPROVED EARLY WARNING EARLY ACTION, ETHIOPIA

AT A GLANCE

ETHIOPIA

CONSORTIUM MEMBERS & PARTNERS
Christian Aid, National Disaster Risk Management Commission and National Meteorological Agency of Ethiopia.

"The project is unique in its nature. The sense of ownership created and the endorsement of all the major outputs of the project by the government led Steering Committee at different levels will make the initiatives and learning of this project easy to scale up to other districts in the country."

Tesfaye Ararsa, Project Manager, Ethiopia

Budget
£784,256

Started **JULY 2015** Ends **DECEMBER 2017**

Direct beneficiaries
100,000
PEOPLE VULNERABLE TO MULTI HAZARDS

Led by
OXFAM GB
on behalf of
AFRICA CLIMATE CHANGE RESILIENCE ALLIANCE

Project target area
3 REGIONS **6** WOREDAS **24** KEBELES

Project collaborates with
9 GOVERNMENT MINISTRIES

KEY ACHIEVEMENTS IN 2016

The project is still in its inception phase, so activities to date have been focused on creating processes and structures to allow for successful project implementation. **During the inception phase, key activities have been completed including:**

- A Strategic Memorandum of Understanding was signed with all project consortium members which focused on clarifying roles and responsibilities.

- Partnership assessments were undertaken in three regions to assess regional financial capacity.

Moving from inception phase into project implementation, several crucial activities have been taking place:

- Scoping studies and baseline surveys led to the development of context-specific, multi-hazard, multi-sectoral Early Warning Systems with key indicators, threshold levels, alert stages and recommended early response strategies that are being tested in pilot woredas

- The procurement of Automated Weather Stations and a High Performance Computer aiming to enhance the capacity of the NMA.

- The establishment of ICT system to link climate information with the early warning system is well underway.

- Implementation Guidelines, hand books and manuals developed and in use.

Completion of foundation
training for 4 pilot woredas;
final 2 to follow in May.

MAY
Start of implementation of ICT
support system for improved EWS

NOVEMBER
End of piloting of ICT support
system for improved EWS

DECEMBER
Project learning documentation
and dissemination

Final evaluation. Project end

Consultant-led training of trainers workshop on the new project early warning system

The project has established strong ground towards government – NGO partnership and collaboration, introduced improved knowledge and understanding of thresholds indicators to trigger early actions. District level disaster risk profiles established have led to preparedness plans.

EARLY WARNING EARLY ACTION IN DEPTH

The Improved Early Warning – Early Action to Strengthen Disaster Preparedness in Ethiopia project has been developed by Oxfam GB and Christian Aid in collaboration with the National Disaster Risk Management Commission and the National Meteorological Agency to address limitations envisaged in the Disaster Risk Management Policy and Strategy of the government of Ethiopia.

The policy and strategy highlights a number of limitations listed below:

1 Limited involvement of local government in centralised Early Warning Systems with a lack of adequate coordination across government agencies.

2 Lack of area specific weather forecast combined with a lack of capacity at the local level to analyse weather forecasts to identify risks and translate these into potential actions at the local level.

3 Early Warning indicators providing inadequate clarity on thresholds and triggers which are not aligned with Woreda Disaster Risk Profile.

4 Emergency response not always triggered by early warning information resulting in delayed decision making and action.

In this context, the project will directly support strengthening of Early Warning Systems in Ethiopia to ensure well informed early action at the community level and institutional capacity building at all levels.

Early Warning System development: A key output of the project will be the development and pilot of a context specific multi-hazard multisector Early Warning System linked with the Woreda Disaster Risk Profile to ensure early action.

Capacity strengthening: The project will directly target improved capacity of first responders at the community level and of government structures to collect, analyse and forecast early warning information, disseminate alerts and deliver early action using available resources.

Coordination & Collaboration: To enable early action, timely decision making and faster subsequent emergency response the project is designed to improve coordination between local government and communities particularly at regional and Woreda level.

Knowledge sharing: To inform future programming and action, a key focus of the project is the documentation, publication and dissemination of knowledge and experiences from the process of developing and testing the improved Early Warning System.

2016

JANUARY End of project inception phase. Implementation phase begins

FEBRUARY End of evaluation inception phase   Learning Hub launch in Pakistan

MARCH Start of evaluation formative phase

THE LEARNING PROJECT
AT A GLANCE

MYANMAR

PHILIPPINES

PAKISTAN

BANGLADESH

ETHIOPIA

ETHIOPIA

KENYA

DRC

MOZAMBIQUE

Started **APRIL 2015**   Ends **MARCH 2018**

Led by **ACTION AGAINST HUNGER**

Budget **£3,343,375**

CONSORTIUM MEMBERS & PARTNERS
Harvard Humanitarian Initiative, Partnership Brokers Association

LEARNING PROJECT MISSION
1 Foster active partnerships around learning for preparedness across DEPP countries
Develop an international learning hub strategy and platform to share learning across the DEPP and the wider humanitarian sector
2 Evidence collaborative approaches to humanitarian capacity building across the DEPP
3 Evidence the five DEPP results by collating information created by DEPP projects, the DEPP Learning team and the wider humanitarian sector

KEY ACHIEVEMENTS IN 2016

Fostering collaborative approaches and sharing of learning: Country and regional Learning Hubs were launched across eight DEPP countries and the focus of the learning hubs progressed from information sharing to concrete collaborative action. The project's first international programme-wide Learning Conference was held in Nairobi, Kenya at the end of 2016, bringing together over 120 representatives from all 14 DEPP projects, coming from 9 DEPP countries as well as the UK.

External Evaluation: The Inception phase of the DEPP external evaluation came to an end in February 2016 with the completion of the Inception report. The evaluation is led by the Harvard Humanitarian Initiative and the contract is managed by Action Against Hunger, with the progress and quality of the evaluation monitored by an independent Evaluation Steering Committee. In March 2016 the evaluation entered the formative phase which concluded with the Formative Phase report and accompanying Value for Money report published in May and March respectively.

Technology solutions and support: The digital Learning Platform was introduced to the programme at the end of March 2017 as a tool for all DEPP project staff to share and access learning, and to enable cross project and country collaboration at all levels. To evidence Programme-wide collaboration the DEPP Collaboration anecdote tracker was developed, and the network mapping technology tool Lome has been piloted in Kenya, Pakistan and Bangladesh to map the different relationships and types of collaborations taking place across the DEPP.

Evidencing the five DEPP results: In the reporting period the Learning Project has produced over 25 learning resources, from shorter pieces like blogs and infographics to more in-depth case studies and tools for producing learning. Further contributing to this project aim is the ongoing support given to projects in developing evidence, learning products and other resources.

1 GLOBAL   **1 JORDAN**

Number of learning events arranged by the Learning Project since January 2016:

THE LEARNING PROJECT IN DEPTH

In order to realise the full potential of the DEPP, it is crucial to understand how individual projects work as a whole to achieve the overarching results of the programme. The complex and varied portfolio of DEPP projects requires ongoing support in order to consistently and iteratively evaluate key assumptions and questions at the programme level. To address this need, the Learning Project (formerly the Monitoring, Evaluation and Learning Project) was developed as a standalone project within the DEPP, with its own team and resources dedicated to building an evidence base of learning emerging from the DEPP programme and projects. It works to embed a culture of collaboration, evidence gathering, knowledge sharing and learning that will make preparedness more effective and efficient at all levels.

The Learning Team works closely with the other DEPP projects to draw out, share and disseminate learning. Regional Learning Advisors embedded in the DEPP focal countries continue to work closely with projects in those regions to maximise documentation of evidence, capturing of knowledge, analysis and learning at the national and regional levels, encouraging collaboration and synergies between projects. A London based central team provides the same support at the global level and ensures interconnection between the regions and at the UK level. The Team also plays an advisory role to the Programme Management Team such as development and population of the logframe.

The Learning project also manages the contract for the independent external evaluation led by the Harvard Humanitarian Initiative. The two objectives of the external evaluation are to (1) improve programme effectiveness and enhance learning and (2) to assess the extent to which the DEPP has provided an efficient and effective approach to strengthening response capacity. While independent, the external evaluation team works closely with the Learning Project team to ensure synergies and avoid duplication of efforts.

2017

MARCH Global DEPP Learning Platform

MAY End of evaluation formative phase

NOVEMBER Start of evaluation summative phase

2018

MARCH Project end

DEPP Participants at the Global Learning Conference, Nairobi 2016

2	2	3	3	3	4	4	8	10
KENYA	**MYANMAR**	**UK**	**ETHIOPIA**	**DRC**	**BANGLADESH**	**PHILIPPINES**	**PAKISTAN**	**VIRTUAL**

LINKING PREPAREDNESS, RESILIENCE AND RESPONSE

AT A GLANCE

PHILIPPINES

PAKISTAN

BANGLADESH

COLOMBIA

DRC

KENYA

INDONESIA
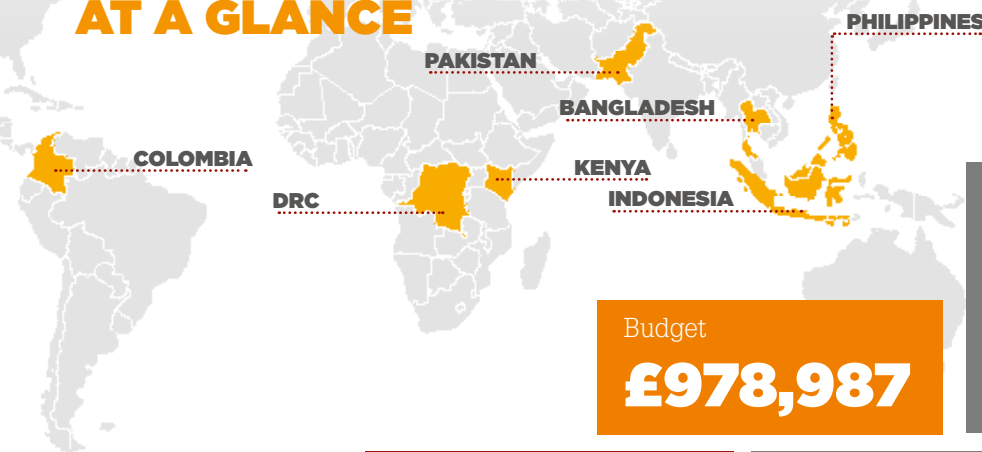
Led by
CHRISTIAN AID

CONSORTIUM MEMBERS & PARTNERS
Christian Aid, Action Aid, Concern, Help Age, King's College London, Muslim Aid, Oxfam, Saferworld, World Vision UK, London School of Economics

Budget
£978,987

Started
JANUARY 2015

Ends
MARCH 2018

IN PAKISTAN Research and Awareness for Human Development Benefits and Rights

IN KENYA Pastoralist Community Initiative Development and Assistance, and Pastoralist Integrated Support Programme, the federal government of Ethiopia, National Integration and Cohesion Commission, County government of Marsabit, Ministry of Internal Coordination, Government of Kenya, Kenya peace committees, the ''Yaa'' Gabracommunity council of elders, the ''Gadha'' the Boran community council of elders

KEY ACHIEVEMENTS IN 2016

Case study research: 8 case studies from past humanitarian responses in Colombia, DRC, Kenya, Pakistan, Bangladesh, Indonesia Philippines have been researched and developed by KCL. The research asked first responders and community survivors their experience of the response and what can be improved in order to understand what strengthened community resilience.

Integrated Conflict Prevention and Resilience: methodology for resilience in fragile settings was implemented in 15 communities in Kenya, Pakistan and Myanmar (with the SEPS project) which developed action plans addressing natural and man-made hazards. Examples of these plans include a plan for pastoralists in north Kenya to prevent conflict escalation during the ongoing drought and another plan created by women in Pakistan to improve their evacuation routes through paved roads that utilised street lighting.

Sharing learning: In November the LPRR team participated to the DEPP project lead retreat, the MEL Conference in Nairobi and an exchange visit to Marsabit county between Christian Aid UK, Christian Aid Kenya, World Vision Pakistan, World Vision Kenya, PACIDA, RAHBAR and Christian Aid Myanmar to share their experience with the ICPR in their countries.

" **Aceh always had very close communities, but the project brought them even further together. After the tsunami, everyone was brought together, everyone helped one another. It was a chance to come together.**"

Aceh Community Member, Tsunami survivor

Cross border peace dialogue committee, Kenya

Humanitarian Response research mid-term review

SEPTEMBER

15 ICPR-PVCA/COVACA completed in Kenya, Pakistan and Myanmar

OCTOBER

Establishment of 3 herder camps set up for emergency response in Kenya

Peace promotion programme in schools in Kenya

NOVEMBER

Humanitarian response research paper

DECEMBER

6 case studies published on past humanitarian response

2017

MARCH

Final Humanitarian Response research paper

APRIL

Evaluation of the Pakistan conflict strand

MAY

Development of Humanitarian Response model

JUNE

Roll out of the Humanitarian Response model in Myanmar

JULY-SEPTEMBER

Testing & evaluation of the Humanitarian Response model in Myanmar

SEPTEMBER-NOVEMBER

Testing & evaluation of the Humanitarian Response model in Kenya

2018
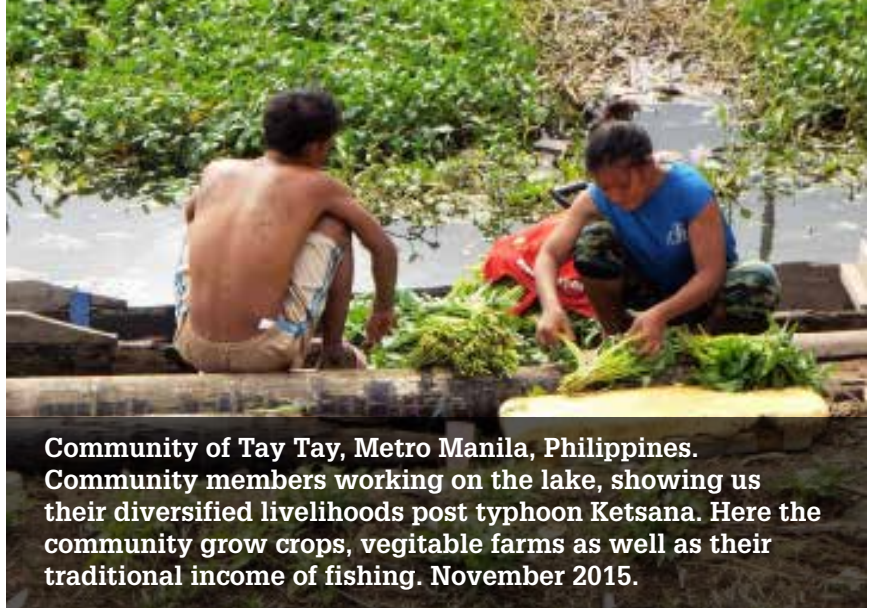
Community of Tay Tay, Metro Manila, Philippines. Community members working on the lake, showing us their diversified livelihoods post typhoon Ketsana. Here the community grow crops, vegitable farms as well as their traditional income of fishing. November 2015.

LPRR IN DEPTH

The Linking Preparedness, Resilience and Response project is a learning initiative aiming to identify and improve resilience-building strategies in multi-hazard and multi-risk environments globally. This is done by developing and testing new strategies, captured in three work streams.

1 Conflict prevention: The project will bring together humanitarian and security agencies, capture and compile their existing ways of working on security and resilience and develop new methodologies for resilience programming in multi-risk contexts based on the findings. The new methodologies resulting from these activities will be piloted in Pakistan and Kenya, and revised based on the lessons learned from implementation.

2 Humanitarian response: The project will study a range of recent humanitarian responses by the eight consortium members. A methodology for designing humanitarian responses will be developed which maximises the long-term resilience of beneficiary communities to future emergencies. The new methodology will be tested in a future humanitarian response, and refined in the light of experience.

3 Learning: Led by King's College London, findings will inform the practice of the organisations involved in the project, resulting in improved programming and more resilient communities. Findings will be captured and shared to maximise awareness and uptake of the ideas among organisations outside of the project.

AUGUST

Roll out of the Humanitarian Response Model in Kenya

SEPTEMBER

Evaluation of Kenya conflict strand

NOVEMBER

LPRR model developed (humanitarian conflict)

DECEMBER

LPRR evaluation

MARCH

Project end

PROTECTION IN PRACTICE
AT A GLANCE

LEBANON

TURKEY

PAKISTAN

MYANMAR

SOUTH SUDAN

PHILIPPINES

DRC

Budget
£804,634

CONSORTIUM MEMBERS & PARTNERS
World Vision and the International Rescue Committee

Led by
OXFAM

Started
NOVEMBER 2014

Ends
FEBRUARY 2018

KEY ACHIEVEMENTS IN 2016

Protection Mainstreaming Capacity: In 2016 we were able to conduct 5 capacity building workshops reaching over 130 national partner staff. An increase in knowledge and understanding of protection mainstreaming was demonstrated in 100% of targeted partners. We also released 23 flexible cash awards totaling 39,189 GBP to partners to improve the accessibility, and safety national partner services.

Shifting Power Dynamics: As a result of PiP, humanitarian power dynamics have been disrupted, with local organisations providing protection training for other actors including staff from international organisations such as ICRC and UNHCR; informing the IASC Guidelines and in one project location, leading the way on accountability to affected populations on the issue of sexual abuse by international and national NGOs.

Multiplier Effect: For every protection organisation supported by PiP, an average of 20 further organisations or community groups has benefited. The majority of national partners have utilised PiP capacity building opportunities to further build the capacity not only in their own organisations, but that of other organisations as well. All partners requested additional Training of Trainers in order to take central roles within their national contexts to provide protection support for other organisations – furthering the localisation agenda and improving humanitarian capacity more widely at country level.

Association Najdeh is a PiP partner protecting refugees in Lebanon, co-implementing a protection project:

"   **Through the PiP project, we provide legal advice to refugees, to help prevent them being detained, or resort to harmful coping mechanisms in order to survive. Our staff have also been trained as trainers in protection and have gone on to train over 20 other NGOs on protection, including the ICRC. At the organisational level, through PiP we have developed a protection strategy which allows us to apply for funding we wouldn't have been able to access previously also."**

Lebanon, December 2016

17	**8**	**7**	**6**	**6**	**4**	**3**
MYANMAR	LEBANON	PAKISTAN	DRC	PHILIPPINES	TURKEY	S. SUDAN

Number of national organisations that have completed protection training and drafted action plans to implement protection mainstreaming in their humanitarian response

Protection in grassroots womens organisations

PROTECTION IN PRACTICE IN DEPTH

Learning by doing is the best way to learn, so through Protection in Practice we aim to build local partner capacity by mentoring and co-implementing projects with them. This means that we can help vulnerable people at the same time as learning.

Whilst local responders are the first to respond to crises and often have access to locations where civilians are most vulnerable, there is insufficient support for local organisations to make sure their programming doesn't harm people and /or to make sure they are able to respond to protection threats like GBV, detention, abduction or displacement. Furthermore, global and national level coordination mechanisms often make it impossible for local responders to engage with them.

The goal of the Protection in Practice project is to make vulnerable people safer, whilst at the same time strengthening national protection capacity and disrupting existing power dynamics in the humanitarian sector so that more power is in the hands of people actually impacted by crisis.

Protection in Practice works in three ways:

1 IRC lead a capacity building programme focused on protection mainstreaming, which involves training a wide range of local actors on how to make humanitarian programmes safer, mentoring them to identify risks and make plans to mitigate those risks, as well as providing funding to implement those changes to make their programmes safer.

2 Oxfam GB work closely with local actors specialising in protection, helping them to design a pilot protection project. Oxfam also provides the local actors with funds to implement the project with Oxfam protection staff, who also provide guidance and training throughout the project when necessary.

3 Oxfam and IRC utilise their positions at the national and global level to elevate the voices of local actors and advocate for greater inclusion and awareness around local capacity.

2016   2018

JANUARY
Finalise all partnerships with organisations who will become protection strategists in their regions

FEBRUARY
Project end

2016

JANUARY

Official Launch
Workshop in Gambella

APRIL-JUNE

Selection of Woredas and Health centres
Baseline Evaluation & hazard mapping
Procurement of Automatic Weather Station equipment
Recruitment of accompaniers & training toolkits finalised
Procurement of laboratory equipment and contingency stocks

PUBLIC HEALTH EMERGENCY PREPAREDNESS IN GAMBELLA

AT A GLANCE

Budget
£500,000

Started
JULY 2015

Ends
OCTOBER 2017

Led by
CHRISTIAN AID

CONSORTIUM MEMBERS & PARTNERS
Ethiopian Ministry of Health, AMREF Health Africa, National Meteorological Agency of Ethiopia

ETHIOPIA

KEY ACHIEVEMENTS IN 2016

BACKGROUND

Gambella, located at the south-western tip of Ethiopia, is prone to wide-ranging health hazards, caused by floods resulting from torrential rains that lead to health catastrophes. The fact that the country is bordering South Sudan where ethnic conflict is prevalent has also caused large scale influx of refugees to the region. Communicable diseases witnessed across the border lines make cross border disease surveillance important.

Given these challenges, the capacity to mitigate health emergencies in Gambella is inadequate. Poor infrastructure and lack of skilled health staff is a major challenge that hampers communities in the remotest parts of the region. In addition, timely collection of information and analysis is weak, which significantly compromises the ability of the sector to take prompt action and response to save lives of poor and marginalised pastoralist communities.

Improvement of the capacity of health staffs and institutions to respond to health emergencies and hazards: The project has activated Woreda health coordination and clusters to take front line actions when disease outbreaks occur such as meningitis; malaria; guinea worm; and acute watery diarrhoea (AWD). Capacity support through provision of emergency drugs and medical equipment enabled regional laboratory and Woreda health facilities to better get prepared to respond to potential outbreaks. A baseline assessment, supported with GIS mapping, identified capacity gaps at different levels. Subsequently tailor made trainings at different levels were provided to 663 health staffs and community volunteers.

Integration of climate information: The project introduced a down scaled health EW and climate information system and initiated decentralized and community/health facilities public health preparedness plan approach. The project has procured 4 AWS to generate accurate and real-time data and ICT equipment to use a web-based mobile system to facilitate disease surveillance reports.

Disease surveillance system improved: the successive capacity building of health staffs, community volunteers and activation of coordination meetings has improved the disease surveillance system which has provided the region with the capacity to detect and respond to probable epidemics. Timeliness and completeness of disease surveillance reporting has improved at project woredas.

Public Health Emergency Preparedness
basic level trainees

JULY-SEPTEMBER

Web-based Health Information System database
Training community health workers
ICT Model developed
Preparedness plans development
GIS sensory training

OCTOBER-DECEMBER

Training of Health Extension Workers
Cross Border epidemiological training
Outbreak investigation & surveillance exercises

2017

JANUARY-MARCH

Participation in World Health Campaigns

APRIL-JUNE

Strengthening collaboration and
coordination installation
Testing of AWS

JULY-SEPTEMBER

Project audit and End-Line Survey

OCTOBER

Project end

Key Collaborations:

1 The project has collaborated with
the MoH (Ethiopian Public Health
Institute) and NMA in reviewing and
improving the baseline survey and
the public health emergency model;
sharing learnings on the evidence
base and in capacity building to
improve the health emergency
preparedness systems.

2 Has established coordination
mechanisms with UN agencies (WHO,
UNHCR, UNICEF), Regional Health
Bureau (RHB), Woreda administration
and health office on strengthening
and improving the health emergency
preparedness and response system.

3 Shared its learnings and experiences
on: the ''2016 Africa Health Agenda
International Conference" held in
Nairobi, "Ethiopian Dracunculiasis
Eradication Program" and ''World
Malaria Day" organized in the Gambella
region.

4 Has also collaborated with the
Ethiopian EWEA project in developing
downscaled climatic information for
preparedness, joint monitoring and
experience sharing on implementations.
Similarly, the project collaborated
with DfID funded BRACED project in
procurement of AWS and sharing of
learnings and experiences.

PUBLIC HEALTH PREPAREDNESS IN DEPTH

The main focus of the Public Health Emergency Preparedness
project is enhancing the capacity of the public health system
to mainstream a researched and tested preparedness and early
warning model that would trigger a prompt response to health
emergencies. The project targets hard to reach Woredas (districts)
and communities that reside in peripheral regions of Gambella.
The ultimate goal of this project is enabling the health sector and
the community systems to predict and detect health hazards
before they reach the disaster phase and act as quickly as possible
as they occur.

The basic assumption is that rapid response limits the number
of cases and geographical spread, shortens the duration of the
outbreak, reduces case fatalities and helps to save resources
that would be necessary to mitigate effects of public health
emergencies. To this effect, the project will establish as a pilot
a resilient health system that has the capacity to anticipate and
respond to health emergencies during disasters or emergencies.
The project operates within the framework of national public
health policies, strategies and procedures to put in place a
functional health emergency information sharing and reporting
system using real time data. The key project focus areas are linked
to:

**Collaborative engagement with government to shape
health emergency delivery practices:** This is a prototype
project piloted to engage the Ministry of Health, National Disaster
Risk Management Commission, the National Meteorology
Agency and other key sectors, and establish an integrated health
emergency preparedness system that would predict, detect and
respond to emerging emergencies before, during and after the
disaster strikes.

Enhanced capacity of the health system: This project has
reoriented context specific, decentralized and tailored trainings to
members of the communities, paramedics, and professionals who
are engaged in the health emergency management system. This
includes the staff at the Federal Ministry of Health.

Health information strengthening system: The ultimate goal
of the project is to establish a downscaled climatic information
sharing system linked to a public health surveillance system.
The project was successful in strengthening coordination and
collaboration among key stakeholders at different levels including
cross boarder collaboration with the Carter Centre then linking the
project to the Guinea Worm initiatives in Gambella Region.

2016

JANUARY
Completion and the start of implementation of the Capacity Strengthening Plans

APRIL-JUNE
Learning Review #1

JULY-SEPTEMBER
Publication of Localisation of Aid: INGOs walking the talk

SHIFTING THE POWER
AT A GLANCE

PAKISTAN
BANGLADESH
ETHIOPIA
DRC
KENYA

COUNTRY	PARTNERS SELF ASSESSMENT	CAPACITY STRENGTHENING PLANS	LOCAL PARTNERS PER COUNTRY
Kenya	11/11	11/11	11
DRC	11/11	11/11	11
Ethiopia	10/10	10/10	10
Pakistan	12/12	12/12	12
Bangladesh	11/11	11/11	11
All Countries	55/55	55/55	55

Led by
ACTIONAID
and
CAFOD

Started
JANUARY 2015

Ends
DECEMBER 2017

Budget
£4,876,636

CONSORTIUM MEMBERS & PARTNERS
Oxfam, Tearfund, Christian Aid, Concern Worldwide

KEY ACHIEVEMENTS IN 2016

Partners Capacity Strengthening:
55 partners have undertaken a self-administered capacity assessment process and developed Capacity Strengthening Plans using the Strategic Humanitarian Assessment and Participatory Empowerment (SHAPE) framework. The framework is based on a model of capacity that emphasises the importance of power and recognises organisational attributes to not only deliver humanitarian response but also to control and influence the shape of that response.

L/NNGO voice and representation in humanitarian platforms and networks:
The Project has led the establishment of the National Alliance of Humanitarian Actors in Bangladesh (NAHAB). In Pakistan, a partnership has been formed with the National Humanitarian Network (NHN), and similarly in Ethiopia with the Consortium of Christian Relief and Development Association (CCRDA) and the Ethiopian Charities and Societies Forum (ECSF). In Kenya, the Project is facilitating stakeholders' consultations on the National DRM Policy. Partners in DRC have been working with three humanitarian networks - Forum des ONGs Humanitaires and Development (FONAHD), Cadre de Consultation des Organisations Nationales (CCONAT) and RONDH

" **When I heard about this project, I realised this is the way to go – having skilled people, especially women, on the local level."**

Fozia Kashif, Deputy Director, PVDP Pakistan

Evidence of Good Practices:
Several research pieces, learning reviews, and case studies have been produced. These include the Global Project Baseline Report, Year 1 Overview, five country researches and a global research on the Localisation of Aid: INGOs Walking the Talk, and a Learning Review to assess the SHAPE framework.

2017

SHAPE FRAMEWORK

GOVERNANCE & LEADERSHIP

INFLUENCE

POWER

HUMANITARIAN CAPACITY

ORGANISATION FOUNDATIONS

PREPAREDNESS & RESPONSE

Women-Led Disaster Reduction Management

SHIFTING THE POWER IN DEPTH

Six international organisations are working together in the Shifting the Power project, supporting 55 of their local and national partners who share the vision and ambition of playing a leading role in decision making and responding to crises in their countries and regions.

Shifting the Power aims to support local actors to take their place alongside international actors in order to create a balanced humanitarian system involving a shift of power towards locally owned and led responses. It will strengthen local and national organisational capacity for decision making and leadership in humanitarian response, support local organisations to have greater representation, voice and recognition in relevant networks and platforms, and at the same time influence international organisations to promote the role of local and national actors.

The project includes an in-depth two year programme of support for local organisations to strengthen their capacity to determine and deliver humanitarian preparedness and response.

Project Goals:

1 Local and National (L/N)NGO partners in five countries have the knowledge, skills, processes, and policies to prepare for and respond effectively to emergencies.

2 (L/N)NGOs are better represented and have a stronger voice in relevant humanitarian platforms and networks.

3 The consortium member INGOs recognise and respond to (L/N)NGO capacity, leadership & voice.

4 The project provides evidence of good practice in strengthening L/NNGO capacity.

STRENGTHENING EMERGENCY PREPAREDNESS SYSTEMS IN MYANMAR

AT A GLANCE
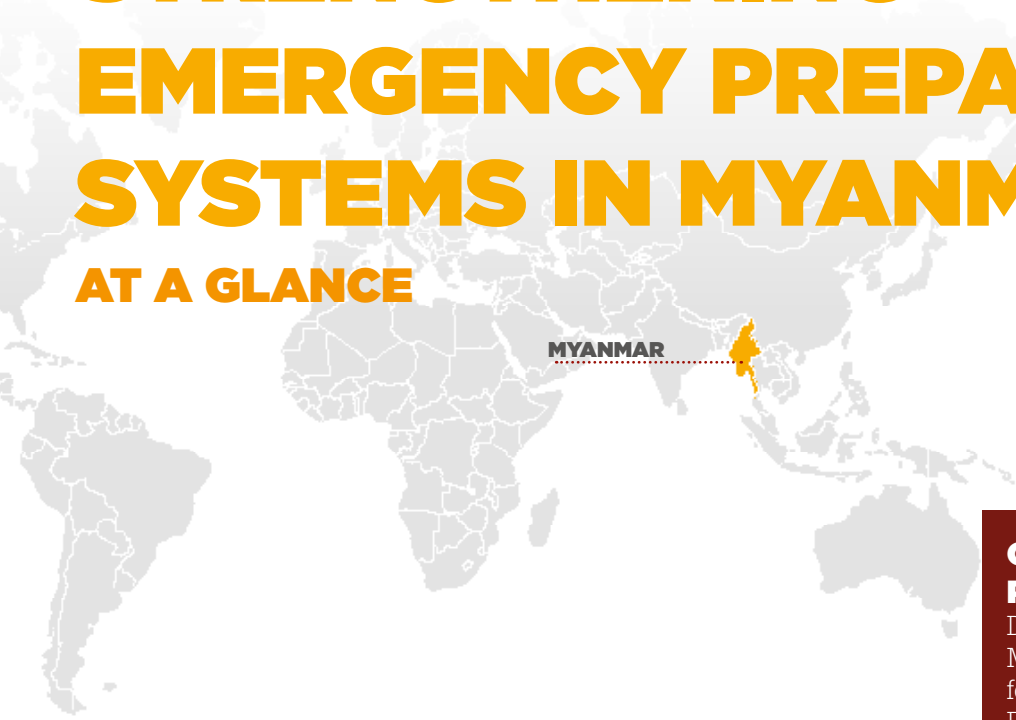
MYANMAR

CONSORTIUM MEMBERS & PARTNERS
DanChurchAid, Regional Integrated Multi-Hazard Early Warning System for Africa and Asia (RIMES), Karen Baptist Convention, Development for Environmental Friendly Agriculture and Rural Life of Myanmar, Karen Environmental, Social Action Network

Budget
£945,698

Started
SEPTEMBER 2015

Ends
MARCH 2018

IN 2016

Inclusive activities: Diversity and inclusion play a key role in this project, and central to that is the inclusion of villages in non-state armed groups controlled areas, making sure there is equitable access to preparedness warning and response information. Besides equitable access, gender is a key consideration for the project and it will look carefully into gender issues as part of the Participatory Capacity and Vulnerability Assessment process.

National learning workshop: A national level learning workshop was organized with a range of national and local actors working on preparedness and resilience in Myanmar. This facilitated a discussion around existing gaps and challenges and how these varied and rich initiatives could collaborate for a more coordinated action.

Community assessments and planning: To make sure that the nuances of the local context are fully grasped in the project some 44 villages have carried out PVCA and EWA assessment; contingency planning was carried out by 36 villages; Integrated Conflict Prevention and Resilience Training (ICPR) followed by a pilot testing of conflict sensitivity approach using elements of LPRR methodology in 10 villages.

Early warning system: RIMES, as a part of the SEPS consortium, has facilitated informed capacity building, guided the EWS Audit outputs, continued to aid hazard monitoring and implement systems of communication and coordination. The consortium has also organised the regular receipt of warnings alongside related information from DMH and other related institutions. Similarly the consortium has customised the warning information into locally relevant advisories, overseen dissemination of advisories to at-risk communities, supervised communities' readiness to respond to said advice, and organised regular feedback mechanism.

Community building a high buoyant raft to cross the river in Kayin state

2016

FEBRUARY
Participatory Vulnerability and Capacity Assessment and Early Warning audit roll out

MAY
MEL Framework Development

JUNE
Piloting of Integrated Conflict Prevention and Resilience Approach

Development of Community Action Plans, Contingency Plans and Village EW Mechanisms

OCTOBER
Village Participation in Monsoon Forums

2018

MARCH
Project end

SEPS MYANMAR IN DEPTH

The Strengthening Emergency Preparedness Systems in Myanmar project aims to strengthen the disaster preparedness capacity of communities at risk in Southeast Myanmar. It also works towards improving national and sub-national systems to be more responsive to vulnerabilities of communities in government and non-state armed group controlled areas. The project was developed in response to the Myanmar government's and local NGOs' recognition of the importance to invest in disaster preparedness and effective response systems.

At the heart of the project is the effective collaboration amongst critical stakeholders in the country, including government at different levels, local NGOs, and non-state armed groups. There is a key role for local NGO partners working with at-risk communities in the development of effective and accountable emergency preparedness systems, as they navigate the various governance structures present in project sites.

The project envisions the following key changes:

1 Coordinated and coherent preparedness plans that are owned and led by local communities.

2 Improved system of joint planning, coordination and communication on preparedness, early warning and response between and among key stakeholders.

3 Scalable and replicable learning on multi-hazard, multi-level and multi-stakeholder preparedness and programming.

At the state and national levels, the project is expected to forge collaborative arrangements with government and the wider humanitarian community to share learning and influence policy and practice.

" **I believe that we will be able to handle the upcoming disasters next year. In the future, we are trying to reduce our vulnerability and increase our capacity to respond, in order to have less loss and damage from future disasters."**
Daw Hla, SEPS Community Resilience Champion

2016

JANUARY Bangladesh and Jordan Humanitarian Trainee Scheme cohorts begin, Core Humanitarian Competency Framework revision begins

FEBRUARY Kenya Context cohort graduates

MARCH Start of 1st Leadership programme in Bangladesh, 2nd East Africa Humanitarian Trainee Scheme cohort and 2nd DRC Context cohort

TALENT DEVELOPMENT
AT A GLANCE

JORDAN
BANGLADESH
ETHIOPIA
DRC
KENYA

Led by
SAVE THE CHILDREN UK

Started
NOVEMBER 2014

Ends
DECEMBER 2017

CONSORTIUM MEMBERS & PARTNERS
Oxfam GB, Relief International, CHS Alliance, RedR, Bioforce, MzN, Leadership for Humanitarians, Save the Children International, Oxford Brookes University*
*Not an official partner of the consortium, but collaborating with Save the Children on the basis of a contractual agreement.

Budget
£5,985,087

KEY ACHIEVEMENTS IN 2016

Entry-level Humanitarian Trainee scheme: The first East Africa HTS cohort graduated in May 2016. There are six more cycles in progress (with three due to complete the programme in early 2017). Most trainees who have graduated from the programme have secured employment within the humanitarian sector with a number of them assisting on the Horn of Africa response and other regional emergencies. Over 70% of HTS participants are women.

Mid-level Context Humanitarian Skills Training Programme: A total of 27 cycles have taken place so far of which 15 have been the advanced 'Management & Leadership' course and 12 the 'Core Humanitarian Skills' course. Across six countries, 549 participants including 179 women have been trained by the programme. These two blended capacity-building courses have proven impact for participants with face-to-face workshops, online learning, buddy groups and coaching to develop their humanitarian skills and behaviours.

Senior-level Leadership for Humanitarians Programme: In total the Leadership programme has trained 144 senior-level staff across three countries. The 3-month training, which includes a 5-day workshop and pre- and post workshop assignments including the development of action plans, have been very well received. The feedback has been extremely positive on the quality as well as the usefulness of its content. Over 42 per cent of those who have benefited from the programme are women.

" Following this training, I will be able to make choices that are proactive and not reactive; I will be in a winning team and not a sinking team. I and my team will be better, well planned people who focus on changing the lives of the beneficiaries we work with."
Leadership for Humanitarians participant, Jordan

Coaching Network: 131 coaches (61 male and 70 female) have been recruited globally into the Coaching Network and have begun to coach participants of the Humanitarian Trainee Scheme and Context programmes. This includes 86 staff of humanitarian organisations who have been trained by the CHS Alliance as coaches. An external survey reported that 80 per cent of participants say that coaching has helped them to become better humanitarians.

Core Humanitarian Competency Framework Implementation: A global consultation with key stakeholders in the humanitarian sector was conducted in order to gather feedback on the Core Humanitarian Competency Framework. In November 2016, a report was published in preparation for the Framework's revision in 2017. The consultation process has already led to agencies expressing interest in adopting the revised Framework throughout their humanitarian operations.

| **APRIL** | 1st Kenya Humanitarian Trainee Scheme cohort graduates | **MAY** | Start of 2nd Bangladesh Context cohort and 3rd leadership programme cohort in Kenya |

JULY

3rd Jordan Leadership cohort begins

OCTOBER

3rd East Africa Trainee Scheme cohort begins

2nd Bangladesh Leadership cohort begins

Talent Development Project Mid-Term Review

AUGUST

2nd Bangladesh and Jordan Humanitarian Trainee Scheme cohort begins

NOVEMBER

Report on the Core Humanitarian Competency Framework is published

2017

SEPTEMBER

Global Learning Forum

DECEMBER

End of project external evaluation
Project end

PROGRAMME	CURRENT & PAST NUMBER OF PARTICIPANTS	PROJECT GOAL FOR NUMBER OF INDIVIDUALS TO BE TRAINED
Trainee Scheme	158	175
Context Training	549	640
Leadership for Humanitarians	144	240
Coaching Network	86 *	60

*45 additional trained professional coaches were recruited into the Coaching Network

A Talent Development Context training session in Bangladesh

© Save the Children International

TALENT DEVELOPMENT IN DEPTH

Talent Development is a collaborative and localised capacity-building project which improves the quality of humanitarian responses. It combines three blended, long-term learning and development programmes, as well as an international coaching network, to train over 1000 humanitarian workers across five countries.

The Talent Development Project equips humanitarian workers with the skills, knowledge and competencies necessary to meet the needs of the most vulnerable. The project targets those best placed to assist crisis-affected communities: the local staff of NGOs, civil society organisations and government. Before the end of the Talent Development Project, the consortium will collaborate with its partners and stakeholders to capture and share what works in humanitarian capacity building.

Entry-level Humanitarian Trainee scheme: This year-long trainee scheme, led by Save the Children, will train 175 individuals who are beginning their career in the humanitarian sector, through on-the-job experience, simulation training, distance learning and coaching.

Mid-level Context Humanitarian Skills Training Programme: This mid-level training programme, led by Oxfam, will develop the skills and capacity of 640 humanitarian response professionals. It is offered as both a six month core course and a nine month management and leadership programme.

Senior-level Leadership for Humanitarians Programme: This comprehensive three month programme, led by Relief International, will train 240 experienced humanitarians to become change masters in their organisation, and will provide them with the framework to be a leader among leaders.

Coaching Network: This cross-cutting strand led by CHS Alliance has developed an in-house coaching cohort and a network of over 100 locally and regionally-based coaches. The coaches will support participants in the various programmes.

TRANSFORMING SURGE CAPACITY
AT A GLANCE

GLOBAL PLATFORM

PHILIPPINES

PAKISTAN

ASIA REGION
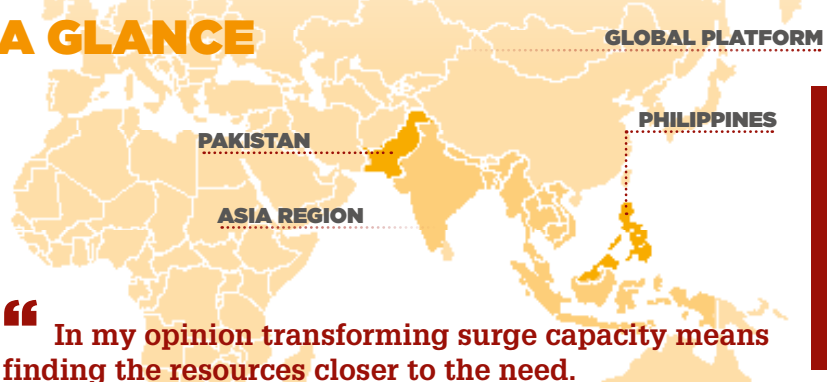
Led by
ACTIONAID

CONSORTIUM MEMBERS & PARTNERS
Action Against Hunger, Christian Aid, CAFOD, CARE, International Medical Corps, Islamic Relief, Muslim Aid, Plan International, Save the Children, Tearfund, CHS Alliance, CDAC Network

" In my opinion transforming surge capacity means finding the resources closer to the need. For too long, humanitarian surge was dependent on expertise coming from a few hubs in Europe and America, but over the year similar capacities have been developed in various developing countries. There is a need to recognise these resources to build local capacities and prepare them for humanitarian deployment in their own countries. I think there is a lot at stake in this project, where we are trying to challenge the established system. Ensuring that this project succeeds is important for the sector."

Ram Kishan, Regional Emergency Manager, Christian Aid

Budget
£2,482,824

Started
SEPTEMBER 2014

Ends
MARCH 2018

KEY ACHIEVEMENTS IN 2016

State of Surge and Surge Tracking: The project launched the State of Surge report which draws on views from over 50 members of organisations linked to humanitarian response. It covers eight core recommendations on surge in the sector. A selection of surge tracking pieces have been developed to provide snapshots of recent surge responses, such as the 2015 Nepal Earthquake response. Regional and international events were coordinated to share learnings and take forward recommendations from the report.

Shared Rosters of humanitarian responders: with over 450 roster members available at more localised levels to respond to emergencies at short notice - deployments have been made for the Cyclone Vardha response in India and the Typhoon Nock-Ten response in the Philippines. The rosters offer an opportunity to reduce duplication of resources across agencies and promote the sharing of good practice between organisations.

HR Surge Portal: An online interactive HR Surge Portal was established, which is intended to help HR and other humanitarian staff to access and share good practices and resources on surge. The portal has 203 members, based in 38 countries and from 63 different organisations.

Surge Training: To date 219 individuals across the national and regional platforms have attended surge training. The training which is specifically focused on surge behaviours was collectively developed by the project's 11 consortium members. 50 staff members have attended a Training of Trainers course on the surge modules to support sustainability for the project's training component.

2017

JANUARY
International HR Surge Conference

APRIL
Project Simulations

AUGUST
Bangladesh Floods and Haiti Hurricane Tracking Reports Finalised

SEPTEMBER
Surge Training Modules launched

OCTOBER
Future of Surge event

NOVEMBER
Project Learning Report

DECEMBER
Five Year Plan for Surge

2018

MARCH
Project ends

TSC IN DEPTH

Through the Transforming Surge Capacity project, 11 humanitarian agencies and two technical partners have come together to better understand how the sector can deliver more effective surge capacity responding to an increasing humanitarian need.

The project's baseline report highlighted that organisations active in surge and their donors must ensure adequate resources and systems are in place to scale up responses. Evidence has also shown that while international surge continues to play a role in emergency response, organisations must focus further on building capacity amongst national staff and local actors – recognising the vital role they play in surge response.

The Transforming Surge Capacity project is piloting and building evidence on new approaches to surge that are more localised, collaborative and better engaged with key stakeholders such as partner organisations, the private sector and UN agencies. Learning gathered through the project will be used to strengthen surge policies and practices across humanitarian organisations, and will enable agencies to make more informed decisions on the future for surge capacity in the sector.

Towards these ends, the project works on the following key elements:

1 Establishing national and regional surge platforms made up of INGOs and local partners who deliver the project's core activities and work to strengthen collaboration across civil society organisations on surge.

2 Live modelling shared local rosters through three different approaches, and collecting evidence on deployments they make to support emergency response.

3 Piloting projects on collaborative engagement between INGOs with stakeholders including the private sector and government agencies on surge.

4 Embedding training, sharing of good practices and resources, and the dissemination of learning and resources relating to surge with key stakeholders.

Members of the local Community Emergency Response Team train alongside Rescue 1122, the Punjab Emergency Service, in first aid and other live saving skills.

80
AGENCIES
are directly or indirectly involved via Surge's platforms

URBAN EARLY WARNING, EARLY ACTION

AT A GLANCE

KENYA

KEY ACHIEVEMENTS IN 2016

1 A set of urban specific indicators have been developed and tested over time. These indicators were developed based on sensitivity to change and their predictive capacity.

2 Engagement of various stakeholders and detailed analysis of surveillance data thresholds for intervention were set.

3 Establishment of a surveillance and early warning system for slow onset urban emergencies in three Nairobi informal settlements (Kibera, Korogocho and Mukuru).

4 A dashboard for monitoring of indicators was developed to facilitate early action.

5 Development of a toolkit to guide other practitioners who would like to carry out similar surveillance exercises in other areas.

6 The project influenced a motion in local government that mandated the county executive to set up surveillance and coordination centres, which gives the county the go ahead to collect data on food and nutrition security. This will then be analysed and used to inform decisions on preparing, mitigating and responding to emergencies in the sector.

7 The county government has been engaged and is committed to carry out surveillance using indicators sensitive to the urban context and to set up a coordination mechanism, leading to a joint surveillance exercises before eventual handover.

8 Identification of four UEWEA ambassadors who will champion the project objectives within their communities as well as engage power wielders.

9 Engagement has extended to International Platforms as part of Global advocacy e.g the recent representation of the consortium at the Global Food Security Symposium.

THE PROJECT WORKS TOWARDS

1 Establishing operationalised and embedded Urban Early Warning Early Action systems in Nairobi, coordinated by the relevant Government departments.

2 A progressive engagement and buy-in from both national governments and key International humanitarian donors on the coordinated urban early warning, early action mechanism which will be set up within the Nairobi County Government.

3 Reduction of the impact of crises on the urban poor.

Started
NOVEMBER 2015

Ends
MARCH 2018

CONSORTIUM MEMBERS & PARTNERS
Oxfam, World Vision, Kenya Red Cross Society

Budget
£675,000

Led by
CONCERN WORLDWIDE

URBAN EWEA IN DEPTH

The Urban Early Warning, Early Action project works towards improving urban early action through early warning by improving the alignment of local and municipal governance institutions and response agencies. The project focusses on alignment of the analysis of early warning data and information and the implementation of early response based on this information, with the financial support from key donors towards this.

The ultimate change envisaged by this programme is a reduction in the impact of crises on the urban poor. This includes a decrease in the number of people resorting to negative coping mechanisms.

One of the fundamental hypothesis underpinning this project is that investment in early warning and early action in urban settings will create a significant cost saving to the state as has been proven to be the case in the rural context.

The implementation of this project comes at an interesting time for Kenya, since the country is at a critical juncture as the newly devolved county governments take root. The level of access to government structures has significantly increased as well as the accountability of these structures to the people they serve and therefore the timing of this intervention is very opportune.

"**Once policies are fully in place, implementation can still be hindered by low capacity of those tasked with implementation. Building the capacity of Nairobi City County to put the policies into practice is a key recommendation. The above coupled with a strong coordination mechanism is seen as a way of ensuring policies are implemented and result in food security.**"
County official during a sensitisation meeting
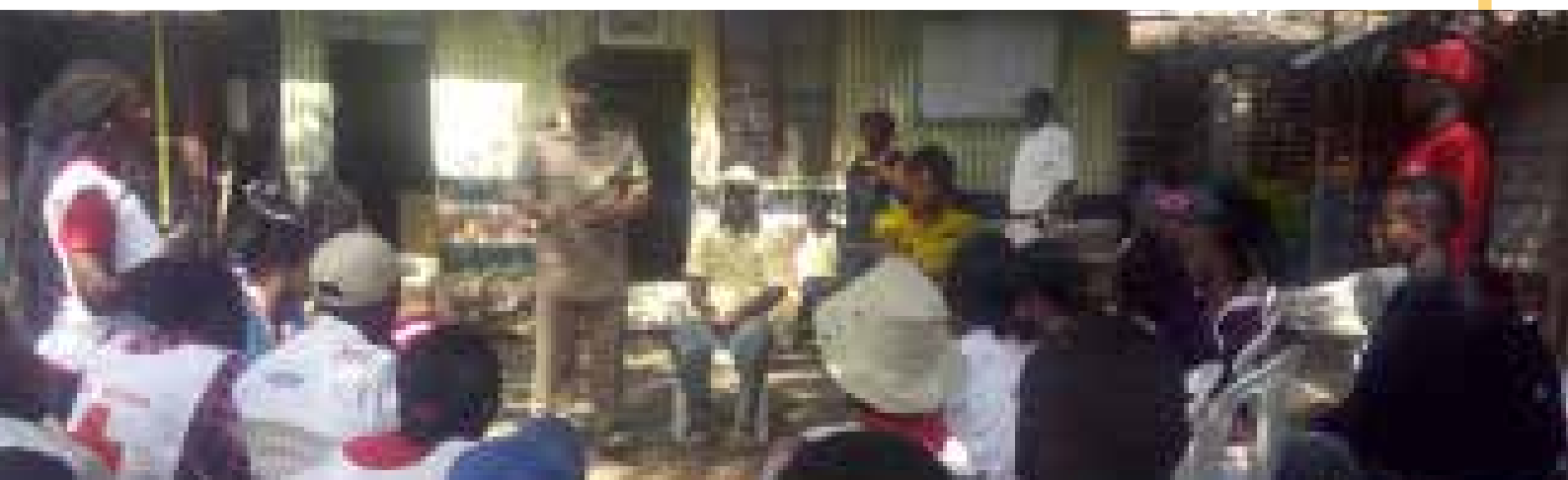
Team of volunteers having a meeting before a field data collection exercise

PROGRAMME TIMELINE

2013

SEPTEMBER

FIRST PROJECT IDEA WORKSHOP
36 capacity building ideas discussed and refined by Start Network member organisations

OCTOBER-FEBRUARY 2014

START NETWORK PEER REVIEW & SELECTION PROCESS
18 project ideas submitted to a peer review process, **9 projects chosen**

2014

MARCH

DEPP IN-DAY
With Start Network, CDAC-N and DFID representatives to discuss the DEPP business case and explore potential DEPP projects

APRIL

DFID ANNOUNCES DEPP
UK Secretary of State for International Development announces the DEPP, with Start Network & CDAC Network as implementing partners

MAY

FIRST DEPP BOARD MEETING
Geographical selection approved, programme selection criteria approved, DEPP board ToR agreed, M&E sub group set up

SHOW & TELL MEETINGS
Project leads present project ideas to the DEPP programme management team

JULY

SECOND DEPP BOARD MEETING
First 4 DEPP Projects approved:
Transforming Surge Capacity, Shifting the Power, Talent Development, ADCAP

OCTOBER

THIRD DEPP BOARD MEETING
3 additional DEPP Projects approved:
LPRR, Financial Enablers, Protection in Practice

2015

JANUARY

FOURTH DEPP BOARD MEETING
Two additional DEPP Projects approved:
ALERT and CDAC-N Project

MARCH

IDEAS CRUNCH WORKSHOP
Bringing together the Start Build Steering ommittee, DFID, the CDAC Network and peers from the sector with **specialist technical knowledge & experience**

APRIL

FIFTH DEPP BOARD MEETING
4 final DEPP Projects focusing on preparedness and early warning systems approved

MAY

DEPP EXTERNAL EVALUATION
The **tender** for the DEPP external evaluation **awarded** to the Harvard Humanitarian Initiative

JULY

SIXTH DEPP BOARD MEETING
Harvard Humanitarian Initiative (HHI) proposal presented

OCTOBER

HHI INCEPTION PHASE
HHI begin their **inception phase** and develop a comprehensive evaluation strategy

2016

FEBRUARY

HHI FORMATIVE PHASE
HHI enters their **formative phase** and release their inception report

MAY

START FOR CHANGE 2016
First DEPP **Learning Report** presented to partners

NOVEMBER

INTERNATIONAL DEPP LEARNING CONFERENCE
Over **100 DEPP stakeholders** meet in Nairobi to share project learning

2017

MAY

HHI INTERIM PHASE
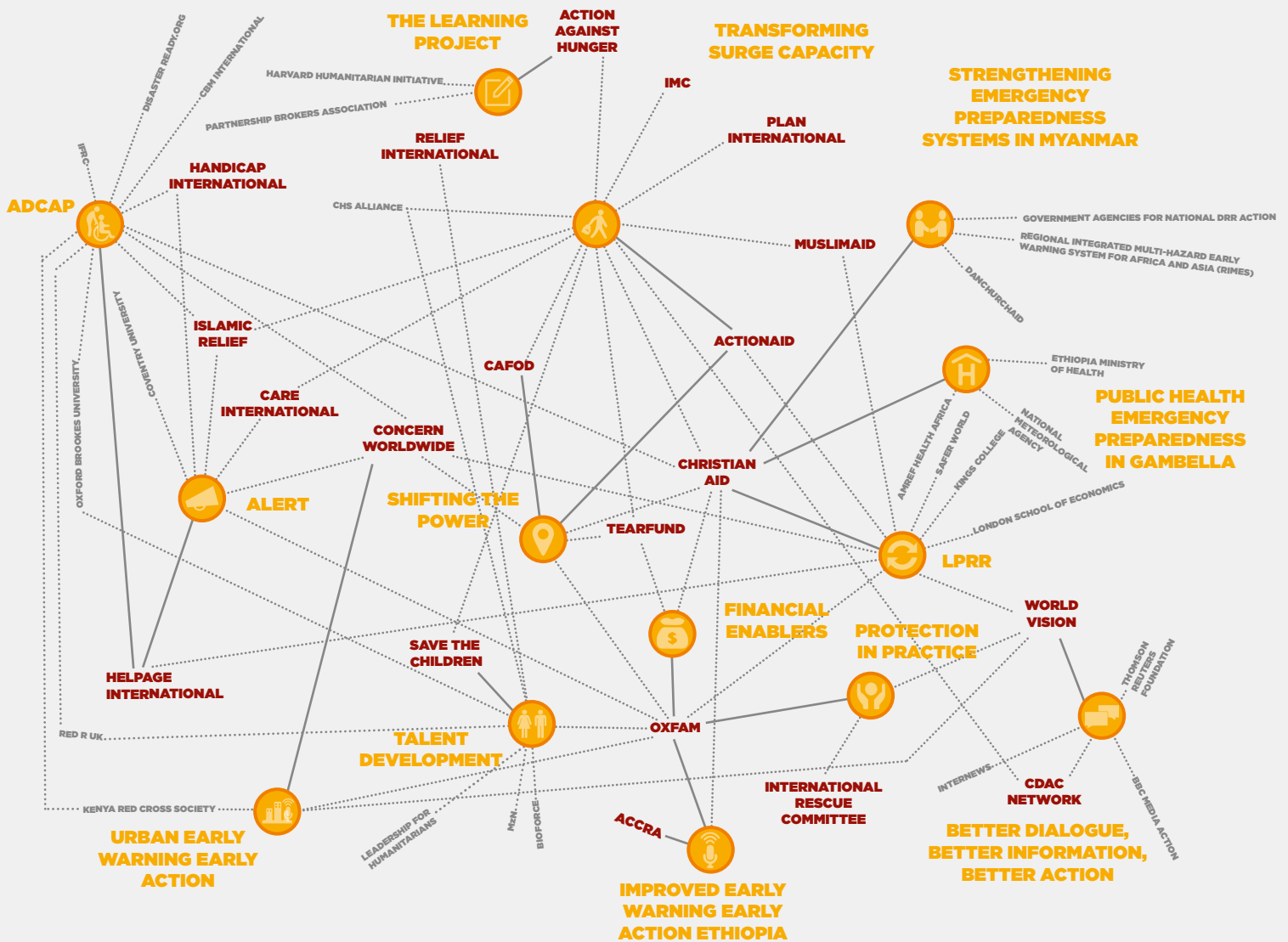The HHI begin their **12-month interim phase**

NOVEMBER

HHI SUMMATIVE PHASE
The HHI begin the **final summative phase** of the evaluation, which will conclude in May 2018

2018

MARCH

PROGRAMME END

DISASTERS & EMERGENCIES
PREPAREDNESS PROGRAMME

LEVERAGING NETWORKS

The performance of the DEPP is greatly enhanced by the use of a network model. Because the collective interest always outweighs the interest or agenda of any single organisations or project and the activities are based on need alone. The networks used are also a powerful mechanism for the exchange of innovation and experience, bringing learning and continuous improvement to all organisations and participants.

THE LEARNING PROJECT

ACTION AGAINST HUNGER

TRANSFORMING SURGE CAPACITY

STRENGTHENING EMERGENCY PREPAREDNESS SYSTEMS IN MYANMAR

DISASTER READY.ORG

CBM INTERNATIONAL

HARVARD HUMANITARIAN INITIATIVE

PARTNERSHIP BROKERS ASSOCIATION

RELIEF INTERNATIONAL

IMC

PLAN INTERNATIONAL

IFRC

HANDICAP INTERNATIONAL

ADCAP

CHS ALLIANCE

GOVERNMENT AGENCIES FOR NATIONAL DRR ACTION

REGIONAL INTEGRATED MULTI-HAZARD EARLY WARNING SYSTEM FOR AFRICA AND ASIA (RIMES)

MUSLIMAID

DANCHURCHAID

ISLAMIC RELIEF

COVENTRY UNIVERSITY

OXFORD BROOKES UNIVERSITY

ACTIONAID

CAFOD

ETHIOPIA MINISTRY OF HEALTH

PUBLIC HEALTH EMERGENCY PREPAREDNESS IN GAMBELLA

CARE INTERNATIONAL

CONCERN WORLDWIDE

AMREF HEALTH AFRICA

SAFER WORLD

KINGS COLLEGE

NATIONAL METEOROLOGICAL AGENCY

CHRISTIAN AID

ALERT

SHIFTING THE POWER

TEARFUND

LONDON SCHOOL OF ECONOMICS

LPRR

HELPAGE INTERNATIONAL

FINANCIAL ENABLERS

PROTECTION IN PRACTICE

WORLD VISION

THOMSON REUTERS FOUNDATION

SAVE THE CHILDREN

RED R UK

KENYA RED CROSS SOCIETY

TALENT DEVELOPMENT

OXFAM

INTERNATIONAL RESCUE COMMITTEE

INTERNEWS

CDAC NETWORK

BBC MEDIA ACTION

LEADERSHIP FOR HUMANITARIANS

M&N

BIOFORCE

ACCRA

URBAN EARLY WARNING EARLY ACTION

IMPROVED EARLY WARNING EARLY ACTION ETHIOPIA

BETTER DIALOGUE, BETTER INFORMATION, BETTER ACTION

PROJECT LEAD
.... CONSORTIUM MEMBER OR PARTNER

LEARNING REPORT 2016

The Learning Report was produced by
Action Against Hunger, a Start Network
member and the implementing organisation
of the Learning Project, one of the fourteen
DEPP projects.

For more information about Action Against
Hunger, please visit:
www.actionagainsthunger.org.uk

For more on the DEPP, visit:
www.startnetwork.org/DEPP

The DEPP is coordinated by the Start and
CDAC Networks, and UKAid:

www.startnetwork.org
www.cdacnetwork.org
www.gov.uk/government/
organisations/department-for-
international-development

To access more learning from the DEPP
about what does and does not work in
disaster preparedness, please visit the
DEPP's Learning Platform at:
www.disasterpreparedness.ngo

DISASTERS&
EMERGENCIES
PREPAREDNESS PROGRAMME