



# CCCM

camp coordination and camp management  
training package for national authorities in Nepal

International Organization for Migration | Nepal



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## CCCM training package | trainer's guide

This CCCM training package was developed keeping in mind the principles of adult learning and a participatory learning approach. It was designed specifically for training targeting displaced communities and/or local authorities in Nepal, i.e. the local level, based on internationally recognized key principles of camp management. The CCCM training package's intended use is primarily to support Nepal's stakeholders in addressing issues related to human displacement management, contingency planning, and response caused by natural disasters.

The CCCM training package consists of three main components:

- trainer's guide
- training chapters (chapters 1-10)
- toolbox (a diverse collection of 52 tools that supports the training chapters)

These above components aim to increase an understanding of camp management using a practical approach guided by participatory adult learning methodologies. The use of the CCCM training package gives a good foundation for the trainer to plan and organize training sessions at local level in response to the specific and contextualized needs identified.

In the trainer's guide, you will find guidance on the foundations of facilitation and the main characteristics of an effective trainer, with recommendations on how to prepare and conduct training sessions. In this Guide you will find:

- Background of the methodology used;
- Examples of attitudes, knowledge and skills of an effective trainer;
- Main steps to take for designing, and planning your training session/s;
- Step by step guidance on how to structure a training session from opening to wrap-up and closure; and
- Key indicators and suggestions on how to make optimum use of all three components of the CCCM Training Package (Trainer's Guide, Training Chapters and Toolbox).

The CCCM training package is further composed of ten training chapters. Each training chapter covers one dedicated topic, corresponding to one training session on different aspects of Camp Management. Each training chapter has an indication of its estimated length of time for facilitation with a dedicated group

of learners. It is up to the trainer/s to plan and adjust the time accordingly based on the realities of the context and the particulars of the learners attending the training session. A trainer may want to take longer time to focus in on one topic more in detail or provide the participants with a chance to do more analysis and learning reflection. The training approach as designed and developed by the trainer/s will depend on the needs, expectations of the participants and the field-level context that the training session is responding to.

The set of 52 training tools has been developed as a basis for reflection, to encourage brainstorming, and to help explain the concepts and key messages of CCCM in an interactive and practical manner. The tools have been developed, in line with participatory methodologies with the aim of enhancing the facilitation of adult learning in camp management.

## Methodology

The CCCM training package includes activities and participatory tools, which can be used to train on and raise awareness about the key roles and responsibilities in a camp management response. The activities proposed for a trainer to use include a wide range of participatory approaches to encourage the direct involvement of the participants in a training session. The process suggested in this guide and individual training chapters will allow participants to learn through drawings, small group work, individual and group reflections, interactive plenary discussions, etc. thus drawing out and building on the participants' own life experiences of natural disasters in contingency planning, displacement management and involvement in camps.

As mentioned, the majority of the training tools have been developed using participatory learning and action (PLA) methodologies and approaches. PLA includes approaches and methods to enable communities to do their own assessments, analysis and planning and to take action to solve their particular challenges in conjunction to community-based issues that arise and in collaboration with other actors such as local authorities. The CCCM training package has been inspired by these techniques and approaches with the aim of illustrating the basics of camp management through active participation and structured reflection.

In training for field-level mobilization, participatory approaches to learning foster ownership and encourage people to think and act for themselves. This process is not passive whereby participants receive information from outside experts, but a process that builds on the individual and communities' collective contributions to the learning. This approach encourages participants to share information, to learn from each other, to reflect on their experiences while drawing options and conclusions that can be useful for them in the future. This participatory approach to learning is also used with the intent of giving a framework of skills and tools to participants that can be used within their community and in interaction with other stakeholders as a base for taking concrete action.

## Attitudes, skills, and knowledge

In the participatory learning process, the role of the trainer is to support the learning through a combination of attitudes, skills and knowledge. A good trainer is both a listener and a mobilizer. Sometimes the trainer will need to be particularly dynamic to ensure that all points of view are taken into consideration in the discussion. Other times the trainer can step back and follow and guide a more participant-led session.

Below are examples of attitudes, skills and knowledge, which focus on empowerment in the learning environment rather than disempowerment; facilitation rather than domination; participation rather than exclusion; and flexibility rather than rigidity.

### Attitudes

- Engage actively with the participants, creating an atmosphere of mutual trust and an environment where participants feel comfortable to express their views and ideas. A good trusting and respectful environment allows participants to develop an understanding of the reality of their situation.
- Demonstrate that each participant's contribution is valuable, through active listening and effective questioning. The underlying principle for any participatory workshop is that all views count. Everyone brings different contributions to the process; this needs to be recognized.
- Be open to re-adjust the activities, tailoring the style to be more appropriate to the issues under discussion or to the characteristics of the particular group and/or context – taking into account cultural specificities. Activities and tools may not work in the same way with different groups of participants, especially if the background of participants varies.
- Revise your performance after each training session and learn from mistakes. If more than one trainer conducts the workshop, discuss with your training colleague strengths and weaknesses and identify areas for future improvements and change for the benefit of all experiencing the training session.

### Skills

- Make sure that participants feel heard, but more importantly also understood. Some tips to reinforce active listening includes:
  - Looking at the person who is speaking
  - Using your body language and facial expressions to show interest, engagement and understanding
  - Posing probing questions to further explore the topic or opinion more in-depth
  - Summarizing and rephrasing what has been said to ensure a common understanding.

- As a trainer, you can encourage people to share information, ideas, concerns and knowledge. Check the different opinions among participants and sub-groups among participants. Some tips to lead group discussion can include:
  - Paraphrase what a participant has said so that he or she feels understood and so that the other participants can hear a concise summary of what has been said. (What I hear you saying is that...)
  - Check your understanding of a participant's statement and/or ask the participant to clarify what he or she is saying. (Are you saying that...)
  - Compliment an interesting or insightful comment. (That's a good point...)
  - Elaborate on a participant's contribution to the discussion with examples or suggest a new way to view the problem. (It could also be useful to consider...)
  - Disagree gently with a participant's comments to stimulate further friendly discussion. (Has anyone else had an experience that is different...)
  - Mediate differences of opinion between participants and relieve any tension. (These different points of views bring out two different side of this issue...)
  - Summarize and record, if useful and possible, the major views of the group. (I have four major reasons that have come from our discussion as...)
- Questions are one of the most important tools to facilitate learning. Tone of voice, facial expressions and body language has a critical impact on effective questioning. As the trainer you are not the source of all knowledge. When a question is posed, giving an immediate answer is not always the best way of encouraging learning. A trainer can help the participants to find the answer/s to their own questions. Using open rather than closed questions will encourage two-way communication and more interaction among participants. It is important for trainers to remember that different questions serve different purposes in a learning environment.
- Seek to find a balance among participation, make space for quiet participants to speak and encourage dominant participants to give the floor to others to express their opinions. If differences of opinions arise try to provide a neutral space where criticism is seen in a positive and constructive manner. Focus the attention of participants on issues rather than differences in personality.
- Demonstrate respect for participants and be sensitive to their emotions. Calling participants by name can help to create a positive atmosphere whereby everyone feels that his/her point of view is recognized, respected and valued. Trainers can use breaks and informal moments to talk with the participants on particular issues that cannot be addressed during the sessions in plenary

- While presenting new information, remember to talk slowly and clearly, using a language that is concise and appropriate to the targeted participants. Avoid giving lectures; Remember the notions and values of problem solving education. The trainer's role in participatory learning is to promote learning rather than to teach. Try to keep presentations short, with interactive elements and energizing components built in for diverse and enjoyment.
- Mindfulness about the body language during the training session will be extremely important. You can plan and practice gestures, eye contact and body movement (stance) before the training session. Practice in front of the mirror can be a productive exercise for a trainer. Four elements of body language are important for a trainer to pay attention to during a session:
  - Eye contact normally leads people to trust you and illustrates confidence. When speaking to a room full of people, engage in eye contact with the whole audience, recognizing everyone, including people sitting to the far right and far left in the room.
  - Gestures can be used to emphasize the meaning of your words and can be used to demonstrate how something looks or acts. Be aware of gesturing too much as it can be distracting.
  - Being aware of you posture while conducting a training session, including standing straight with shoulders back, head centered above the body, and feet shoulder-width apart. This position will not distract participants and help them to focus on the activity rather than the movements of you as a trainer.
  - Movement in the "speaking-space". Don't be afraid to walk around a bit to get closer to the participants. Movement, or lack of movement, will help set the tone of the training session. Standing in the same spot can be perceived as more formal and removed from the group.

## **Knowledge**

Remember that a trainer is not expected to be an expert on the topic being trained. Nevertheless, the trainer will need to be comfortable and familiar with the key components and messages of the topic being presented. The training chapters in the CCCM training package all include a minimum background and key messages for easy reference. It will of course be up to the trainer to further build personal capacity.

## **Planning and preparing a training session**

As a trainer, when planning and preparing a training session there are some questions that need to be posed and answered as guidance in order to ensure that your session will be a successful learning opportunity for everybody involved, including yourself as the trainer. The below section gives some guidance:

### **Who is the target group?**

This CCCM training package is designed to conduct training sessions for communities and local authorities working in camps as a strategic camp management preparedness and response to natural disasters. As a trainer, the field-level context and needs of the displaced in a camp management response will determine the approach and topics of any training session being planned and designed for delivery.

### **What are the needs of the target group?**

Not all the participants have the same generic needs in term of learning. The trainer will have to analyze and define what those needs are for the selected target group. In the ideal scenario a trainer can consult the participants before planning the training session in order to design and adjust the activities and the proposed tools to meet learning needs. The trainer can ask the envisaged participants to explain some of the main problems they face in term of camp management, what they wish to know more in this regard, what their role is in relation to implementation at the camp. If needed, a trainer can also seek advice on the most appropriate venue and timing for the training session, in order to ensure that participants will successfully attend and participate in the session.

### **What are the objectives of the training session?**

Once identifying the needs of participants, the trainer will need to set the overall objectives for the training session. Having clear objectives, backed by key camp management messages, of what it is that you want to achieve will help adapt and re-purpose activities and tools appropriately. The objectives will vary according to the field-level issues being faced at the time of the training and the needs and expectations of participants for which the training session aims to serve. With clear objectives in mind, it will be easier for the trainer to choose the combination of chapters, within the CCCM training package.

### **How can I adapt the training chapters/sessions?**

Each training chapter will need to be adapted to the level, experience, and contextualized understanding of participants to ensure that the learning content of the session is at an appropriate level and relevant for everyone in the training environment.

Most of the training tools have been developed in order to meet the needs of any given target group – including participants who may have a minimal level of literacy and numeracy – making use of visual aid, symbols and drawings to communicate key messages of disaster risk management and key messages of camp management. In some activities, the use of paper and markers has been indicated. All activities and tools presented in the CCCM training package can be conducted with minimal to no training resources while in the field/camp settings.

The training chapters and tools in this CCCM training package have been developed in English. If time allows, and if the trainer has the capacity to do so, it is highly recommended that materials be translated and key tools and handouts be provided in local language/s during all training sessions conducted.

### **What is the timetable of the training session?**

As a trainer, it is critical to think about how much time will be needed for the whole training session, including all activities, to be conducted. Since there are many unpredictable factors when facilitating a participatory learning process, it is a good practice to include extra time in case the session could take longer than planned or in order to allow for question and answer periods in plenary, in-depth group sharing and discussions and/or being able address any unresolved issues that may arise.

Each training chapter of this CCCM training package has an indicated estimated time length for delivery to the target group. It will be up to the trainer to evaluate and adapt the specific amount of time required for the specific activities and for the whole session based of the particular needs, pace and flow of the participants in the group. Perhaps the trainer will want to focus in-depth on one activity; then time will need to be adjusted accordingly. The CCCM training package has been designed in such a way that the training chapters are flexible and adaptable to meet the needs of all involved in the training experience with critical emphasis placed on the training session being predicated on the field-level context and the camp management specific learning needs and expectations of the target group being trained.

### **Where and when will the training session be held?**

As part of the planning of a training it is important to consider the physical location for the training session. If the session will be conducted within the camp the trainer will have to adapt the session to what is available in the field and the conditions available. This in the field approach will differ greatly to a training session delivered in an office environment. For convenience and comfort of all involved in any training session, the physical location should ideally neither be too hot nor too cold, should be easily accessible by all participants (even for those who may have mobility impairment), and peaceful and private enough to minimize distractions that may hamper learning. The timing and agenda should also be adapted to the participants' routine and obligations in order to ensure that they do not have any other unofficial or official commitments conflicting with attending and fully participating in the training session.

### **What material and resources will be required?**

This CCCM training package makes extensive use of visual aids to support and further learning. Most of the training tools are based on key camp management symbols, diagrams, images and illustrations. However, as a trainer, you will want to prepare other learning aids in advance. The activity outline table in each of the training chapters will help you to remember all the preparations that need to be done in order to comfortably conduct the session. Before your training session, and well in advance, consider if you need any alternative resources and build in time to source and plan the use of these as required.

### **How I will prepare myself to conduct the training session?**

Each workshop needs to be prepared with logic and care to ensure the best possible learning experience for the participants as well as building the increased confidence of the trainer. Training session preparation can take a considerable amount of time and it is crucial to plan for it well in advance.

A trainer will need to consult the resources indicated and work through each step of the training chapter to make sure that s/he has a comprehensive understanding of the main camp management concepts/key messages and the approach and structure of the suggested activities. It is good practice also to conduct a practice session with your colleagues or friends in advance to get a feel for the session and what will work and what needs to be adjusted for the actual delivery in the field.

### **What to do after the training session?**

After each training session, take some dedicated and uninterrupted time for self-evaluation and reflection. Learning from risks taken and calculated mistakes as a trainer is a key learning experience for anyone who embraces training and facilitation. Trainers should reflect on what went well, what could have gone better (or what could have been done differently), and how could the overall learning process for all involved be improved when the session is delivered in the future. Keeping a training journal on hand in order to write notes and comments for reflection can assist with this professional and self-directed exercise.

## **Conducting a training session**

Every training session will differ according to group dynamics, the field context in which the training content is targeting and the overall application of tools and methodology in a camp management intervention or response. However, there are some minimum features to a training session that should be understood, included, considered and monitored as core components of an effective training delivery.

### **Registration**

At the beginning of a training session, it is important to register participants for follow-up and to record of who has been trained and who has not for both short and long-term reporting. This will help you to keep records of your sessions and keep useful information about participant profiles.

A registration form will assist the trainer to record the key information about the training event and the participants attending. Having participants signing in is a way to stress the importance of their commitment to camp management time should be allocated before the official start time of the session to ensure the registration process.

## **Opening a training session**

In general, the introduction of a training session should include the following:

- Introduce yourself, your role and welcome participants
- Encourage participants to know one another, introducing themselves to each other.
- Objectives and schedule. Outline the training session's objectives, content, methodology and overall timing for the session.
- Expectations. Explore and clarify the hopes and fears of participants towards the subject or about the training session. Allow the participants to express their point/s of view and hopes.
- Ground Rules. At the beginning of each session, it is good practice to ask participants to develop ground rules (working norms) on how the group will work together and interact. The trainer can highlight some important points, but in general the norms/rules should not be imposed by the trainer but be the result of common brainstorm and agreement among the participants. The trainer should go back to ground rules whenever it is felt that the group members are not respecting their own rules.

## **Group Work**

Group work is used to enable participants to exchange information, reflect, analyze and learn from one another other. In order to ensure the best output from the group work, a trainer should provide guidance, clear instructions, monitor and encourage all group members to contribute to the overall learning.

Below are some training tips that can help a trainer in their role:

- Break down instruction into stages.
- Ask participant questions to check they understand each stage.
- Give instructions in order.
- Plan your instructions beforehand.
- Do not give instructions all at once or during the handing out of activity resources or hand-outs.
- Do not give instruction while doing something else (see above).
- Keep instruction short and simple and repeat at least three times in a calm and clear manner.

Sometimes you might need to divide the large plenary into smaller groups. Participants can be grouped according to specific criteria (based on the task being asked), mixed at random, divided according to experience, or any other criteria the trainer wishes to apply. When breaking out into small groups, a trainer must keep in mind that feeding back the results of the task completed will take longer the more small groups or pairs are utilized. In addition, if small group work generates a diversity of results, it requires the skills of the trainer to effectively wrap up and debrief such diversity in order demonstrate that the objectives for the training session have been met.

### **Plenary debriefing**

A plenary debriefing aims to summarize the main results and conclusions after structured and monitored group work. Often, the groups will be asked to present their key outputs based on the task they have been instructed to complete. As a trainer, the summary and wrap-up will highlight key messages, critical agreements and differences between various groups, and the main points that have been made during the activity completed. It is important to honor participants' work and accomplishment as well as shedding light on the varying points of view raised.

### **Close a session**

Close the training session with an overview of the key learning points backed up by any selected key messages from the CCCM training package. Allow participants to explain orally, in writing or with drawing symbols and images etc, what was learned and how this will be applied in the future during a camp management intervention or response. It is important to discuss how participants will transfer what they have learned to others following the session. If possible, allocate some time to allow participants to express freely their feelings about the training.

### **Evaluation**

Evaluation gives the participants the opportunity to express themselves on the strengths and weakness of the workshop and their level of participation in the overall learning process. Training session evaluations can be conducted using a range of techniques, including questionnaires, drawings or other visual tools, role-playing, etc. Different aspects of the workshop should be evaluated, including the following: facilitation, methodologies used, training materials and overall appropriateness and understandability of the camp management topic/s covered.

## The CCCM training package

This CCCM training package consists of three main components: trainer's guide, training chapters and the set of training tools. These three components of the CCCM training package are designed to be used together and are mutually complimentary.

### **Trainer's guide**

The trainer's guide addresses the key aspects of facilitation and training and give generic guidance on how to design, plan prepare, conduct and evaluate a training session.

### **Training chapters**

The Training Chapters are laid out in 10 chapters to be facilitated with camp, host community members or local authorities. Each training chapter corresponds to a training session on a specific topic related with disaster risk management and camp management.

Following is a list of the ten training chapters:

- Introduction to the course
- Introduction to CCCM
- Roles and responsibilities
- The legal protection framework and protection in camps
- Coordination and information management
- Minimum standards
- Camp life cycle | set up
- Camp life cycle | care and maintenance
- Camp life cycle | closure
- GBV (Gender based violence)

Each training chapter is structured in the following way:

- Learning objectives:

Each chapter has specific objectives linked to specific activities described in the chapter.

- Key Messages:

At the beginning of each activity there is a reminder about the key messages that need to be emphasized during the activity. The trainer needs to be clear about these key messages and how these are presented and expressed during the implementation of the participatory activities and tools in the training chapter. Expressing these key messages during the training session is a core competency and mandatory aspect of the training chapter and the responsibility of the trainer.

- Background information:

This section provides a summary of the main information relevant to the specific topic covered in the dedicated chapter. In order to reach an adequate level of preparation to conduct the session, the trainer is encouraged to review, refresh and integrate further readings and resources. All information needed to plan and conduct a comprehensive training session needs to be identified and organized (translated if required) according to the needs of the target group being trained. This is the responsibility of the trainer or training team.

- Activity outline:

This table will help the trainer gain a general overview of the activities proposed in the chapter. This section describes the purpose/s of the activities, the tools used in the chapter and the preparation and material required to conduct the session.

- Activities:

Each activity is designed to guide the trainer through each step of the process, from the opening to the conclusion. Each activity includes participatory tools with the aim of facilitating analysis and reflection, sharing ideas and developing action plans. Most of the participatory tools provided are tailored to smaller groups.

## **Tools**

The training tools proposed are inspired and adapted from other camp management training packages developed by CCCM global partners. Other tools were created specifically for this CCCM training package, or taken directly from other countries training packages. In both cases, the intention is to offer to the trainer practical ways to encourage and forward learning and structure reflection. The tools were designed to support interactive and participatory activities to enable

participants to learn, analyze, and reflect about issues directly related to camp management and disaster risk management. The tools are adaptable, flexible, practical and applicable in a diversity of field-settings with a diversity of adult learners.

The below tool index outlines the 52 tools:

Tool nr.	Tool name
01	human displacement complexity and diversity
02	where do displaced people seek refuge?
03	do's of camp management
04	dont's of camp management
05	cm house
06	camp life cycle
07	cccm tools
08	cccm framework
09	generic roles of cc ca cm
10	specific activities of cc ca cm
11	institutional drm framework Nepal
12	action plan template
13	management hat

14	definition of community participation
15	articles of the universal declaration of human rights
16	IDP and refugee definitions
17	international legal framework
18	guiding principles on internal displacement (English and Nepali versions included)
19	key principles in time of displacement
20	specific needs cards
21	protection incident
22	protection onion
23	definition of coordination
24	coordination house
25	information and coordination cycle
26	information about what?
27	dtm nepal data collection form
28	information management flow
29	disaster update
30	standards are...
31	we need standards for...

32	standards are used for...
33	introducing the sphere handbook 2011 edition (video)
34	sphere handbook
35	minimum standards and indicators - camp layout (video)
36	minimum standards and practice site selection and planning
37	papers in the bag
38	disaster scenario
39	sites available for selection
40	shelter post distribution monitoring form
41	guiding principles 28 29 30 on durable solutions
42	durable solutions survey
43	gender vs sex
44	GBV
45	forms of GBV
46	GBV tree
47	consequences of GBV
48	root causes of GBV
49	contributing factors of GBV in camps

50	prevention and response to GBV
51	task sheet - prevention and response to GBV
52	IASC GBV Guidelines



introduction to the course **01**



## introduction to the course | 60 minutes

An opening session seeks to inspire and provide background information for the participants. This session starts with an address from a keynote speaker, which is an opportunity to consider why the training event is being held - this is followed by giving the participants a brief overview of what is planned and how they are expected to participate throughout the workshop.

### Learning Objectives

By the end of this session, participants will:

- Be inspired to actively participate in the training
- Meet the participants and facilitators
- Understand the overall structure and agenda of the training
- Understand ground rules for the training and understand housekeeping issues

### Key Messages

Camp coordination and camp management strives to improve living conditions during displacement; to ensure assistance to and protection of IDPs in displacement sites; and to seek durable solutions to end temporary displacement with an organized closure and phase-out of sites.

The way a displacement site is set up and managed affects the quality of life and the capacity of the residents to recover after a disaster.

This training will help you understand and meet these challenges.

Reflecting on the expectations that you bring to the training is important in order to ensure that they are realistic and can be met.

activity	timing	description	Tools	preparations
1 Opening and Introductions	20 mins	Opening ceremony and introduction of participants and trainers team.		
2 Aim and objectives of the training	10 mins	Sharing of the training aim, and the training objectives, so that participants may have a clear idea of the intention of the training.		- Prepare flipcharts (or PPT) for the training aim, and training objectives.
3 Overview of the agenda	10 mins	Review of the training agenda, session briefly explaining the content of each of the training sessions, and clarifying any possible question from the participants.		- Prepare copies of the agenda for handout. - Prepare agenda PPT slide.
4 Housekeeping issues and ground rules	20 mins	Establishing ground rules for the training together with the participants, understanding the participants expectations for the training, explaining the "parking lot" and its use, and housekeeping issues that are linked to the development of the training.		- Prepare flipcharts for the ground rules, expectations, and parking lot.

## Activity 1

### Opening and Introductions

- Allow time for the keynote speaker to perform his/her opening speech. Once the opening ceremony is finalised and all protocol steps are taken allow a brief break to allow time for any dignitary to leave if intended.
- Once the opening ceremony is finished ask for the participants to introduce themselves by sharing their name, agency, post and an individual expectation for the training, and also tell something exceptional/ different about themselves. You may add a question regarding their experience in CCCM.
- As an alternative you may ask the participants to introduce the person that is seated next to them, stating the same requested above – this will allow more immediate interaction in between participants.
- The trainers should introduce either themselves or another member of the training team, stating the same elements that were requested to the participants.

## Activity 2

### Aim and objectives of the training

- Show flipchart paper (or project PPT slide) “CCCM Training Aim”
- Outline the expected benefits of the training: a common understanding of the sector, clarity on roles and responsibilities, identification and sharing of current practice and key tools, and an awareness of potential areas for improvement.
- Show flipchart paper (or project PPT slide) “CCCM Training Objective”
- Read aloud the training objectives, or ask one of the participants to read it. Clarify any questions.

#### CCCM training aim



To build the capacity of CCCM practitioners to contribute to an effective camp response and raise standards in the sector.

#### CCCM training objective



Define CCCM in relation to international protection and assistance standards, principles and approaches.

Identify roles and responsibilities of the Camp Management Agency, Camp Coordination Agency and Camp Authorities.

Practice CCCM tools related to key areas of CCCM.

Identify the CCCM activities in each phase of the Camp Life Cycle and how seeking of durable solutions relates to them.

## Activity 3

### Overview of the agenda

- Show flipchart (or project PPT slide) “Training agenda”
- Ask participants to take the agenda from their individual files.
- Talk through it, explaining the contextual focus of the course. Explain that discussions and activities will provide the basis for much of the course. Emphasize that while the activities are generic they are encouraged to reflect on ways the situations described are similar to the participants’ specific issues and challenges.
- Explain that the training is highly participatory and that it is expected that participants as well as trainers will share their best practices and lessons learned.
- Clarify any questions regarding the agenda.

## Activity 4

### Housekeeping issues and ground rules

- Use a clean flipchart paper and ask the participants to list the ground rules they wish to see in place throughout the training. Write the participant’s suggestions on the flipchart, and once the list is finished revised it together with the participants making sure that everyone agrees with it. Be sure to cover appropriate use of mobile phones, attendance, punctuality and the need to listen to everyone’s contributions, if participants do not raise these points. Alternatively you may ask one or two of the participants to take the lead on this – one for asking the group for the rules, while the other writes down the list on the flipchart. Place the “Ground rules” flipchart on a wall, visible to all participants.
- Ask to each of the participants to write down in a “post-it” their expectations for this training, and to paste them in the expectations flipchart that is on one of the walls in the room. Allow 3 minutes for this. Once all participants have pasted their expectations post-its into the flipchart, quickly review their expectations reading out loud some of the post-its.
- Show the “parking lot” flipchart, and explain that this will be used to store questions that might arise during the training – assure participants that questions stored at the parking lot will be answered – questions should be put into the

### Training agenda



AGENDA			
TRAINING - CAMP COORDINATION AND CAMP MANAGEMENT			
Date: _____			
Location: _____			
Time	Day 1	Day 2	Day 3
08:00 - 09:00			
09:00 - 09:30			
09:30 - 10:30			
10:30 - 10:45	Tea/Coffee break	Tea/Coffee break	Tea/Coffee break
10:45 - 12:15			
12:15 - 13:00			
13:00 - 13:30	Tea/Coffee break	Tea/Coffee break	Tea/Coffee break
13:30 - 14:00			
14:00 - 14:30			
14:30 - 15:00	Tea/Coffee break	Tea/Coffee break	Tea/Coffee break
15:00 - 15:30			
15:30 - 16:00			
16:00 - 16:30			
16:30 - 17:00			

Ground rules



Participants expectations



parking lot when those are not relevant to the topic/module in discussion, or discussion on those questions may be delaying the overall session and the programmed agenda. Place the "Parking Lot" flipchart on a wall, visible to all participants.

- Address housekeeping or administrative issues and inform the group about:

Accommodation; layout and organisation of the facilities; where toilets and other facilities are located; where lunch and breaks will be served; and other relevant logistics information;

Parking lot





introduction to CCCM **02**



## introduction to CCCM | background information

Natural disasters such as earthquakes flooding or landslides can result in sudden human displacement and protection and assistance needs arise. People who have been forced to leave their homes or places of habitual residence as a result of natural disaster and remain within national borders are known as internally displaced persons (IDPs).

During displacement, people and communities risk to lose access to their basic needs.

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Obstacles faced by displaced persons:

- Displaced communities may lose their homes and, as a result, may have to seek accommodation or shelter elsewhere. In some cases, they may be compelled to seek shelter in temporary displacement sites or settlements, which can give rise to various protection risks. <sup>[1]</sup><sub>[SEP]</sub>
- During displacement, people may lose access to their land and other property and be cut off from their normal livelihoods and sources of income. As a result they may face poverty, marginalization, exploitation, and abuse. <sup>[1]</sup><sub>[SEP]</sub>
- In a disaster, it is common to initially have inadequate access to food, safe water and public services. Schools may be closed and it may be impossible to reach medical care and hospitals. If lasting for prolonged periods, these problems result in increased hunger, malnutrition and ill health. <sup>[1]</sup><sub>[SEP]</sub>
- During displacement, family and community structures often collapse and family members become separated. Unaccompanied children, single-headed households (in particular when headed by women or children), older persons, and persons living with disabilities can face heightened risk of abuse, including sexual exploitation and child labour. <sup>[1]</sup><sub>[SEP]</sub>
- Identity documents are frequently lost, destroyed or confiscated in the course of displacement. As a result, people (IDPs) can face difficulties in accessing public services, such as education or health care, or encounter difficulties in recovering lost property, including land.

Adopted from the Handbook for the Protection of Internally Displaced Persons Global Protection Cluster Working Group 2010

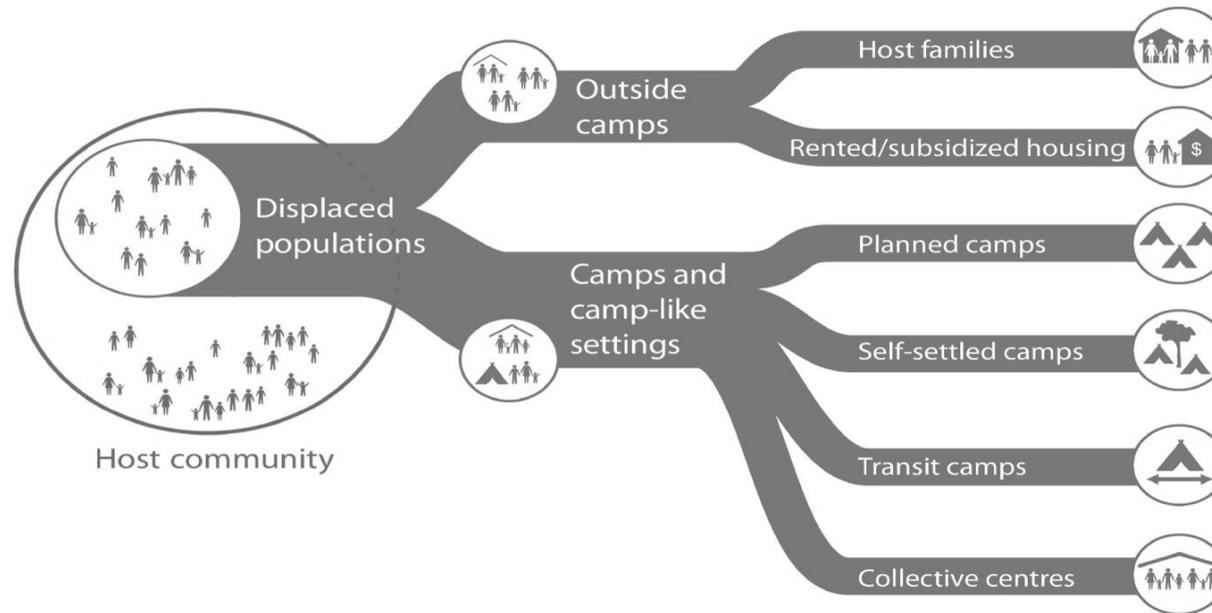
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## Types of camps and camp-like settings

Displaced people choose different temporary solutions to displacement. Most of the people preferably stay with host community in relatives, friends or neighbours' houses. When displaced families have the means, they may rent a house. Sometimes, government or some non-governmental agencies support them by subsidizing housing.

Camps and camp like-settings do not offer a durable solution to situations of displacement and should only be established as a last resort for the provision of protection and assistance. While CCCM does not advocate for the setting up of camps, it recognizes that sometimes camps are the only option for the temporary accommodation and protection of those forced to flee from natural disasters and conflicts.

The CCCM cluster distinguishes 4 types of camps and camp-like settings as illustrated in the figure below:



- **Planned Camps:** Planned camps are places where displaced populations find accommodation on purpose built sites, where service infrastructure is provided and distributions take place.
- **Self-settled Camps:** Displaced groups may settle in camps that are independent of assistance from the government or humanitarian community. Self settled camps, sometimes known as spontaneous sites, may be sited on state owned, private or communal land, usually after limited negotiations with the local population or private owners over use and access.

- **Transit Camps and Reception Centres:** Transit camps and reception centres provide temporary accommodation for displaced persons pending transfer to a suitable, safe, longer term camp, or at the end of an operation as a staging point of return. Reception and transit camps are usually either intermediate or short-term installations.
- **Collective Centres:** Pre-existing buildings may be used to host displaced populations. Examples of such buildings include schools, barracks, community halls, sports facilities, warehouses, disused factories, and unfinished buildings.
- Camps and camp like settings are temporary sites and should be established only as a last resort for provision of assistance and protection

The Goals of Camp Coordination and Camp Management are to:

- **Improve living conditions** during displacement;
- Ensure **assistance to and protection of IDPs** in displacement sites;
- and **seek durable solutions** to end camp life and **organise closure** and phase out of camps.

## The Four Key Components of Camp Management

**Camp Management** is about providing **assistance and protection** to the residents of the camp in accordance with **International Law and Standards** and ensuring that every member of the community has the opportunity to **participate** in the activities of the camp.

Protection is defined as:

All activities that contribute to the respect of the human rights of displaced people.

Protection activities ensure that displaced populations have access to **physical security** (protection against harm); **legal security** (access to justice and legal documents such as birth certificates, identification cards); and **material security** (equal access to basic goods and services).

Assistance/Services

All activities that contribute to meeting the basic needs of displaced people, including shelter, food, water, education, non-food items, and health.

Assistance and service delivery is necessary to uphold a life with dignity for IDPs, in line with the needs arising from displacement. Assistance and service delivery is often divided per sector, e.g. health, education, food, water and sanitation.

This training package does not go in-depth in the area of assistance or services. The Camp Management Toolkit provides good reference for further information on different areas of assistance and services in camps.

### Participation

All activities that contribute to the active involvement of the residents in discussions, decision-making processes, and activities concerning the day-to-day life at the camp.

When the community is actively involved and mobilized in discussions, decision-making and activities concerning their day-to day life in the camp we can say that **Community Participation** is being promoted.

### International Law and Standards

Standards provide guidance for minimum levels of service delivery and protection. They have been defined globally to uphold the right to live with dignity for people affected by natural disasters. Standards are the practical expression of human rights. They provide guidance on the concrete application of human rights.

## The Camp Lifecycle

In general, there are three distinct, yet clearly overlapping, dynamic phases of the camp lifecycle. The needs of the population and the activities in the camp change during each phase.

### Planning and Set-Up

Planning and set-up entails preparing and planning before and at the onset of displacement, while keeping in mind closure and durable solutions, as well as exit strategies at the national, regional and local level. It implies identifying technical and social activities related to the arrival of the displaced community on camp.

The way a camp is planned and set up will have a critical impact on the health, well-being and protection of the displaced population as well as on the ability to manage daily activities and foster the participation of the community. Activities during the camp planning and set-up phase ideally include the set-up of all facilities, such as shelter and sleeping facilities; sanitation facilities (toilets, showers and sometimes places for washing clothes); cooking areas; garbage disposal areas; and recreation spaces. This phase also entails the registration of the displaced population and the identification of individuals with specific needs. During this initial phase participatory community mobilization structures and mechanisms should be identified, planned and established. It is also crucial to already be planning phase-out and closure strategies from the beginning. All planned camps should feature a well-conceptualized closing and exit strategy in line with national policies and agreements. However, camps often emerge spontaneously and without prior planning, making it necessary to establish strategies in a

more dynamic manner. Hence improvement of spontaneous camps on which conditions do not meet minimum humanitarian standards is also an important component of the camp-planning phase.

### Care and Maintenance

Care and Maintenance is the phase when the community is living in the camp and whereby on-going up-keep and repair (and possible expansion) of camp infrastructure may be required. During this phase, the social aspects of the camp need to be fostered, supported and mobilized to the best of all stakeholders' abilities. Furthermore, activities are taking place in the camp on a regular basis. This phase can be the longest and most difficult phase of the camp's lifecycle, especially if displacement is prolonged and a durable solution for closure is not easily identified and implemented.

The daily activities of the camp include maintenance work of facilities, such as shelters, latrines, cooking areas, garbage disposals, drainages, roads, and paths. Keeping track of new arrivals and returns of displaced people is equally important to monitoring the protection needs of the displaced population.

Residents should actively contribute to the management of the camp and participate in decision-making processes relating to life at the camp.

### Closure and Durable solutions

Closure and durable solutions entails planning for the return of the displaced community to their homes. Durable solutions that result in camp closure are identified and monitored from the Planning and Set-Up phase. Information relating to closure is shared with site residents on an on-going basis during all phases of the camp's lifecycle. During this phase, social, legal and technical activities related to the closure of the camp take place.

The closure of the camp ought to occur only when the displaced population's need for refuge has ceased because a durable solution has been found. Displaced populations can either:

Return to their home communities; ~~integrate~~ integrate into the area of relocation; or resettle in a third location.

Seeking durable solutions is an essential part of camp closure planning. This can be done, for example, by providing people with information about return options and, where needed, providing return assistance for the most vulnerable. It is important to deregister people as they leave the camp during this phase of the camp's lifecycle. Furthermore, a thorough clean-up, decommissioning of infrastructure, and proper disposal of waste is always recommended to ensure sustainability of the land allocated for the camp, and to avoid environmental degradation.

Very often the three phases of the camp's lifecycle overlap, and a particular phase may vary in length depending on the displacement context and ability to secure a durable solution. It is not always possible to define when one phase ends and when the other starts. For example, when there are new displaced persons arriving to an existing camp, set-up phase and care and maintenance activities may overlap. Likewise, displaced persons leave the camps spontaneously and progressively, often according to their specific situation and needs. Therefore, the activities of the maintenance and closure phases tend to occur simultaneously, and sometimes without official planning and monitoring.

## introduction to CCCM | 95 minutes

This module frames the whole training. It introduces participants to the reality of displacement, what is camp management and its importance, types of camps and camp-like settings (displacement sites), the camp life cycle and its three phases, and CCCM tools.

### Learning Objectives

By the end of this session, participants will:

- Explain the complexities and diversity of the human displacement
- Describe different types of settlement for displaced communities
- Explain what Camp Management is and why it is important
- Draw the camp life cycle and discuss the three phases
- Visualize the components of a well-managed relocation site.
- Present a CCCM tool to the group

### Key Messages

- Global human displacement is complex and diverse and site management, as a technical and cross-cutting sector, aims to provide assistance and protection to those who have been forced to flee their homes and home communities.
- CCCM exists to uphold the basic human right to life with dignity for IDPs.
- Displacement sites are temporary sites and should be established only as a last resort for provision of assistance and protection.
- Camps and collective centres can be as complex and diverse as the root cause/s of human displacement.

- The way camps and camp-like settings are managed has a direct impact on the quality of the lives and future sustainable solutions of IDPs.
- CCCM strives to improve living conditions during displacement; to ensure assistance to and protection of IDPs in displacement sites; and to seek durable solutions to end camp life and organize closure and phase out of camps.

activity	Timing	description	Tools	preparations
1 Human displacement	10 mins	Introduction to displacement patterns and to the factors contributing to its increasing complexity and diversity.	tool 01 - human displacement complexity and diversity	- Prepare flipcharts (or PPT) for the objectives - Prepare copies of tools for participants
2 Where do displaced people seek refuge?	10 mins	Explore the different temporary solutions to displacement and the different types of camp and camp-like settings.	tool 002 "Where do displaced people seek refuge? – types of camps and camp-like settings"	- Prepare copies of tools for participants
3 Do's and don'ts of camp management and CCCM Goals	25 mins	Introduction to the do's and don'ts of camp management and CCCM goals and discussion over the different components that should be in place for a successful camp management.	tool 03 "do's of camp management" tool 04 "don't's of camp management"	- Prepare copies of tools for participants
4	5 mins	Show the pictures of camps and camp like settings from different countries.	PPT "Different types of camps and sites around the world"	-
5 Camp management as an holistic	20 mins	Explore the different components of Camp Management and the cross cutting issues that are present in Camp Management.	tool 05 "cm house" tool 03 "do's of camp management" tool 04 "don't's of camp"	- Prepare copies of tools for participants - Draw big size format the components of the CM house –

approach			management"	to build on one of the walls.
6 Camp life cycle	10 mins	Explore the three phase of the camp life cycle, and the activities that are implemented in each of the phases.	tool o6 "camp life cycle"	<ul style="list-style-type: none"> <li>- Prepare copies of tools for participants</li> <li>- Prepare flipchart papers for the 3 phases of the camp life cycle activitiy</li> </ul>
7 CCCM tools	10 mins	Explore the different existing CCCM tools that assist a camp manager.	tool o7 "cccm tools"	<ul style="list-style-type: none"> <li>- Prepare copies of tools for participants</li> <li>- Prepare CCCM tools exposition table</li> </ul>
8 Wrap-up	5 mins	Revision of objectives.		-



## Activity 1

### Human displacement – complexity and diversity

- Show the flipchart paper (or project PPT slide) with the objectives for this session.
- Read aloud the training objectives, or ask one of the participants to read it. Clarify any questions.
- Explain that in the past decade the global patterns of and pressures caused by human displacement have been increasing in both complexity and diversity (and duration), which has demanded that the humanitarian community respond in unprecedented ways (which includes the developments and formalizing of CM as a technical sector and recognized global CCCM cluster).
- Share (or project PPT slide) **“tool 01 - human displacement complexity and diversity”** and, together with the participants review the list of displacement situations that contribute to global complexities and diversity at this time and reflect upon the increasing number of displaced people versus refugees.
- Conclude that global human displacement is complex and diverse and camp management, as a technical and crosscutting sector, aims to provide assistance and protection to those who have been forced to flee their homes and home communities.

## Activity 2

### Where do displaced people seek refuge?

- Explain that people choose different temporary solutions to displacement. Most of the people preferably stay with host community in relatives, friends or neighbours’ houses. When displaced families have the means, they may rent a house. Sometimes, government or some non-governmental agencies support them by subsidizing housing.
- Explain that camps and camp like-settings do not offer a durable solution to situations of displacement and should only be established as a last resort for the provision of protection and assistance. While CCCM does not advocate for the setting up of camps, it recognizes that sometimes camps are the only option for the temporary accommodation and

### Objectives

Explain the complexities and diversity of the human displacement

Describe different types of settlement for displaced communities

Explain what Camp Management is and why it is important

Draw the camp life cycle and discuss the three phases

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Present a CCCM tool to the group

### Tool 01 “human displacement complexity and diversity”

- IDPs and Refugees
- Urban and Rural
- Natural Disasters
- Protracted scenarios
- National response capacity
- Prevention, mitigation, preparedness (contingency planning)
- Mixed flows
- Increased displaced population movements

tool 01 human displacement complexity and diversity



protection of those forced to flee from natural disasters and conflicts.

- Ask participants what are the most common temporary solutions to displacement that people in Nepal adopt. Promote discussion and ask participants for detailed examples taken from their experience in Nepal.
- Explain that the CCCM cluster distinguishes 4 types of camps and camp-like settings. Distribute (or project PPT slide) **tool 002 “Where do displaced people seek refuge? – types of camps and camp-like settings”**. Allow individual reading, and then revise the list together with participants clarifying questions.
- Conclude stating that camps and camp like settings are temporary sites and should be established only as a last resort for provision of assistance and protection

### Activity 3

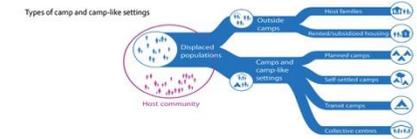
#### Do’s and don’ts’s of camp management

- Distribute (or project PPT slide) the two images of **tools 03 “do’s of camp management”, 04 “don’ts’s of camp management”**.
- Ask participants to identify the differences between the two relocation sites. Encourage a discussion based on the two images.

Guiding questions for discussion:

- Which camp appears safer? Why?
- Which camp seems to provide basic services to its residents? Is there water, schooling options, health facilities, shelter, etc.?
- Which camp appears to provide an opportunity for the community members to participate in camp activities? Who is participating to these activities? What camp activities appear to be in process?
- In which camp do residents appear to be living with dignity and an acceptable minimum level of well-being? How?
- Which camp appears to take into account the needs of the specific members of the community (e.g. elderly)
- Which camp seems to be better managed? Why? Who is coordinating and organizing the activities in each camp and with whom?

#### Tool 02 “where do displaced people seek refuge?”



CCCM structures, tools and methodologies are currently used in the following camp and camp-like settings:

- **Planned Camps:** Planned camps are places where displaced populations find accommodation on purpose built sites, where service infrastructure is provided and distributions take place.
- **Self-settled Camps:** Displaced groups may settle in camps that are independent of assistance from the government or humanitarian community. Self-settled camps, sometimes known as spontaneous sites, may be sited on state owned, private or communal land, usually after limited negotiations with the local population or private owners over use and access.
- **Transit Camps and Reception Centres:** Transit camps and reception centres provide temporary accommodation for displaced persons pending transfer to a suitable, safe, longer term camp, or at the end of an operation as a staging point of return. Reception and transit camps are usually either intermediate or short-term installations.
- **Collective Centres:** Pre-existing buildings may be used to host displaced populations. Examples of such buildings include schools, barracks, community halls, sports facilities, warehouses, disused factories, and unrefined buildings.

tool 02 where do displaced people seek refuge?

#### Tool 03 “do’s of camp management”



#### Tool 04 “dонт’s of camp management”



- Ask if they recognise in the images any situation that might have happened during the recent emergency in Nepal? – Take in consideration the guiding questions to explore their experience in the camps in Nepal.

## Activity 4

### Camp Management as an Holistic Approach

- Start by explaining that the participants will have a chance to unpack the key components of Camp Management – using the image of the Camp Management House (**tool 05 “cm house”**)
- Show (or project PPT slide) the picture of the community from **tool 05 “cm house”**. Tell participants that the picture is showing a community of people and their dynamic relationships and interests.

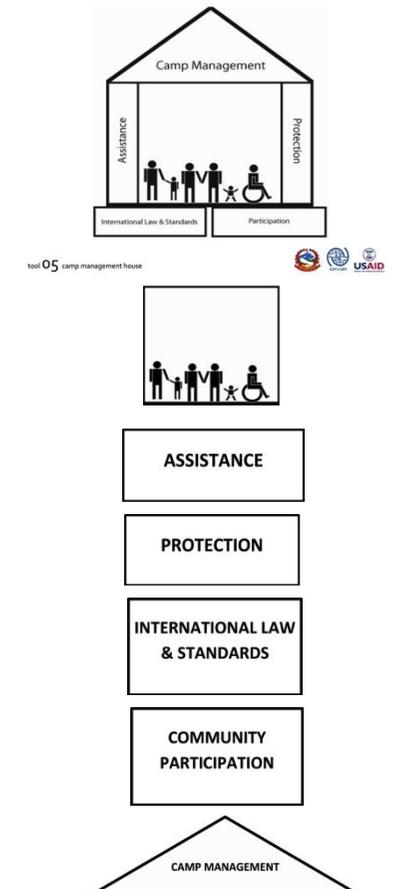
Ask participants what they understand with the word community? What comprises a community? Who is represented in the picture?

- Highlight the dynamic relationships and interests that can exist between different groups and individuals within a community.
- Considering that a community consists of various groups of people e.g. men, women, boys, girls, children, older persons, persons with disabilities, encourage a discussion of the different interests and priorities each of these groups and individuals may have – ask the group:

Which priorities and interests might conflict? If there are competing priorities and interests, how can they be balanced?

- Continue with the remaining blocks of the house, **tool 05 “cm house”** – for each of the blocks (Protection; Assistance; Community Participation; International Laws and Standards, Camp Management) ask participants to find a representative scene in the tool **tools 03 “do’s of camp management”** that translates the block that you are discussing at the moment.
- Once the CCCM House has been built, ask what would need to be in place for the camp to be well managed.
- Reflect back on the discussion about potentially conflicting interests and discuss how there might be resolved.

Tool 05 “cm house”



- Ask the participants to take another look at the two different images of **tools 03 “do’s of camp management”, 04 “don’t’s of camp management”**.
- Ask the participants to imagine what will happen to the two groups after displacement has ended and life in the camp is no longer required. Ask the participants to focus on the issues and contexts faced by the displaced population once they will leave the camp to continue their life after displacement.

Guiding questions for discussion:

- Which group is in better overall health? (Please consider physical, emotional, mental health, considering the health of the whole person and the functioning health of the family and community structures)
  - What group of children will continue their education with greater ease upon return?
  - Which group will be better prepared to rebuild critical aspects of their home communities upon return?
- Wrap up the activity by asking the participants to reflect on the reality in Nepal, considering what was discussed so far in this session.

## Activity 5

### Camp Life Cycle

- Explain that the life in a camp is always changing and is highly dynamic. The activities, and associated roles and responsibilities of key actors, of the relocation site change with each phase of the life cycle.
- There are three phases in the camp life cycle. Draw three big circles on the floor/ground, or paste **tool 06 “camp life cycle”** on the wall (or project PPT slide).

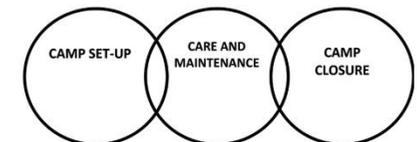
Explain to the participants that each circle represents one of the three phases of the Camp Life Cycle. For each of the circles follow this:

In the middle of each circle, place the image of each of the three phases, as shown in the diagram, explaining one phase before placing the following phase. Using the guiding points below, describe each phase to the participants.

Tool 03 “do’s of camp management”

Tool 04 “dонт’s of camp management”

Tool 06 “camp life cycle”



tool 06 camp life cycle



### Camp Planning and Set-Up

- Preparing and planning before displacement, while keeping in mind closure and durable solution, as well as exit strategies for national, regional and local level.
- Identifying technical and social activities related to the arrival of the displaced community to the camp.

### Camp Care and Maintenance

- The phase when the community is living in the camp and whereby on-going up-keep and repair (and possible expansion) of site infrastructure may be required and the social aspects of the camp need to be fostered, supported and mobilized to the best of all stakeholders' abilities.
- Activities taking place in the camp, on a regular basis. This phase can be the longest and most difficult phase of the Camp Life Cycle, especially if displacement is prolonged and a durable solution for closure is not easily accessible, identified and implemented.

### Camp Closure and Durable Solutions

- Preparing and planning for the return of the displaced community to their homes. Durable solutions that result in camp closure are identified and monitored from the Planning and Set-Up phase and the sharing of information for closure is shared with camp residents on an on-going basis during all phases of the Camp Life Cycle.
- Social, legal and technical activities related to the closure of the camp.

Make sure that all participants understand these three phases.

Explain that the four components of the Camp Management House are applicable during each of the three phases of the Camp Life Cycle. The activities, and corresponding roles and responsibilities for stakeholders, of each phase will however always change with time.

## Activity 6

### CCCM Tools

- Explain that there are several tools that assist camp managers when dealing with displacement of communities

worldwide.

- Share (or project PPT slide) **tool 07 “cccm tools”** – at least 1 copy of the entire tool per table – and allow them to explore the tool.
- Briefly explain each of the tools to the participants, one tool at a time, and clarify any questions.

Invite participants to explore in detail the different tools, displayed in the CCCM tools and publications table (previously prepared).

## Activity 7

### Wrap-Up

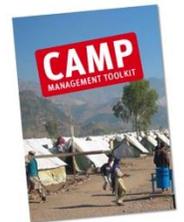
- Close the session by reviewing the objectives.

### Tool 07 “cccm tools”

#### The CM Toolkit

- Describes the roles and responsibilities of a CM Agency and its main CCCM stakeholders.
- Highlights essential issues on protection and service provision in camps.
- Provides practical advice on how to ensure overall coordination and management of a camp and uphold the rights of displaced persons.
- Provides additional references and tools for CM Agencies.

tool 07 CCCM tools



### Objectives

Explain the complexities and diversity of the human displacement

Describe different types of settlement for displaced communities

Explain what Camp Management is and why it is important

Draw the camp life cycle and discuss the three phases

Visualize the components of a well-managed relocation site.

Present a CCCM tool to the group



roles and responsibilities **03**



## roles and responsibilities | background information

In 2005, at the onset of the Humanitarian Reform, there was inadequate understanding of and lack of agreement on common CCCM standards applied to situations of internal displacement. One primary objective of the CCCM Cluster was therefore to develop an effective common framework, including policies, guidelines, minimum standards and tools to guide international partners in the management of displacement sites and the way humanitarian work is done.

This framework identified three main functions of displacement site management: Camp Administration, Camp Coordination and Camp Management. Despite the fact that these functions do not take into full account a largely intact government institutions, these three functions have amplified emergency response as well as highlights how an effective CCCM response can benefit from a division of responsibilities between different agencies in order to meet the needs of the displaced population.

**Camp Administration** refers to the overall strategic level of camp management and the primary role of national authorities. Specific responsibilities include normal government functions, such as: the provision of security, law and order; maintaining the civilian character of displacement sites; facilitating access to sites; securing land and occupancy rights, including resolving disputes arising from the appropriation of land; preventing claims against individuals, groups, and agencies working in a camp; preventing evictions, relocations, or any other further displacement of those living in the camps; and the issuing of legal documents, such as birth and death certificates, to displaced persons who are outside their original home.

**Camp Coordination** responsibilities aim to harmonize assistance between multiple camps. The main purpose of coordination is to ensure that no one on a camp or group of people receives disproportionate assistance, while at the same time ensuring standardized reporting formats, information collection, and standards of service provision.

**Camp Management** refers to daily operational tasks. The importance of having a single focal person/agency working in a single camp is recognized as central to good practice.

### Support provided to the displaced populations by state agencies at national, regional and local level

The State has the primary responsibility for the provision of protection, assistance and the management of camps, though they may request and rely on external assistance to support national capacities.

The overall aims of a camp management agency are to provide protection and assistance to the displaced population. There are three main factors that enable effective camp management:

- Collecting accurate information on the needs of the people living in the camp;
- Coordinating with service providers to let them know what those needs are; and <sup>[11]</sup><sub>[SEP]</sub>
- Working with the IDPs on the camp to coordinate daily activities. <sup>[11]</sup><sub>[SEP]</sub>

The key responsibilities of the camp management agency will vary according to context and will need to be negotiated.

The most vulnerable amongst the displaced population are given priority consideration in protection and assistance [Ex: single headed household, the elderly, unaccompanied minors, the sick and those who are marginalized in other ways].

Delivering effective support requires that records are kept up to date at each designated camp to validate the nature and quality of basic protection and assistance provided and what additional requirements may exist.

## Participation of the IDP population

The active participation of the affected population in the daily management of the camp results to ownership. It is not only recognized as good practice, it is also a basic human right.

Participation of the affected population comes in various ways and means. Members from the displaced population can participate in the installation and maintenance of pit latrines and washing facilities, the set-up and maintenance of tents and the planning and maintenance of on-site drainage channels, paths and roads, etc. Likewise, skilled and capacitated members of the displaced population can contribute to the identification of people with specific needs, the establishment of community sub-groups for specific activities such as the monitoring of protection, water and sanitation (WASH), and shelter, etc.

One particular challenge that confronts humanitarian responders is in the area of maximizing meaningful participation of the affected population in order to advance their rights, respect their dignity and promote their psychological well being. Yet, the engagement of affected populations in programs that concern them creates linkages to “normal” life before displacement and can lead to a more *resilient* population upon return.

CCCM guidance, in particular from the Camp Management Toolkit, highlights other positive outcomes from the participation of displaced communities in all

three phases of the camp lifecycle. For example, including IDPs while a site is still being established can lead to better a designed and utilized infrastructure. During the care and maintenance phase, setting up committees to assist with information sharing can lead to improved relations between host and displaced/camp communities and can increase accountability in service delivery. The same holds true for camp closure, where IDP contributions to the decommissioning of camp infrastructure can speed up the closure process.

The IASC Accountability to Affected Populations has developed specific tools to strengthen the implementation of programs. Leaders of humanitarian organizations have committed to provide:

- Leadership/governance that demonstrates how affected populations are integrated into strategies and are involved in ensuring feedback <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Transparency through accessible and timely information <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Feedback and complaints about breaches in policy and practice <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Participation where the affected population plays an active role in decision making <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Design, monitoring and evaluation with the involvement of the affected population <sup>[[L]]</sup><sub>[[SEP]]</sub>

While most governments already have a strong commitment to their own populations, introducing them to these principles and tools could be a way to harmonize operations where the humanitarian community is also involved in providing assistance during an emergency response. <sup>[[L]]</sup><sub>[[SEP]]</sub>

The camp management agency plays a pivotal and key role in organizing, implementing and monitoring the daily activities, in partnership with the displaced populations, as well as national, regional and local actors. Some key responsibilities of the camp management agency include the following:

- Information gathering and sharing <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Planning and evaluation (includes exit plans)
- Coordinating role <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Monitoring <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Reporting <sup>[[L]]</sup><sub>[[SEP]]</sub>

- Establishing partnerships<sup>[1]</sup>
- Enhancing participation of the affected population
- Advocacy

## CCCM Cluster Approach

Clusters are the group of humanitarian organizations, both UN and non-UN, in each main sector of humanitarian action. They are designated by Inter Agency Standing Committee (IASC) and have clear roles and responsibilities for coordination. The Inter-Agency Standing Committee (IASC) is the primary mechanism for inter-agency coordination of humanitarian assistance. It is a unique forum involving the key UN and non-UN humanitarian partners. The IASC was established in June 1992 in response to United Nations General Assembly Resolution 46/182 on the strengthening of humanitarian assistance ([www.interagencystandingcommittee.org](http://www.interagencystandingcommittee.org)).

The Cluster Approach aims to ensure sufficient global humanitarian capacity, as well as effectiveness of response. Cluster Approach is activated when clear humanitarian needs exist within a sector, when there are numerous actors within sectors and when national authorities need coordination support. There are 11 clusters of different sectors with their leads such as Food Security (WFP & FAO), Health (WHO), Logistics (WFP), Nutrition (UNICEF), Protection (UNHCR), Shelter (IFRC and UNHCR), Water, Sanitation and Hygiene (UNICEF), Camp Coordination and Camp Management (IOM/UNHCR), Early Recovery (UNDP), Education (UNICEF & Save the Children), and Emergency Telecommunication (WFP). The OCHA (Office for the Coordination of Humanitarian Affairs) is the part of the United Nations Secretariat responsible for coordination of humanitarian actors within the Cluster Approach.

Within the Cluster system, the global CCCM Cluster is a joint cluster with two co-leads: UNHCR for conflict-induced displacement and IOM for displacement following natural disasters. CCCM, as a cross cutting cluster, works closely with other clusters to ensure gaps are filled and duplication is limited. The cluster does not promote camps, and aims at ending a camp life through the promotion of durable solutions. The main goals of CCCM cluster include:

- Improve assistance to and the protection of IDPs in and across camps
- Advocate for durable solutions
- Secure humanitarian space
- Ensure that CCCM as a key sector is resourced with adequate staff and funding
- Organize closure and phase-out of camps
- Mainstream cross-cutting issues including gender, age, HIV/AIDS, environment, psycho-social support.

In Nepal, Department of Urban Development and Building Construction (DUDBC) leads the CCCM cluster and IOM supports DUDBC and plays the role of Camp Coordinator.

## Nepal DRM framework (source: National Strategy for Disaster Risk Management in Nepal)

The diagram below illustrates the structure for the Nepal DRM framework, followed by the description of the composition and roles of each institution:



### National Commission for Disaster Risk Management (NCDRM)

The NCDRM will be chaired by the Prime Minister. Other Members may include all cabinet ministers including ministers of Communication, Defense, Home Affairs, Foreign Affairs, Finance, Education and Social Welfare, Chief of the Army Staff, Inspector General of Police, Inspector General of the Armed Police, at least two representatives of Civil Society, and any other person of repute appointed or co-opted by the Chairperson.

The NCDRM will have the following functions:

- Endorse national policies on disaster risk management [SEP]
- Approve the National DRM Plan, sectorial plans for DRM, and the national programs for the reduction of specific natural hazards. [SEP]
- Arrange for, and oversee, the provision of funds for disaster risk reduction, preparedness, response and recovery measures, and [SEP]
- Provide policy guidance for bi-lateral, sub-regional (SAARC), regional and international cooperation in areas of disaster risk management [SEP] The operating arm of the NCDRM will be the National Authority for Disaster Risk Management (NADRM).

### **National Authority for Disaster Risk Management (NADRM)**

NADRM will serve as the national focal point and coordinating body for facilitating and monitoring implementation of disaster risk management strategies in Nepal. This necessitates NADRM to directly interact with /communicate with all stakeholders, including ministries, departments, and district level institutions in matters related to the planning and implementation of DRR initiatives. The proposed legislation should provide such authority to the NADRM.

NADRM will be the single authority to manage response, early recovery, reconstruction and rehabilitation in case of national or regional disaster. For this purpose, to institutionalize operations, all stakeholders including government departments/agencies and emergency responders will work through and form a part of NADRM for the stated period.

In case of a disaster affecting a single district, NADRM will provide guidance and support to the District Authority for Disaster Risk Management (DADRM).

The following will be the functions of NADRM.

- Act as Secretariat to the National Commission on Disaster Risk Management [SEP]
- Coordinate complete spectrum of disaster risk management at national level [SEP]
  - Oversee development, implementation, monitoring and periodic updating of disaster risk reduction strategies, plans and programs throughout governmental and non-governmental entities.
  - implement response, recovery and rehabilitation works drawing cooperation from the sectoral agency,
  - coordinate international humanitarian assistance, liaise with the various disaster response “clusters”
  - facilitate and monitor incorporation/integration of DRR into the sectoral plans and programs
- Develop guidelines and standards of DRR works, SOPs for various sectors, draft (model) emergency preparedness plans for different stakeholders, and endorse training curricula for informal training on DRM for different target groups. [SEP]

- Develop generic model bylaws for different levels of municipalities (metropolitan city, sub-metropolitan city, and municipality) incorporating the stipulations of the National Building Code, prepare guidelines for adapting the bylaws to the municipal conditions, approve the final bylaws for all municipalities. Develop/approve national curricula for training of engineers, architects, technicians, masons, contractors for promoting disaster-resistant construction practices and initiate training and capacity building programs for ensuring compliance. [1] [SEP]
- Explore and develop a system of financial incentives, including establishment of insurance and financial support, rebates, tax holidays etc for encouraging earthquake-resistant construction and seismic retrofitting of private houses, development of emergency response and business continuity plans for commercial and industrial sectors. [1] [SEP]
- Prepare national disaster risk management plans for different sectors and promote their implementation. Prepare guidelines for development and implementation of district, municipal, and VDC level disaster risk management plan including preparedness and emergency response plans, approve district level plans. [1] [SEP]
- Formulate national Disaster risk management policy/framework. [1] [SEP]
- Serve as national focal point for vetting all developmental projects from disaster management perspective to ensure that they do not introduce a new risk or enhance an existing one. [1] [SEP]
- Serve as national focal point for promoting public-private-partnerships for disaster management through active involvement of corporate sector and other professional organizations. [1] [SEP]
- Establish a series of hazard-specific Working Groups, chaired by senior representative of respective government departments, credible academic, or NGO institutions, drawing members from the various technical departments of the government, academic institutions, private sector, specialized NGOs and research centers. Facilitate the Working Groups to develop pertinent hazard reduction program for the country. Promote implementation of such programs by securing necessary resources and supporting the related lead institution. [1] [SEP]
- Create another series of sector-specific Working Groups chaired by senior representative of respective government department or credible academic or NGO institutions, drawing members from the various government, local government, academic institutions, private sector, specialized NGOs and research centers. These sector-specific Working Group will be the national equivalent of the UN led Clusters for planning/programming humanitarian response. Support the functioning of the sector Working Groups by securing and providing resources. [1] [SEP]
- Ensure establishment and smooth operation and maintenance of Emergency Operation Centers at National and District levels. Ensure uninterrupted communication between the district and the centre Emergency Operation Centers (EOCs). [1] [SEP]
- Establish and operate Disaster Risk Management Information System and periodically publish information and database on disasters, hazards,

vulnerabilities, risks etc by compiling and collating primary or secondary data from respective data generating agencies, public or private. [L] [SEP]

- Collect, analyze, process and disseminate inter-sectorial information on DRM implementation [L] [SEP]
- Framing up and enactment of appropriate legislations for effective management of disaster risk and response including volunteer teams, [L] [SEP]
- Manage to provide technical assistance to ministries, departments, and district authorities in aspects of DRM. [L] [SEP]
- Ensure that the government establishes a funding mechanism for sustained efforts in implementing DRM. Convene expert workshop for exploring the feasibility for such funding mechanisms (bonds, tax, National Fund for DRM etc). Facilitate and advocate for allocation of funds and resources enabling ministries and other stakeholders to implement DRR programs. [L] [SEP]
- Serve as the one-window authority for the registration, monitoring and promotion and facilitation of NGOs working in aspects of DRM [L] [SEP]
- Serve as the lead agency for bi-lateral, sub-regional, regional or international cooperation in DRM [L] [SEP]
- Maintain close communication with all stakeholders, government, NGOs, donor agencies and the UN system, corporate sector and academia [L] [SEP]
- Establish and host the National Platform on DRR. NADRM will ensure that the National Platform secures effective involvement of the civil society and corporate sector entities in disaster risk management, and promotes integrated approaches and convergent programming among different agencies and actors. [L] [SEP]
- Ensure development and implementation of hazard-specific and sector-specific national plans for DRM. [L] [SEP]
- Establish National Steering Committee or Inter-ministerial level Task Force for the purpose of monitoring and evaluation of DRM initiatives. [L] [SEP]
- Report to NCDRM periodically. [L] [SEP] NCDRM will appoint the Chairperson, Vice-Chairperson, and five members of NADRM. All these positions are of technical character; will be filled by the NCDRM after a careful scrutiny of senior professionals of the country from within or outside the government bureaucracy. The positions will have the status of a Cabinet Minister, Minister of State, and Assistant Minister respectively. [L] [SEP] NADRM will have a corps of fulltime staff, the strength will grow gradually. To start with the core staff may be drawn (on deputation) from the line agencies, critical facilities such as police, army, NRCS, lifeline system such as water, electricity, transport, health institutions, etc. The NADRM will constitute inter-ministerial standing committee, hazard-specific working groups and sectorial working groups. The organizational structure appearing above outlines the proposed institutional system. [L] [SEP]

### **Inter-ministerial Standing Committee** <sup>[1]</sup><sub>[SEP]</sub>

The inter-ministerial standing committee provides the policy and program support for ensuring the integration of DRR into the development programs, creates environment for incorporation of the experiences and existing capacities of the line ministries and department to contribute to the holistic DRM to be coordinated by NADRM <sup>[1]</sup><sub>[SEP]</sub>

### **Hazard specific Working Groups** <sup>[1]</sup><sub>[SEP]</sub>

Establish a series of hazard-specific Working Groups, chaired by senior representative of respective government departments, credible academic, or NGO institutions, drawing members from the various technical departments of the government, academic institutions, private sector, specialized NGOs and research centers. Facilitate the Working Groups to develop pertinent hazard reduction program for the country. Promote implementation of such programs by securing necessary resources and supporting the related lead institution. <sup>[1]</sup><sub>[SEP]</sub>

### **Sectorial Working Groups** <sup>[1]</sup><sub>[SEP]</sub>

Create another series of sector-specific Working Groups chaired by senior representative of respective government department or credible academic or NGO institutions, drawing members from the various government, local government, academic institutions, private sector, specialized NGOs and research centers. These sector-specific Working Group will be the national equivalent of the UN led Clusters for planning/programming humanitarian response. Support the functioning of the sector Working Groups by securing and providing resources. <sup>[1]</sup><sub>[SEP]</sub>

### **District Authority for Disaster Risk Management (DADRM)**

District Disaster Management Authorities (DADRM), shall be established by the respective district governments. The DDRMA will comprise of the chief of the district government (Chair), Chief District Officer (CDO), District level head of the Army, The District level Chief of the Police and the Armed Police, District Health/Education/Agriculture, representative of the Red Cross Society District Chapter. Other members of the DADRM should include representatives of NGOs, media, private sector, fire services, and other local stakeholders. DADRM will also serve as the district level platform for disaster risk reduction, and will report to the NADRM on matters related with disaster risk reduction and emergency preparedness planning.

The DADRM will establish a District Disaster Risk Management Unit as an operating arm and secretariat of the DADRM. The DADRM will:

- Lead the formulation of the district disaster risk management plan in collaboration with the district level line agencies of the central government, district level NGOS, private businesses, and other stakeholders engaged in district level development planning, such as media and women's group, representatives of institutions working for the interest of the marginalized communities. The plan will be realistically based upon local-level risk assessment by the DADRM, who will also coordinate implementation and periodic updating of the plan. <sup>[1]</sup><sub>[SEP]</sub>

- Review development plans of government departments and provide guidance on mainstreaming disaster risk reduction measures in these plans, ensure incorporation of DRR in district level development and planning process. [L] [SEP]
- Promulgate building and planning bylaws for guiding the construction practices in rural areas by adapting the generic national bylaws to the local conditions and incorporating the stipulations of the National Building Code, prepare guidelines for adapting the bylaws to the VDC conditions, [L] [SEP]
- Conduct training of engineers, architects, technicians, masons, contractors and instructors for promoting disaster-resistant construction practices and initiate training and capacity building programs for ensuring compliance. [L] [SEP]
- Implement the system of financial incentives, including establishment of insurance and financial support, rebates, tax holidays etc for encouraging disaster-resistant construction and seismic retrofitting of private houses, development of emergency response and business continuity plans for commercial and industrial sectors. [L] [SEP]
- Anchor community-based disaster preparedness initiatives by NGOs/CSOs and other national and international development/humanitarian organizations. [L] [SEP]
- Constitute inter-agency coordination cells to promote multi-stakeholder partnerships. [L] [SEP]
- Continuously monitor hazards, risks and vulnerable conditions within the district, [L] [SEP] municipality, or other hot-spot areas, [L] [SEP]
- Prepare guidelines and standards for local stakeholders on disaster risk reduction, [L] [SEP]
- Conduct education, training and public awareness programs for local officials, stakeholders and communities, [L] [SEP]
- Encourage involvement of community groups in disaster risk reduction and response by providing them necessary financial and technical assistance for implementing community level initiatives, [L] [SEP]
- Examine construction in the area and if hazard safety standards have not been followed, direct the relevant entities to secure compliance of such standards, [L] [SEP]
- DADRM will be responsible for appropriate preparedness measures at district level, e.g. [L] [SEP]
  - Maintain an early warning system for the type(s) of identified hazards,
  - Identify buildings to be used as evacuation sites,
  - stockpile relief, rescue materials, stockpiles of grain, medicines, water purification medicament, etc
  - Prepare an inventory of all heavy equipment such as cranes, back-hoe, earthquake-moving machines, and

- Conduction of annual drills to test the disaster preparedness plan,
- Maintain a District Emergency Operation Centre (DEOC), which will have 24-hour link with the central EOC at NADRM via communication channel, with built-in redundancy (alternate channel also available for 24-hours.)
- Perform such other functions as the NADRM may assign to it. <sup>[11]</sup><sub>[SEP]</sub>
- Take leadership in re-structuring smoothly the current obsolete mechanism of disaster rescue and relief at the district level into a modern one with institutional capacities suitable to address the wishes of the people to reduce disaster risk. <sup>[11]</sup><sub>[SEP]</sub>

### **Municipal Authority for Disaster Risk Management (MADRM)**

Municipal Authority for Disaster Risk Management Authorities (MADRM), shall be established by the municipal governments. The larger municipalities, e.g. the Metropolitan cities, sub-metropolitan cities and other larger municipalities should gradually establish such authorities. The MADRM will typically comprise of the municipal Mayor, Chief Executive Officer, Chiefs of the municipal divisions (e.g. urban planning, building permit, GIS, social services, municipal police, health, education, cultural heritage, fire services etc), municipal board members, and representatives of NGOs, media, private sector, or any other local stakeholders. Municipal Disaster Risk Management Authorities (MADRM) will be established in urban areas and cities; it will serve as the local municipal platform for DRM.

The MADRM will:

- Formulate a municipal disaster risk management master plan (DRMMP), based upon local risk assessment, and coordinate its implementation, <sup>[11]</sup><sub>[SEP]</sub>
- Formulate and municipal emergency response plan as a part of the DRMMP, conduct regular drills to test the plan, <sup>[11]</sup><sub>[SEP]</sub>
- Review municipal development plans and other development plans of the central/district government and provide guidance on mainstreaming disaster risk reduction measures in these plans, <sup>[11]</sup><sub>[SEP]</sub>
- Promulgate bylaws by adapting the generic national bylaws to the local condition and incorporating the stipulations of the National Building Code, prepare guidelines for adapting the bylaws to the municipal conditions, <sup>[11]</sup><sub>[SEP]</sub>
- Conduct training of engineers, architects, technicians, masons, contractors and instructors for promoting disaster-resistant construction practices and initiate training and capacity building programs for ensuring compliance. <sup>[11]</sup><sub>[SEP]</sub>
- Implement the system of financial incentives, including establishment of insurance and financial support, rebates, tax holidays etc for encouraging earthquake-resistant construction and seismic retrofitting of private houses, development of emergency response and business continuity plans for

commercial and industrial sectors. [SEP]

- Continuously monitor hazards, risks and vulnerable conditions within the municipality, especially in the hot-spot areas, [SEP]
- Prepare guidelines and standards for local stakeholders on disaster risk reduction, [SEP]
- Conduct education, training and public awareness programs for municipal officials, [SEP] stakeholders and communities, [SEP]
- Encourage involvement of community groups in disaster risk reduction and response by providing them necessary financial and technical assistance for implementing community level initiatives, [SEP]
- Examine construction in the area and if hazard safety standards have not been followed, direct the relevant entities to secure compliance of such standards, [SEP] It may create expert working groups and advisory committees as necessary, or commission specific study on aspects of DRM. [SEP]
- Undertake appropriate preparedness programs at municipal level; e.g. maintain an early warning system, identify buildings to be used as evacuation sites, stockpile relief and rescue materials and identify alternative means for emergency communications, [SEP]
- Establish and operate municipal emergency operation centre (MEOC), and in the event of a disaster, organize emergency response in coordination the MEOC. [SEP]
- Coordinate with DADRM, NADRM and the District Emergency Operations Centre (DEOC), [SEP]
- Perform such other DRR functions as the NADRM may assign to it. [SEP]
- Review and re-structure the municipal organization structure for ensuring DRR implementation (building code implementation, land use planning and implementation, use of GIS etc). [SEP]

### **Village Development Committee (VDC)**

The VDC are the lowest tier in the governance structure and should be included in the institutional framework as the frontline institution to manage disaster risks. Elected representatives from village and ward levels form these bodies. These bodies have an important role in allocation of resources for local development works. VDCs can play an important role in inventorying disaster events and their impacts, delineating hazard impact areas and risk mapping, advocating demands of communities to the DADRM and District Government Authorities. Community demands may include requests for allocation of resources from local budgets for hazard mitigation and vulnerability reduction activities; e.g. spurs for flood control, rainwater harvesting structures for drought

mitigation, vocational training for livelihoods to reduce vulnerability etc. Therefore, it will be important to develop orientation and knowledge of local political leadership at this level. VDCs that are more capable may develop local policies and guidelines for vulnerability reduction.

The VDC will serve as the village-level local platform for DRM. It will report on DRM issues to the village meetings and to the DADRM.

The VDC should designate a focal point for DRR who report the issues of DRR to the District Authority for Disaster Risk Management and get support from it. The network of focal point for DRR could gradually be extended to the ward level where the ward chairperson should serve as the focal point.

Main function of the focal point would be:

- Prepare a disaster inventory in the VDC as per a standard format and feed the information to the district-level disaster database to be operated by the DADRM. [L] [SEP]
- Undertake local level disaster risk assessment in close collaboration with other knowledgeable people and institutions such as the schools, health, electricity and other lifeline institutions and critical facility managements, [L] [SEP]
- Prepare VDC level disaster preparedness plan and integrate it into the VDC development plan. [L] [SEP]
- Develop and implement a volunteer program, provide training on first aid, light search and rescue (LSAR) to the volunteers. [L] [SEP]
- Sample pre-positioning of LSAR and first aid equipment, relief materials, grains, seeds, etc within the VDC by mobilizing formal and informal resources available. [L] [SEP]
- Coordinate with the schools within the VDC in conducting disaster-drills, and in propagating disaster awareness in the VDC. [L] [SEP]

## Establishing Partnerships

One key role that a displacement site management agency has to do is forming key partnerships with actors such as the relevant local authorities as well as the private sector as it is particularly important in meeting the needs and gaps in the camp.

This module gives a brief overview of CCCM activities and details the specific roles and responsibilities of agencies managing camps. It explores the DRM framework in Nepal with its structure and specific responsibilities assigned to different organisms. It also explores how the camp management agency fits into the emergency response network while providing examples of what the agency can do to involve others – mainly the IDPs themselves – in the management of the camp's daily activities.

### Learning Objectives

By the end of this session, participants will:

- Describe national authorities' role in meeting the needs and upholding the rights of displaced persons in each phase of the camp life cycle.
- Understand how the roles and responsibilities of the camp management agency fit into the national strategy for disaster response.
- Identify the expectations of other stakeholders and how roles and responsibilities overlap, or where gaps exist.
- Understand benefits of involving IDPs in camp management.

### Key Messages

- Preparedness, including the establishment of clear roles and responsibilities in camp management, has a crucial impact on the quality of life and dignity of the displaced population and facilitates the identification of future sustainable solutions.
- Camp management is a crosscutting activity that requires a thorough understanding of the roles and responsibilities of the various actors involved at national, state, local levels.
- Fostering the participation of the affected population in the daily management of the camp strengthens ownership.

activity	timing	description	Tools	preparations
1 CCCM framework	25 mins	Visualize and understand the CCCM framework and its distinct components, as well as understand specific activities under those three components.	tool 08 "CCCM framework" tool 09 "Generic roles of CC CA CM" tool 10 "specific activities of CC CA CM"	- Prepare flipcharts (or PPT) for the objectives - Prepare copies of tools for participants
2 Nepal DRM framework	20 mins	Explore the DRM framework in Nepal, understand the different actors involved at different levels.	tool 11 "Nepal DRM framework" tool 10 "specific activities of CC CA CM"	- Prepare copies of tools for participants
3 Action planning	15 mins	Explore the existing gaps and needs coming up with solutions and ways forward for those.	tool 12 "action plan template"	- Prepare copies of tools for participants - Coloured soft papers
4 Camp management and partnerships	10 mins	Understand the different partnerships that may be established with different actors to improve response.		-
5 Management shoes (optional)	15 mins	. Explore specific camp management activities.	tool 13 "management shoes"	- Prepare copies of tools for participants
6 IDP's participation	10 mins	Understand the benefits of participation of IDP's in the camp management.	tool 14 "definition of community participation"	- Prepare copies of tools for participants -

7 Wrap-up	5 mins	Revision of objectives.		- Prepare flipcharts (or PPT) for the objectives
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## Activity 1

### CCCM framework

- Show the flipchart paper (or project PPT slide) with the objectives for this session.
- Read aloud the training objectives, or ask one of the participants to read it. Clarify any questions.
- Share (or project PPT slide) **tool o8 “CCCM framework”**. Explain the distinction between the three functions Camp Administration; Camp Coordination and Camp Management. Emphasize that it is key that these three principle components may involve different actors: national authorities, humanitarian agencies, private sector, etc and shall work together to provide protection and assistance to displaced populations living in camps.
- Explain to the group that they will participate in a brief activity related with the three components of CCCM and the different activities that happen within each of the components.
- Divide the groups and provide them the list of **tool 10 “specific activities of CC CA CM”**. Ask each group (by different tables) to draw **tool o8 “CCCM framework”** on a flip and cut down the list of activities. Ask each table to correspond their activities to the components of CC CA and CM – ask participants to place their activities under the corresponding CCCM component. Allow time for this activity.
- Review in a plenary all the activity cards and its placement under each of the components of the CCCM framework, correcting any activity that might be misplaced. Clarify all questions from the participants.
- Share (or project PPT slide) **tool o9 “Generic roles of CC CA CM”**. Clarify any questions that might arise.
- Ask the group what factors might impact on the roles and responsibilities of national authorities? Take suggestions, e.g: willingness, capacity, funding, physical environment.
- Remind the group that whilst it is legally every government’s duty to provide protection and assistance to displaced communities in their territory, there are many factors, which influence their willingness/ability to do so.

### Objectives



Describe national authorities’ role in meeting the needs and upholding the rights of displaced persons in each phase of the camp life cycle.

Understand how the roles and responsibilities of the camp management agency fit into the national strategy for disaster response.

Identify the expectations of other stakeholders and how roles and responsibilities overlap, or where gaps exist.

Understand benefits of involving IDPs in camp management.

### Tool o8 “CCCM framework”



### Tool o9 “Generic roles of CC CA CM”

**Camp Administration (CA)**  
The functions carried out by the government/ national authorities that relate to the overseeing of activities in camps.

**Camp Coordination (CC)**  
To create the access and delivery of humanitarian services (and protection) to camps. Entails the coordination of roles and responsibilities in the overall humanitarian camp response.

**Camp Management (CM)**  
The coordination of services and maintenance of camp infrastructure in a single camp.



## Activity 2

### Nepal DRM framework

- Distribute (and/or project PPT slide) **tool 11 “Nepal DRM framework”**.
- Ask participants to look at the institutional structure of disaster risk management actors.
- Ask for a (or more than one) volunteer to explain the role of the different actors involved in disaster risk management - working through the list one by one. Take note of the ideas shared.
- Ask participants to reflect on previous emergencies.

What was their experience from interacting with the various actors at the national, regional and local levels?

Was the response coordinated in line with the institutional framework presented?

What was the experience of the other actors in terms of their roles in the disaster response and their participation in the coordination of the overall response?

What were the challenges in the coordination of response within the institutional framework presented?

What has not been possible to do? Why?

- Reflecting on the previous activity based on **tool 10 “specific activities of CC CA CM”** and referring to the generic roles of the CA CM and CC, ask the participants what activities are being performed by specific office or actor within the national DRM framework of Nepal. Take note of answers.
- Discussing in plenary, where in the structure the participants fit. Underline the responsibilities at the national and local levels. Note how they are different.

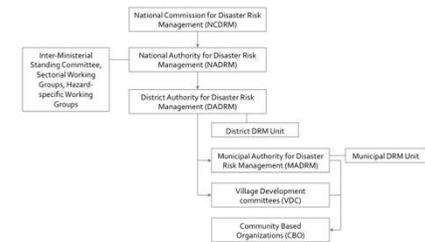
### Tool 10 “specific activities of CC CA CM”

- Decide to open/close a camp
- Organise a registration system
- Issue documentation, permits and licences (e.g. birth/death certificates, ID cards, travel permits) to camp residents
- Resolve disputes arising from the appropriation of land (camp) or building (collective centre)
- Responsible for camp's security and maintaining humanitarian access for service providers
- Facilitate access to camps by humanitarian agencies
- Maintain law and order and the civilian character of camps

Tool 10 specific activities of CC CA CM



### Tool 11 “Nepal DRM framework”



tool 10 Nepal DRM framework



## Activity 3

### Action Planning

- Distribute different coloured soft papers. Ask the participants to discuss within their tables the following:

Gaps and needs in the current DRM framework and ask them to write it in one colour.

Have each group discuss one aspect of camp management that needs to be improved and write them in another coloured soft paper.

- Once all the cards have been made, ask participants to do an action plan on how to improve them using **tool 12 “action plan template”**.

*Most groups will benefit from a structure to formulate their ideas. One method for action planning would be to use a flip chart paper or white board and write one of the challenges at the top of the paper. Next, draw a line down the middle of each flip chart sheet and write 'Causes' in one of the columns and 'Solutions' in the other column.*

- Transition to the next activity by telling participants that we are now going to look at another critical issue in the response process which is that of partnerships.

## Activity 4

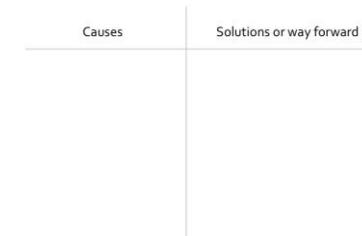
### Camp management and partnerships

- Ask participants to reflect on the following:

Which partnerships are needed in emergencies? Some answers may include: Strategic partnerships, implementing partnerships between governmental agencies and international (external) agencies, Business partnerships, etc.

What other partnership can complement the existing institutional framework in order to improve response?

### Tool 12 “action plan template”



Tool 12 action plan template



How can these partnerships contribute to the response? Ex: mobilizing resources, Allow use of land or warehouse to preposition NFIs etc.

How can the participation / partnership of the displaced population be enhanced?

Which kinds of contributions each of these partners provide in an emergency. Possible answers may include:

Providing services and increasing the capacity to support those affected/in need; Exchange of ideas, knowledge and expertise – critical to the design of effective emergency response programs; Advocacy and influencing decision makers – helps to tackle political and/or social barriers to accessing those in need; Solidarity and professional support – particularly important in the face of trauma and insecurity; Securing funding and resources; Access to and sharing of information; Developing capacity – an integral aim of disaster response interventions and the basis for longer term sustainability.

## Activity 5 (optional)

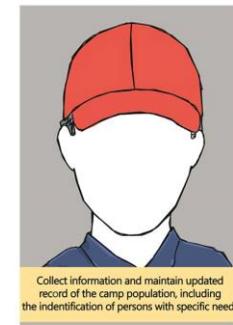
### Management hat

- Ask participants to form two circles – one circle inside the outer one. Explain to the participants that this activity will put them in the hat of a camp manager, reflecting on the activities needed to cover specific responsibilities as camp managers.
- Working around the outer circle, pass out the photo cards, included in **tool 13 “management hat”**, one to each person. Have these participants read the responsibility statement printed on the tool to the person directly in front of them in the inner circle.
- As the outer circle reads the statement, the person in the inner circle should reply with the following phrase. ... “if I were you, I would...” providing an example of good practice/activity.

*Example*

*Outer circle statement card:*

### Tool 13 “management hat”



Tool 13 management hat



*Collect information and maintain updated records of the camp population, including the identification of persons with specific needs.*

*Answer inner circle statement reply:*

*If I were you I would calculate the total number of people living in the site by using a daily information management form (DTM). People come and go but we always know how many people are living in my site.*

*or*

*If I were you I would make sure to know the exact number of persons with specific needs, including women at risk, older person, persons with health conditions or disabilities, and children. This allows us to deliver services according to the specific needs.*

## Activity 6

### IDP's Participation

Ask the plenary group for a volunteer to provide an example of how IDPs participate at their camp. Share examples in plenary. Include at least one example where participation is positive and one example where participation is viewed negatively.

Show (or project PPT slide) **tool 14 "definition of community participation"**, definition taken from the CM Toolkit, and ask participants how this definition is similar or different to their experiences in their camps.

## Activity 7

### Wrap-up

- Close the session by reviewing the objectives.

### Tool 14 "definition of community participation"

"Community Participation  
is a planned process whereby individuals and  
groups from among the displaced community  
identify and express their own views and needs,  
and where collective action is taken to reflect those  
views and meet those needs"

Tool 14 definition of community participation





the legal protection framework and protection in camps

04



## the legal protection framework and protection in camps | background information

Once the population has been reached and safely evacuated, provided with immediate shelter, food, water and medical assistance following a natural calamity, new responsibilities and concerns arise. Lost property or missing documentation, temporary schooling for school aged children, family tracing, and oversight /management of the camps are the most immediate concerns. Displaced persons also often encounter unexpected consequences of displacement. Lack of preparedness and poor emergency response can result in unequal access to assistance; discrimination in aid provision; enforced relocation; sexual and gender-based violence; loss of documentation; recruitment into the fight forces; unsafe or involuntary return or resettlement; and issues of restitution.

In this session, participants will be given specific guidelines, which suggest a human rights-based approach to planning the initial emergency response, as well as mid- and long-term activities, so that people affected by disasters do not lose their basic human rights and dignity as a result of displacement.

The main source of international law regarding the protection of internally displaced persons (IDPs) and refugees is the International Legal Framework, which consists of four main components: International Human Rights Law, International Humanitarian Law, Refugee Law, and National Constitutions. Participants will need to have a basic overview of the international and national legal framework that relates to their country and region. For those displaced within their own country, the Guiding Principles on Internal Displacement bring together, in one document, the main considerations and components of international law that are relevant to the protection and assistance of internally displaced populations. The Guiding Principles are the key tool for providing a framework to address the specific needs and rights of internally displaced populations during different phases of displacement. It outlines the benchmarks or indicators for national authorities on how to assist displaced citizens.

### The International Legal Protection Framework

Internally displaced persons are protected by human rights law and associated instruments, as they maintain their full legal status as civilians in their own country, with all their standard entitlements. Human rights are freedoms and entitlements that every person should enjoy. IDPs are afforded the same human rights and freedoms under international law (HRL, IHL and RL) and national law (customary law and constitutions) as every other citizen in their country. The basic component of human rights, the principle that no one should treat others in a way that he or she would not want to be treated himself or herself is found in every religion, culture and tradition around the world. International law guarantees these rights and obliges sovereign states to respect, protect, and fulfill the human rights of all persons without discrimination of any kind, including discrimination on the grounds of being or having been internally displaced.

## **International Human Rights Law (HRL)**

The first UN document to establish a list of human rights was the Universal Declaration of Human Rights (UDHR), adopted by the UN General Assembly in 1948. Although the Declaration itself is not a legal document, it provided the basis for subsequent international human rights instruments, such as the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social, and Cultural Rights. These instruments, commonly known as treaties, were drafted by the Member States of the UN following the adoption of the UDHR. To enforce the Declaration, two additional treaties were produced, intended to act as legally binding documents: the International Covenant on Civil and Political Rights (1966) and the International Covenant on Economic, Social and Cultural Rights (1966). Together, these documents are referred to as the International Bill of Rights.

Human Rights Law implies an obligation on the state to uphold, respect and fulfill these rights. Regional human rights frameworks complement national and international human rights law by protecting and promoting human rights at regional levels.

## **International Humanitarian Law (IHL)**

International Humanitarian Law consists of a set of rules that seek to limit the impact of armed conflict on the civilian population. It applies in times of international armed conflicts involving at least two states, as well as in internal armed conflicts within a state, often between national governments and non-state actors. IHL protects persons who are not participating in hostilities (referred to as non-combatants), and limits the means and methods of warfare. It also provides for the protection of civilians and outlines the rights of specific groups including medical staff, humanitarian workers, and journalists, in order to limit suffering and protect human dignity.

Based on the rules of ancient civilizations, the universal codification of these rules began in the nineteenth century, with States in warfare agreeing to a number of principles and practices in times of active conflict<sup>2</sup>. The main instruments for International Humanitarian Law are the Geneva Conventions and additional protocols.

The work of the ICRC is based on the Geneva Conventions of 1949, their Additional Protocols, its Statutes. The ICRC is an independent, neutral organization ensuring humanitarian protection and assistance for victims of war and armed violence. It takes action in response to emergencies and at the same time promotes respect for international humanitarian law and its implementation in national law.

## **Refugee Law**

In the context of managing camps, Refugee Law becomes applicable when a displaced individual is outside their country of origin and falls under the refugee definition as outlined above. Using the 1951 Geneva Refugee Convention as its major tool, UNHCR's core mandate is to ensure the international protection of

31.7 million uprooted people worldwide. UNHCR promotes the basic human rights of refugees and advocates so that refugees will not be returned involuntarily to a country where they face persecution. UNHCR helps refugees with repatriation when conditions permit, or alternatively assists with integration into host states providing asylum or resettlement in third countries. UNHCR promotes international refugee agreements, helps states establish asylum structures and acts as an international watchdog over refugee issues.

## **National Constitutions**

National constitutions are the most important legal instruments safeguarding human rights within the jurisdiction of a given country. Articles 16, 17, 18, 19, 20, 24, 26, of Nepal's Constitution are some of the articles promoting the protection of fundamental human rights and freedoms, respect of human dignity, equality, and freedom from discrimination.

## **Guiding Principles on Internal Displacement**

Although not legally binding, the Guiding Principles are based on international humanitarian and human rights law and analogous refugee law. They serve as an international standard to guide governments, international organizations and all other relevant actors in providing assistance and protection to internally displaced persons. The Guiding Principles were formally presented to the United Nations Human Rights Commission in 1998, and since then, most international bodies and many countries have recognized their importance in the protection of internally displaced persons. The Guiding Principles can also be ratified into national law and activated and applied in national settings to protect and assist internally displaced populations.

The Guiding Principles on Internal Displacement identify the rights relevant to the protection of internally displaced persons in all phases of displacement. They include four sections:

- Principles Relating to Protection from Displacement;
- Principles Relating to the Protection during Displacement;
- Principles Relating to Humanitarian Assistance;
- and Principles Relating to Return, Resettlement and Reintegration.

The Guiding Principles can play a significant role for state and non-state actors as a practical tool for monitoring, educational awareness, and advocacy. They also offer a framework from which protection strategies and policies can be developed in favor of displaced communities. The Guiding Principles reinforce that

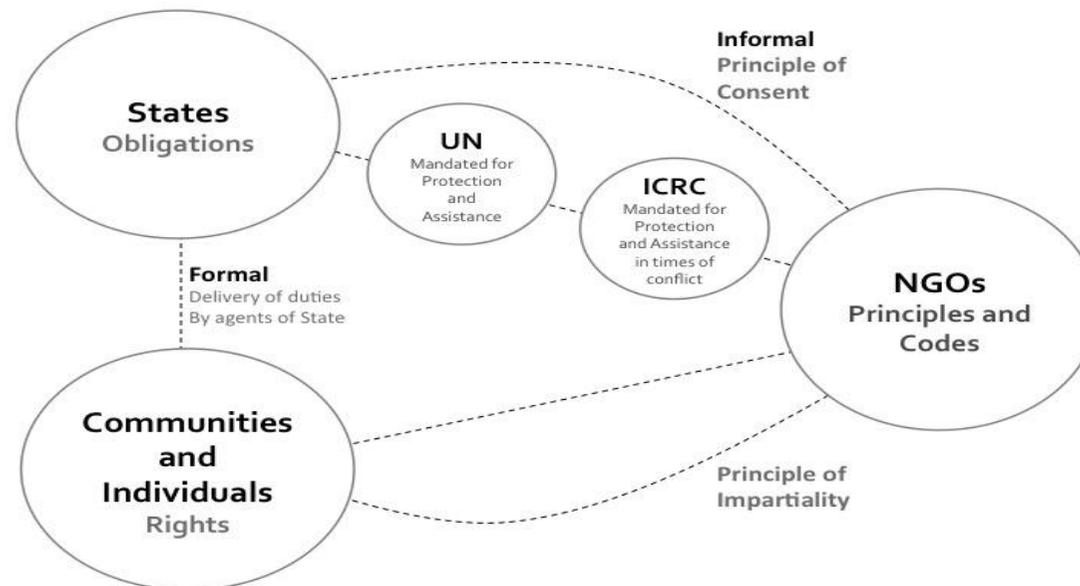
the main responsibility to protect the rights of displaced populations lies with the government. International and national NGOs and UN agencies have the role to support governments in their obligations and associated tasks.

## Protection in camp management

Protection in CCCM can be defined as the physical, legal and material security of the displaced population. Protection activities in a camp should therefore ensure that displaced populations enjoy, without discrimination:

- Physical security: Protection against physical harm, protection against violence;
- Legal security: Access to justice, a legal status, and identification documentation [e.g. birth and death certificates] and respect for property rights;
- Material security: Equal access to basic goods and services [e.g. water, shelter, food].

National authorities have the primary responsibility for ensuring that the protection needs of the displaced population are met. UN agencies and NGOs – national and international – can support national authorities upon request. The displaced population and host communities both have important roles to play at all levels of protection – planning, implementation, monitoring and advocacy.



The diagram illustrates how different actors can assist in emergency operations, each respecting their formal, mandated, informal, or principle-based obligations through complimentary roles. While the role of the state is paramount, there are circumstances when others can assist in providing assistance. As voluntary organizations, NGOs carry out their work because of a moral duty rather than a legal duty. Because of this they need to recognize their role in relation to other actors such as the national authorities or the military.

## The principles of humanitarian assistance

The principles of humanitarian assistance are a code of ethical standards, which says that all assistance should be provided with impartiality, neutrality, humanity, and operational independence. These principles apply to all charitable action – irrespective of whether it is being delivered by the State, a mandated agency like the UNHCR or ICRC, or a voluntary group. Impartiality demands that assistance be provided without bias and on the basis of need alone. Neutrality prescribes nonparticipation in conflict and prohibits taking sides in hostilities. Humanity refers to the need of addressing human suffering and protecting life and health in a dignified and respectful manner. Independence requires that humanitarian actors abstain from promoting political, economic, military, or other objectives. The delivery of aid needs to be based on transparent, efficient and accommodating regulatory measures. All actors must be urged to reinforce monitoring of their operations, participate in coordination mechanisms, and share operational data to the extent possible. Thereby work in a strategic, cooperative and operational manner can be promoted to avoid duplication and to foster a more coherent and complimentary approach.

## Key definitions

### **Refugee**

Article 1 of the Convention Relating to the Status of Refugee, amended in 1967 Protocol

“A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to.”

### **Internally Displaced Persons**

Guiding Principles on Internal Displacement

"Internally displaced persons are persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as result of or in order to avoid the effects of armed conflict, situations of generalized violence, violation of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border."

## Protection and specific needs

Within the displaced community, there are groups of individuals who may, depending on unique circumstances, have specific needs, and require special attention. Protection risks, which are common in camps, include the following:

- Violence: The act or threat of physical or psychological abuse.
- Coercion and exploitation: Forcing someone to do something against their will, by abusing a position of vulnerability, powerlessness, trust or access to humanitarian resources and assistance.
- Deprivation and neglect: Preventing people from accessing the services they need, deliberately or not, directly or indirectly. This type of discrimination can lead to deprivation or neglect.

The specific protection needs of any displaced population are dependent on the context. For instance, not all women, children and youth in the camp necessarily have specific needs; the particular needs depend heavily on the context and circumstances of the individual and society. In order to promote protection in camps, some specific precautionary activities may be required.

It is important to identify persons with specific needs and ensure that their needs are catered for in all three phases of the camp life-cycle. For instance, if there are people with disabilities identified during registration, include measures to ensure accessibility and mobility in the camp.

The protection of life, security of the person, and physical integrity and dignity of displaced people needs to be upheld in the camp. Persons displaced by disaster should, to the maximum extent possible, be provided with the means to recovery as quickly as possible and become self-sustainable. Camps are a last resort and should only be established where (and as long as) the possibility of self-sustainability or fast rehabilitation assistance does not exist. In addition, camps should be situated in areas with low natural hazard risks, be designed so as to maximize the security and protection of the displaced persons, and have appropriate mechanisms to address instances of violence and other violations of human rights.

Persons affected by disaster should be allowed to move freely in and out of camps. Such movement should not be restricted or prohibited unless it is necessary for the protection of the security or health of residents, or that of the population in the vicinity. If there are restrictions, they should not remain in force any longer than absolutely necessary. In order to maintain the civilian character of the camps at all times, appropriate measures should be taken to avoid the presence of uncontrolled armed elements. Where such elements are present, they should be separated from the civilian population in the camp. The presence

of armed State police or security forces should be limited to the extent strictly necessary to provide security. Once the immediate emergency phase is over, camps set up by armed forces or groups should be managed by civilian authorities or organizations. The role of police and security forces should be limited to providing security.

## Persons with specific needs

Groups of Individuals <sup>[L]</sup> with Possible Specific Needs <sup>[SEP]</sup>	Those with Specific Needs within the Displaced Community	Examples of Protection Risks <sup>[L]</sup> and Vulnerabilities within the Displaced Community <sup>[SEP]</sup>
 <p>Children and young people</p>	<ul style="list-style-type: none"> <li>• Unaccompanied and separated children;<sup>[L]</sup><sup>[SEP]</sup></li> <li>• Children formerly associated with armed forces or<sup>[L]</sup> groups;<sup>[SEP]</sup></li> <li>• Child-headed households;<sup>[L]</sup><sup>[SEP]</sup></li> <li>• Out-of-school and unemployed youth.<sup>[L]</sup><sup>[SEP]</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Violence, trafficking, sexual abuse and exploitation, emotional, psychological and physical abuse;</li> <li>• Forced recruitment and/or forced labour;<sup>[L]</sup><sup>[SEP]</sup></li> <li>• Denial of birth registration and documentation;</li> <li>• Denial of access to education.</li> </ul>
 <p>Women and girls</p>	<ul style="list-style-type: none"> <li>• Women who are survivors of gender-based violence or torture;<sup>[L]</sup><sup>[SEP]</sup></li> <li>• Women (including widows, female-headed households, lactating mothers, and abandoned older women) without family protection/support;<sup>[L]</sup><sup>[SEP]</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Increased risk of gender-based violence, trafficking;<sup>[L]</sup><sup>[SEP]</sup></li> <li>• Limited physical privacy and security in shelter, washing facilities and other common spaces;<sup>[L]</sup><sup>[SEP]</sup></li> <li>• Discrimination, harassment, sexual exploitation, rape and/ or physical abuse.</li> </ul>
 <p>Older persons</p>	<ul style="list-style-type: none"> <li>• Older persons without family or community support;<sup>[L]</sup><sup>[SEP]</sup></li> <li>• Grandparent-headed households;<sup>[L]</sup><sup>[SEP]</sup></li> <li>• Older persons with limited health, mental or physical<sup>[L]</sup> ability, unable to care for themselves.<sup>[SEP]</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Difficulties in accessing services due to decreased mobility, physical strength, hearing and visual impairment;</li> <li>• Chronic poor health, special dietary needs;</li> <li>• Lack of inclusion in livelihoods activities;<sup>[L]</sup><sup>[SEP]</sup></li> <li>• Isolation, loneliness and depression.</li> </ul>



Persons with disabilities and/or health conditions

- Sick persons without support (family/community); [L] [SEP]
- Persons with chronic illness; [L] [SEP]
- Persons with physical disabilities; [L] [SEP]
- Persons with mental disabilities; [L] [SEP]
- Persons living with or at higher risk of HIV/AIDS; [L] [SEP]
- Survivors of torture. [L] [SEP]
- Marginalization and discriminatory treatment; [L] [SEP]
- Difficulties in accessing basic and/or life-saving services;
- Limited access to treatment for medical conditions; [L] [SEP]
- Isolation, loneliness and depression.

Other groups

- Ethnic or political minorities. [L] [SEP]
- Specific vulnerabilities to access services or participate in representative structures in the camp.

### Protection measures to be taken in camps

In order to ensure a proper protection of all residents and particularly of the persons with specific needs, the below activities can be implemented in the camps, in the phases of set-up, care and maintenance, and closure respectively.

	Planning and set-up	Care and maintenance	Closure and durable solutions
 <p>For all camp residents</p>	<ul style="list-style-type: none"> <li>• Install light in the site; [L] [SEP]</li> <li>• Establish contact with the local authorities/ police; [L] [SEP]</li> <li>• Establish a security committee;</li> <li>• Organize (unarmed) security patrols;</li> <li>• Establish a protection referral system. [L] [SEP]</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out regular assessments of potential security and protection threats;</li> <li>• Disseminate information about security and protection threats;</li> <li>• Organize information campaign on human rights, gender-based violence and other protection concerns;</li> <li>• Ensure that residents have legal documents and identification cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure safe access to durable solutions;</li> <li>• Provide support to internally displaced persons leaving the camp.</li> </ul>



For persons with specific needs



- Identify persons with specific needs;
- Ensure that the camp set-up creates safe access to facilities for persons with reduced mobility (water points, washing facilities, latrines, distribution points and other communal areas);
- Establish committees for protection of persons with specific needs.
- Carry out regular assessments of potential security and protection threats;
- Disseminate information about security and protection threats;
- Organize information campaign on human rights, gender-based violence and other protection concerns;
- Ensure that residents have legal documents and identification cards.
- Provide additional and targeted support for safe and dignified return to places of origin;<sup>[1]</sup>
- Ensure handover of files and/or records to institutions in places of origin - for follow-up support as may be required.



For children and young people



- Set up recreational and child-friendly spaces and schools;
- Register unaccompanied, separated, orphaned/vulnerable children and <sup>[1]</sup>make referral to the Ministry of Gender Equality and Child Welfare; and Cluster lead agencies where activated;<sup>[1]</sup>
- Establish a children and young people's committee.<sup>[1]</sup>
- Work with relevant actors to establish tracing and reunification systems/ programs for unaccompanied, separated, orphaned, and vulnerable children and young people;
- Implement social and recreational activities in the camp.
- Make special arrangements for returns of unaccompanied children (information, accompanied return);
- Reassess system of foster parenting as may be required.



For women

- Separate communal shelter, washing facilities and latrines by household or <sup>[L]</sup><sub>[SEP]</sub> sex;
- Identify most-at-risk groups in terms of gender-based violence;
- Establish a women’s rights committee. <sup>[L]</sup><sub>[SEP]</sub>
- Assist pregnant and breast-feeding women to access medical attention;
- Conduct awareness raising activities for the community on gender based violence - also targeting youth, men, community leaders;
- Organize activities to promote girls’ education and recreation.
- Make special arrangements for returns of pregnant women, women with infants;
- Provide support to female-headed households to rebuild shelter and livelihoods in the places of origin.



For older persons

- Support in the relocation process; <sup>[L]</sup><sub>[SEP]</sub>
- Facilitate access to distribution points <sup>[L]</sup><sub>[SEP]</sub> and facilities for older persons with <sup>[L]</sup><sub>[SEP]</sub> reduced mobility;
- Establish a committee for older <sup>[L]</sup><sub>[SEP]</sub> persons or a council of the <sup>[L]</sup><sub>[SEP]</sub> elders. <sup>[L]</sup><sub>[SEP]</sub>
- Inclusion in supplementary feeding programs.
- Provide support to return to place of origin, including mobility assistance;
- Provide support to rebuild shelter and livelihoods in place of origin.



For people with disabilities and/or health conditions



- Support in the relocation process;
- Facilitate access to distribution <sup>[L]</sup><sub>[SEP]</sub> points and facilities for persons with disabilities;
- Establish monitoring and referral system for health; <sup>[L]</sup><sub>[SEP]</sub>
- Establish a health committee. <sup>[L]</sup><sub>[SEP]</sub>
- Ensure access to health support, medical assistance and rehabilitation services; <sup>[L]</sup><sub>[SEP]</sub>
- Ensure access to HIV/AIDS prevention and treatment.
- Support return to place of origin, including mobility assistance;
- Provide support to rebuild shelter and livelihoods in the place of origin.

## Referral systems and confidentiality

In order to provide effective protection for people with specific needs and increased vulnerabilities, it is necessary to have an effective feedback and monitoring system that collects information and updates on specific protection cases regularly. The CCCM Camp Manager or Camp Committee needs to be involved in identifying protection cases and referring community members to protection actors as required. It is important to note that the camp manager, although the first point of call for IDPs living in the camp, is not a protection expert and should not play the role of one. Referrals to an appropriate focal point are essential in order to provide effective protection responses in a camp.

Referral systems at the camp level, which are built on the principle of sharing information with other relevant and mandated actors, can assist in taking appropriate action in response to protection concerns, issues and incidents. Well planned and established referral systems are critical as no single actor can provide the full range of response and support needed to address a protection concern or incident. For example, a survivor of rape may need a diverse range of services and support – from medical attention and psychosocial support, to legal assistance in reporting the case to the appropriate authorities. Various state or departmental agencies will need to play their specific role in ensuring that appropriate, holistic support and follow-up is provided. Government ministries, protection mandated agencies, and sector specific humanitarian organizations with specialized expertise will need to work together during emergencies to address any arising protection needs.

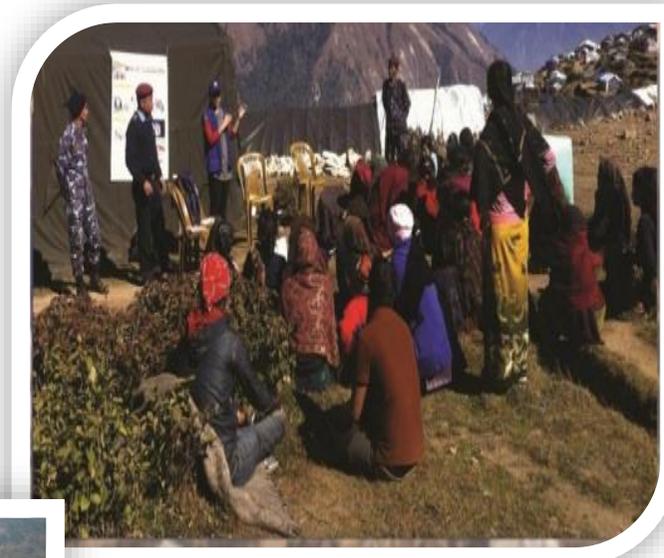
When managing the information concerning a protection concern or incident, the utmost of professional confidentiality should be employed at all times. Protection concerns, issues and incidents often include sensitive information and can sometimes place the person at risk in greater harm. Referral should be the result of informed consultation, and consent (in keeping with international and national laws), and only be shared with mandated and trusted actors. The person concerned with the protection issue should actively agree that personal and sensitive information be shared with appropriate protection actors.

## VOICES AND CASES FROM THE FIELD

Sharmila is 26 years old and originally comes from a remote village in Rukum District. A few years back, she moved to Kathmandu with her husband, Shyam, and her 7-year-old son to seek better opportunities. Shyam left for Iraq to work as a labour migrant and Sharmila started working as a waitress at a dohori restaurant. Sharmila worked night shifts, so she had no choice but to leave her child alone in the rented apartment while she was gone.

After the earthquake, the house where she was renting a room got destroyed and she had no other option but to move. The restaurant where she was working shut down because of the cracks in the building. Sharmila had no other source of income, so she was in a vulnerable situation. She spent a few weeks at a vegetable market with other people from the same neighborhood. They lived many nights under the tarpaulin structure where there was no privacy.

During that time, IOM in partnership with a local NGO identified vulnerable women like Sharmila while assessing post-earthquake protection needs in Kathmandu.



While the local NGO rented a piece of land in a safe area for the vulnerable population to set up their tents, IOM provided tents, blankets, solar lamps, and other non-food items as an immediate support. In order to meet the mid-term and long-term needs of these vulnerable women, IOM started supporting their non-formal education and provided skill development trainings. Sharmila is one of the beneficiaries. She takes regular Math, English, and Nepali classes and is also learning tailoring skills and hopes to open her own tailoring business in the future so she can better support her family.

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## the legal protection framework and protection in camps | 150 or 170 minutes

(60 or 80 mins + 90 mins)

The overall aim of the chapter is to enhance understanding of the legal protection framework and the Guiding Principles on Internal Displacement as a key reference for guiding the treatment of displaced persons. The chapter also examines the practical applications of protection in CCCM, focusing in particular on persons with specific needs in camps.

### Learning Objectives

By the end of this session, participants will:

- Be aware of the legal instruments relating to displaced populations and their implications for national authorities' roles and responsibilities.
- Plan appropriate protection interventions, which uphold the dignity and rights of the affected population.
- Discuss the principles promoted by the Guiding Principles of Internal Displacement.
- Appreciate practical applications of the legal protection framework, with a particular focus on persons with specific needs.
- Identify people with specific needs within the displaced community.

### Key Messages

- National laws and constitutions, as well as regional and internal laws, outline the rights of displaced populations. National laws are crucial, as through them international laws are ratified and applied in a specific country context.
- International Law confirms the primary responsibility of national authorities to protect and assist IDPs, refugees, and stateless people.
- The Guiding Principles on Internal Displacement bring together the main considerations and components of international law that are relevant to the protection and assistance of internally displaced populations. The Guiding Principles reinforce that the main responsibility to protect the rights of displaced

populations lies with the government. International and national NGOs and UN agencies have the role to support governments in their obligations and associated tasks.

- Community-based protection can be one of the most powerful tools for protection during all stages of a camp.
- Referral systems are important as site managers cannot provide the full range of response needed to address protection incidents.
- Confidentiality should be considered at all times, as protection cases include sensitive information which can put the concerned individual at increased risk.

activity	timing	description	tools	preparations
1 Human Rights and CCCM	20 mins	Explore the concept that camp management is centered on a human rights-based approach, and its aim is to ensure access to basic human rights for displaced communities.	tool 15 "articles of the universal declaration of human rights"	- Prepare flipcharts (or PPT) for the objectives - Prepare copies of tools for participants
2 Introduction to the international legal framework for protection	10 mins	Explore the definitions of refugee and internal displaced persons (IDP), introducing the four components of the international legal framework as main source of international law regarding the protection of internally displaced persons and refugees.	tool 16 "IDP and refugee definitions"	- Prepare copies of tools for participants
3 International legal framework for protection	10 mins	Explore the four components of the International legal framework for protection, International Human Rights Law, International Humanitarian Law, the Refugee Law and the National Constitutions.	tool 17 "international legal framework".	- Prepare copies of tools for participants
4 The guiding principles on	20 mins (opt 1) 40 mins	Explore the Guiding Principles on Internal Displacement, understanding its structure and visualizing the application of its principles for the improvement of life of	tool 18 "guiding principles on internal displacement" tool 19 "key principles in times of	- Prepare copies of tools for participants - Prepare flipchart paper for distribution for OPTION 2

internal displacement	(opt 2)	the displaced population.	displacement"	activity
Small break 5 / 10 mins				
5 Operational protection	5 mins	Explore activities on how to ensure protection in camps based on the national and international laws presented in previous part of the session.		
6 Identification of persons with specific needs	20 mins	Identification of groups with specific needs in camps, exploring the importance of identifying those groups together with their specific needs in order to improve the services provided at the camp.	"tool 20 - specific needs cards"	- Prepare copies of tools for participants
7 Referral pathway	10 mins	Explore the importance of the referral system in a camp, which address protection cases and the need for high levels of confidentiality when handling sensitive protection information.		
8 Importance of confidentiality	15 mins	Explore the importance and the need for high levels of confidentiality when handling sensitive protection information.		
9 Protection and the camp life cycle	15 mins	Understand and explore the need of protection during all phases of the camp life cycle.	tool 06 "camp life cycle" tool 20 "specific needs cards"	- Prepare copies of tools for participants
10 Protection activities and actors	20 mins	List and explore the different protection actors involved in the response to a protection incident at a camp.	tool 21 "protection incident" tool 22 "protection onion"	- Prepare copies of tools for participants

11 Wrap-up	5 mins	Revision of objectives.	- Prepare flipcharts (or PPT) for the objectives
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## Activity 1

### Human Rights and CCCM

- Show the flipchart paper (or project PPT slide) with the objectives for this session.
- Read aloud the training objectives, or ask one of the participants to read it. Clarify any questions.
- Ask the participants:
  - What is a human right? <sup>[L]</sup><sub>[SEP]</sub>
  - What universal rights do we have as human beings? <sup>[L]</sup><sub>[SEP]</sub>
  - Where do our human rights come from? <sup>[L]</sup><sub>[SEP]</sub>
- Allow time to discuss. Facilitate feedback in plenary, recording ideas shared on flipchart paper. <sup>[L]</sup><sub>[SEP]</sub>
- Break participants into groups. Give each small group one article of the Universal Declaration of Human Rights, from **tool 15 “articles of the universal declaration of human rights”**.
- Ask each group to show the article they have received from **tool 15 “articles of the universal declaration of human rights”** and to discuss the article they have chosen. Ask participants to indicate in which components of the CCCM house that article falls under. <sup>[L]</sup><sub>[SEP]</sub>
- Present findings in plenary, sticking their article next to the corresponding block or pillar of the CCCM house. Clarify any questions. <sup>[L]</sup><sub>[SEP]</sub>

*Articles 4 and 5 relate to protection, 19 and 27 relate to community participation, 25 is cross-cutting (services and international standards) and 26 relates to assistance.*

*Highlight that camp management is centered on a human rights-based approach, i.e. the aim of CCCM is to ensure access to basic human rights for displaced communities. <sup>[L]</sup><sub>[SEP]</sub>*

Present background to the Universal Declaration of Human Rights and other treaties (see background information) and underline that the 1948 Declaration is the inspiration for all subsequent international legal instruments that form the basis for the protection of people in CCCM.

### Objectives

Be aware of the legal instruments relating to displaced populations and their implications for national authorities’ roles and responsibilities.

Plan appropriate protection interventions, which uphold the dignity and rights of the affected population.

Discuss the principles promoted by the Guiding Principles of Internal Displacement.

Appreciate practical applications of the legal protection framework, with a particular focus on persons with specific needs.

Identify people with specific needs within the displaced community.

### Tool 15 “articles of the universal declaration of human rights”

<p><b>Article 4</b> No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p> <p><b>Article 5</b> No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p> <p><b>Article 19</b> Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.</p>	<p><b>Article 25</b> Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.</p> <p><b>Article 26</b> Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.</p> <p><b>Article 27</b> Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.</p>
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tool 15 articles of the Universal Declaration of Human Rights



- Link the discussion to the National Constitution as the guiding document for promoting and protecting basic human rights in Nepal.
- Explain that internally displaced populations are entitled to the same human rights as all other human beings. Underline that internally displaced populations are protected by Human Rights Law and corresponding legal instruments, as well as national law, as they maintain their status as civilians in their own country with all the standard entitlements.
- Conclude the activity by reminding the participants that CCCM is centred on a rights-based approach and stressing that the Universal Declaration of Human Rights describes the universal rights of each human being and forms the basis for protection of displaced populations (refugees and internally displaced populations) in CCCM.

## Activity 2

### Introduction to the international legal framework

- Explain that the next activity will allow participants to learn about the legal framework that is the foundation for the protection of displaced populations.
- Explain that during this activity you are going to present the main bodies of law inspired by the Universal Declaration of Human Rights.
- Ask the participants the definitions of Refugee and Internal Displaced Persons (IDP).
- Promote discussion and clarify any questions.
- Present the definitions, using **tool 16 "IDP and refugee definitions"**, to make sure that the legal definition for refugee and the descriptive definition for internally displaced persons are clearly understood.
- Explain that the main source of international law regarding the protection of internally displaced persons and refugees are the four components of the international legal framework.

#### Tool 16 "IDP and refugee definitions"

##### Refugee

A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to.

Article 1 of the Convention Relating to the Status of Refugees, amended in 1967 Protocol

##### Internally Displaced Person

Internally displaced persons are persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as result of or in order to avoid the effects of armed conflict, situations of generalized violence, violation of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.

Guiding Principles on Internal Displacement

tool 16 IDP and Refugee definitions



## Activity 3

### International legal framework for Protection

Present each of the four components of the International legal framework for Protection, using **tool 17 “international legal framework”**. Start with the **International Human Rights Law**. Explain the background to this body of law and allow for discussion / take questions from participants.

Repeat this process for the other three components of the International Legal Framework For Protection - **International Humanitarian Law, the Refugee Law and the National Constitutions**.

Clarify any questions from the participants.

## Activity 4

### The Guiding Principles on Internal Displacement

Present the Guiding Principles on International Displacement in a way that allows participants to know and understand the scope, including the way the booklet is organized, its history, and references from subsequently developed internal laws and treaties.

#### **OPTION 1 (20 mins)**

Give a copy of **tool 18 “guiding principles on internal displacement”** to each participant. Allow enough time for participants to read through the document.

Divide the group into smaller groups. Give each participant a copy of **tool 19 “key principles in times of displacement”** and then give each group a chance to view the cartoon, which represents an illustration of the main principles of the IDP Guiding Principles.

Discuss the principles that are being depicted in the drawings (principles indicated in small yellow box at the left lower corner of each drawing).

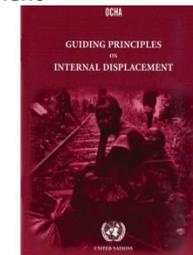
### Tool 17 “international legal framework”

INTERNATIONAL HUMAN RIGHTS LAW	INTERNATIONAL HUMANITARIAN LAW
International Human Rights Law (IHRL) is designed to promote and protect human rights at international and domestic levels. The Universal Declaration of the Human Rights (UDHR) provides the basis for subsequent international human rights instruments and international legal conventions.	The main instruments for International Humanitarian Law (IHL) are the four Geneva Conventions and Additional Protocols. International Humanitarian Law consists of a set of rules that seek to limit the impact of armed conflict on combatants (civilians). It protects persons who are not participating in hostilities, and limits the means and methods of warfare.
REFUGEE LAW	NATIONAL CONSTITUTIONS
International refugee law (RL) consists of a set of rules and procedures that aims to protect refugees. Refugee law affords refugees with the similar rights to those of nationals of the country where they are seeking asylum (often referred to as the host country). The main source of refugee law is the 1951 Convention Relating to the Status of the Refugee.	At national level, national constitutions are the most important legal instruments safeguarding the human rights of citizens within the jurisdiction of the country. In most countries, national law (Constitution) is the most common way that ratified international law and conventions are put into legal practice and applied at the national level. Articles 16, 17, 18, 19, 20, 24, 26, of Nepal's Constitution are some of the articles promoting the protection of fundamental human rights and freedoms, respect of human dignity, equality, and freedom from discrimination.

tool 17 international legal framework



### Tool 18 “guiding principles on internal displacement”



tool 18 guiding principles on internal displacement



### Tool 19 “key principles in times of displacement”



tool 19 key principles in times of displacement

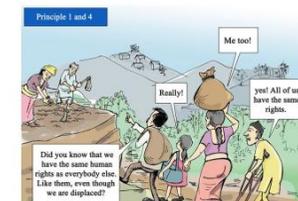


## **OPTION 2 (40 mins)**

- Assign to each group one guiding principle(1,4; 3; 8; 11,18; 14; 17; 19,23; 24; 28) to read over and discuss.
- After a few minutes, give the groups a large piece of flip chart paper and ask them to draw a picture that they believe illustrates the Guiding Principle they were given.
- After each group has finished, place the drawings in a gallery around the training space and allow all participants to see each picture. Facilitate reflection with some of the following questions:
  - How do the IDP guiding principles illustrated in Principle 1 and 4 keep IDPs safe? <sup>[L]</sup><sub>[SEP]</sub>
  - How is Principle 3 (related to the job/roles of training participants) reflected in the drawing? <sup>[L]</sup><sub>[SEP]</sub>
  - Principle 8 is about dignity. What basic services are delivered in camps that provide dignity to its residents? Is there a way to improve these, how? <sup>[L]</sup><sub>[SEP]</sub>
  - Principle 11, 18 are about standards and basic protection measures. Who is responsible for enforcing these in your camp? <sup>[L]</sup><sub>[SEP]</sub>
  - Principle 14 is about freedom of movement. Do national authorities ever have the right to restrict movements of IDPs? When and why? <sup>[L]</sup><sub>[SEP]</sub>
  - Principle 17 is about family unity. Which kinds of programs are there to bring families together during a natural disaster in your area of responsibility? Are there ways that this could be done more quickly? What would it take to put these services in place? <sup>[L]</sup><sub>[SEP]</sub>
  - Principle 19, 23 are safeguards for Health Care and Education. How do the emergency services provided in a camp strive to meet the human rights of the displaced population? Has this exercise changed any of your reflections about the services that should be provided during emergencies and while in camps? <sup>[L]</sup><sub>[SEP]</sub>
  - The humanity and impartiality of humanitarian assistance as listed in Principle 24 is often difficult to explain comprehensively to large groups of IDPs. Which measures are in place to communicate this in your camp? <sup>[L]</sup><sub>[SEP]</sub>
  - Principle 28 relates to the return of IDPs to their places of habitual residence or other places in the country; as well as the participation of residents in the planning of that process. What measures are planned for the participation of IDPs in the closure process of the camp?
- After all the groups have reflected on their own drawings, return to the tables and show them the cartoon drawings in **tool 19 “key principles in times of displacement”** and answer the following guiding questions:



### **Tool 19 “key principles in times of displacement”**



tool 19 key principles in times of displacement



- What does the exercise reveal about the rights of IDPs in this setting? <sup>[L]</sup><sub>[SEP]</sub>
  - Is there anything that you learned about yourself as you worked on this piece? <sup>[L]</sup><sub>[SEP]</sub>
  - Have you changed any ideas you used to have on this subject of IDP's rights in camps? <sup>[L]</sup><sub>[SEP]</sub>
- Revise the flipchart paper (or project PPT slide) with the objectives for this session.

## Small Break

Take a brief break in the session (5 to 10 mins)

## Activity 5

### Operational protection

- Introduce the main themes of this section, which explore activities on how to ensure protection in camps based on the national and international laws presented in previous part of the session.
- Emphasize in CCCM, that ensuring protection is necessary to uphold the human rights of the displaced population.
- Highlight the activities of the session and remind participants that protection in camps seeks to ensure that IDP populations enjoy, without discrimination, their:
  - Physical security: protection against physical harm and violence; <sup>[L]</sup><sub>[SEP]</sub>
  - Legal security: including access to justice, a legal status and documentation to prove it, and <sup>[L]</sup><sub>[SEP]</sub> respect for property rights; <sup>[L]</sup><sub>[SEP]</sub>

- Material security: equal access to basic goods and services <sup>[SEP]</sup>

## Activity 6

### Identification of persons with specific needs

- Ask the participants what specific types of protection needs are faced by the displaced population in your camps?
- Note down the different examples (these could include risks to youth and children, the elderly, women, people with disabilities, and specific health conditions). Indicate that not every person within a particular group has protection needs, for instance not all women in a camp will be “at risk”.
- Explain that it is important to identify people with specific needs in the camp in order to have targeted interventions and plan for mainstreamed protection activities in a comprehensive CCCM response.
- Use **tool 20 “specific needs cards”** to discuss the topic with the group. Present each of the cards to the group in plenary. For each card, discuss:
  - Why does this person have specific needs?
  - What could be done to reduce or address the risk?
  - How would you prioritize these risks – which case is the most critical?
  - Which ones do the Site Managers have the potential to solve? How?
  - Who in the community might be able to help in resolving this issue? How?
  - Is there a responsible agency to address the above in normal circumstances?
  - Is there a responsible agency to address the above now during the emergency?
  - Are there other categories that are not listed here that you think should be?
- Ask the participants to think about their experience with camps in Nepal. Ask them to reflect on what conditions in the camp might increase risks.

### Tool 20 – “specific needs cards”



- Includes**
- Unaccompanied and separated children
  - Children formerly associated with armed forces or groups
  - Child-headed households
  - Out-of-school and unemployed youth
- Risks**
- Violence, sexual abuse and exploitation, emotional, psychological and physical abuse
  - Forced recruitment and/or forced labour
  - Denial of birth registration and documentation
  - Denial of access to education

Tool 20 special needs cards



## Activity 7

### Referral pathway

- Establish with participants the importance of the referral system in a camp, which address protection cases (concerns, issues and incidents) and the need for high levels of confidentiality when handling sensitive protection information. (see background information).

## Activity 8

### Importance of confidentiality

- Remind the participants that when managing information regarding protection concerns, issues and incidents, confidentiality should be considered and practiced at all times.
- Invite the participants to sit (or stand) in a circle. Ask participants for each to have a pen and small paper with them.
- Ask participants to think of a secret and to write it down on the small paper.
- Ask each participant to fold the paper and pass their secret to the person sitting to their left. – IMPORTANT: say to participants to not open any paper and they are not allowed to read the secrets on the paper.
- Ask each participant in the circle how it feels to have their secret in someone else's possession.
- Ask each participant how it feels to have someone else's secret in their possession.
- Finally, ask participants to give the secret back to the person it belongs to.
- Once everyone has their papers back, tell participants that they can all destroy their pieces of paper.
- Finalise the activity asking:

- What did you learn about yourself as your colleague held one of your secrets in his/her hands? [SEP]
- How have your ideas about confidentiality changed as a result of this exercise? [SEP]
- In what ways will this exercise influence your work in the future at a camp? [SEP]
- What steps/measures can you recommend to change the protocols during emergencies at camps based on what you have learned as a result of this exercise? [SEP]
- How might you go about ensuring that all your staff respect the same principles of confidentiality? [SEP] Remind participants that when managing information concerning a protection concern or incident, the upmost professional confidentiality should be applied. [SEP]

## Activity 9

### Protection and the camp life cycle

- Recall with participants the three phases of the camp life cycle, using **tool 06 “camp life cycle”**.
- Explain that people with specific needs should be attended to in all phases of the camp life cycle.
- Explain that participants will explore the specific needs of the people at risk and increased vulnerability, linking these to each of the three phases of the camp life cycle.
- Choose (in collaboration with the group) one of the cards from **tool 20 – “specific needs cards”**.
- Ask the participants to brainstorm CCCM activities that can be planned in order to protect this specific group during the camp set-up, care and maintenance, and closure.
- Review the participants suggestions adding if needed (see background information).

### Tool 06 “camp life cycle”

### Tool 20 - specific needs cards”



- Includes**
- Unaccompanied and separated children
  - Children formerly associated with armed forces or groups
  - Child-headed households
  - Out-of-school and unemployed youth
- Risks**
- Violence, sexual abuse and exploitation, emotional, psychological and physical abuse
  - Forced recruitment and/or forced labour
  - Denial of birth registration and documentation
  - Denial of access to education

## Activity 10

### Protection activities and actors

- Explain that this activity will allow participants to reflect on how to address protection issues in a camp.
- Introduce the protection case study using **tool 21 “protection incident”**.
- Ask one of the participants to read **tool 21 “protection incident”** out loud to the rest of the group.
- Ask if there are any questions. Make sure that everybody hears and understands the details of the story.
- Based on **tool 22 “protection onion”** ask the participants:
  - Indicate what institutions, line ministries, or emergency or charitable agencies could help in providing protection and support to the main character in the story.
  - What protection activities could be undertaken and by whom?
- Allow participants enough time to share their thoughts. The examples below can be used as guidance when debriefing in plenary.
  - Health actors  
To provide immediate medical assistance and psychosocial support. Document health status and share information with police should legal action be taken.
  - Police  
To provide legal/law enforcement support if the person concerned wants to press charges. To improve lighting and overall security of the camp.
  - Community  
Community protection mechanisms such as community-based security committees and women’s groups. Safe spaces where the concerned individuals can talk about their experiences and fears, and access support services. Additional assistance to households facing a double protection dilemma (e.g. an elderly-headed household with young survivor of sexual violence).

#### Tool 21 “protection incident”

A teenage girl named Sita lives alone in a tent with her elderly grandmother in a camp.

One day she approaches the female camp manager and tells her that she was assaulted and raped the night before when she was walking across the camp to get water for her grandmother who is very old and cannot walk very far.

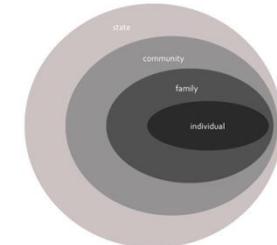
Sita knows that this has happened to other girls but they are too afraid come forward to report the incidents, and too ashamed and embarrassed to speak about what has happened to them. Sita is also afraid and has not told anyone, except the female camp manager, and has not gone to the health clinic for a medical check-up.

She is afraid to go to the national police as the offender lives close to the station, possibly seeing her speaking to the police, and might come back to the camp for revenge.

Tool 21 protection incident



#### Tool 22 “protection onion”



Tool 22 protection onion



- Individual  
Resilience counseling on self-protective behavior.
- Summarize the main discussion points and reinforce that the resilience measures from the community, family, and the individual noting that all have a responsibility to create a protective environment.

## Activity 11

### Wrap-up

- Close the session by reviewing the objectives.



coordination and information management

05



## coordination and information management | background information

Coordination is a core responsibility of a camp management agency and is closely linked to information management and data collection. Knowing who is present at the camp; what are their specific needs; who is responsible for providing these services; if there are any areas of overlap, or gaps in provision of services; and which agency can fill these gaps are the essential questions to ask during all stages of camp management. Typically, camp management agencies conduct multi-sectorial assessments on the camp population, monitoring the conditions and assistance IDPs are receiving, noting any protection concerns that arise. These assessments can be done with or without external assistance and are real-time evaluations, allowing for analysis directly following an emergency. Camp managers are responsible for collecting and then disseminating this information in the form of standardized camp profiles with relevant authorities and agencies providing services and assistance..

Depending on the size and scale of the disaster, and based on the CCCM cluster/sector indicators, the camp manager will use a questionnaire, which is filled in by enumerators, which monitors key service sectors. Information on WASH, Shelter, Food, Health, as well as information about people with specific vulnerabilities is collected. This information is then added to data gathered from key informant interviews, registration forms, and other profiling techniques, and compiled into a standardized camp profile report. Such profiles provide a snapshot of the situation in the camp, and allow for analysis and evaluation of the situation over time. Specific questionnaires can also be developed after the immediate emergency needs have been met, for example on IDP's intentions for returning home, or the expected length of stay in the camp.

A standardized camp profile contains information known about the situation, including initial population estimates, demographic and geographic data, as well as the particular needs of the displaced population. It addition, it will includes any overlap or gaps in service provision from partners responding to the emergency. The camp profile may also contain information gathered during an initial emergency needs assessment, and be received upon handover from first responders. Ideally, deciding which information to include or exclude in a camp profile should be done in collaboration with partners, who should be encouraged to provide information for the profile.

One of the challenges in building a camp profile can be sourcing the information from other sectors. As the Camp Manager has the primary responsibility to ensure that the dignity of the IDPs is upheld in his/her camp, it may be necessary to leverage the service providers or other line ministries/or agencies to provide information on their work plan. If they refuse to share information, higher levels of authority should be used to insist that this information is provided. Where necessary, it may be possible to draw upon data from existing data systems, or develop a data collection strategy that can estimate levels of services. Everyone involved in the emergency response should be made aware of the end value of the camp profile reports to improve and assist in the delivery of services of people forced from their homes.

Analysis and verification of the levels of assistance should include the insights of camp management agency. Dissemination of the camp profile to the humanitarian community, media and other line ministries during the first phase of an emergency should be done as often as required, most likely on a daily basis through coordination meetings. If possible, the camp profile can then be uploaded onto the CCCM web portal by an Information Manager. Camp profiles should also be made available inside the office for when visitors arrive, or shared at camp information stations and through e-mail distribution lists.

The camp profile should be regularly updated with additional registration or demographic information, with developments in the life saving sectors or with any other information that may be useful in responding to the emergency. For the first four months of an emergency the camp profile should detail the following:

- Camp information: name of camp, date it opened, geographic information (including GPS coordinates), camp phase, as well as emergency and, if possible, camp planning information, such as the area of the camp, the number of plots, the maximum capacity of the camp, etc.
- Population statistics: either at the individual or household level, as well as the date the statistics were collected, population demographic information, and cultural background of residents. The profile should also mention whether the residents have identity documentation, ration cards, nutrition records, or other documentation that will help to facilitate individual or household case management.
- Life-saving sectorial information: mortality rates, morbidity data, WASH indicators, shelter and CRI, food, protection and vulnerability assessment.
- Information on camp coordination structures: include a running list of 3W information, contact information for the IDP leaders or sector focal persons. It is also important to identify areas where there are gaps and/or newly identified needs. This will inform donors and newly arrived partners of ways in which they can get involved.

The camp profile is a fluid document during the beginning of an emergency, as the situation may be changing rapidly and information may be difficult to obtain.

## Coordination Process

Coordination is defined as a process of sharing information and planning together in pursuit of agreed-upon goals. The aim is to raise the standard of living for the displaced population and ensure that IDPs have full and equal access to basic human rights.

Coordination is needed to synergise efforts in a group and for its member to properly plan or do something together. From the moment that two or more people work together there is a need for coordination in order to be efficient. A common goal among the members of a team is essential in order to collaborate efficiently. Each member of the team needs to know what his/her role and responsibilities are as well as those of the other team members for coherent action.

Furthermore, a clear information sharing system ensures that all involved actors have a common understanding of the situation and can act in a synchronized manner.

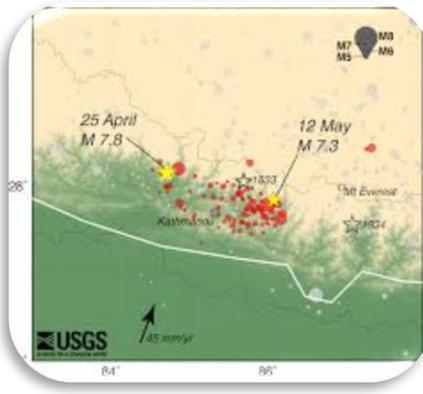
Coordination is needed to compliment contributions from different organizations/groups and to plan and act together. Effective coordination is reinforced by reliable, up-to-date information collection and sharing. There are a number of different coordination tools for information sharing and joint planning, including meetings, sector groups, camp committees/sub-committees, informal exchanges, task forces, working groups, information boards, and house-to-house visits.

## Displacement Tracking Matrix (DTM)

DTM is an operational tool developed within the CCCM Cluster to collect, assess, and manage information. It allows camp managers to map displacement trends and understand the locations and demographics of the affected population. It can pinpoint vulnerabilities and prioritize needs in service provision for a camp managing agency and its partners.

IOM as a service provider to member states has strong relationships and networks within most of the countries where emergencies are occurring and is therefore well placed to build CCCM response measures in partnerships with local and national partners. By offering the DTM to CCCM national counterparts, the responsible national government's abilities to access accurate, up to date information on the conditions in camps is augmented and their ability to provide protection and services in these camps is enhanced. The DTM has thus far proven to be a flexible tool, with successful adaptations in use in a variety of country contexts.

## VOICES AND CASES FROM THE FIELD

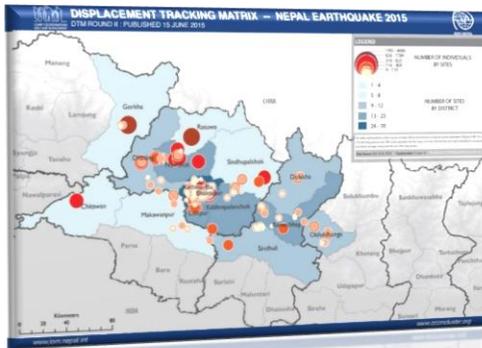


As the earthquake of 7.8 M and 7.3 M hit Nepal on 25<sup>th</sup> April and 12<sup>th</sup> May 2015 respectively, 8 million Nepalese people got affected. Approximately 784,000 houses were either destroyed or damaged due to the tremble and the same number of households got displaced as a result. The same number of households got displaced from their homes. With all their belongings and food supplies under rubble, landslides threatening further damage to life and property and livelihoods being destroyed, they had nowhere to go but in the temporary settlements near or far from the place of origin along with the rest of the community. Internally displaced populations started to create the shelters that they could salvage from their destroyed property, which would solve their shelter issue for a while but with the monsoon approaching, a larger threat was looming around. Their living conditions were getting grim with a lack of basic supplies such as food, water, shelter, toilets, and protection, etc. At the same time, humanitarian organizations from all over the world were flooding into Nepal to provide assistance to the earthquake-affected people.

At the emergency phase with chaos all around, the relief supply was not coordinated properly. In order to facilitate the coordination and avoid duplication of relief efforts, IOM, as co-lead of the CCCM cluster, started tracking the displaced population in camp-like settings and understanding their needs through DTM. The information later collected was then forwarded to the coordinated relief efforts. The result was that different expertise worked collectively to uplift the collaboration with DDRC and Local Peace Committees in districts to identify the camp-like settings and in such



humanitarian agencies and on that basis those agencies synergistic as they avoided the duplication and standard of living of those living at the site. IOM conducted the field assessment in 14 highly affected areas to understand the needs and gaps of those people residing at the sites. IOM maintained the roster of organizations and individuals working in the districts and later disseminated it to the stakeholders.



IOM also conducted CCCM cluster coordination meetings at the central level as well as at the district level. These meetings provided the platform for agencies working in the field to update on the situations, challenges they faced, what to expect next, and whom to share work with. Some agencies worked on improving the shelter at the sites, some improved drainage, WASH facilities, and some worked on educating residents in protection issues and resolving livelihood issues. This kind of coordination helped site residents improve their living conditions drastically. As the DTM site assessment round progressed, humanitarian agencies started relying on DTM information to provide the assistance at sites. With the CCCM website, IOM shared all the relevant information with all concerned in assisting IDPs. All DTM data can be accessed online at: <http://cccmnepal.org/> and [www.tinyurl.com/nepalDTM](http://www.tinyurl.com/nepalDTM)

## coordination and information management | 90 or 120 minutes

The overall aim of this chapter is to enhance the understanding of the main characteristics of effective coordination and information management between and within relocation sites.

### Learning Objectives

By the end of this session, participants will:

- Describe how effective coordination can contribute to raising standards in camps, upholding the dignity and rights of the displaced. [SEP]
- Appreciate the importance of effective coordination and information management in a camp. [SEP]
- Identify actors to liaise with for coordination and information management purposes. [SEP]
- Discuss the challenges of effective coordination. [SEP]
- Analyse tools for information collecting in camp management. [SEP]

### Key Messages

- In CCCM the aim is to raise the standard of living for the camp population and ensure full and equal access to their basic human rights.
- Coordination facilitates the identification of gaps in service delivery and the raising of standards in a displacement site.
- Effective coordination contributes to upholding the dignity and rights of the displaced.
- Coordination relies on relevant and up-to-date information and information management.
- Effective coordination relies on the involvement of all relevant actors, including the affected population.
- Successful coordination is dependent on attitudes, skills, and competences, including active listening, good leadership, clear and transparent communication, and an ability to reach agreements.

activity	timing	description	tools	preparations
1 Definition of coordination	10 mins	Explore the concept of coordination and establish its definition comparing it with the ideas from the participants on the same concept.	tool 23 "definition of coordination"	<ul style="list-style-type: none"> <li>- Prepare flipcharts (or PPT) for the objectives</li> <li>- Prepare copies of tools for participants</li> </ul>
2 The coordination house	30 mins	Explore the process of coordination based on a group activity where different actors with different roles are involved in the "building of a coordination house".	tool 24 "coordination house"	<ul style="list-style-type: none"> <li>- Prepare envelopes with the tangram pieces for the groups from tool 24 "coordination house"</li> <li>- Prepare copies of tools for participants</li> </ul>
3 The coordination house, discussion and reflection	20 mins	Debrief on the previous activity, reflecting and discussing several aspects and behaviours that took part of the activity regarding coordination.	tool 24 "coordination house"	<ul style="list-style-type: none"> <li>- Prepare copies of tools for participants</li> </ul>
4 Information and coordination cycle (optional)	30	Establish the information and coordination cycle during a group activity, understanding every step of the cycle and the questions that lead into the following step.	tool 25 "information and coordination cycle" tool 26 "information about what?"	<ul style="list-style-type: none"> <li>- Prepare enough copies of tool 25 "information and coordination cycle" for the activity group.</li> <li>- Prepare copies of tools for participants</li> </ul>
5 Data collection	25	Understand the DTM Nepal data collection form and the information management flow.	Tool 27 "data collection form" Tool 28 "information management flow"	<ul style="list-style-type: none"> <li>- Prepare copies of tools for participants</li> </ul>

6 Wrap-up	5 mins	Revision of objectives.		- Prepare flipcharts (or PPT) for the objectives
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## Activity 1

### Definition of coordination

- Show the flipchart paper (or project PPT slide) with the objectives for this session.
- Read aloud the training objectives, or ask one of the participants to read it. Clarify any questions.
- Ask participants to brainstorm in pairs “what is coordination?”
- Underscore need to share up to date, relevant, accurate information. Note that while analysis of data is important, it needs to be shared. When used in joint planning, need to note limitations in response capacities.
- Ask what makes coordination effective? Note answers on flip chart.
- Compare the answers given by the participants with the definition of coordination included in **tool 23 “definition of coordination”**.

## Activity 2

### The coordination house

- Form groups of eight, each with 7 participants and one observer.
- Provide each group with an envelope, which contains a number of tangram (tool) puzzle pieces, from **tool 24 “coordination house”**. Put a different numbers of pieces in each envelope. Ensure that there are enough sets, so each group can build a full house.
- In plenary brief all as follows:
  - Each group will have one envelope containing puzzle pieces – the number of pieces will vary from envelope to envelope (from **tool 24 “coordination house”**).
  - No one may communicate verbally or in writing, but eye contact and sign language can be used.



### Objectives

Describe how effective coordination can contribute to raising standards in camps, upholding the dignity and rights of the displaced.

Appreciate the importance of effective coordination and information management in a camp.

Identify actors to liaise with for coordination and information management purposes.

Discuss the challenges of effective coordination.

Analyse tools for information collecting in camp management

### Tool 23 “definition of coordination”

“Coordination is a process of sharing information and planning together in pursuit of mutual and agreed upon goals.”

Camp Management Toolkit, 2010, page 64

tool 23 definition of coordination



- No one may take away ('steal') a piece, but pieces can be voluntarily given away or traded in between groups. [SEP]
  - The task is finished when a group has built a complete house; [SEP]
  - There are 10 minutes to complete the task. [SEP]
  - Brief the observers separately. Their task is to watch, note and then facilitate group discussion at the end, feeding back their observations. They should focus on positive aspects before negative, and encourage people to discuss their own behaviour. [SEP] Encourage the observers to make notes on the points below and anything else significant about the group's behaviour - Watch hands and eyes, what people are feeling and how they express their feelings.
- Look out for the following – how willing are people to share, when does the group start to cooperate, does anyone hide their pieces, does anyone keep a lot of pieces, does anyone give away all their pieces, what happens? [SEP]

### Activity 3

#### The coordination house, discussion and reflection

- Once a group has completed their house, have all members sit beside their circle and debrief the exercise in plenary.
- Questions, for discussion within the group:
  - Which factors contributed to reaching the objective? [SEP]
  - How were responsibilities shared? [SEP]
  - What were some of the personal skills required? [SEP]
  - What does the game tell us? [SEP]

The plenary discussion is a good opportunity for reflection and learning. Do not rush it, issues that may come up may include: [SEP]

- How we behave in groups; [SEP]
- Nonverbal communication; [SEP]

#### Tool 24 "coordination house"



shapes to use to  
build the house

tool 2.4 coordination house



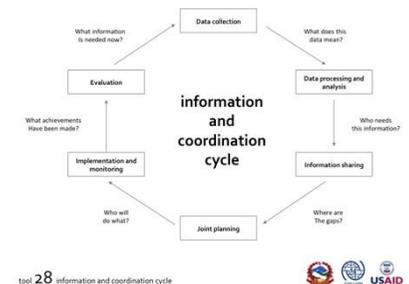
- Thoughts and opinions about coordination systems/structure or reporting lines.
- Conclude the activity by emphasizing the key components for effective coordination (a common goal, defined roles and responsibilities, mechanisms for information collection and sharing)
- Allow a few moments for quiet reflection with each person noting down what they have experienced and learned before moving on to next exercise.

## Activity 4 (optional)

### Information and coordination cycle

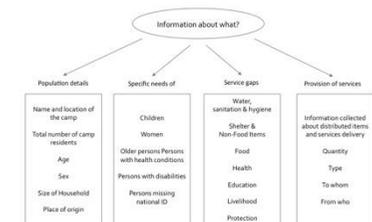
- Explain to the participants that this activity will explore the cycle behind effective coordination and information management.
- Follow the steps below on how to run this activity:
  - Divide participants into small groups.
  - Provide small groups with pre-prepared cards. Each group should contain a set of 18 individual cards to make the information and coordination cycle (from **tool 25 “information and coordination cycle”**)
  - Ask each group to arrange the cards in a cycle following a logical order of steps. What’s the central question to ask at each step?
  - Instruct them to begin with the card Data Collection.
  - Allow 5mins’.
  - Circulate to support and guide.
- Debrief the order in plenary by asking the participants how they have arranged the cards.
- Project or share the **tool 25 “information and coordination cycle”**.
- Discuss each step around the cycle.

Tool 25 “information and coordination cycle”



- Take any questions.
- Explain to the participants that central to the camp management role is setting up and monitoring coordination mechanisms to ensure effective information sharing and joint planning.
- Ask the group if anyone can give an example of a coordination mechanism or tool. Take suggestions, and complete if necessary the list of coordination mechanisms or tools (see background information).
- Linking it to the data collection step in the information and coordination cycle, ask participants to brainstorm which information they would want to collect in a camp.
- Collect and list participants comments. Topics produced could be clustered into sub categories as:
  - Population details
  - Specific needs
  - Service gaps
  - Distribution and service delivery
- Debrief showing and sharing **tool 26 “information about what?”**. Clarify any questions.

**Tool 26 “information about what?”**



tool 26 information about what?



## Activity 5

### Data collection

- Explain that in case of displacement with the population living in camps, it is very important to provide assistance and protection to the residents in the camp and monitor the situation.
- Mention that the Displacement Tracking Matrix allows establishing the profile of a camp by analysing its main characteristics and the assistance and protection provided within it.
- Ask participants to gather in groups as in the previous group work.
- Explain that they should make a list of information that should be collected within the camp to establish its profile.

Allocate time to complete the exercise.

- Once done, ask groups to present their reflections.
- Share **tool 27 “DTM Nepal data collection form”** - distribute one copy to all participants.
- Go through the DTM data collection form together with participants.
- Remind the group that the DTM is a multi-sectorial assessment and analysis tool used to monitor the situation in camps during the emergency. DTM assessments should be conducted as frequently as possible to analyse information collected over time, to give an indication of changes in the conditions of the camp and the needs of the displaced population.
- Explain the DTM process by mentioning that the DTM Assessment Cycle, includes frequent data collection allowing analysis of the changing conditions at the camp over time and finally generation of a report produced by the DTM Database highlighting how they can be used directly to assist in coordination and programme implementation.
- Introduce and share **tool 28 “information management flow”** as a way to conclude the session, linking it with the need of collecting information (“why?” do we collect information?). Explain that effective collection of information and its management together with proper coordination facilitates the identification of gaps in service delivery informing the process of improvement of life conditions of the displaced population in the camp.

## Activity 6

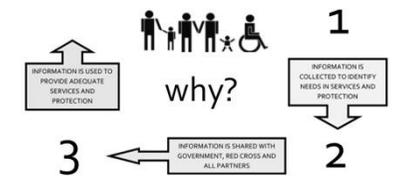
### Wrap-up

- Close the session by reviewing the objectives.

### Tool 27 “DTM Nepal data collection form”

tool 27 DTM Nepal data collection form page 01

### Tool 28 “information management flow”



tool 28 information management flow



minimum standards **06**



## minimum standards | background information

The design, consolidation and improvements to camps, should always be in line with international standards in order to ensure a safe, secure and healthy environment. Although a various number of standards are applied in Camp Management, most actors use a common benchmark to support planning and design of camps. One of the most common standards, the Sphere Project Handbook has become a key reference used by international and national humanitarian actors.

Sphere Standards were developed by a group of NGOs and the Red Cross and Red Crescent movements as a consequence of the lessons learned in Rwanda 1994. Following the increased challenges in providing humanitarian support, the Sphere project was initiated in 1997 with the aim to improve effectiveness and accountability in assistance to people affected by disaster – including natural disasters, conflict, and complex emergencies in both rural and urban environments.

As a result, the Sphere Handbook evolved with its first edition in year 2000. The latest Sphere Handbook edition came out in 2011. The aim of the handbook is to improve performance, and thus lead directly and significantly to reducing the numbers of lives lost and alleviating suffering amongst affected populations. The Sphere Handbook 2011 states “all possible steps should be taken to alleviate human suffering arising out of calamity and conflict (...) and those affected by disaster have a right to life with dignity and therefore a right to assistance”.

The sphere handbook is guided by four Protection principles from the Sphere Handbook 2011 aimed at the provision of protection and assistance to the displaced population.

These are:

- Do no harm as a result of your actions;
- Ensure that persons have access to impartial assistance;
- Protection of persons from physical and psychological harm due to violence/coercion;
- Assist with rights claims, access to remedies and recovery from abuse.

The Sphere Standards were developed, and agreed upon, by consensus based on best practices in humanitarian response from around the world. The standards are further based on the principle that all people affected by disaster or conflict have a right to life with dignity – thus the right to assistance and protection to

ensure life with dignity – based on international humanitarian law, human rights and refugee law. This implies the provision of an adequate standard of living – including adequate food, water, clothing, shelter and the basic requirements for good health, safety and security – in particular for vulnerable groups and persons with specific needs.

The right to life with dignity includes the right to life with an adequate overall standard of living and the freedom from inhumane or degrading treatment. Dignity entails physical well being, but also the respect towards the values, beliefs and freedoms of the affected population (also referred to as a community).

The Sphere Standards mark a measurable – qualified and/or quantified – expression of the right to life with dignity, providing guidance on minimum levels of assistance. Standards also address issues related to individuals with specific needs who might be faced with increased vulnerabilities, for example children, women, older persons, and persons with health conditions and/or disabilities.

The Sphere Standards apply to all phases of an emergency: disaster preparedness, response and early recovery. In some situations, standards cannot be met for different reasons, such as limited access to the displaced population and/or inadequate resources available for the response. Although full compliance to Sphere Standards is not always possible, these standards provide a benchmark for the application of national standards, when applicable, and serve as guidance to ensure that assistance is delivered to the best of the capacity presented in the situation.

## International standards in Camp Management

In Camp Management, international standards are used in the three phases of the camp life cycle: set-up, care and maintenance, and closure and durable solutions. Application of standards in camp management aims to increase the quality of life, by increasing and maintaining standards for the displaced population living in the camp.

Examples of standards applied in Camp Management include, but are not limited to the following:

- Site assessment, site selection and camp planning and design – for safety, security and a healthy environment - example: the site should provide enough area to accommodate the number of affected population, based on the minimum standard (4,5m<sup>2</sup> per person);
- On-going care and maintenance of the site across sectors, and monitoring overall protection and assistance provided in the response – to ensure that the human rights of the displaced population are upheld and that social, cultural and economic rights are met – example: monitor if enough food is distributed to the affected population; monitor the number of security incidents in the relocation site;
- Promoting participation and community involvement – example: ensure that the camp committee is functioning, and that all groups are represented in it;

- For data collection, gap identification and coordination – ensure that registration of affected population is made based on standardized forms;

The Government has the primary role and responsibility in promoting good practice in a given humanitarian response. Nevertheless, it is essential to involve all stakeholders at national, regional and local levels – including the displaced population and host community – as well as technical experts when necessary.

The overall aim of the chapter is to enhance understanding of the practical applications of Sphere Minimum Standards in Camp Management.

## Learning Objectives

By the end of this session, participants will:

- Identify the technical standards relating to camp/collective centre site/structure selection
- Discuss Sphere as the main source of technical standards used in CM
- Distinguish between Sphere's Humanitarian Charter, Protection Principles, standards, indicators and guidance notes

## Key Messages

- Camps and camp-like settings exist for the provision of assistance and protection to the displaced communities. The initial decision is whether or not those are the most appropriate transitional options for the displaced population.
- The priority of any camp or camp-like setting is to ensure a safe, secure and healthy environment that is efficient to manage, supports community participation and provides access to basic human rights.
- Camps or camp-like settings' location, size, design and duration of existence are context- specific. The CM team shall be involved in site/ structure selection, but in reality a large number of displaced settings are self-settled.
- Camp closure and durable solutions shall be planned from the very beginning of a camp/ collective centre operation.
- It is essential to involve all stakeholders (national authorities, other sectors, the host community and camp residents) as well as technical settlement planners in selecting sites and designing settlements to ensure ownership and appropriate living conditions. National authorities shall determine housing, land and property issues prior to any CCCM action.

- The duration of a site is often unpredictable, camps and camp-like settings often last longer than initially planned. The design must take into consideration possible future scenarios (such as population growth), repairs and upgrades, supplies of sustainable resources and durable solutions. Potential consolidation and exit strategies should be planned for at the setup stage.

activity	timing	description	tools	preparations
1 Disaster news flash	15 mins	Explore the concept of the right to life with dignity as the foundation for the use of standards in humanitarian assistance.	tool 05 "cm house" tool 29 "disaster update"	- Prepare flipcharts (or PPT) for the objectives - Prepare copies of tools for participants
2 Minimum standards and its role	30 mins	Understand what are standards, what are they used for, and where they come from. Explore the Sphere Handbook, its main structure and elements.	tool 30 "standards are..." tool 31 "we need standards for..." tool 32 "standards are used for..." tool 33 "introducing the sphere handbook 2011 edition" tool 34 "sphere handbook" tool 35 "minimum standards and indicators – camp layout"	- Prepare copies of tools for participants - Prepare the projection of videos (if possible)
3 Minimum standards in practice	10 mins	Explore the application of some minimum standards using the tool 36 "minimum standards and practice   site selection and planning".	tool 36 "minimum standards and practice   site selection and planning"	- Prepare flipcharts (or PPT) for the objectives
4 Wrap-up	5 mins	Revision of objectives.		- Prepare flipcharts (or PPT) for the objectives



## Activity 1

### Disaster news flash

- Show the flipchart paper (or project PPT slide) with the objectives for this session.
- Read aloud the training objectives, or ask one of the participants to read it. Clarify any questions.
- Show to the participants the image of the camp management house from **tool 05 “cm house”**. Remind the group about the main concepts of the symbol.
- Emphasize that international standards are one of the key foundation blocks for camp management – equally positioned with the International legal framework. Explain that we use standards to ensure that, while providing assistance and protection to the displaced population, we uphold the rights of the displaced (and offer a dignified life to all in a camp setting during displacement).
- Add that in this session the group will discuss international standards and why these are critical in delivering assistance and protection to the displaced population within the framework of camp management.
- Divide the participants into groups (per table).
- Distribute **tool 29 “disaster update”**.
- Inform the groups that this information was just received. Read aloud the card:

*“Following an emergency there are 500 people self-settled in a field. It has been observed that a few children are suffering from diarrhea. In a nearby school there are two toilets.”*

- Explain to the groups that they will need to answer the questions on the back of the card.
- Read with the participants the three questions:
  - How many toilets should be constructed?
  - How much water is needed in the first 24 hours?
  - Which type of items and in what quantity do we need to deliver to support the newly displaced community?



### Objectives

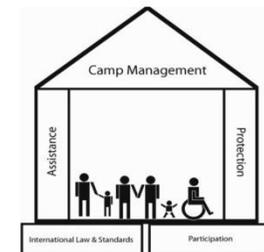
Identify the technical standards relating to camp/collective centre site/structure selection

Discuss Sphere as the main source of technical standards used in CM

Distinguish between Sphere’s Humanitarian Charter, Protection Principles, standards, indicators and guidance notes

Describe the impact camp site selection can have on the life of the residents

### Tool 05 “cm house”



tool 05 camp management house



### Tool 29 “disaster update”

Situation:

“Following an emergency 500 people have been relocated and settled in a field. It has been observed that few children suffer from diahorrea. In the nearby school there are two toilets available.”

tool 29 disaster update



- Facilitate the debriefing in plenary.
- Using a flipchart paper, take note of each group answers, and review the different responses proposed by each group.
- Emphasize that life with dignity includes the right to life with an adequate standard of living and respect for values and beliefs. In order to ensure that every person enjoys their right to life with dignity, it is important to have a common understanding of adequate standards of living, meaning minimum levels of assistance and protection are needed.
- Ask the participants:
  - What does a minimum level of assistance mean to them?
  - How much food does a person need?
  - How much water does a person need?
  - How many people can stay in one tent?
- Explain to the group that these are difficult questions to answer; different people have different ideas about what they need, want and have a right to. To help us provide minimum levels of assistance in times of disaster, Sphere standards are the leading set of globally recognized and agreed upon standards used by the humanitarian community and State actors at this time.

## Activity 2

### Minimum standards and its role

- Ask the participants, what are standards? What are standards in the broadest sense?

Promote discussion in plenary, bringing up words and associations – conclude with, standards are levels, goals, measurements, a common framework, an agreed upon language.

- Ask the participant, what are standards in relation to camps?
- Promote discussion in plenary, concluding that standards in relation to camps are a way to plan, monitor and evaluate

the work we do to ensure life with dignity to camp populations. Standards are the physical manifestation of rights in relation to food, shelter, water and other services. They are our benchmarks.

- Share **tool 30 “standards are...”** with the participants, and review each point together with them.
- Ask the participants, why do we need standards?
- Share **tool 31 “we need standards for...”** with the participants, and review each point together with them.

*Equity - Using standards can help to reduce conflict between the camps and people by ensuring suitable delivery of service*

*Accountability - refers to the accountability of assistance providers to the affected population. The concept promotes the idea of informing people of their rights and introducing mechanisms for camp residents to hold the providers to account (normally a fairly novel concept both for governments and NGOs!)*

*Advocacy - standards represent international agreement on assistance rights and therefore provide a useful platform from which to advocate for additional resources as well as mechanisms for the protection of people’s rights*

*Measure performance - standards provide the benchmark to measure the performance of both individuals and organisations. In turn this should lead to greater quality in the provision of assistance and protection*

*Rationalise resource use - In the same way as standards are an effective tool for planning, they provide useful guidance on where and how we should use resources. For example if a shelter can be built using environmentally, economically and culturally sound resources then this provides a useful argument not to use inappropriate materials*

*Facilitate coordination - The international standards provide a common language as well as highlighting what needs to be done*

*Promote participation - The international standards argue for the participation of affected people as well as providing useful guidance on how this might be done*

*Inform procedures - the standards not only tell us what should be done, they also provide useful information on HOW it should be done, and emphasizes the inter-relatedness of the other sectors*

*Avoid causing further harm - ‘Do No Harm’ approach to prevent and minimize any negative effects of an intervention which may increase beneficiary’s vulnerability to both physical and psychosocial risks. Ultimately, standards aim to preserve the right to life with dignity.*

Add that we need standards to plan, monitor and evaluate the work we do to ensure life with dignity to camp populations. Standards are the physical manifestation of rights in relation to food, shelter, water and other services.

### Tool 30 “standards are...”

Standards are...

- Guidelines for minimum acceptable levels or conditions
- Benchmarks for measuring progress
- A common, agreed upon ‘language’
- Goals to guide planning
- A measure for evaluation
- The physical manifestation of a right

tool 30 standards are...



### Tool 31 “we need standards for...”

We need standards for...

- Equity
- Promoting gender equality in a culturally accepted manner
- Accountability
- Advocacy
- Measure performance
- Rationalize resource use
- Facilitate coordination
- Promote participation
- Inform procedures/policies
- Critical planning phase
- Avoid causing further harm

tool 31 we need standards for...



Explain that standards are important for all the reasons mentioned in **tool 31 “we need standards for...”** as well as providing a common language for planning the site. Most humanitarian agencies regularly use standards and indicators in the design and implementation of their programmes and these can provide a way of governments coordinating with the agencies.

- Ask the participants, what are standards used for?
- Share **tool 32 “standards are used for...”** with the participants, and review each point together with them.

State that this is very context specific but standards apply to all phases of the life cycle and play a critical role in all 3 phases

- Ask the participants, where do standards come from?
- Explain that Sphere will be the main reference for the session. Acknowledge that many agencies have valid standards of their own, however using a common benchmark will considerably aid planning and design, when working with various actors in complex settings.

To help us provide minimum levels of assistance in times of disaster, Sphere standards are the leading set of globally recognized and agreed upon standards used by the humanitarian community and State actors at this time.

The Sphere standards were developed by various humanitarian actors, to be used in all situations of emergency response around the world. Sphere standards are important to ensure that assistance and protection are provided, respecting minimum levels while upholding universal human rights. .

- Explain that one of the most common standards, the Sphere Project Handbook has become a key reference used by international and national humanitarian actors.

Sphere Standards were developed by a group of NGOs and the Red Cross and Red Crescent movements as a consequence of the lessons learned in Rwanda 1994. Following the increased challenges in providing humanitarian support, the Sphere project was initiated in 1997 with the aim to improve effectiveness and accountability in assistance to people affected by disaster – including natural disasters, conflict, and complex emergencies in both rural and urban environments.

As a result, the Sphere Handbook evolved with its first edition in year 2000. The latest Sphere Handbook edition came out in 2011. The aim of the handbook is to improve performance, and thus lead directly and significantly to reducing

### Tool 32 “standards are used for...”

Standards are used for...

- Site/structure selection
- Structure and site assessment (planning/design or refurbishment/design)
- On-going care and maintenance
- Monitoring overall protection and assistance
- Promoting community participation
- Data collection, gap identification and coordination
- Contingency planning (preparedness)

tool 32 standards are used for...



the numbers of lives lost and alleviating suffering amongst affected populations. The Sphere Handbook 2011 states “all possible steps should be taken to alleviate human suffering arising out of calamity and conflict (...) and those affected by disaster have a right to life with dignity and therefore a right to assistance”.

- Project the video **tool 33 “introducing the sphere handbook 2011 edition”** with the participants. (project the video if possible – consider also that the video has a length of 10 minutes)
- Share **tool 34 “sphere handbook”** with the participants and review the tool together with the participants.

(page 1 of tool 33 “sphere handbook”)

The 2 core beliefs and 6 core standards, which are the essential platform for the Handbook. Explain that the core beliefs in Sphere are rooted in international law.

Explain that the Handbook has changed over the years. Included in the tool is the current structure.

(page 2 of tool 33 “sphere handbook”)

Review the text together with the participants – ask for volunteers to read it out loud.

(page 3 of tool 33 “sphere handbook”)

Explain that standards express the rights of people whereas the indicators are context specific and should be used in conjunction with guidance notes. Indicators are ways of measuring whether or not the standards have been achieved.

- Project the video **tool 35 “minimum standards and indicators – camp layout”** with the participants. (project the video if possible - please refer that this video has been developed in Namibia, under the context of a similar capacity building project in the country)
- Clarify any questions that might arise.
- In plenary, ask the participants to reflect on the application of Sphere standards in Nepal. Are Sphere standards being applied and met? Are there enough tents? Does the camps site have a sufficient number of pit latrines and washing facilities for its population? What is the quality of the facilities? Promote discussion and clarify any questions.
- End the activity by underlining that the Sphere is an essential tool for ensuring that a displaced population has adequate access to protection and assistance, access to a right to life with dignity during displacement, and a respectable quality of life during displacement. Everyone is responsible for contributing to the application of minimum

### Tool 33 “introducing the sphere handbook 2011 edition”



### Tool 34 “sphere handbook”



### Tool 35 “minimum standards and indicators – camp layout”



standards in a site setting – contributing to ensuring that the right to life with dignity is respected during displacement. If standards are not met, it is necessary to take action to identify gaps and solve issues.

### Activity 3

#### Minimum standards in practice

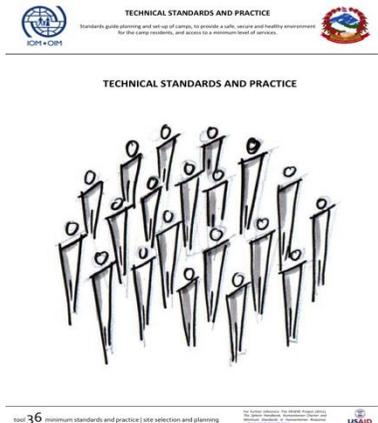
- Share **tool 36 “minimum standards and practice | site selection and planning”** with the participants.
- Explain that this tool provides and illustrates some guidance regarding site selection and planning and the use of minimum standards in practice.
- Divide the participants into 8 groups (1 per page of the tool), and ask each group to go through their page. Each group has to nominate a speaker. Allow time for the group to review their page of the tool. Once this is done, each group will present their page of **tool 36 “minimum standards and practice | site selection and planning”** to the rest of the participants, explaining the different elements included and its relevancy.
- Correct and complete the presentations of all the groups if necessary, and take questions.
- Explain that this will link with the next session where site planning and set-up will be approached in more detail.

### Activity 4

#### Wrap-up

- Close the session by reviewing the objectives.

#### Tool 36 “minimum standards and practice | site selection and planning”





camp life cycle | set up **07**



## camp life cycle | set up | background information

Each phase of the camp life cycle has its characteristics and challenges. The set up, care and maintenance, and durable solutions and closure of a camp are closely connected to one another.

Establishing a camp should be considered as an option of last resort and only when no other solution for temporary shelter exists. If however IDPs do require temporary shelter, the life cycle of a camp can be divided into three phases:

- Planning and set-up
- Care and maintenance
- Durable solutions and closure

### Set up phase:

The selection and layout of temporary camps/sites can significantly impact the health and future livelihood options of the displaced. Site selection and site layout is usually based on the availability of land and a risk analysis. The risk analysis, should also give consideration to the impact on the IDPs livelihoods. Planning must accommodate the specific needs and vulnerabilities of the IDPs that may be pre-existing or exacerbated during displacement.

There are different types of camps/sites: self-settled and planned sites.

#### **Self-settled Relocation Sites**

IDPs may relocate independently from the authorities or Government partners and settle where it is assumed to be safe. Self-settled relocation sites occur spontaneously, often on communal land or unclaimed urban land or properties. This is one of the most common types of camps.

#### **Planned Temporary Sites**

Planned or official relocation camps offer better infrastructure and services, as well as improved protection. Essential services like water, sanitation facilities, education and health care should ideally be provided according to local customs, and attempt to reach the highest standard possible. Sphere offers good guidance and technical indicators for shelter and WASH interventions. There is no single, ideal 'recipe' for camp closure.

## Site selection and planning

The first step in the site selection, planning and set up phase is to find the physical location for the camp or site. The site needs to be safe from hazards and appropriate for human habitation and all legal issues associated with land ownership and usage, must be identified and understood before being declared fit for temporary human inhabitation.

The following criteria for site selection should be considered:

### Security

- Natural and man-made hazards. Example: Existence of industrial areas in the proximities of the site. [L] [SEP]
- Extreme climatic conditions. Example: Site at risk of flooding, high winds or any other environmental risks to be avoided. [L] [SEP]
- Environmental and health conditions. Example: Health risk typical for the area to be assessed, e.g. malaria zones and cholera risk. [L] [SEP]
- Proximity to sensitive areas (current or formal conflict areas). Example: Camp to be situated at least 50 km from front line of a conflict/ disputed territory, or any other hazards. [L] [SEP]
- Existence of evacuation route. [L] [SEP]

### Accessibility [L] [SEP]

- Camps to be easily accessible in all seasons. [L] [SEP]
- Ensure the mobility of the displaced population, supply of goods/ services, access to basic services in the surroundings. Examples: [L] [SEP] hospital, market, school. [L] [SEP]
- Consider access to livelihoods.

### Land availability and topographic and soil characteristics

- Minimum surface area: 35-40 m<sup>2</sup> per person (Sphere standard).
- Possibility of expansion if needed.
- Consider the type of soil and ground used for the site.
- Consider the topography and ground conditions (particularly associated with the seasons) – a gentle terrain slope of 1 to 5 % is suggested.
- Consider establishing a cooperative relationship with the host community and host community members.

### **Access to resources, water and fuel**

- The availability of water is one of the most important criteria when selecting a site. <sup>[L]</sup><sub>[SEP]</sub>
- Water needs to be available in sufficient quantity in all seasons, taking into consideration the level of water during the dry season, as well as the basic needs of the displaced population (calculated as 7.5-15 liters per person per day). <sup>[L]</sup><sub>[SEP]</sub>
- The quantity of wood, as the main source for cooking and heating, needs to be considered (calculated as 0.6-2.8 kg per person per day), meeting cultural norms, and impact to the local environmental as best as possible. <sup>[L]</sup><sub>[SEP]</sub>
- The way the wood harvesting is organized should also be planned. The lack of sufficient firewood near the camp tends to force the displaced population to walk longer distances, exposing them to risks of hazard. <sup>[L]</sup><sub>[SEP]</sub>
- Consider ensuring accessibility to facilities/infrastructure in the host community when needed. <sup>[L]</sup><sub>[SEP]</sub>

### **Environmental concerns** <sup>[L]</sup><sub>[SEP]</sub>

- The negative impact of the establishment of a camp on the local environment is crucial to account for – in particular for the subsequent phases of the camp life cycle (including closure and rehabilitation of the site back to its normal land use and quality). <sup>[L]</sup><sub>[SEP]</sub>
- Disposal of solid waste needs to be carried out properly, designating garbage and latrine pits within the camp or off-site.

Important to remember is that the key responsibility for site identification lies with the government, and leading Camp Management actors as appropriate. Negotiations must include relevant stakeholders, community leaders as well as IDPs themselves and the host community members. Land allocation and

property rights need to be taken into account, depending on the specific situation. Site selection can only be considered in the context of a temporary settlement strategy, which needs to be understood and agreed to at the national level. As a preparatory measure, permanent relocation sites can be identified in areas of high risk of reoccurring displacement – often linked to reoccurrence of natural disasters. Site selection can have a significant impact on the lives of the displaced population and the host communities during the entire phase of displacement, as well as impacting the rate of early recovery success and the durable solution options. Site selection needs to use a multi-sectorial approach, assuring security, protection, health, safety and the well being of the displaced and host community residents – ensuring that sustainable assistance and protection is provided to the displaced population.

## Standards for camp layout

The next step, after selecting the relocation site is to plan for the lay-out of the camp. Technical expertise might be required to ensure that standards and minimum levels of quality are accounted for when laying the foundation for the camp. Reference to and the application of international standards, such as Sphere, is essential. Standards are universal and represent the concrete expression and realization of human rights in Camp Management.

It is not always possible to meet standards due to various context/field-specific reasons. If this is the case, the reasons and ways to address gaps needs to be noted for follow-up. All relevant stakeholders and actors that have a role in responding to the emergency need to work collaboratively to identify the gaps in resources needed and to prioritize a coordinated approach that also includes the displaced population and the host community members.

As recommended in the Sphere Project Handbook 2011, the planning of the camp should include the following – to the best of abilities and resources:

### Shelter

- Covered floor area: 3,5 m<sup>2</sup> per person.
- Keep minimum 2 meters between shelters to reduce risk of fire. <sup>[1]</sup><sub>[SEP]</sub>

### Drainage <sup>[1]</sup><sub>[SEP]</sub>

- The site gradient should not exceed 5 %, unless extensive drainage and erosion control measures are taken, or be less than 1 % to provide for adequate drainage. <sup>[1]</sup><sub>[SEP]</sub>
- The lowest point of the site should be not less than three metres above the estimated maximum level of the water table. <sup>[1]</sup><sub>[SEP]</sub>

### **Water points**

- One water tap per 250 people -Maximum distance from shelters: 500 meters.
- One hand pump per 500 people.
- One open well per 400 people
- Latrines - one per 20 people - maximum distance from shelters: 50 meters.

### **Refuse Disposal**

- 100 litres capacity.
- Not more than 100 meters from shelters.

### **Community buildings**

- Health care facility.
- School/education point.
- Distribution points.
- Administrative centre/Reception and registration point.

### **Roads, Pathways, fire breaks**

- When possible the main road should have some lighting during the night. Use of solar powered panels can be considered if electricity is not afforded or available.
- For safety, security and protection reasons, public roads cutting across the relocation site should be avoided to the extent possible.

### **Communal, Commercial and Recreational areas** <sup>[1]</sup><sub>[SEP]</sub>

- Recreation fields.
- General meeting area. <sup>[1]</sup><sub>[SEP]</sub>
- Space for religious gathering. <sup>[1]</sup><sub>[SEP]</sub>
- Child friendly space or play ground. <sup>[1]</sup><sub>[SEP]</sub>

### **Agriculture and Livestock** <sup>[1]</sup><sub>[SEP]</sub>

- Additional land should be considered if the community has livestock or is engaged in agricultural activities.

### **Cultural and Social issues**

- Social and cultural considerations need to be taken into account while planning a camp. In this regard the involvement of the displaced community is essential.
- The layout should be culturally contextualized. To meet the needs of family and community structures/patterns as best as possible.

The site layout needs to take into consideration how to best support people with specific needs and increased vulnerabilities. Different initiatives can be undertaken to ensure that the camp ensures access to services and protection for these groups.

Based on the specific needs identified among the population living in the relocation site, the following should be undertaken:

- Construction and the designation of specific latrines (with appropriate water taps) for people with disabilities and/or older persons; <sup>[1]</sup><sub>[SEP]</sub>
- Provide protection sensitive shelters and sufficient space and privacy for children, pregnant women, breast-feeding mothers and female-headed households;
- Ensure lighting of communal areas, such as location for pit latrines, communal cooking areas if applicable and washing (and bathing) facilities; <sup>[1]</sup><sub>[SEP]</sub>
- Ensure that common facilities (health clinic, school, administration building, etc.) are easily accessible by all community members, even by those with limited mobility. <sup>[1]</sup><sub>[SEP]</sub>

## camp life cycle | set up | 120 minutes

The overall aim of the chapter is to enhance understanding of the key criteria of selection and planning of a relocation site in order to respect the basic needs and uphold the rights of the displaced population.

### Learning Objectives

By the end of this session, participants will:

- List the three phases of the camp life cycle.
- Name sources of international and national standards.
- Outline main criteria and standards for site selection and the planning of a camp.
- List infrastructure components for site planning.
- Reflect on how to apply the criteria and standards in the site selection and camp layout of process.

### Key Messages

The most appropriate location, size, and design of a camp are context specific.

- Camps often emerge as displaced people self-settle in an area of their choice.
- The duration of a camp is often unpredictable, thus the design should take into account a variety of possible future scenarios.
- The design and location of a camp will significantly shape the quality of life and degree of safety enjoyed by people living there.
- It is advisable to rely on the expertise of technical settlement planners - key stakeholders (including IDPs and members of the host community) should be consulted to the extent possible.

- Camp planning also applies to the improvement of spontaneous camps.

activity	timing	description	tools	preparations
1 Site selection and planning - introduction	40 mins	Explore the first phase of the camp life cycle – camp set up – together with the criteria for site selection for establishment of a camp, and the key elements to consider when planning and designing a camp.	tool 06 “camp life cycle” tool 37 “papers in the bag”	- Prepare flipcharts (or PPT) for the objectives - Prepare copies of tools for participants
2 Site selection and planning - exercise	75 mins	Development of an activity exploring in a practical way the selection process of a site where to establish a camp, followed by the process of designing and planning the camp.	tool 36 “minimum standards and practice site selection and planning” tool 38 “disaster scenario” tool 39 “sites available for selection” tool 36 “sample master camp for disaster scenario”	- Prepare copies of tools for participants
3 Wrap-up	5 mins	Revision of objectives.		- Prepare flipcharts (or PPT) for the objectives

## Activity 1

### Site selection and planning - introduction

- Show the flipchart paper (or project PPT slide) with the objectives for this session.
- Read aloud the training objectives, or ask one of the participants to read it. Clarify any questions.
- Start by showing the participants the symbol of **tool o6 "camp life cycle"** and remind the main components and key messages of the symbol.

Highlight links to previous modules.

- Explain that this session will focus on and analyze the first phase of the camp life cycle: the planning and set-up of a relocation site
- State that the group is going to reflect on the main criteria used for identifying, assessing and selecting a location to be used as a relocation site for internally displaced persons.
- Ask participants to brainstorm criteria and standards they have used/heard of/could imagine for site selection in six groups with mix of experience in each group.

Stress that all the participants need to actively contribute in the sharing of their ideas based on their direct experiences of either being displaced or participating in a Camp Management response in previous years.

Emphasize focus is on site, what goes on the site will be looked at later.

Take note of contributions using a flipchart paper, and discuss in plenary.

- Explain that the six groups will now move into an activity named "papers in the bag", based on the use of **tool 37 "papers in the bag"**.
- Start by asking the first question: What do we need to take into consideration when identifying a specific physical location to be used as a camp for a displaced population?

Give an example by answering the question: "I think that it is essential to make sure that the camp is not at risk of landslides or any other natural hazard."

### Objectives



List the three phases of the camp life cycle.

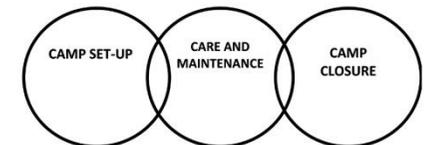
Name sources of international and national standards.

Outline main criteria and standards for site selection and the planning of a camp.

List infrastructure components for site planning.

Reflect on how to apply the criteria and standards in the site selection and camp layout of process.

### Tool o6 "camp life cycle"



tool O6 camp life cycle



Ask the group to explain the reason for your statement - why is it important to make sure that the camp is not at risk of landslides?

- Fold and place into a hat or bag the previously prepared papers included in **tool 37 “papers in the bag”**.
- Maintaining the six groups, ask one member from each group to select one piece of paper from the hat handed around. Instruct participants NOT to share or show what is written on their piece of paper with other participants from other groups.
- Ask the participant that took the papers to read to their group the heading on their respective piece, and to explain why they think it is important to consider that particular topic in the process of site selection.
- Ask the participants on each group to share ideas and considerations about the topic written on their piece of paper.
- Ask each group to nominate a speaker to explain in plenary to the remaining participants of the other groups the topic that was written on their paper, focusing on the criteria, and why it is important?

Take short questions/observations from other participants and trainers as you go along.

- Once all the topics and their content referred in the background information have been covered, Ask participants to imagine that a site has been selected and to discuss with their neighbor what is required in terms of infrastructure on this site to meet the needs and uphold the rights of the IDPs.

Take one new point from each pair and write up on a flipchart paper. Group ideas as needed. Continue until main points have come out. Aim to get participants thinking, not a complete list.

Please complete the answers. These should include household shelter, roads, paths, health care facilities, school, child friendly space, etc - see background information.

- Review outputs of work on site selection and site planning, pulling out key points arising and answering any final questions.

### Tool 37 “papers in the bag”

Safety/Security	Accessibility	Size
Availability of resources	Cultural and social Issues	Environmental concerns

tool 37 papers in the bag



## Activity 2

### Site selection and planning - exercise

- Explain that so far we have looked at criteria and standards for site selection and planning. The following step is to look at practice using an exercise.
- Distribute **tool 38 “disaster scenario”** to the participants.
- Ask one of the participants to read to the group the text included in the tool.
- Divide the participants into groups and explain that the task is to choose between the only two sites available (**tool 39 “sites available for selection”**) and that their choice should be based on Sphere indicators, and considering the disaster described in tool 38 “disaster scenario”. Participants may use **tool 36 “minimum standards and practice site selection and planning”** to assist them during the exercise.
- Distribute **tool 39 “sites available for selection”** to the groups.
- Give the participants enough time to complete the task. Circulate among the two groups and monitor the work to make sure it runs smoothly.
- Ask the participants to debrief their group work: Ask the participants which is the most appropriate site to establish a relocation site. Encourage a discussion in plenary.

The most suitable site from the two possibilities, for the establishment of a relocation site is site 02, due to the following:

*Site 02 has a 5% slope, which helps natural water drainage, and helps to create a functioning water drainage channels system. Its size is enough to accommodate the displaced population, and the existence of an extra plot allows the possibility for future expansion. The type of soil enables a safe construction of structures, such as latrines (construction in sand soils may lead to building collapse – site 01). Although there is no immediate water source in site 02, and water trucking would be needed during an initial period, there is a possibility to have a borehole. Firewood is available, as well as shade and vegetation. The host community is willing to welcome the displaced population, and to share their facilities with the new population. Although the existing road is not usable during the entire year its upgrade is advantageous and justifiable, due to the remaining characteristics of the site.*

#### Tool 38 “disaster scenario”

A landslide, due to heavy rains, has happened leading to displacement of population. There are a total number of 500 individuals affected in the region, and you have to select a location and plan a site that will accommodate the affected population.

Two possible new sites have been identified for a camp to be built to cope with the affected population. This is currently the only land available. Urgent action is required.

There will be a meeting later today to decide which site to choose. You will be advocating for the selection of the best site according to Sphere standards and the rights and needs of the IDPs and the host population.

tool 38 disaster scenario



#### Tool 36 “minimum standards and practice site selection and planning”



TECHNICAL STANDARDS AND PRACTICE



tool 36 minimum standards and practice site selection and planning

#### Tool 39 “sites available for selection”



**Location and topography:**  
The site is on a hillside next to a natural stream.  
Approximate size: 10,000 square meters.  
Type of soil: Sand.  
Vegetation: Sparse.

**Water source:**  
Water source: 100m below the surface and there is no spring.  
It is an artesian well.

**Vegetation and fuel:**  
Coconut trees provide shade, and there is a nearby plantation.  
Firewood is available in a distance of 100meters from the site.

**Infrastructure:**  
There is an existing access road to the site, leading to a main road. It is an all-weather road.  
There are small shops very close to the site. The people are not happy with the current site's standard of living.

tool 39 sites available for selection

SITE 01



- Explain to the participants that they are going to initiate a site planning process, regarding a relocation site that will accommodate 500 people, and applying the Sphere standards.
- Having as guidance **tool 36 “minimum standards and practice site selection and planning”** ask the participants to reflect on the process of planning a camp, and ask the group to indicate in a list the key standards to consider in the process of developing a camp master plan, along the four main sectors: WASH, SHELTER AND SETTLEMENT, FOOD SECURITY AND NUTRITION, and HEALTH.

A site master plan is a drawing map of the camp. The mapping includes the camp boundaries, infrastructures, facilities, services, and communal buildings. Zoning of specific areas should be included in the camp master plan, defining areas for the setup of tents, latrines, communal building, and other elements above mentioned. Internal roads, drainage system, and all physical elements involved in the planning of a camp should be reflected in the master plan. The development of the camp master plan should involve all sectors involved in the assistance to the displaced population.

- Ask the participants to include in their list the main standards from each sector, as well as the facilities that should be included in a camp master plan.

Allow time for the group to develop their reflections and list of key standards and facilities to include in the camp plan.

- After each group has completed their list distribute to each group a sheet of flipchart paper.
- Take away **tool 36 “minimum standards and practice site selection and planning”** from the groups and ask to each of the groups to design a master plan of a camp only taking in consideration their previous reflection and list of Standards and facilities to include in a camp master plan.

Allow time for the groups to develop their master plans.

- When finalized, review in plenary (picture gallery) the master plans: ask each group to present very briefly, highlighting a particular challenge they faced, and then ask for brief comments from trainers and other participants.

Give particular attention to the size of the camp, the number of shelters, the firebreaks, and the location and number of latrines. Reflect also on the location of washing facilities, the type of common facilities, the lay-out of the main road and the distribution points.

- Remind participants of what the session covered and pull out any key points, referring to SLC and flagging up moving onto next phase. After the group work is over, show **tool 36 “sample master camp for disaster scenario”** to the participants.

Tool 38 “sample master camp for disaster scenario”



Tool 38 Disaster scenario



### Activity 3

### Wrap-up

- Close the session by reviewing the objectives.



camp life cycle | care and maintenance

08

## camp life cycle | care and maintenance | background information



Each phase of the camp life cycle has its characteristics and challenges. The set up, care and maintenance, and durable solutions and closure of a camp are closely connected to one another.

Establishing a camp should be considered as an option of last resort and only when no other solution for temporary shelter exists. If however IDPs do require temporary shelter, the life cycle of a camp can be divided into three phases:

- Planning and set-up
- Care and maintenance
- Durable solutions and closure

### Care and maintenance phase:

The care and maintenance phase is often the longest and most difficult phase to manage. Frequently, it lasts longer than anticipated. It requires regular monitoring to track population changes and communal facility inspections to ensure that the camp is properly maintained and/ or upgraded to meet Sphere standards and the changing needs of the IDPs. For example, tents might need repairs, latrines and garbage pits will need to be emptied, rotated and/or decommissioned and general infrastructure like drainage and roads will need attention based on the seasons and weather patterns. Likewise, newly identified needs will arise with IDP population changes. New arrivals might require additional shelter materials, Non-Food Items (NFIs) and basic facilities and services. In addition, protection issues may require immediate and robust action by various actors in order to maintain the security and civilian nature of the camp. During this phase, CCCM responses should address potential environmental hazards such as flash flooding and drainage. The spread of diseases should also be closely followed.

Regular monitoring of the camp's state of repair will help to identify new gaps in assistance and protection concerns that need to be addressed. Monitoring includes systematic visits around camps, which entail making observations and interacting with the displaced population to gather information on the state of services and facilities in the camp. To monitor particular technical and social aspects of the camp, specific groups of persons need to be consulted. For example, for issues related to the security of women, it is necessary to consult with a diverse group of women (i.e. youth, older women, pregnant women, breast feeding mothers, female-headed households, etc.). Likewise, it is important to consult with the different actors involved in maintaining law, order and the security in the camp.

In order to ensure the best possible conditions for a dignified life during displacement, and in good camp management practice, it is important to, in a coordinated manner, regularly monitor and record how the site may be responding to general wear and tear and changes over time and how this is impacting the day to day life of its residents. In doing this, there will be a greater understanding of the activities that are being carried, but also allow Camp Management actors to identify issues and gaps in assistance and protection that needs to be addressed. A whole range of Camp Management actors will be involved in the coordination of care and maintenance activities – based on roles and responsibilities.

In the care and maintenance phase of the camp life cycle, it is essential that actors action and demonstrate their commitment to the humanitarian imperative, the upholding of human rights of the displaced, the seeking of a durable solution to end displacement, and the promoting of the direct participation of both displaced population and host community in all planned activities. Examples of activities that happen in a camp during the care and maintenance phase: monitoring technical sectors (i.e. distributions, hygiene promotion); repairs to infrastructure; upgrades to shelters or facilities; new construction of facilities and other infrastructure; capacity building activities; ensure registration and documentation of new arrivals; work to mainstream cross-cutting issues (environment etc.); support livelihood activities; refer specific incidents; ensure representation and participation (i.e. Elections); work with committees and focal groups etc.; identify, engage and monitor groups with special needs; security; develop and support effective messaging with communities; early recovery and durable solutions.

### **Monitoring activities in the care and maintenance phase**

Monitoring is critical and entails regular observations and the standardized and systematic gathering of information focusing on the large range of assistance and protection needs at the camp. Monitoring also involves accurate recording and timely reporting for follow-up on actions to be taken, with the overall objective to meet the basic needs of the displaced population to ensure a healthy living environment. For this, we can use standards and best practice as reference for monitoring in camp management. For example, when monitoring the on-going water availability at the relocation site, we keep in mind that the minimum standard and corresponding indicator for water is estimated at 7.5 – 15 L per person per day. The total amount of available water at the camp therefore needs to be adjusted as the population size changes.

In the camp, it is important that all actors agree on what monitoring tools are to be used to monitor which activities, and how regularly. Monitoring is usually based on sectors, such as education, health, water and sanitation, and protection. Given that monitoring needs to be planned and coordinated as an on-going and regular activity during the care and maintenance phase, the use of monitoring forms specifically designed for camp management is highly recommended. Generic versions of camp monitoring forms for these purposes need to be adapted according to the specific relocation site context.

Monitoring includes systematic visits around the camp, whereby observations are made and interaction with the displaced population provides added information about the overall state of services and facilities in the camp. For the monitoring of specific technical and social aspects of the camp, specific groups of persons need to be targeted and consulted. For example, for issues related to the security of women in the camp, consultations with a diversity of women (youth, older women, female-headed households, etc.) will be necessary. Likewise, it will be important to consult with the different actors involved in maintaining law, order and the security in the camp.

Through consultative channels and monitoring activities, needs and issues in the camp are identified and the camp managers and camp committees – together with local authorities, local community members and other actors – will be better prepared to plan for action. As part of this approach to planning, the following will need to be discussed and addressed:

- Action to be taken – WHAT should be done in order to address the identified need?
- The actors involved – WHO can be involved in order to address the need? Can this be tackled from within the displaced community or will external actors/support be required?
- The urgency of the action – WHEN does the need require attention? It is important to prioritize given that several needs might arise at the same time, also keeping in mind that there is an important difference between a *want* and a *need*. The need should always guide the prioritization, based on the principle of the right to protection and assistance.

The planned action should always be carried out in a coordinated and timely manner in order to fulfill roles, responsibilities and obligations as outlined by standards, international and national law, etc. The principle of partnership building should always guide the undertaking in camp management – including displaced populations and host communities in the activities.

## VOICES AND CASES FROM THE FIELD

Ram Maya Gurung, a 40 years of old women is living with two sons in a largest IDPs site, Gupsepakha, since the horrible earthquake. She had a hotel business before earthquake in her place of origin which is tourism place. Though, she makes some food (MoMo: tea etc.) occasionally when some program or function happen in the site and that is her income source beside remittance since her husband is working in Malaysia.

She is one of the happy IDPs with support by IOM through site improvement project and winterization kits distribution in Gupsepakha. ***"This stone pathway gave us relief especially during the rainfall and in the last heavy snowfall. When snow and rain fell simultaneously in the last month then our ground surface covered up to one foot and only the stone pathway was useable and functioning for walking because ice melted faster over the stone than the other surface"*** she told the story of latest ice break and the bad situation they faced during that time. ***"If the stone pathway did not build up then we are not sure how we could fetch water from water point which is down from the road (around 70 meter) and we avoided walk in the mud and snow which was muddy and slippery due to snow and rain going to our village (place of origin) for farming"*** Anarda Gurung a IDP and neighbor of Ram Maya Gurung added.

Before receiving the stove and chimney from IOM, Ram Maya Gurung has one similar stove that using since one year. As her experience of improved stove she explained that it was needed to other families too because it requires less firewood and smoke.



Ram Maya Gurung and her functioning improved cooking stove bought herself



A snap of Stone pathway in front of health post

Dambar Singh Gurung is originally from Laprak VDC-1, Gorkha District. After earthquake on 25 April 2015, he is living with his family in Gupse Pakha. "I lost my property due to this earthquake, the house is demolished and the belongings are under the rubble," Mr. Gurung mentioned. Though, in Gupse Pakha he found a place to live, where he built temporary makeshift but protecting livelihood was challenging. "There are rift in the land back home, here we do not own land to cultivate, managing household expenses was more difficult than before." Now he is working in pathways improvements works initiated by IOM. He is working as cash for work, worker. He said **"I am very happy to join this work. IOM has helped me to survive this winter by giving me much needed cash to buy my necessities,"** he added that **"The pathways has made very easy for us to walk especially during snowfall. It would have been difficult, should the pathways were not created in this snowfall, it would have been slippery and muddy due to melting snow and the rain. I would like to thank IOM for providing job and useful community assets,"** the joyful Mr. Gurung said. He further added **"The work initiated by IOM is commendable, you have the skilled person to guide us, the pay is fair and most important the work provided us support when we needed it most, I wish IOM could also support us to rebuild our village."**



Dhan Bahadur posing for picture, the Gupse Pakha camp and snow is seen at the background

Dhan Maya Gurung aged 56 is a permanent resident of Laprak VDC-9 of Gorkha District. She is a single women who is sole responsible to feed four members family. After the earthquake on 25 April 2015, she is living with her family in Gupse Pakha camp sites. Managing the livelihood for the family was getting harder to her in the camp. She then joined IOM's cash for work led by CCCM in Gupse Pakha. She whipped into the tears and said **"I have no words to thank IOM . I am single women. My husband died many years ago, I am living in my own. I have son but he is living with his nuclear family, I am used to this because this is part of life."** **"At first I felt that the earthquake took everything from us but now I have a feeling there is still the hope,** she said. She also added that, **"I really want to thank IOM to give opportunity to work for the development of the living site. I hardly used to get a wage of Nepali Rs.300 per day if I work in the village, but I get double from IOM and I was informed that it was government's norms to unskilled labor."** She smiles a bit and said **"Whatever I had saved from the wages I will expend it very wisely. I would be very happy to work again if IOM provides me the opportunity. The pathway looks very beautiful and it is very comfortable to walk in it at this moment."** She added, **"especially in this snowy condition I feel that we made one of the most required assets in Gupse Pakha, otherwise it would have been very slippery and muddy due to rain and melting snow."**



Ms Gurung posing for picture in Gupse Pakha camp site

## camp life cycle | care and maintenance | 60 minutes

The overall objective of the chapter is to enhance the understanding of monitoring and daily activities undertaken in this phase of the Camp Life Cycle.

### Learning Objectives

By the end of this session, participants will:

- Describe the, who, what, when and why of monitoring.
- Outline the main issues and activities to be monitored at sectorial level.
- Develop a monitoring plan and form.

### Key Messages

- The care and maintenance phase of a camp's life cycle entails not only the daily running of the camp, but also the repair and upgrade of facilities and infrastructure, as well as camp expansion as required.
- The management of information collected through monitoring systems is one of the key tools for coordinating the care and maintenance of camp's facilities.

activity	timing	description	tools	preparations
1 Care and maintenance activities - monitoring	20 mins	Explore the activities that happen in a camp during the care and maintenance phase, with a specific focus on monitoring.	tool o6 "camp life cycle".	- Prepare flipcharts (or PPT) for the objectives

<p>2</p> <p>Developing a monitoring form</p>	<p>35 mins</p>	<p>Development of a basic monitoring form and monitoring plan, reviewing one example of a monitoring form used in Nepal</p>	<p>tool 27 "dtm nepal data collection form"</p> <p>tool 40 "shelter post distribution monitoring form"</p>	<p>- Prepare copies of tools for participants</p>
<p>4</p> <p>Wrap-up</p>	<p>5 mins</p>	<p>Revision of objectives.</p>		<p>- Prepare flipcharts (or PPT) for the objectives</p>

## Activity 1

### Care and maintenance activities - monitoring

- Show the flipchart paper (or project PPT slide) with the objectives for this session.
- Read aloud the training objectives, or ask one of the participants to read it. Clarify any questions.
- Start by showing to the participants the symbol of the **tool o6 “camp life cycle”**.

Review the key concepts and messages associated with the symbol: There are three phases of the life cycle of a camp, camp set-up, camp care and maintenance, and camp closure.

- Explain that in this session the group will analyze and discuss the second phase, care and maintenance, which is often the longest and most difficult. It is also during this phase that the displaced population can start to prepare for life after displacement (early recovery). The active participation of the displaced population itself is crucial in the care and maintenance phase. In this phase, community activities in the camp take place on a regular basis, with the aim of meeting basic needs upholding standards and rights.
- Ask the participants: What activities do you think take place in the care and maintenance phase? Which are the activities that need to be conducted to ensure that we take care of services, facilities and people, while maintaining standards and upholding rights?

Allow time for discussion and reflection: open up the plenary for sharing and discussion.

- Ask what is the most important activity?

Explain that during the time of displacement, when people are living in a camp, it is important to adapt to the new needs that will arise – in terms of the quality of the services and protection provided. Stress that the most important activity during the Care and Maintenance phase is the planned, active, standardized, timely and coordinated monitoring of the quality of assistance and protection provided.

- Ask the participants what the word monitoring means for them. Take ideas in plenary.

Explain that monitoring is based on observations and the systematic gathering of information on needs, and recording and reporting for follow-up on actions to be taken.



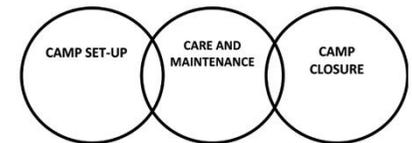
### Objectives

Describe the, who, what, when and why of monitoring.

Outline the main issues and activities to be monitored at sectorial level.

Develop a monitoring plan and form.

### Tool o6 “camp life cycle”



tool o6 camp life cycle



- Ask the participants the following questions:
  - Who is responsible and who does it? <sup>[1]</sup><sub>[SEP]</sub>
  - What does it entail? <sup>[1]</sup><sub>[SEP]</sub>
  - When is it done? <sup>[1]</sup><sub>[SEP]</sub>
  - Why is it important?

Allow time for discussion and reflection: open up the plenary for sharing and discussion.

Explain that in order to verify needs in assistance and protection provided in Camp Management, camp managers, camp committee members, services providers, and other actors can apply and use the Sphere standards in the monitoring activities. These globally recognized standards remind us about the required minimum level of services and protection to be provided to all displaced persons. Give an example of how the Sphere standard can be used to assess if the available quantity of water in the relocation site is sufficient: The Sphere standard recommends that each person have access to at least 7.5-15 liters of water per day – to cover their basic needs.

Close the activity by underlining that planned, active, standardized; timely and coordinated monitoring is one of the most important activities in camp management during the care and maintenance phase.

## Activity 2

### Developing a monitoring form

- Explain the participants that the next activity consists in developing a basic monitoring form and plan to be used in a camp.
- Divide the participants into 4 groups. Tell participants that they will have 15 minutes to develop a monitoring plan. Explain that each plan should include answers to the following questions:
  - What will be monitored? (What data? How to ensure qualitative and quantitative?)
  - Why will this be monitored? (How will the data be used?)

- Who will monitor it? (Who will collect data; who will ensure analysis/dissemination of data?)
- How will it be monitored? (What methods and tools will be used?)
- How often will it be monitored? Why?
- How will participation in the monitoring activity be promoted?
- How will protection be mainstreamed?
- How will you include security issues?

- Instruct groups to prepare a short presentation of key issues in their plan. Each group has a maximum of 3 minutes to present.
- Allow the 4 groups to present, and briefly discuss each plan and form in plenary. Clarify any questions that might arise, and promote discussion on the plans with the participants.
- Share **tool 40 “shelter post distribution monitoring form”** with the participants, and explain that this form is an example of a monitoring form that is used in Nepal to assess the existing situation in the shelter sector after the distribution process. Allow some time for the participants to go through the form, and clarify question.
- Explain that monitoring is a key task in the care and maintenance of a camp. Many issues are monitored and many monitoring tools are developed and used at the field level. Monitoring is directly linked to information management – remember participants of the use of the DTM (Displacement Tracking Matrix), **tool 27 “dtm nepal data collection form”**, as a monitoring tool to understand the situation of the exiting camps on a regular basis, providing a picture of any existing needs and gaps that need to be addressed.

### Activity 3

### Wrap-up

- Close the session by reviewing the objectives.

### Tool 40 “shelter post distribution monitoring form”

tool 40 shelter post distribution monitoring form



### Tool 27 “dtm nepal data collection form”

tool 27 DTM Nepal data collection form





camp life cycle | closure **09**



## camp life cycle | closure | background information

Each phase of the camp life cycle has its own characteristics and challenges. The set up, care and maintenance, and durable solutions and closure of a camp are closely connected to one another.

Establishing a camp should be considered as an option of last resort and only when no other solution for temporary shelter exists. If however IDPs do require temporary shelter, the life cycle of a camp can be divided into three phases:

- Planning and set-up
- Care and maintenance
- Durable solutions and closure

### Durable solutions and closure of a camp:

Durable solutions and closure of a camp are guided by the Guiding Principles on Internal Displacement, and the Inter-Agency Standing Committee (IASC) Framework on Durable Solutions for IDPs. A durable solution to displacement refers to the full range of human rights of the displaced. The three traditional durable solutions are:

- Return to the place of origin;<sup>[SEP]</sup>
- Local settlement (often referred to as integration) in the area where displaced persons have taken refuge;
- Settlement elsewhere in the country.

Deciding when displacement ends may need to be done on a case-by-case basis. The decision to leave a camp should always be one of free choice, directly taken by the displaced person him/herself and based on an informed decision (see the Guiding Principles on Internal Displacement articles 28, 29 & 30).

The closure of a camp is the final phase of the life cycle. It is not a stand-alone process and it requires careful planning and coordination among all actors at the national, regional, local and site level. Sometimes displaced people return to their places of origin in a spontaneous manner, while in other cases the process of return and camp closure is more structured. Nevertheless, the final closure of the camp is often the least planned phase of the camp life cycle. It is therefore extremely important to consider and plan for camp closure at the earliest stages possible, most notably in the camp set-up phase.

The main activities of the camp closure phase can be divided into three categories: 1) *people*, 2) *services and infrastructure*, and 3) the *environment*. For each of these categories, there are a set of recommended activities in order to ensure coordinated and timely closure of the camp.

The decision to leave a camp is often influenced by complex push and pull factors, which will affect the timing and nature of the return process of the displaced population:

- Push factors: factors that encourage a person to leave the relocation site may include: restored livelihood opportunities, property settlement/rebuilding and improved safety conditions in the place of origin.
- Pull factors: factors that encourage a person to remain may include: better living conditions (higher standards) and predictable service provision in the relocation site – compared to the place of origin.

### **Community participation**

In all these phases of the camp life cycle, community participation is especially important that people with specific needs – including the elderly, the sick, female-headed households, children – participate and are mobilized in a meaningful way. It is essential that, individuals and groups from among the displaced population are involved, consulted to identify and express their own views and needs. At the onset of camp set up and planning stage, the affected community need to be involved in the camp selection, location of some infrastructure like community centre, shops, burial camps, and faith based camps in the camp. This is necessary for community acceptability and for collective action that can be taken to reflect collective views and meet the community needs in all phases of the camp life cycle.

The overall aim of the chapter is to enhance understanding of the camp closure phase and the linkages to durable solutions to end displacement.

### Learning Objectives

By the end of this session, participants will:

- To define camp closure and durable solutions.
- Identify push and pull factors of displacement.
- To reflect on the camp closure activities needed in this phase, considering sustainable action for people, infrastructure and services, and environment.

### Key Messages

- Governments have the primary responsibility to establish conditions that allow for the safe and dignified implementation of a durable solution to end displacement and effectively close a camp.
- The identification of a durable solution for the displaced population is the ultimate goal of camp closure. A durable solution is defined as one of the following three choices: return to place of origin; local settlement (often referred to as integration) in the area where displaced persons have taken refuge; settlement elsewhere in the country.
- Before closing a camp, it is necessary to develop an action plan. This type of action plan must consider the needs and rights of the displaced, the decommissioning of infrastructure and downscaling of services, and the environmental rehabilitation of the site. This process requires the coordinated involvement of actors and ensuring of participation of camp and host community members, including people with specific needs.

activity	timing	description	tools	preparations
1 Durable solutions	20 mins	Understand the three types of durable solutions.	tool 06 "camp life cycle" tool 41 "guiding principles 28, 29 and 30 on durable solutions"	- Prepare flipcharts (or PPT) for the objectives - Prepare copies of tools for participants
2 Push and pull factors	35 mins	Understand the push and pull factors that influence the displaced people in their decision regarding the choice on a durable solution.	tool 42 "durable solutions survey"	- Prepare copies of tools for participants
4 Wrap-up	5 mins	Revision of objectives.		- Prepare flipcharts (or PPT) for the objectives

## Activity 1

### Durable solutions

- Show the flipchart paper (or project PPT slide) with the objectives for this session.
- Read aloud the training objectives, or ask one of the participants to read it. Clarify any questions.
- Start by showing to the participants the symbol of the **tool o6 “camp life cycle”**.

Review the key concepts and messages associated with the symbol: There are three phases of the life cycle of a camp, camp set-up, camp care and maintenance, and camp closure.

- Explain that this session will analyze and discuss the third phase of the cycle: camp closure and durable solutions.
- Ask the group: What options does the displaced population have once it has been decided that the camp will close?
- Allow participants to share ideas in plenary.
- Explain the concept of durable solutions and the three globally recognized and referred to options:
  - return to place of origin,
  - local settlement in the place where the displaced population has taken refuge, also referred to as local integration,
  - settlement elsewhere in the country.
- Explain that the camp residents will be able to access those when they no longer require assistance and protection as provided in the camp. Remind participants that camps are temporary settlement options and that therefore as soon as the camp is set up, the authorities with the support of the camp management actors should identify durable solutions for the camp residents so that they do not have to spend too much time in the camp and can access a dignified permanent settlement option. Stress that the decisions made by members of the displaced population to leave the camp should always be informed, voluntary and dignified – upholding the human rights of the displaced. Add that planning and coordinating for camp closure, based on good Camp Management principles and practice, needs to be discussed and agreed upon by all actors already during the camp set-up phase. Explain that accessing to durable solutions should allow the populations to enjoy security, freedom of movement, access to food, water, shelter, health



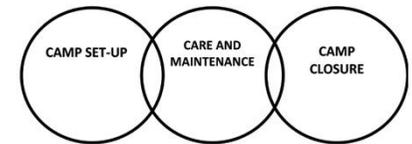
### Objectives

To define camp closure and durable solutions.

Identify push and pull factors of displacement.

To reflect on the camp closure activities needed in this phase, considering sustainable action for people, infrastructure and services, and environment.

### Tool o6 “camp life cycle”



tool o6 camp life cycle





- Was it an easy decision to return to the place of origin?
- What factors contributed to the choice made to return?
- How did the displaced population return to their places of origin?
- How did the displaced population recover upon return to their place of origin?
- Local settlement in place of refuge
  - Was it an easy decision to settle in the place of refuge?
  - What factors contributed to the choice of local settlement?
  - How was it to integrate with the host community?
- Permanent relocation and settlement elsewhere in the country
  - Was it an easy decision to relocate elsewhere permanently?
  - What factors contributed to the displaced deciding to permanently relocate?
  - How was it to integrate with the community?
- Explain that there are factors that make the displaced decide that it is time to leave the relocation site - these factors are referred to as push factors.
- Explain that there are factors that make the displaced think it is better to stay longer in the camp – these factors are referred to as pull factors.
- Divide the participants into smaller groups (per table). Ask the participant to discuss about push factors (driving forces) and pull factors (restraining forces) during the camp closure phase. Encourage participants to use examples from their experience of previous years of displacement.

Share some examples using the point below:

Push factors include: the possibility of restoring livelihood opportunities; a motivation and desire to restart the same life as before displacement; making services in the places of origin more accessible; and others.

Pull factors include: the houses and/or infrastructure in the places of origin are severely damaged and not being

repaired; during the early recovery phase food rations are provided in the camp and not at the places of origin; places of origin is not yet safe from hazards; and others.

- Allow participants enough time to reflect and completing the group exercise. Ask participants to write down their thoughts in a flipchart paper.
- Ask the participants to share their ideas in plenary. Comment and provide input when needed
- Stress that by identifying push and pull factors, actors in camp management will better understand what conditions need to be in place for durable solutions to displacement.
- Share **tool 42 “durable solutions survey”** with the participants. Explain that this tool has been used in Nepal to understand the reality regarding durable solutions. Allow time for the participants to go through the form, and clarify questions.
- End the activity by underlining that durable solutions to displacement is one of the core components of camp closure. The displaced population should have access to all the timely, appropriate and necessary information required to make informed decisions about return options and durable solution. Remind participants that return should be voluntary – with safety, security and dignity assured. The displaced population also has the option to seek a different durable solution: local integration in the place of refuge or permanent relocation and settlement elsewhere in the country.

### Activity 3

#### Wrap-up

- Close the session by reviewing the objectives.

#### Tool 42 “durable solutions survey”



**Methodology**  
Focus group will be aimed at IDPs that were living in the same VOC before/at the time of the earthquake and aimed at gaining a better understanding of the situation of their place of origin and the issues surrounding return and/or relocation to a more durable solution.

**Main outputs of the FGD:**

- Mapping of area of origin for displaced population within the camp
- Understanding the specific context and conditions surrounding the land that the IDPs are currently occupying
- Outlining of issues relating to return, such as access, inhabitability of land, livelihood and shelter/material constraints which are preventing durable solution for IDPs
- Analysis of intentions or plans for populations within the camp

tool 42 durable solutions survey





gender based violence **10**



## gender based violence | background information

Gender-based violence (GBV), and in particular sexual violence, is a serious, life-threatening protection issue primarily affecting women and children. It is well documented that GBV is a widespread international public health and human rights issue, and that adequate, appropriate, and comprehensive prevention and response are inadequate in most countries worldwide.

Gender-based violence is especially problematic in the context of complex emergencies and natural disasters, where civilian women and children are often targeted for abuse, and are the most vulnerable to exploitation, violence, and abuse simply because of their gender, age, and status in society.

Gender-based violence is a violation of universal human rights protected by international human rights conventions, including the right to security of person; the right to the highest attainable standard of physical and mental health; the right to freedom from torture or cruel, inhuman, or degrading treatment; and the right to life.

### Gender-Based Violence Interventions in Emergencies

During a crisis, such a natural disaster, institutions and systems for physical and social protection may be weakened or destroyed. Police, legal, health, education, and social services are often disrupted; many people flee, and those who remain may not have the capacity or the equipment to work. Families and communities are often separated, which results in a further breakdown of community support systems and protection mechanisms.

To save lives and maximise protection, a minimum set of activities must be rapidly undertaken in a coordinated manner to prevent and respond to gender-based violence from the earliest stages of an emergency. Survivors/victims of GBV need assistance to cope with the harmful consequences. They may need health care, psychological and social support, security, and legal redress. At the same time, prevention activities must be put in place to address causes and contributing factors to GBV in the setting. Providers of all these services must be knowledgeable, skilled, and compassionate in order to help the survivor/victim, and to establish effective preventive measures. Prevention and response to GBV therefore require coordinated action from actors from many sectors and agencies.

### Nature and Extent of GBV in Humanitarian Emergencies

At least one in three of the world's female population has been either physically or sexually abused at some time in her life. Although in most countries little research has been conducted on the problem, available data suggest that in some countries nearly one in four women may experience sexual violence by an

intimate partner, and up to one-third of adolescent girls report their first sexual experience as being forced. In the context of armed conflict and displacement, sexual violence, including exploitation and abuse, is a well known and high risk problem. Sexual violence is often used as a weapon of war, targeting civilian women and children.

Gender-based violence, including sexual violence, is perpetrated primarily by males against women and girls. Men and boys are also vulnerable to sexual violence, particularly when they are subjected to torture and/or detention. Nevertheless, the majority of survivors/victims of sexual violence are females.

### **Under-reporting**

One of the characteristics of GBV, and in particular sexual violence, is under-reporting. Survivors/victims generally do not speak of the incident for many reasons, including self-blame, fear of reprisals, mistrust of authorities, and risk/fear of re-victimization. Acts of GBV evoke shaming and blaming, social stigma, and often rejection by the survivor/victim's family and community. Stigma and rejection can be especially severe when the survivor/victim speaks about or reports the incident. Any available data, in any setting, about GBV reports from police, legal, health, or other sources will represent only a very small proportion of the actual number of incidents of GBV.

### **Consequences**

Survivors/victims of GBV are at high risk of severe and long-lasting health problems, including death from injuries or suicide. Health consequences can include unwanted pregnancy, unsafe self-induced abortion, infanticide, and sexually transmitted infections, including HIV/AIDS. Psychological trauma, as well as social stigma and rejection, is also common. Most societies tend to blame the victim in cases of sexual violence, which increases psychological harm. The exact nature and severity of physical and emotional trauma vary greatly among survivors/victims; not all available response services will be wanted or needed by all survivors/victims. Response to GBV must, however, include a set of available services to reduce the harmful consequences and prevent further injury and harm to the survivor/victim.

### **Children and Youth**

Children in emergencies may be at particular risk of GBV given their level of dependence, their limited ability to protect themselves, and their limited power and participation in decision-making processes. Because they have had relatively little experience of life, children are also more easily exploited, tricked, and coerced than adults. Depending on their level of development, they may not fully comprehend the sexual nature of certain behaviours, and they are unable to give informed consent. Adolescent girls and young women may be specifically targeted for sexual violence during armed conflict or severe economic hardship.

### **Causes and Risk Factors in Emergencies**

While gender inequality and discrimination are the root causes of GBV, various other factors determine the type and extent of violence in each setting. In emergencies, norms regulating social behaviour are weakened and traditional social systems often break down. Women and children may be separated from family and community supports, making them more vulnerable to abuse and exploitation due to their gender, age, and dependence on others for help and safe passage. During armed conflict, sexual violence is often used as a weapon of war, targeting civilian women and children. War related sexual violence often includes abductions and sexual slavery.

(background information from the IASC GBV guidelines)

## VOICES AND CASES FROM THE FIELD

Bina lives with her alcoholic husband and two children in Fulping VDC in Sindhupalchok district. After the earthquake, she sustained a leg injury. During her treatment in a nearby district hospital, an IOM psychosocial counselor provided counseling to Bina. During a session, she mentioned to the IOM staff that she

doesn't have a good relationship with her husband. She said that he recently hit her with a *khukuri* (a traditional weapon) and a *pirka* (wooden stool) after a heated discussion. She said that her life could be in danger. She doesn't have support from her parents or in-laws. She said it would be of great help if any organization could support her with shelter and education for her children.



IOM to do anything. Respecting her wish and adhering to confidentiality principles, IOM did not take any action. A few days after the treatment at the hospital, IOM Health Unit provided her with transportation assistance to return to her residence.

When asked if IOM should help her in connecting with the right service provider, she seemed uncertain and did not want

At that time, she again mentioned to the IOM health staff that she is scared to live with her husband and needs protection. This time, she gave informed consent to the IOM health staff to refer her case. Subsequently, IOM health staff shared the relevant details to IOM protection focal point who then referred the case to Women and Children Development Office in the district. The Women and Children Development Office immediately deployed a staff to assess Bina's case and to address her immediate needs.



The overall aim of the chapter is to introduce participants to the concept of Gender Based Violence (GBV) and its harmful effects in survivors. The session analyses the increased risk mostly faced by women and children living in camps, and camp-like settings, to GBV acts, and explores prevention and response measures.

### Learning Objectives

By the end of this session, participants will:

- Explain the difference between sex and gender
- Define Gender based Violence and its forms
- Describe basic concepts related to GBV (such as violence, harm, and power)
- List common categories of GBV
- Identify the root causes of GBV
- Identify potential consequences of GBV
- Describe the consequences and root causes of GBV
- Explore ways to reduce risk and respond to GBV acts in your context

### Key Messages

- Gender-based violence (GBV), and in particular sexual violence, is a serious, life-threatening protection issue primarily affecting women and children.
- Gender-based violence is a violation of universal human rights protected by international human rights conventions, including the right to security of person; the right to the highest attainable standard of physical and mental health; the right to freedom from torture or cruel, inhuman, or degrading treatment; and the right to life.

- Sexual violence is the most immediate and dangerous type of gender- based violence occurring in acute emergencies. Survivors/victims of GBV are at high risk of severe and long-lasting health problems, including death from injuries or suicide.
- All humanitarian actors must take coordinated action, from the earliest stages of an emergency, to prevent sexual violence and provide appropriate assistance to survivors/ victims. At the same time, prevention activities must be put in place to address causes and contributing factors to GBV in the setting.
- The Camp Management Agency shares a responsibility to ensure that conditions in the camp minimise risks of gender-based violence (GBV) for all vulnerable population groups in the camp, in particular women and girls.
- All humanitarian personnel should therefore assume and believe that GBV, and in particular sexual violence, is taking place and is a serious and life-threatening protection issue, regardless of the presence or absence of concrete and reliable evidence (one of the characteristics of GBV, and in particular sexual violence, is under-reporting)
- A comprehensive understanding of the risk factors faced by vulnerable groups, particularly women and girls, in camp settings, and the causes of these risks, is essential for effective GBV prevention and response interventions.

activity	timing	description	tools	preparations
1 Defining gender	15 mins	Exploring the definition and distinction between gender and sex.  (This activity is adapted from IPAS. <a href="http://www.ipas.org/en.aspx">http://www.ipas.org/en.aspx</a> )	tool 43 "gender vs sex"	- Prepare flipcharts (or PPT) for the objectives - Prepare copies of tools for participants
2 Defining GBV	50 mins	Exploring the definition of GBV, its forms, its consequences, its causes, and contributing factors to it in camp and camp-like settings.  (This activity is based on the CCCM Global Training Materials)	tool 44 "GBV" tool 45 "forms of GBV" tool 46 "GBV tree" tool 47 "consequences of GBV" tool 48 "roots causes of GBV" tool 49 "contributing factors of GBV in camps"	- Prepare copies of tools for participants

<p>3 Preventing and responding to GBV</p>	<p>50 mins</p>	<p>Exploring the measures and activities that lead to prevent and respond to GBV in camps and camp-like settings.  (This activity is based on the CCCM Global Training Materials)</p>	<p>tool 50 "prevention and response to GBV"  tool 51 "task sheet - prevention and response to GBV"  tool 52 "IASC GBV guidelines"</p>	<p>- Prepare copies of tools for participants</p>
<p>4 Wrap-up</p>	<p>5 mins</p>	<p>Revision of objectives.</p>		<p>- Prepare flipcharts (or PPT) for the objectives</p>



## Objectives

Explain the difference between sex and gender

Define Gender based Violence and its forms

Describe basic concepts related to GBV (such as violence, harm, and power)

List common categories of GBV

Identify the root causes of GBV

Identify potential consequences of GBV

Describe the consequences and root causes of GBV

Explore ways to reduce risk and respond to GBV acts in your context

## Activity 1

### Defining gender

- Show the flipchart paper (or project PPT slide) with the objectives for this session.
- Read aloud the training objectives, or ask one of the participants to read it. Clarify any questions.
- Prepare a flipchart paper with three columns.
- Label the first column “woman” on the prepared flip chart, while leaving the other two columns blank.
- Ask participants to identify personality traits, attributes, and roles that are often associated with women. These may include stereotypes prevalent in the participants’ communities or their own ideas.
- Label the third column on the flip chart “man” and again ask participants to make a list of personality traits, abilities, and roles that are often associated with men.

If participants do not give any negative or positive traits, abilities or roles for either sex, add some to ensure that both columns include positive and negative words. If participants do not mention any biological characteristics (such as breast, beard, penis, vagina, menopause) add some to the two columns.

- Now reverse the headings of the first and third columns by writing “man” above the first column and “woman” above the third column.

Working down the list, ask the participants whether men can exhibit the characteristics and behaviours attributed to women and whether women can exhibit those attributed to men.

Those attributes usually not considered interchangeable are placed into the middle column that is then labelled “sex.”

- Explain that all the words in the ‘Man’ and ‘Woman’ columns refer to gender.
- Explain that sex has to do with biological and genetic matters while gender refers to social/cultural ideas and expected roles for women and men in society. Because of this, the content of gender can vary across cultures and societies.
- Point out that people often associate sex with gender or vice-versa so that they list the same words under sex and gender; the word ‘gender’ is also often used inappropriately instead of ‘sex’ - for example, when people are asked their

gender instead of their sex on forms.

- Share **tool 43 “gender vs sex”** with the participants.
- Reinforce that the term “sex” refers to the physical/biological differences between males and females and is determined by biology and it does not change.
- Underline that gender refers to the social differences between males and females. It is determined by social factors - history, culture, tradition, societal norms, religion.
- Emphasize that “gender” in any society involves the socialization for boys and girls.
- Ask participants for examples of the difference between sex and gender from their culture.
- Gender is a neutral term neither good nor bad or right nor wrong. “Gender” refers to both males and females. The term “gender” is widely used in humanitarian aid programs. Unfortunately, many humanitarian workers do not understand its meaning. Gender is an English word; the meaning has changed over time. Twenty years ago, “gender” had the same definition as “sex.” The word does not translate easily into other languages. For each language, we must find a way to describe the concept of gender in ways that can be understood, not simply use the English word “gender.” It can be useful to ask a few participants to translate “sex” and “gender” into local languages.

## Activity 2

### Defining GBV

- Prepare and put on the wall several flipcharts with the following words on it (one per flip chart): Power, use of force, consent, human rights, survivor, and perpetrator.
- Ask participants to stand up, select one of the words and go to the flipchart. The groups should not be larger than 4 people. Ask each group to reflect on the term and define it in relation to GBV. They can do it by listing key words related to it, providing examples or constructing a definition. Allow some time for this.
- Ask the groups to share the definition with the rest of the groups.

### Tool 43 “gender vs sex”

Sex	Gender
Physical/biological differences between males and females	Social differences between males and females
Determined by biology	Determined by social factors - history, culture, tradition, societal norms, religion
Does not change	“Gender” involves the socialization for boys and girls, men and women

tool 43 gender vs sex



- Complement, if necessary:

Power: Explain that GBV is about abusing power. Power can be social, economic, physical, political, gender-based, age related and it is related to choice. The more power one has, there are more choices available. GBV relates to unequal power relationship.

Use of force: Force implies physical, economic, social, emotional force. It may involve coercion or pressure. It also includes intimidation, persecution, or other forms of psychological or social pressure. Using violence involves forcing someone to do something against her/his will –use of force.

Consent: Consent means saying “yes”, agreeing to something. Permission, approval. Discuss their responses and be sure to stress the two necessary components of consent in GBV: that it is informed and voluntary. Acts of gender-based violence occur without informed consent.

Human rights: Prevention of and response to gender-based violence is directly linked to the protection of human rights. Acts of gender-based violence violate a number of human rights principles enshrined in international human rights instruments.

Ask the group which rights these, include. Answer:

- the right to life, liberty and security of person
- the right to the highest attainable standard of physical and mental health
- the right to freedom from torture or cruel, inhuman, or degrading treatment or punishment
- the right to freedom of opinion and expression, to education, to social security and to personal development

Survivor/victim: Person who has experienced gender-based violence. The terms “victim” and “survivor” can be used interchangeably. “Victim” is a term often used in the legal and medical sectors. “Survivor” is the term generally preferred in the psychological and social support sectors because it implies resiliency. Ask participants, in your contexts, who may be considered as “Survivors/victims”? Possible answers:

- Children, especially Unaccompanied Minors (UAMs), fostered children
- Women because of their low socioeconomic status in society, or the lack of protection (legal and social, afforded to women), they may culturally be considered second class, inferior citizens

- Unaccompanied females, without male protection
- Single women, female headed households
- Mentally and/or physically disabled females and males
- Economically disempowered people
- Junior staff males and females, students, less privileged community members
- Minority groups; e.g., ethnic, religious
- Asylum seekers, internally displaced persons

Perpetrator: A perpetrator is a person, group, or institution that inflicts, supports, or condones violence or other abuse against a person or group of persons. Characteristics of perpetrators:

- Persons with real or perceived power
- Persons in decision making positions
- Persons in authority
- Ask participants who may be a potential perpetrator. Answers:
- Intimate partners (husbands, boyfriends)
- Influential community members (teachers, leaders, politicians)
- Security forces, soldiers, peacekeepers
- Humanitarian aid workers (international, national, refugee staff)
- Strangers
- Members of the community
- Relatives (brothers, uncles, parents, aunts, sisters, etc.)
- Anyone who is in a position of power

- Wrap up by stating that victims/survivors are never to blame for GBV acts.

- Share **tool 44 "GBV"** with the participants.

Explain that around the world, GBV has a greater impact on women and girls than on men and boys. The term "gender-based violence" is often used interchangeably with the term "violence against women."

Gender-based violence is especially problematic in the context of complex emergencies and natural disasters, where civilian women and children are often targeted for abuse, and are the most vulnerable to exploitation, violence, and abuse simply because of their gender, age, and status in society. It is important to note, however, that men and boys may also be victims of gender-based violence, especially sexual violence.

- Share **tool 45 "forms of GBV"** with the participants.
- Explain that sexual violence is the most immediate and widely recognized type of GBV and it is a serious, life-threatening protection issue, primarily affecting women and children. However, all forms of GBV can increase in humanitarian contexts, including intimate partner violence, trafficking for the purpose of sexual exploitation, early and forced marriage, harmful traditional practices, sexual exploitation and forced prostitution.

*Note: Some participants may offer examples that are not GBV, such as child abuse (child beating that is unrelated to gender issues). If this occurs, take a moment to review the definition of GBV and clarify that there are many forms of violence, and the line between GBV and other types of violence is often difficult to determine. And, there are similarities in the types of assistance provided to survivors of any form of violence. For our purposes here, however, we are focusing only on GBV.*

- Explain that displacement situations often increase the risks of GBV as community protective mechanisms may be weakened or destroyed. GBV can take place within, or be condoned by, families, communities and institutions - including schools and religious facilities - that are typically thought of as helping to keep women and girls safe. IDP camps, instead of providing a safe environment for their residents, can sometimes increase women and girls' exposure to violence.

Life in camps and camp-like settings involves increase risk of GBV, and influences the type and extent of GBV and risks that may be present in the current setting. These contributing factors and risks do not cause GBV although they are associated with some acts of GBV.

#### Tool 44 "GBV"

Gender-based violence is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females.

tool 44 GBV



#### Tool 45 "forms of GBV"

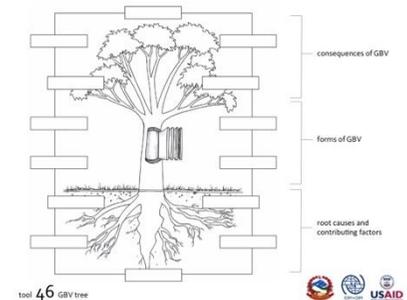
- Sexual violence
- Intimate partner violence
- Trafficking for the purpose of sexual exploitation
- Early and forced marriage
- Harmful traditional practices
- Sexual exploitation
- Forced prostitution

tool 45 forms of GBV



- Ask participants to focus on the camps and camp-like settings in their context.
- Reproduce the GVB tree (from **tool 46 "GBV tree"**) in a flipchart paper and put it on the wall.
- Explain that the figure represents the GBV tree. As all trees it has roots, a trunk, and branches.
- Explain that we will explore it starting from the trunk.
- Instruct participants to gather around the tree with a marker and ask them to write specific forms/ types of GBV acts in post-its (one each) and place them in the trunk.
- Once they finish, ask them to think of the consequences of GBV acts (forms/ types), and this time, to write them down in post-it notes (one each) and place them in the branches.
- Go back to **tool 45 "forms of GBV"**, and revise the GBV forms, comparing it with the participant's answers.
- Explain that all GBV forms are life threatening by nature.
- Share **tool 47 "consequences of GBV"** with the participants.
- Present GBV consequences.
- Ask a volunteer to read the consequences of GBV posted by the participants on the tree branches and group them up in the same categories included in **tool 47 "consequences of GBV"** - physical, physiological and social.
- Explain that according to an article in Global Public Health, "reproductive health outcomes alone include: trauma to reproductive organs, including fistula; acquisition of sexually transmitted infections, including HIV; and unwanted pregnancies that can lead to unsafe abortions and other complications." Global Public Health also includes several psychological consequences of sexual violence, including "anxiety, shame, post-traumatic stress, depression, loss of sexual pleasure, fear of sex, and a loss of function in society" (Laurie & Petchesky 2008).
- Conclude explaining that in a crisis situation, victims who are IDP/ refugees are at an even higher risk for medical complications due to the unstable environment, unfamiliar territory, and increased exposure to violence.
- Ask the participants to reflect on the root causes of GBV, focusing on the context of Nepal.
- Explain that the root causes of all forms of GBV lie in a society's attitudes towards and practices of gender discrimination - the roles, responsibilities, limitations, privileges, and opportunities afforded to an individual according

#### Tool 46 "GBV tree"



#### Tool 47 "consequences of GBV"

Physical health consequences	Psychological health consequences	Social health consequences
Physical injury	Depression	Victim-blaming
HIV/AIDS	Fear	Stigmatisation
Unwanted pregnancy	Self-blame	Rejection
Unsafe abortion	Anxiety	Isolation
Fistula death	Mental illness	
Sexual transmitted infections	Suicidal thoughts or attempts	

tool 47 consequences of GBV

to gender.

- Ask them to use post-it notes and write one per note.
- Ask participants to share the outcomes and post them in the roots of the tree.
- Share **tool 48 "roots causes of GBV"** with the participants, and go through the post-its from the participants on the Root Causes of Gender-based Violence. Correct based on the following, which is included in the tool:
  - Male and/or society attitudes of disrespect or disregard towards women.
  - Lack of belief in equality of human rights for all
  - Cultural/social norms of gender inequality
  - Lack of value of women and/or women's work
- Ask participants: What are the contributing factors/ increased risks of GBV faced by displaced people in camps and camp-like settings?
- Share **tool 49 "contributing factors of GBV in camps"** with the participants and go through it together:
  - Alcohol/drug abuse
  - Poverty
  - Availability of food, fuel, wood, income generation requires women to enter isolated areas
  - Boredom, lack of services, activities, programs
  - Camp leadership predominantly male; women's security issues not considered in decisions
  - Collapse of traditional society and family supports
  - Religious, cultural, and/or family beliefs and practices
  - Design and social structure of camp (overcrowded, living with strangers)
  - Design of services and facilities

#### Tool 48 "roots causes of GBV"

- Male and/or society attitudes of disrespect or disregard towards women.
- Lack of belief in equality of human rights for all
- Cultural/social norms of gender inequality
- Lack of value of women and/or women's work

tool 48 root causes of GBV



#### Tool 49 "contributing factors of GBV in camps"

- Alcohol/drug abuse
- Poverty
- Availability of food, fuel, wood, income generation requires women to enter isolated areas
- Boredom, lack of services, activities, programs
- Camp leadership predominantly male; women's security issues not considered in decisions
- Collapse of traditional society and family supports
- Religious, cultural, and/or family beliefs and practices
- Design and social structure of camp (overcrowded, living with strangers)
- Design of services and facilities
- General lawlessness
- Geographical location/environment (high crime area)
- Lack of identity cards/registration cards for each individual IDP/ refugee
- Lack of laws against forms of gender-based violence
- Lack of police protection
- Lack of protection agencies presence in camp
- Legal justice system/laws silently condones gender violence
- Loss of male power/role in family and community; seeking to assert power
- Political motive, weapon of war, for power/control/fear/ethnic cleansing
- Retaliation: IDPs/ refugees may be considered materially privileged compared with the local population

tool 49 contributing factors of GBV in camps



- General lawlessness
  - Geographical location/environment (high crime area)
  - Lack of identity cards/registration cards for each individual IDP/ refugee
  - Lack of laws against forms of gender-based violence
  - Lack of police protection
  - Lack of protection agencies presence in camp
  - Legal justice system/laws silently condones gender violence
  - Loss of male power/role in family and community; seeking to assert power
  - Political motive, weapon of war, for power/control/fear/ethnic cleansing
  - Retaliation: IDPs/ refugees may be considered materially privileged compared with the local population
- Explain that displacement situations often increase the risks of GBV as community protective mechanisms may be weakened or destroyed. GBV can take place within, or be condoned by, families, communities and institutions – including schools and religious facilities – that are typically thought of as helping to keep women and girls safe. Refugee and IDP camps, instead of providing a safe environment for their residents, can sometimes increase women and girls' exposure to violence.
  - Life in camps and camp-like settings involve increase risk of GBV, and influence the type and extent of GBV and risks that may be present in the current setting. These contributing factors and risks do not cause GBV although they are associated with some acts of GBV.

### Activity 3

#### Preventing and responding to GBV

- Explain that the following activity will explore the measures and activities that lead to prevent and respond to

GBV in camps and camp-like settings.

- Share **tool 50 “prevention and response to GBV”** with the participants, and go through it together with the participants. Ask to one of the participants to read the tool.
- Divide the plenary in two big groups:
- Half of the plenary will work in prevention of GBV in camps and camp-like settings
- The other half will work in response to GBV in camps and camp-like settings

Explain that group A will work on reducing risks of GBV.

Divide group A in 3 teams. Give them a flipchart, markers and the task sheet from **tool 51 “task sheet - prevention and response to GBV”**

The following list represents some of the most relevant issues contributing to GBV.

Each group will have to prioritize one (or more) and identify possible prevention strategies to mitigate/ eliminate GBV risks them:

- Overcrowded evacuation centres with limited security, inadequate bathing and latrine facilities and lack of privacy. The displaced persons remaining in these centres are often those who have no financial or other means to find alternative shelter, and are therefore particularly vulnerable.
- Inability to meet basic survival needs and access supplies such as bathing, washing and hygiene materials; lack of electricity in many affected areas; deteriorating food security; loss of livelihoods and large-scale economic vulnerability.
- Women reporting feeling insecure and fearful particularly at night
- Separated and unaccompanied children.
- Women and children begging on the streets for food.
- Disruption of government-run services and coordination mechanisms.
- Seriously damaged or destroyed health facilities.

## Tool 50 “prevention and response to GBV”

### Prevention

Understanding the causes and contributing factors and establishing strategies to reduce or eliminate them.

### Response

Providing services and support to reduce the harmful consequences and prevent further injury, trauma and harm.

tool 50 prevention and response to GBV



## Tool 51 “task sheet - prevention and response to GBV”

### Group A – Reducing risks

You are part of the CM team. In your camp or camp-like setting, the following issues are contributing to increase vulnerable groups' risk to GBV:

- Overcrowded camps/ camp-like setting with limited security, inadequate bathing and latrine facilities, and lack of privacy. The displaced persons remaining in these settlements are often those who have no financial or other means to find alternative shelter, and are therefore particularly vulnerable.
- Inability to meet basic survival needs and access supplies such as bathing, washing and hygiene materials; lack of electricity in many affected areas; deteriorating food security; loss of livelihoods and large-scale economic vulnerability.
- Women reporting feeling insecure and fearful particularly at night
- Separated and unaccompanied children.
- Women and children begging on the streets for food.
- Disruption of government-run services and coordination mechanisms.
- Seriously damaged or destroyed health facilities.
- Limited number of female police officers.
- Large influx of police, military and aid workers, some of whom may not uphold their institutional codes of conduct on sexual exploitation and abuse.
- Population flows of newly displaced persons to other unaffected areas that may not be equipped to meet a surge in demand for services; vulnerability of women and girls to sexual exploitation in these areas.

Prioritize main issues and identify possible prevention strategies to mitigate/ eliminate the risks.  
Use the Guidelines for Gender-based Violence Interventions in Humanitarian Settings.

tool 51 task sheet - prevention and response to GBV



- Limited number of female police officers.
- Large influx of police, military and aid workers, some of whom may not uphold their institutional codes of conduct on sexual exploitation and abuse.
- Population flows of newly displaced persons to other unaffected areas that may not be equipped to meet a surge in demand for services; vulnerability of women and girls to sexual exploitation in these areas.

Share **tool 52 “IASC GBV guidelines”**.

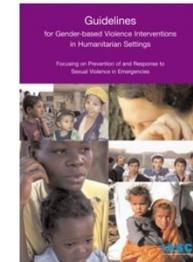
Explain that group B will work on responding to GBV:

- Divide group B in 3 teams and provide them with the task sheet from **tool 51 “task sheet - prevention and response to GBV”**.
- Ask them to revisit the forms of GBV in the trunk of the tree and their negative effects (branches). Understanding these will enable good program design to assist survivors and alleviate the harmful consequences after-effects.
- Ask the groups to pick up one of the GBV forms from the tree and identify what kind of help a survivor might need to reduce harmful consequences of GBV in camps.

Share **tool 52 “IASC GBV guidelines”**.

- Debrief in plenary allowing each group to present the outcomes of the exercise to the rest. Each group will have 3 min. Groups should build on each other’s contributions.
- Conclude the activity regarding the reducing risks side of it based on the following:
  - The Camp Management actors shall advocate for specialized GBV expertise and programming in the camp.
  - Humanitarian staff working in camps and camp-like settings shall be trained on GBV guiding principles, referral systems and appropriate prevention and response.
  - Regular observation and monitoring of potential risks to women and girls and changes in the camp environment.
  - Camps and camp-like settings must be laid out in consultation with women, and with the aim of mitigating

### Tool 52 “IASC GBV guidelines”



tool 52. IASC GBV guidelines



### Tool 51 “task sheet - prevention and response to GBV”

#### Group A – Reducing risks

You are part of the CM team. In your camp or camp-like setting, the following issues are contributing to increase vulnerable group/ risk to GBV:

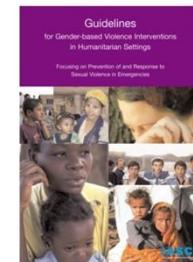
- Overcrowded camp/ camp-like setting with limited security, inadequate bathing and latrine facilities and lack of privacy. The displaced persons remaining in these settlements are often those who have no financial or other means to find alternative shelter, and are therefore particularly vulnerable.
- Inability to meet basic survival needs and access supplies such as bathing, washing and hygiene materials, lack of electricity in many affected areas, deteriorating food security, loss of livelihoods and large-scale economic vulnerability.
- Women reporting feeling insecure and fearful particularly at night
- Separated and unaccompanied children.
- Women and children begging on the streets for food.
- Disruption of government-run services and coordination mechanisms.
- Seriously damaged or destroyed health facilities.
- Limited number of female police officers.
- Large influx of police, military and aid workers, some of whom may not uphold their institutional codes of conduct on sexual exploitation and abuse.
- Population flows of newly displaced persons to other unaffected areas that may not be equipped to meet a surge in demand for services; vulnerability of women and girls to sexual exploitation in these areas.

Prioritize main issues and identify possible prevention strategies to mitigate/ eliminate the risks. Use the Guidelines for Gender-based Violence Interventions in Humanitarian Settings.

tool 51. task sheet - prevention and response to GBV



### Tool 52 “IASC GBV guidelines”



tool 52. IASC GBV guidelines



risks of GBV to the greatest extent possible.

- For every act of GBV, there is a perpetrator and a survivor/victim. Prevention strategies must target both potential perpetrators and potential survivors.

- Conclude the activity regarding the response side of it based on the following:

- Assist/support the survivor.
- Provide appropriate consequences to the perpetrator.
- Restore/maintain security for the survivor and the community.
- Response, then, includes action in the following sectors/functional areas:
  - Health care
  - Psychosocial assistance
  - Psychological and emotional support
  - Social acceptance and reintegration
  - Security and safety
  - Legal justice—formal and traditional
- All must work in collaboration with one another
- Not all survivors need - or want - all of this help. Our job is to ensure that services are available, accessible, and of good quality.
- It is also important to note that we must educate the people who carry out these response services before advertising a program. If these service providers are not properly trained and survivors go to them for help, the survivor may face more problems and probably further trauma and harm.

Response must also include:

- Training for all actors, all sectors, all levels - whether volunteer or staff - to respond compassionately,

confidentially, and appropriately.

- Reporting and referral systems.
  - Documentation of reported incidents, data analysis, monitoring and evaluation.
  - Coordination and information sharing systems among the various actors and organizations.
- Explain that all humanitarian personnel shall assume and believe that GBV, and in particular sexual violence, is taking place and is a serious and life-threatening protection issue, regardless of the presence or absence of concrete and reliable evidence (one of the characteristics of GBV, and in particular sexual violence, is under-reporting). Therefore, all humanitarian actors must take coordinated action, from the earliest stages of an emergency, to prevent sexual violence and provide appropriate assistance to survivors/ victims. At the same time, prevention activities must be put in place to address causes and contributing factors to GBV in the setting.

Conclude that we shall support the victims/survivors and eradicate victim/survivor blaming. GBV responsibility rest with perpetrators, and accountability for ensuring the prevention and response to GBV is with humanitarian actors in partnerships with government, communities etc.

## Activity 4

### Wrap-up

- Close the session by reviewing the objectives.

