

# **FACILITATOR'S GUIDE**

*Draft Copy as of 28<sup>th</sup> October 2008*

## **PRE-COURSE ACTIVITIES**

### **Guidance on Timing:**

The opening ceremony, and, if possible, the other pre-course activities also, should ideally be undertaken in the afternoon or evening of the day prior to Day 1 of the course (see course schedule)

**Total Time:** 3 – 3½ hours

**Description:** The following are necessary pre-course activities for this course:

- Opening Ceremony (including introduction of participants)
- Orientation
- Formation of groups
- Expectation Review
- Course Overview
- Pre-course Assessment

### **Additional Guidance:**

- During the Opening Ceremony

Room layout: chairs in rows facing speaker's lectern during opening ceremony.

- After the Opening Ceremony

Room layout: Chairs are arranged around four tables (one table per group) in a square formation with a projector and screen linked to a PC at one end of the room for the rest of the course.

## Procedure:

### 1. Opening Ceremony

The format used should be the standard IFRC opening ceremony. Time required is 1 hour. Introduction of participants is included here. This should be followed by a short tea break to enable the room layout to be altered.

### 2. Formation of Groups

This should take no more than 15 minutes. Prior to participants' arrival at the course venue they should be sent a questionnaire relating to their experience in enough time for them to return the completed questionnaire to the course organisers prior to their arrival at the course venue. For more information on this see the section on course participants in the introduction to this guide.

The groups should be made up of people with a spread of experiences and no one group should consist of people with significantly different skill levels to the rest. This is to facilitate learning of all participants. It is necessary to split the participants down into groups to ensure there is the opportunity for all to participate in the many group exercises that will make up a large portion of this course. It is advised that participants should be grouped accordingly prior to actual training.

#### Methodology:

##### i. Forming the Teams.

Get groups to move from tables and stand at side of room, announce the members of each group in turn. Each group needs to sit at a different table.

##### ii. Naming the Teams and Identification of Team Leaders

Here are two methodologies that can be used for naming the teams. Only one should be used:

- a. Using the projector display 100 disaster words in ten boxes labelled A-J. Get each group to pick a word but not tell you what it is.

Show the second set of boxes (where the words have been rearranged).

Ask the groups to tell you the letter of the box where the word was first and the letter of the box where the word ended up. From this you can work out what the name of the group is. (Hint: in the second set of boxes no word appears in the same box as any of the words it was with, in the first set of boxes)

Participation Contribution Sustainability <b>A</b> Security Accountability Capacity Vulnerability Advocacy Strategy Onion	<b>B</b> Humanitarian Gender Facilitation Organization Environment Coordination Distribution Development Consultation Thief	Problem Solution Issue Involvement Challenge Money impact <b>C</b> Risk Safe Finger	<b>D</b> Volcano Hazard Storm Fire Tsunami Flood Drought Cyclone Earth quake Sea	Training Workshop Seminar Meeting Network Communication Information Response <b>E</b> Tool Night
<b>F</b> House Rural Hospital School Camp Urban Food security Sanitation Medicine Turtle	<b>G</b> Resource Water Food Public Health Health Shelter Reservoir Climate Change River Fork	Man Woman Children Family Community Country <b>H</b> Donor Partner Government Singer	Disaster Preparedness Mitigation Protection Prevention Rehabilitation Reconstruction Emergency <b>I</b> Relief Egg	Assessment Project Programme Monitoring Evaluation Implementation Activity <b>J</b> Power Plan Teacher
Accountability Camp Environment <b>A</b> Health Challenge Community Tsunami Prevention Network Evaluation	Sustainability Hospital Facilitation <b>B</b> Food Issue Children Storm Mitigation Seminar Programme	Participation House Humanitarian Resource Problem <b>C</b> Man Volcano Disaster Training Assessment	Strategy Medicine Consultation <b>D</b> River Safe Government Earth quake Relief Tool Plan	Vulnerability Food security Distribution Reservoir impact <b>E</b> Donor Drought Reconstruction Information Activity
Security School Organization Public Health Involvement <b>F</b> Family Fire Protection Meeting Monitoring	Contribution Rural <b>G</b> Gender Water Solution Woman Hazard Preparedness Workshop Project	Onion Turtle Thief Fork Finger Singer <b>H</b> Sea Egg Night Teacher	Advocacy Sanitation Development Climate Change <b>I</b> Risk Partner Cyclone Emergency Response Power	Capacity Urban Coordination Shelter <b>J</b> Money Country Flood Rehabilitation Communication Implementation

If the names of the groups are connected in any way you can quickly, link the groups to each other as an ice breaker (especially if the linkages are humorous).

The group also needs to decide amongst themselves who their team leader will be during the course. If necessary the facilitation team can suggest a suitable candidate for each team (based on experience etc.) for team leader but it is stressed that it should be the groups own decision who is selected as team leader.

- b. Each group is given a list of disaster words, (the same words can be used that are displayed on the slides in example a.) In their groups the participants can then discuss which word they feel is most suitable for their group, this encourages initial dialogue among the

members of each group. Give the groups ten minutes to discuss and then they need to present to the other participants the name of their group, and why it was chosen.

As in Example a, each group will select their respective leader. After presenting their group name and why it was chosen to the other participants, the group will announce the name of their group leader.

iii. Important roles and responsibilities for the teams during the course.

PowerPoint presentation can be used as visual aid if required.

Key advice for participants:

Some learn more, some learn less. Share your learning within your groups .

It is important to have group discussion to review each day.

The teams will take it in turns, one per day, to play the role of host team. The responsibilities are as follows: Take care of and clean classroom (joke), Time management, make sure expectations are met. Energizers. Collect feedback from each team and report to facilitators. Recommend improvements.

**IMPORTANT NOTE:** At this stage it is very useful to explain that the host team for the day is responsible for the time management on that particular day (e.g. making sure sessions don't overrun, reminding facilitators of how much time they have left, ensuring participants are back from breaks on time etc). Some example cards should be provided to the host team for the day that say the following: "10 minutes left", "5 minutes left", "time is over" and if the facilitator still persists "Please stop now!", over the duration of the course it is likely the participants will draw their own "time-keeping" cards but it is useful to introduce this concept early on.

### 3. Expectation Review

This session will be conducted through a Group Activity known as the "Bus Stop" methodology. You should allow 30 minutes for the group exercise and a further 20 minutes to discuss the outputs.

Materials: Flipcharts arranged at intervals around the room.

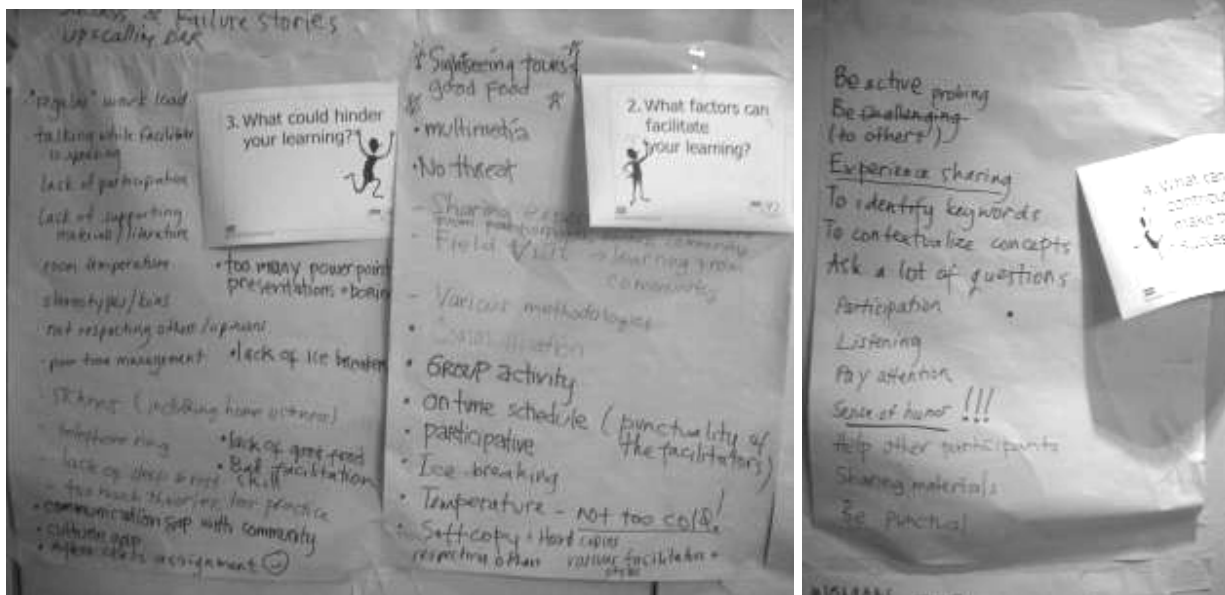
Methodology: Groups go to Flipchart with question on it, spend 5-10 minutes at each writing responses then proceed to other flip chart and repeat process etc.

The questions for the groups are as follows:

- What do you expect to learn from this course?
- What factors can facilitate your learning?

- What could hinder your learning?
- What can you contribute to making this course successful?

Example responses from previous training:



Explain this information is used to tailor course to the participants' requirements.

**IMPORTANT NOTE:** The participants' comments should be displayed on a wall so they can be easily reviewed. The same should be done with all the 'paperwork' produced during the course so that at the end of (and during) the course the participants can review their learning (especially during Module 9).

#### 4. Course Overview

Materials: Course schedule handouts.

Methodology: Presentation

In 15 minutes give a quick run through of the content of modules and sessions.

#### 5. Pre-course Assessment

Materials: Test papers. Hand out during session.

Methodology: Multiple-choice assessment.

Distribute a set of questionnaire for each of the participant. Explain to the participants that the pre-test is helpful to measure how much knowledge participants have about particular topics to be

covered during the course and this will be taken into account by the facilitators (i.e. if a particular area requires more attention). The pre-test will also be used as a basis for assessing how much knowledge was gained through attendance of the course by comparing the results of the pre-test with those of a post test conducted towards the end of the training. Give them 15 minutes to answer the questions. Collect the questionnaires after participants completed the questionnaire. Mention to them that answers will be given at the end of the training.

# Module 1

## INTRODUCTION TO THE RED CROSS AND RED CRESCENT MOVEMENT

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### Description

*Review of the basic information about RC/RC Movement which contains the history of the movement, fundamental principles, different committees within the organizational structure, role of volunteers and code of conduct.*

### Additional Note

*This module is largely geared towards field practitioners from National Societies of the Red Cross/Red Crescent Movement. If this course is being run externally to the RC/RC context it may not be necessary to cover all the sessions in module 1. It is suggested however that time is still spent covering the code of conduct as this has relevance to the activities of many other actors in CBDRR.*

## **Learning Objectives**

After completing this module, the participants will be able to describe the basic information about the Red Cross and Red Crescent Movement. Specifically, they will be able to:

1. Discuss Henry Dunant's original vision for the Red Cross and how it has developed to become what it is today.
2. Explain the IFRC/RC's fundamental principles of Humanity, Impartiality, Neutrality, Independence, Voluntary service, Unity and Universality and how they influence the IFRC/RC's work and their role in CBDRR.
3. Identify the different components/bodies within the organizational structure of the Red Cross and Red Crescent, and what their roles and responsibilities are.
4. Discuss the role of volunteerism in how the Red Cross and Red Crescent functions and any special considerations that are needed when working alongside volunteers.
5. Explain the content of the code of conduct and how it influences the Red Cross and Red Crescents activities.

## **Learning Sessions**

The following topics will be covered in Module 1:

1. History and Origin of the Red Cross and Red Crescent Movement
2. Fundamental Principles
3. Components of Red Cross/Red Crescent Movement
4. Volunteering in the Context of Red Cross and Red Crescent Movement
5. Code of Conduct

**Total time:** 1 hour 40 minutes

## **Materials**

PowerPoint presentation, LCD projector, laser pointer, lap top. History of RC/RC short film ("The Story of an Idea"), Fundamental Principles short film ("Helpman").



## 1: History and Origin of the Red Cross and Red Crescent Movement

**Suggested time:** 15 minutes

**Methodology:** Evocative discussion and showing of films

**Materials:** PowerPoint presentation, LCD projector, laser pointer, Short film (“Where the Streets Have No Name”), Short film (“The Story of an Idea”)

### Procedure:

1. Video, “Where The Streets Have No Name”

This short film should be shown as the participants first enter the training room (after the pre-course activities). It features a montage of footage that depicts the activities of the Red Cross and Red Crescent set to music. Showing this video gives a quick reminder of the role of the Red Cross and Red Crescent and is an effective tool to set the mood for the rest of the training. After viewing the film, ask some feedbacks about what they saw and link these to the introduction of the session objectives. (Note: It is also effective to show this film during Module 9, prior to the gallery walk.)

2. Introduction

Present session objective (using PowerPoint slide)

#### Session Objective

By the end of this session, the participants will be able to:

Discuss Henri Dunant’s original vision for the Red Cross and how it has developed to become what it is today.

Inform participants that they will watch the film entitled, “The Story of an Idea”

### 3. “The Story of an Idea”

Show the participants the short film “The Story of an Idea”

Ask the participants to consider the following questions during the film:

- What was Henry Dunant’s original vision for the role of the Red Cross?
- What were the key outcomes of Henry Dunant’s campaign?

Possible answers:

- To set up relief societies that would care for the wounded in times of war.
- To formalise a set of rules for the care of war wounded.
- 1863 Geneva Committee
- The 1<sup>st</sup> Geneva Convention in 1864 and subsequent conventions.
- The creation of National Societies.
- Volunteerism (propagating the idea of voluntary service)

For further details on the history of the Red Cross / Red Crescent Movement refer participants to page 2 in the Participants Workbook.

### 4. PowerPoint presentation

During the presentation you should highlight the following points:

- How Henry Dunant’s activities in Solferino relate to Disaster Management. War is a category of disaster. (further to this point you could start a short discussion on what the potential consequences of conflict generated and/or natural disaster for vulnerable people are)
- Explanation of the movement’s logo, for example if it is contained in a rectangle it means the whole movement, without it is national society.

## 2: Fundamental Principles

**Suggested time:** 15 minutes

**Methodology:** Presentation, Discussion, film showing

### **Materials:**

PowerPoint presentation, LCD projector, laser pointer

Short film (“Helpman”)

### **Procedure:**

1. Introduction

Present Session objective (using PowerPoint slide):

#### **Session Objective:**

By the end of the session participants will be able to:

Explain the IFRC/RC’s fundamental principles of Humanity, Impartiality, Neutrality, Independence, Voluntary service, Unity and Universality and how they influence the IFRC/RC’s work and their role in CBDRR.

2. PowerPoint presentation with group input:

A very simple way to start group participation is to ask the question, “How many principles are there?” This can be followed up with, “Can you tell me what they are?”

It is useful to use a PowerPoint slide subsequent to this that details the principles and which parts of the RC/RC’s work they refer to. Subsequent slides will look at each principle in more detail.

Also the participants should be referred to page 4 in the Participants Workbook for information on the Fundamental Principles.

Details for slide:

- Humanity and Impartiality relate to the OBJECTIVES of the RC/RC movement

- Neutrality and Independence relate to the MEANS by which the RC/RC works
- Voluntary Service, Unity, Universality relate to WORKING STYLE (how the RC/RC does it work)

A member from each group can take it in turns to read out each principle. Discussion as to the implications that each principle has on the RC/RC's work should be encouraged if it arises:

Each slide should feature one of the seven principles only, for clarity. Each slide also features an illustration (also included in the Participants Workbook), asking the participants to provide explanation of what the picture means and how it represents that particular principle, can be a good way to stimulate discussion on the principles (although be aware of time constraints). The details for the text for the slides are as follows:

i. Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

ii. Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

iii. Neutrality

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

iv. Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

v. Voluntary service

It is a voluntary relief movement not prompted in any manner by desire for gain.

vi. Unity

There can be only one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

vii. Universality

The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is worldwide

### 3. Showing of a film: "Helpman"

Here are two suggestions how to conduct this part of the session:

#### Suggestion 1:

Show the participants the short film featuring the character 'Helpman'. Explain that they will need to think about the fundamental principles as they watch it. During the film the principles are introduced in turn. You should pause the film at these points (just before the principle appears on screen) and ask participants which principle the animation refers to and why. When you restart the film the participants will see if they were correct or not.

Note: To do this the facilitator needs to be very familiar with the "Helpman" video

The following is guidance for when to stop the film:

Scene: Helpman is waving, Timing: 1 minute 20 seconds, Principle: VOLUNTARY SERVICE

Scene: Closing ambulance door, Timing: 2 minutes 40 seconds, Principle: IMPARTIALITY

Scene: Helicopter takes off, Timing: 3 minutes 40 seconds, Principle: NEUTRALITY

Scene: Watering the grass, Timing: 4 minutes 50 seconds, Principle: INDEPENDENCE

Scene: People jumping around, Timing: 5 minutes 55 seconds, Principle: UNITY

Scene: Rocket taking off, Timing: 6 minutes 55 seconds, Principle: UNIVERSALITY

Scene: Plane taking off, Timing: 8 minutes 5 seconds, Principle: HUMANITY

#### Suggestion 2:

Pause the film as in Suggestion 1 but do so after the Principle has been revealed on screen. Further discussion can then take place as to why the preceding animation referred to that principle. Request examples from the participants on the application of each of the principle based on the field experience.

**Note: The 'Helpman' film is purely to enhance learning on the fundamental principles. It is acknowledged that inclusion of gender balance and minority groups (such as People with Disabilities) is not as well realised as it could have been.**

### **3: Components of the Red Cross/Red Crescent Movement**

**Suggested time:** 10 minutes

**Methodology:** Presentation, Short discussion

**Materials:**

PowerPoint presentation, LCD projector, laser pointer

**Procedure:**

1. Introduction

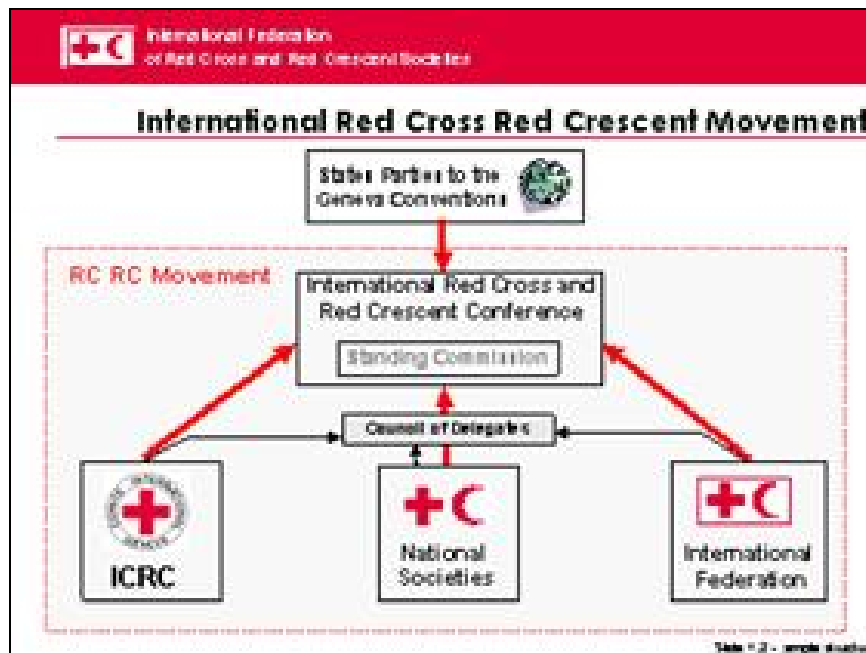
Present session objective (using PowerPoint slide):

**Session Objective:**

By the end of the session participants will be able to:

To identify the different components/bodies within the organizational structure of the Red Cross and Red Crescent and what their roles and responsibilities are.

2. Component of the Red Cross/Red Crescent, Show the following slide



For the purposes of this training it is not important to go into detail about all the components given in this slide but only to briefly cover the following (it should be stated that further information is available in this section in the participants workbook, starting on page 9):

A. ICRC (International Committee of the Red Cross)

- assistance and protection for conflict victims
- guardian of international humanitarian law. This is a huge subject but for some further information on International Humanitarian Law (IHL) and International Human Rights Law (IHRL) participants can be directed to the two fact sheets from ICRC on pages 11-14 in the Participant's Workbook. These are also available at:

(IHL) [http://www.icrc.org/Web/eng/siteeng0.nsf/htmlall/humanitarian-law-factsheet/\\$File/What\\_is\\_IHL.pdf](http://www.icrc.org/Web/eng/siteeng0.nsf/htmlall/humanitarian-law-factsheet/$File/What_is_IHL.pdf)

(IHRL) [http://www.icrc.org/Web/Eng/siteeng0.nsf/htmlall/57JR8L/\\$File/IHL\\_and\\_IHRL.pdf](http://www.icrc.org/Web/Eng/siteeng0.nsf/htmlall/57JR8L/$File/IHL_and_IHRL.pdf)

- promote national humanitarian law.
- official recognition of National Societies

B. National Societies

- assistance to victims of conflict and disaster
- activities in favour of the most vulnerable

C. IFRC (International Federation of the Red Cross and Red Crescent Societies)

- promotion of National Societies' activities
- Federation responsible to increase capacities of national societies.
- coordination of international Movement assistance for victims of natural disasters

There may be room during this session to discuss some of the characteristics of the National Societies with the participants that may be unique to that particular National Society.

viii. The Emblems

It is useful at this stage to spend some time discussing the emblems as they are very important for the RC/RC movement.

Key points about the emblems :

- The Red Cross (on a white background) was chosen as it is the inverse of the Swiss flag (the flag of Henry Dunant's country of origin)
- The Red Cross and the Red Crescent are two of the most recognized symbols in the world.
- They may be **indicative** or **protective**
- The use of these emblems is enshrined in international humanitarian law.
- There is also a Red Crystal, adopted in 2005.
- The different symbols exist because some national societies may not be comfortable wearing particular symbols but all three are recognised as having equal status.



#### 4: Volunteering in the Context of the Red Cross and Red Crescent Movement

**Suggested time:** ½ hour

**Methodology:** Presentation, Discussion

**Materials:** PowerPoint presentation, LCD projector, laser pointer

**Procedure:**

1. Introduction

Present session objective (using PowerPoint slide):

**Session Objective:**

By the end of the session participants will be able to:

To discuss the role of volunteerism in how the Red Cross and Red Crescent functions and any special considerations that are needed when working alongside volunteers.

2. Presentation and Discussion

Participants should be referred to page 16 in the Participants Workbook.

During the presentation the following points should be addressed:

- i. Why is voluntary service so important to the RC/RC Movement?
  - It is the underlying theme that informs our mission and humanitarian actions
  - The universal reach of our volunteer base is what makes us different from all other humanitarian organisations (whether national or global)
  - It reinforces our value and ability to be able to provide assistance to all vulnerable people, whoever and wherever they may be, in times of crisis and distress.

ii. What is Volunteering?

Volunteering in the RC/RC is:

- Motivated by the free will of the person volunteering, and not by a desire for material or financial gain or by external social, economic or political pressure.
- Intended to benefit vulnerable people or their communities.
- Organized by recognised representatives of a National Society.

iii. Possible Volunteer Roles in the Community

- Emergency relief distribution
- Formation of DP committees/ task force at the village level
- Village VCA mapping and Community awareness
- First aid and Safety services
- Nursing
- Social work
- Trainings
- Blood Donation
- Youth activities
- Many other social activities as per local branch priorities

iv. Trained RC/RC Volunteer roles in the Community

- To provide First Aid and psychosocial support
- TBAs (Training Birth Attendants) help in child birth (deliveries)
- To spread awareness in the community on general health and hygiene, water and sanitation, disaster preparedness and mitigation measures, community rescue and relief etc.
- To form Community DM Committee.
- To carry out VCA mapping in the village with the help of Community DM Committee members and outline Community Contingency Plans.
- To make the community members aware of the community DM plans and the actions to be undertaken before/during and after disaster.

- To participate in community programmes and also to implement any Red Cross Programmes in their communities.

In order to promote group discussion you could ask participants to reflect on their own experiences working with volunteers or working as volunteers themselves.

## 5: Code of Conduct

**Suggested time:** 15 minutes

**Technique:** Presentation, Discussion

**Materials:** PowerPoint presentation, LCD projector, laser pointer

### **Procedure:**

#### 1. Introduction

Present Session objective (using PowerPoint slide):

#### **Session Objective:**

By the end of the session participants will be able to:

To explain the content of the code of conduct and how it influences the Red Cross and Red Crescent's activities in CBDRR.

#### 2. Group discussion aided by PowerPoint presentation

Questions to Participants:

“What is the Code of Conduct and what is it for?”

Key points:

- ‘The Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief’
- The Code seeks to guard our standards of behaviour.
- The Code seeks to maintain the high standards of independence, effectiveness and impact to which we aspire.
- It is a voluntary Code - enforced by the will of the organisations accepting it to maintain the standards laid down in the Code.

“Why is there a Code of Conduct?”

Key points:

- To ensure proper conduct and behaviour (by organisations and individuals engaged in disaster relief)
- To prevent abuse - of power, of privilege and of access to vulnerable people (particularly children, women, people with special needs and older people)
- To acknowledge and respect the respect the dignity and cultural sensitivities of disaster victims

The participants may be interested in finding out more on the Code of Conduct, the following text is included in the Participants Workbook (see page 22) and the participants can be directed to it for further reading. The following text consists of the actual code of conduct with further explanation beneath each point. This information is also available in annex 2 of the Sphere handbook. If time allows or it is felt to be necessary the guidance below can be used for facilitating a discussion on the Code of Conduct. The bullet points summarise the main points of each principle.

#### The Code of Conduct (presented in bullet format)

- i. The Humanitarian Imperative comes first
  - The prime motivation of response to disaster is to alleviate human suffering amongst those least able to withstand the stress caused by disaster. The right to receive humanitarian assistance, and to offer it, is a fundamental humanitarian principle which should be enjoyed by all citizens of all countries.
- ii. Aid is given regardless of the race, creed or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone
  - The provision of relief aid, wherever possible, should be based upon a thorough assessment of the needs of the disaster victims and the local capacities already in place to meet those needs. Ensure equitable relief and equal access to all disaster victims.
- iii. Aid will not be used to further a particular political or religious standpoint
  - The delivery of humanitarian aid should not embrace or accept any particular political or religious creed.
- iv. We shall endeavour not to act as instruments of government foreign policy
  - Implement government policies which coincides with RC/RC own independent policy.

- Never knowingly – or through negligence – allow the RC/RC or its employees, to be used to gather information of a political, military or economically sensitive nature for governments or other bodies that may serve purposes other than those which are strictly humanitarian, nor act as instruments of foreign policy of donor governments.
- v. We shall respect custom and culture
- Endeavour to respect the culture, structures and customs of the communities and countries we are working in.
- vi. We shall attempt to build disaster response on local capacities
- All people and communities – even in disaster – possess capacities as well as vulnerabilities. Where possible, strengthen these capacities by employing local staff, purchasing local materials and trading with local companies.
  - Place a high priority on the proper co-ordination of our emergency responses. Where possible, work through local Non Government Humanitarian Agencies as partners in planning and implementation, and cooperate with local government structures and relevant UN bodies
- vii. Ways shall be found to involve programme beneficiaries in the management of relief aid
- Strive to achieve full community participation in relief and rehabilitation programmes. Disaster response assistance should never be imposed upon the beneficiaries. Effective relief and lasting rehabilitation can best be achieved where the intended beneficiaries are involved in the design, management and implementation of the assistance programme.
- viii. Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs
- All relief actions affect the prospects for long-term development, either in a positive or a negative fashion. Recognising this, strive to implement relief programmes which actively reduce the beneficiaries' vulnerability to future disasters and help create sustainable lifestyles.
  - Pay particular attention to environmental concerns in the design and management of relief programmes. Endeavour to minimise the negative impact of humanitarian assistance, seeking to avoid long-term beneficiary dependence upon external aid.
- ix. We hold ourselves accountable to both those we seek to assist and those from whom we accept resources
- Act as an institutional link in the partnership between those who wish to assist and those who need assistance during disasters. Hold accountable to both constituencies.

- All dealings with donors and beneficiaries should reflect an attitude of openness and transparency. ( i.e. need to report on activities, both from a financial perspective and the perspective of effectiveness0
  - Ensure appropriate monitoring of aid distributions and to carry out regular assessments of the impact of disaster assistance. Seek to report, in an open fashion, upon the impact of our work, and the factors limiting or enhancing that impact.
- x. In our information, publicity and advertising activities, we shall recognise disaster victims as dignified humans not hopeless objects
- Respect for the disaster victim as an equal partner in action should never be lost. In our public information, portray an objective image of the disaster situation where the capacities and aspirations of disaster victims are highlighted, and not just their vulnerabilities and fears.
  - Cooperate with the media in order to enhance public response