



# TRAINING MODULE ON GENDER EQUALITY AND SOCIAL INCLUSION RESPONSIVE ANTICIPATORY ACTION





# Training Module on Gender Equality and Social Inclusion Responsive Anticipatory Action

The ASEAN Secretariat  
Jakarta

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# CONTENTS

<b>Foreword</b> .....	7
<b>Acronyms</b> .....	8
<b>Executive Summary</b> .....	9
<b>Chapter 1: Introduction</b> .....	11
<b>Topic 1: Overview of the Module</b> .....	12
<b>Topic 2: Anticipatory Action and the Urgency to Make it GESI Responsive</b> .....	17
<b>Topic 3: Introduction to GESI Responsive Anticipatory Action</b> .....	22
<b>Topic 4: Global Humanitarian Standards</b> .....	26
<b>Chapter 2: GESI Reponsive Risk Information, Forecas &amp; Early Warning System</b> .....	30
<b>Topic 5: How to Make Trigger Development and Communication to Stakeholders and Most Vulnerable People GESI Responsive</b> .....	31
<b>Topic 6: Checklist of GESI Responsive Trigger Development and Communications</b> .....	34
<b>Topic 7: How to Make Multi-Hazard Assessment and Preparedness GESI Responsive</b> .....	40
<b>Chapter 3: GESI Responsive Planning, Operation &amp; Delivery</b> .....	43
<b>Topic 8: The Role of Stakeholders in Designing of GESI Anticipatory Action</b> .....	44
<b>Topic 9: How to Make Anticipatory Action Beneficiaries Identification and Selection GESI Responsive?</b> .....	49
<b>Topic 10: Capacity Development for GESI Responsive Anticipatory Action Implementation</b> .....	52
<b>Chapter 4: GESI Responsive Anticipatory Action Pre-Arranged Financing</b> .....	55
<b>Topic 11: Pre-arranged Financing for GESI Responsive Anticipatory Action</b> .....	56
<b>Chapter 5: GESI Responsive Anticipatory Action Monitoring &amp; Evaluation</b> .....	59
<b>Topic 12: GESI Responsive Anticipatory Action Monitoring and Evaluation</b> .....	60
<b>Annexes</b> .....	63



# Foreword

**S**outheast Asia is one of the most at-risk regions facing natural disasters in the world. ASEAN Member States are exposed to a variety of hazards including floods, landslides, storms, typhoons, droughts, earthquake, tsunami, flashfloods, etc. With climate change, disaster risk landscape in the ASEAN region rapidly evolves and becomes more complex.

The **Training Module on Gender Equality and Social Inclusive Responsive Anticipatory Action** is developed in line with the ASEAN Framework on Anticipatory Action in Disaster Management. The Training module aims to support the disaster management actors to design their disaster risk reduction trainings which take into consideration GESI-responsive anticipatory action. The module outlines step-by-step of the in-depth training activities, which consists of 12 topics with detailed guidance on learning facilitation plan, learning objectives, methodology, material, resources, timetable and facilitation steps for each topic.

On this note, I congratulate the ASEAN Committee on Disaster Management (ACDM) for their continued leadership in advancing disaster resilience in our region. I convey my appreciation to the consortium, including CARE International, Plan International and World Vision International, who are also the member of the AADMER Partnership Group (APG) for their support for this Training Module and strong collaboration in supporting ASEAN programming and activities in disaster management. I hope the Training Module will support capacity building in disaster risk reduction in the region in an inclusive and comprehensive manner. All of which to help build resilience in the region as well as realizing the ASEAN vision to the global leader in disaster management.



**Pham Duc Luan**

Director-General,  
Viet Nam Disaster and Dike Management Authority  
Chair of ASEAN Committee on Disaster Management

# ACRONYMS

AA	Anticipatory Action
AADMER	ASEAN Agreement on Disaster Management and Emergency Response
AGMSF	ASEAN Gender Mainstreaming Strategic Framework
APG	AADMER Partnership Group
ASEAN	Association of Southeast Asian Nations
CERF	Central Emergency Response Funds
CHS	Core Humanitarian Standards
CSO	Civil Society Organization
DPOs	Disable People Organization
DREF	Disaster Relief Emergency Funds
DRM	Disaster Risk management
EWS	Early Warning System
FAO	Food and Agriculture Organization
GESI	Gender Equality and Social Inclusion
HIS	Humanitarian Inclusion Standards
IASC	Inter-Agency Standing Committee
IFRC	International Federation of Red Cross and Red Crescents
MHEWS	Multi-Hazards Early Warning Systems
NGO	Non-Government Organization
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNFPA	United Nations Fund for Population Activities.
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
WASH	Water and Sanitation Hygiene
WMO	World Meteorological Organization



# EXECUTIVE SUMMARY

The Training Module on **Gender Equality and Social Inclusion (GESI) Responsive Anticipatory Action** aims to strengthen the capacity of ASEAN Member State (AMS) in ensuring equal and inclusive participation and benefit of most vulnerable groups within the three building blocks of the Anticipatory Action System in the ASEAN Framework on Anticipatory Action in Disaster Management (2022). ASEAN encourages the participation and involvement of community members in every process of integration and community development in ASEAN, as highlighted.

The content of the Training module follows the three building blocks of the ASEAN Framework on Anticipatory Action in Disaster Management, as presented below:



Source: ASEAN Anticipatory Action Framework<sup>1</sup>.

The Training module consists of five chapters and 12 topics that explain the mainstreaming of GESI in the three building blocks of the ASEAN Framework on Anticipatory Action in Disaster Management. It is designed for ACDM, academia, NGOs/CSOs staff in the ASEAN regions who are working in the Disaster Management and Humanitarian Assistance sectors.

<sup>1</sup> ASEAN, 2022. Framework on Anticipatory Action in Disaster Management

## **Consultation Process**

This Training module has gone through a participatory consultation process, including the ACDM Working Group of Prevention and Mitigation. On August 25, a regional consultation workshop was organised by the ASEAN Secretariat with the participation of representatives from the ASEAN Committee on Disaster Management, Technical Working Group on Protection, Gender, and Inclusion (TWG-PGI); and ASEAN External Partners including Regional Technical Working Group on Anticipatory Action, AADMER Partnership Group. The Training module was jointly developed based on inputs from these consultations.

# CHAPTER 1

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# INTRODUCTION





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# Overview of the Module

The Training Module on Gender Equality and Social Inclusion Responsive - Anticipatory Action aims to strengthen the capacity of ASEAN Member State (AMS) in ensuring equal and inclusive participation and benefit of most vulnerable groups within the three building blocks of the anticipatory action system in the ASEAN Framework on Anticipatory Action in Disaster Management (2022). The GESI Responsive Anticipatory Action Module can be utilised by wider stakeholders such as academia, NGOs/CSOs staff in the ASEAN regions, especially those who are working in the Disaster Management and Humanitarian Assistance sector.

Training Module is developed following the ASEAN’s Anticipatory Framework’s building block as follows:



Source: ASEAN Anticipatory Action Framework in Disaster Management<sup>2</sup>.

<sup>2</sup>ASEAN, 2022. Framework on Anticipatory Action in Disaster Management, Jakarta

The Training Module syllabus is presented in the table below:  
 Table 1. Training Module on Mainstreaming Gender Equality and Social Inclusion into Anticipatory Action in Disaster Management Syllabus

Chapter	Topic	Learning Objectives
<b>Chapter One:</b> Introduction to GESI Responsive Anticipatory Action	<b>Topic 1:</b> Overview of the Module	By the end of this session, participants will be able to explain the content of the module, including its specific objectives and targeted audiences.
	<b>Topic 2:</b> Anticipatory Action and the Urgency to Make it GESI Responsive	By the end of this session, participants will be able to: <ol style="list-style-type: none"> <li>1. Explain the concept of vulnerable groups;</li> <li>2. Identify the vulnerable group among the assisted communities;</li> <li>3. Explain what Anticipatory Action is;</li> <li>4. Explain the urgency of GESI Responsive Anticipatory Action</li> </ol>
	<b>Topic 3:</b> Introduction to GESI Responsive Anticipatory Action	By the end of this session, participants would have an introductory understanding of GESI Responsive Anticipatory Action
	<b>Topic 4:</b> Global Humanitarian Standards	By the end of this session, participants would: <ol style="list-style-type: none"> <li>1. have a basic understanding of various humanitarian standards which are relevant to GESI Responsive Anticipatory Action; Identify the vulnerable group among the assisted communities;</li> <li>2. be able to identify standards that are useful for a GESI Responsive Anticipatory Action.</li> </ol>
<b>Chapter Two:</b> GESI Responsive Risk Information, Forecast and Early Warning System	<b>Topic 5:</b> How to Generate Trigger Actions Development and Communication to stakeholders and most vulnerable people GESI Responsive	By the end of the session, participants would be able to explain how to trigger action and communicate with stakeholders and most vulnerable people with GESI responsive approach.
	<b>Topic 6:</b> Checklist of GESI Responsive Trigger Actions Development and Communications	By the end of this session, participants would be able to: <ol style="list-style-type: none"> <li>1. explain how to make multi-hazards assessment and preparedness GESI responsive;</li> <li>2. perform GESI analysis to ensure the trigger action development and communication developed for AA are GESI responsive</li> </ol>
	<b>Topic 7:</b> How to Make Multi-hazards Assessment and Preparedness GESI Responsive	By the end of this session, participants would be able to use the tools for GESI responsive trigger action development and communication.
<b>Chapter Three:</b> GESI Responsive Planning, Operation and Delivery	<b>Topic 8:</b> The Role of Stakeholders in Designing a GESI Responsive Anticipatory Action	At the end of the session, participants would be able to identify key stakeholders of GESI Responsive Anticipatory Action and their roles at the country level
	<b>Topic 9:</b> How to Define Early Action Target Beneficiaries Identification and Selection GESI Responsive?	By the end of the session, participants would be able to make Early Action Target Beneficiary Identification and Selection responsive to GESI.
	<b>Topic 10:</b> Capacity Development for an GESI Responsive Early Action Implementation	

Chapter	Topic	Learning Objectives
<b>Chapter Four (Topic 11):</b> GESI Responsive Anticipatory Action Pre-Arranged Financing	<b>Topic 11:</b> GESI Responsive Anticipatory Action Pre-Arranged Financing	By the end of the session, participants are able to describe the types of pre-arranged financing that are appropriate for GESI Responsive Anticipatory Action.
<b>Chapter Five:</b> GESI Responsive Anticipatory Action Monitoring and Evaluation	<b>Topic 12:</b> GESI Responsive Anticipatory Action Monitoring and Evaluation	By the end of the session, participants would be able to provide an overview of the monitoring and evaluation framework that can be used in GESI Responsive Anticipatory Action;

Each topic consists of several sections namely: Subject matter for each of the topics; learning facilitation plan; contains information such as session learning objectives, methodology, materials needed, resources/handouts provided, time duration, and facilitation steps.

This Training Module can be used flexibly for offline and online use. The duration needed is 3 days for offline training, and 4 days for online training. The recommendations for offline and online training arrangements can be seen in Annexes 1 & 2.

### **How to ensure that your training is GESI-responsive?**

To ensure that the training is GESI-responsive, several aspects must be considered. The required actions to be performed during the training preparation, implementation, and evaluation are:

1. Open wide opportunities for participants from all backgrounds and conditions. Encourage women, persons with disabilities and representatives of marginalised groups to be involved in this training, both as organisers, participants, and other support teams;
2. Conduct participant data collection prior to training. This is to ascertain the background of the participants as well as possible barriers that will be encountered in the training, for organisers' anticipatory actions. Make sure the data includes the following: age, gender, type of barriers/disability;
3. Ensure the accessibility of this training; starting from the training venue (for offline training) to other supporting facilities (training equipment, ppt presentation, exercise, sign language interpreter, closed captioner, etc.);
4. Ensure that all parties involved in this training (volunteers, staff, organisers, and participants) have been sensitised about GESI issues;
5. Dissemination of materials and other reference documents before the training is carried out, especially for those with visual and hearing impairments;
6. Ensure testing of all the equipment and training materials in advance including internet connection, video presentation, etc.

# Facilitation Plan

**Introduction:** In this session, participants are given an explanatory description of the overall content of the GESI Responsive Anticipatory Action Module.

**Learning objective:** After following this topic, participants will be able to: explain the content of the module, including its specific objectives and targeted audiences.

**Methodology:** Visual presentation, Q & A session

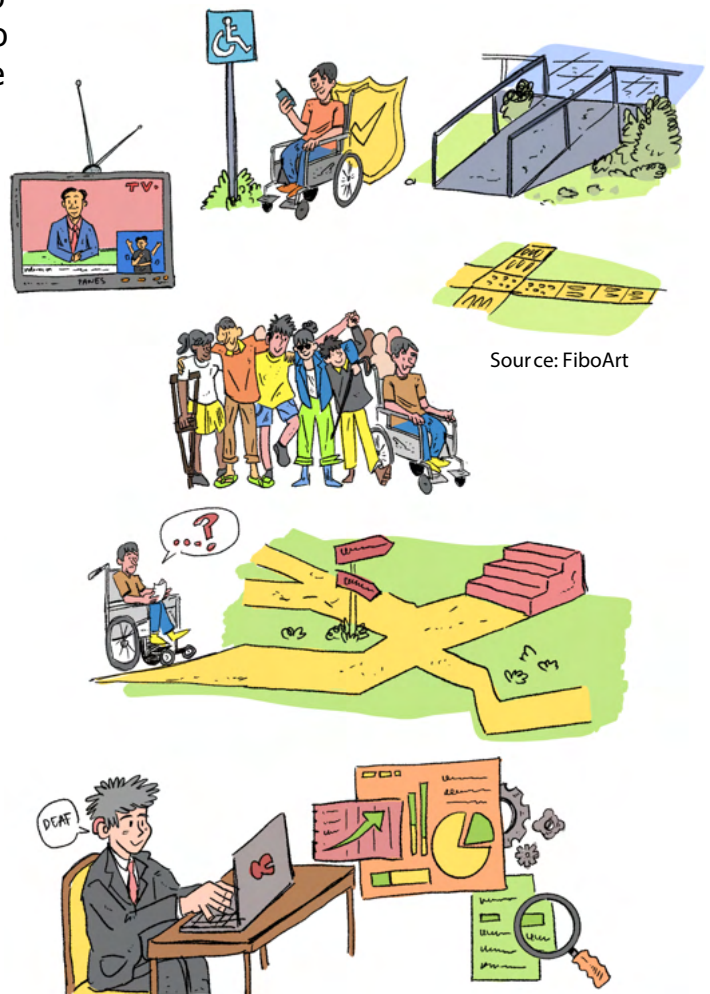
**Materials Needed:** LCD Projectors & laptop, flipchart, markers, post-it notes/ metaplan cards

**Resources/Handout:** PPT 1.1. GESIRAA (GESI-Responsive Anticipatory Action) Module Overview

**Duration:** 45 mins

## Facilitation Steps:

1. Facilitators provide a presentation to the participants using the PPT file to describe the content of the module (20 mins);
2. Facilitate a Q & A session after the PPT presentation (25 mins).







@PLAN International/Vietnam

## Anticipatory Action and the Urgency to Make it GESI Responsive

## What is Anticipatory Action?

**A**nticipatory action is a form of humanitarian intervention developed by aid agencies and partners to assist vulnerable, most at-risk community groups, it has become more prominent in disaster management. Utilizing the Anticipatory Action, aid agencies pilot test the framework to enhance effectiveness of humanitarian assistance to targeted population before an actual hazard affects them, hence, preventing and mitigating disruptive impacts of these hazards from becoming a disaster. ASEAN defines Anticipatory Action as:

*"... a set of interventions that are carried out when a hazard poses imminent danger based on a forecast, early warning or pre-disaster risk analysis. Anticipatory action is taken by an individual or organisation before an anticipated disaster to mitigate its impact on people, assets and infrastructure that are likely to be affected."*

Various aid and humanitarian agencies define Anticipatory Action based on their mandatory roles and responsibility in humanitarian assistance and disaster management according to their core services and expertise. For instance, IFRC defines Anticipatory Action as:

*"Early action, also known as anticipatory action or forecast-based action, means taking steps to protect people before a disaster strike based on early warning or forecasts. To be effective, it must involve meaningful engagement with at-risk communities. Discover how the IFRC supports effective early warning and early action by Red Cross and Red Crescent Societies."*<sup>4</sup>

UNOCHA provides an Anticipatory Action definition as follows:

*"An anticipatory action framework is a formal mechanism that enables humanitarian organizations to collectively get ahead of a predictable shock and mitigate its impact by pre-agreeing who will receive funding for what and based on which rules and triggers."*<sup>5</sup>

Variation of Anticipatory Action definitions is acceptable as many organisations developed it based on their expertise and experience. Pilot testing at various locations (countries, project sites) is happening, where new lessons learned would be gathered and contribute to the betterment of the currently available definitions. However, existing available definitions basically highlight the same cause: how to enhance humanitarian assistance to be more efficient and provided timely, before hazards happen and escalate into disasters.

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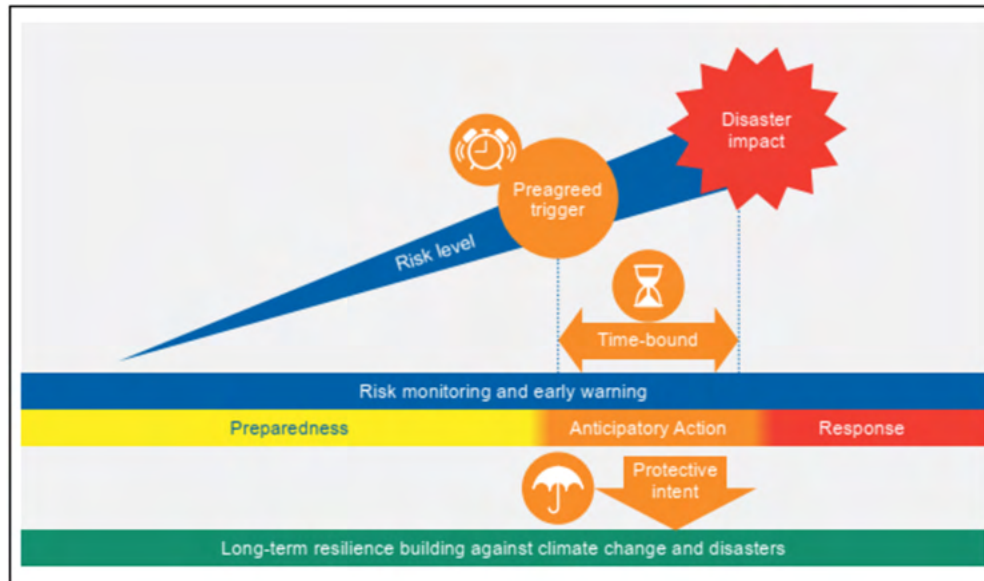
<sup>3</sup> *ibid.*, p. 6.

<sup>4</sup> <https://www.ifrc.org/early-warning-early-action>

<sup>5</sup> UNOCHA. Anticipatory Action Toolkit, <https://anticipatory-action-toolkit.unocha.org/>

In a Disaster Risk Management continuum, ASEAN positioned Anticipatory Action as follows:

### Anticipatory Action Positioning within the DRM Continuum



Source: ASEAN Anticipatory Action Framework in Disaster Management <sup>6</sup>

The ASEAN Anticipatory Action Framework positioned Anticipatory Action: "...between preparedness and response, in a window of opportunity between an early warning (or another trigger for action) and the onset of disaster.."<sup>7</sup>

For a brief explanation of the ASEAN Anticipatory Action framework in video form, please refer to the following link: [https://www.youtube.com/watch?v=ye\\_hShhbAi0](https://www.youtube.com/watch?v=ye_hShhbAi0)

### ASEAN's commitment to the vulnerable groups and individuals during disasters

Any social factors attached to the community or individuals (based on gender, disability, age, socio-economic status, geographical location, ethnicity, religion, etc.) can potentially become barriers and vulnerabilities for them in certain disaster situations. Each category of vulnerable person or groups may experience different risks in different situations and conditions.

Disasters can also exacerbate gender inequality. The ASEAN's Anticipatory Action building blocks are relevant to be used as the basis for adding the GESI responsive elements. The two building blocks in the framework GESI Responsive elements are presented below:

<sup>6</sup> ibid., p. 9.

<sup>7</sup> ibid.

## GESI Responsive Anticipatory Action Building Blocks

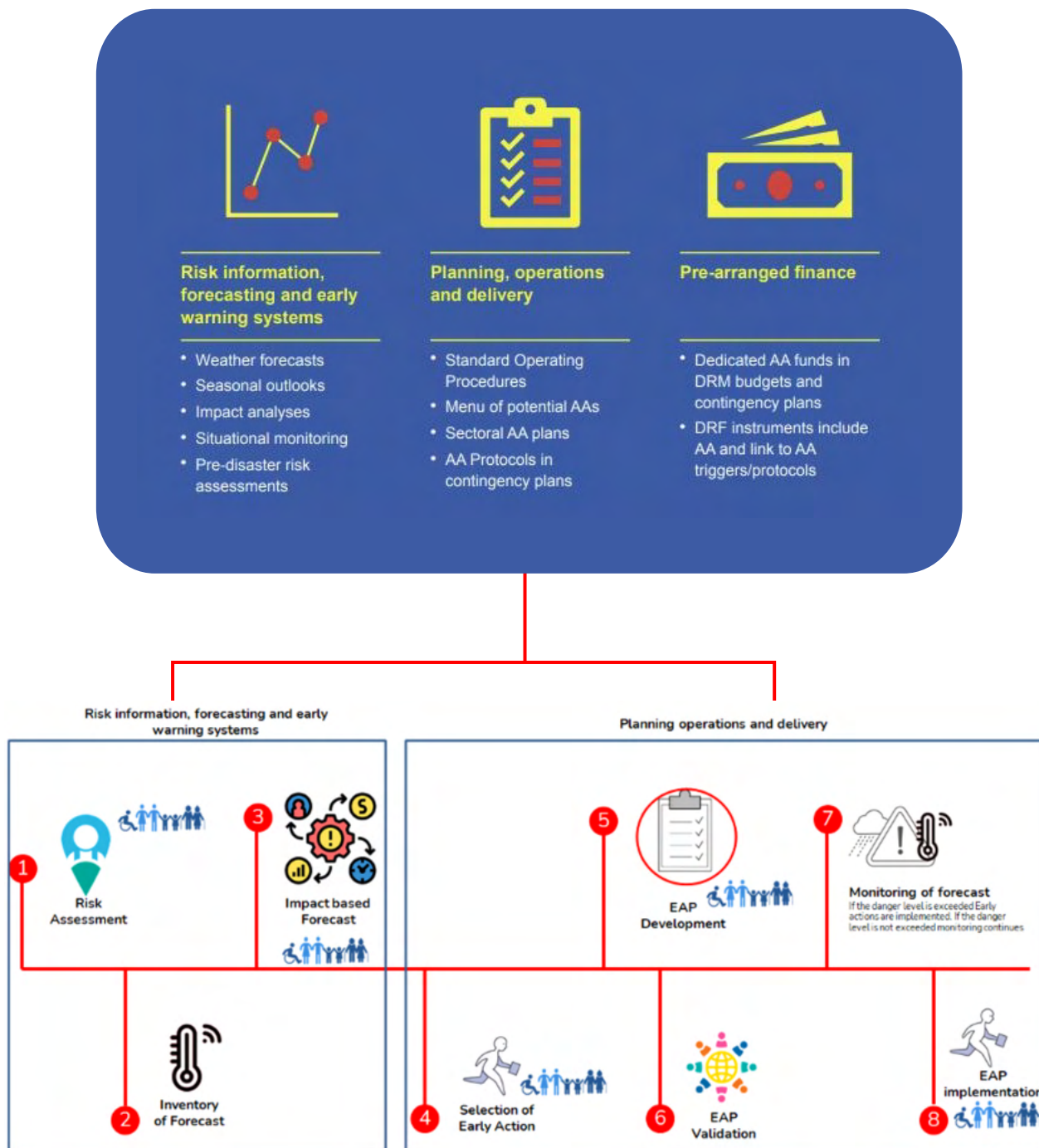


Figure 2 GESI Responsive Anticipatory Action Building Blocks.<sup>8</sup>

<sup>8</sup>This figure is adapted by the Humanity & Inclusion from the Climate training kit Forecast-based Financing in the Red Cross Red Crescent Movement.

**Introduction:** In this session, participants are to explore their experience as a learning basis to understand GESI responsive Anticipatory Action.

**Learning objective:** By the end of this topic, participants will be able to:

1. Identify the vulnerable group among the assisted communities
2. Explain what Anticipatory Action is
3. Explain the concept of vulnerable groups
4. Explain the urgency of GESI Responsive Anticipatory Action

**Methodology:** Group exercise, Presentation, Q & A session

**Materials Needed:** LCD Projectors & laptop, flipchart, markers, post it notes/metaplan cards

**Resources/Handout:**

1. PPT 1.2. – Most at-risk groups in times of Disasters;
2. PPT 1.3. – What is Anticipatory Action;
3. ASEAN Framework on Anticipatory Action in Disaster Management ([https://www.youtube.com/watch?v=ye\\_hShhbAi0](https://www.youtube.com/watch?v=ye_hShhbAi0))

**Duration:** 45 mins

**Facilitation Steps:**

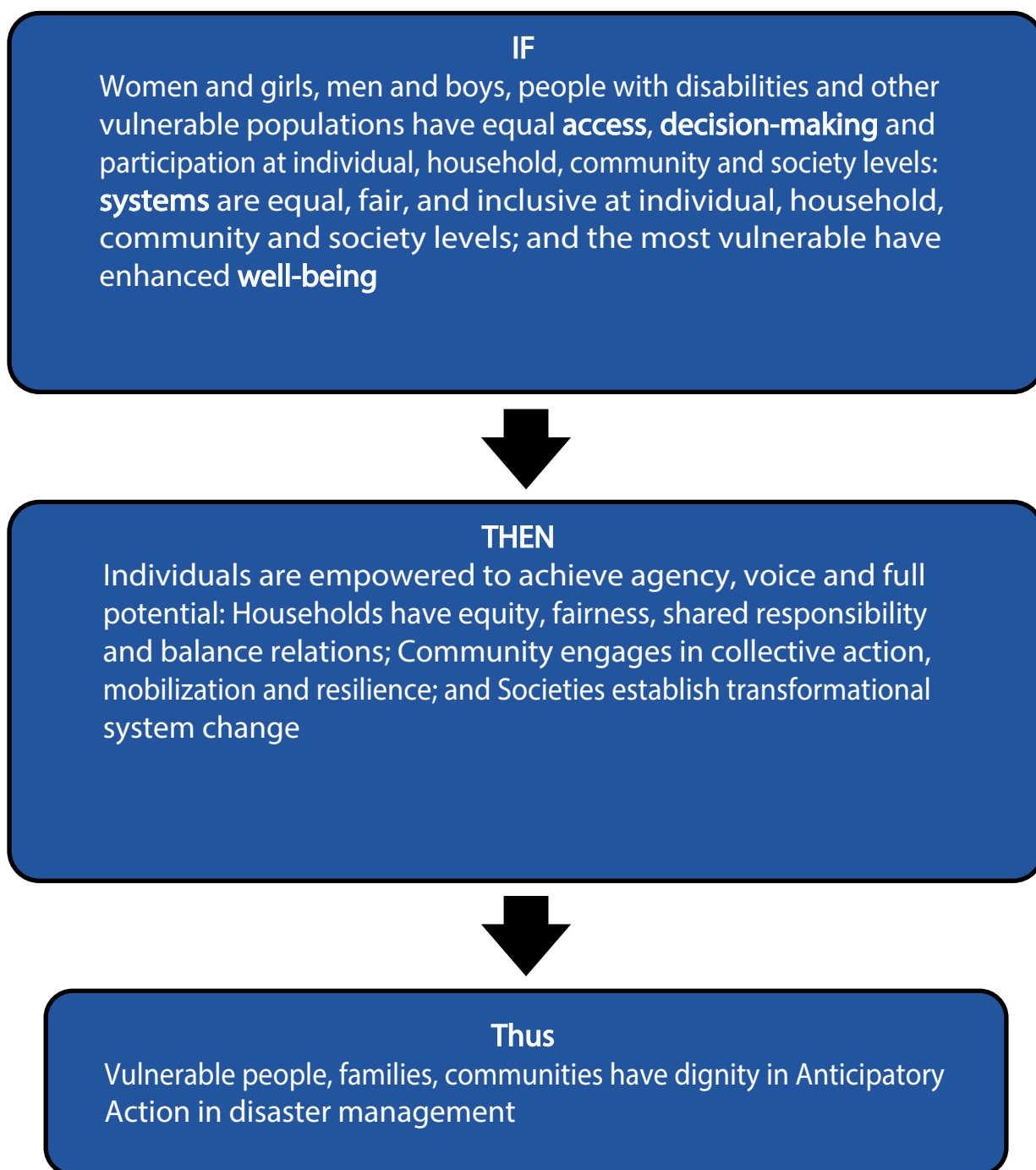
1. To start the session, ask participants to write down types of slow-onset and rapid-onset disasters experienced or witnessed at their place during the last 5 years. Ask them to write one type of disaster on each post-it note/metaplan card (5 mins); for virtual training, use online post-it/jam board or other similar online collaboration tools instead;
2. Collect and cluster participants' responses based on two categories: slow and rapid onset disasters (5 mins);
3. Next, sticking to the post it/jam board, ask participants to write down the vulnerable groups affected by these disasters;
4. Collect and cluster participants' responses based on three categories: severely affected, moderately affected, and mildly affected;
5. Facilitate participants to recall what impact was caused by the disaster and what group was affected the most and why. Give time for participants to share their findings—facilitators jot down participants' responses in metaplan cards/post-it notes. (15 mins);
6. Compile participants' findings and present PPT 1.2. (10 mins);
7. Ask participants to watch a brief explanation of the ASEAN Framework on Anticipatory Action in Disaster Management on the video link;
8. Facilitate participants to identify what actions could be done early before the disaster affects people's lives and livelihoods once early warning signs are detected (15 mins);
9. Compile participants' findings and present PPT 1.3. (10 mins).



@World Vision International/Laos

# Introduction to GESI Responsive Anticipatory Action

**A**nticipatory Action should be made GESI Responsive during its entire implementation steps from risk prioritisation to its impact monitoring. Vulnerable groups mostly encounter barriers that prevent or exclude them from accessing, participating, contributing to the decision-making, receiving empowerment & capacity building, and wellbeing. An Anticipatory Action framework should be anchored on a theory of change that envisioned the change desired by the intervention and guided its outcome. GESI Responsive Anticipatory Action Theory of Change is:



## Defining GESI

**Gender equality** refers to women and men having equal consideration to resources and opportunities. It is as concerned with the situation of men as women. However, as it is often women who face greater risks and vulnerabilities in different sectors, it is often associated with a greater focus on women.<sup>9</sup>

**Disability** is defined as a condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness, and various types of chronic disease.<sup>10</sup>

**Social inclusion** is linked to social exclusion, which refers to when individuals or groups are unable to participate in the economic, social, political, and cultural life of their society. They can be economically excluded from or have restricted access to labour markets, land, and livelihood opportunities; and they can be socially excluded or have restricted access to infrastructure, basic services and amenities, social protection, public safety and social networks. Social inclusion thus refers to improving the ability, opportunity, and dignity of people to take part in society.<sup>11</sup>

GESI Responsive Anticipatory Action always factors GESI domains<sup>12</sup> in every cycle of its steps. Those domains are:

- **Access.** The ability to access, use, and/or own assets, resources, opportunities, services, benefits, and infrastructure.
- **Participation.** The ability to participate in or engage in societal affairs and systems of power that influence and determine development, life activities and outcomes.
- **Decision Making.** The ability to make decisions free of coercion at individual, family, community, and societal levels. This can include control over assets and the ability to make decisions in leadership.
- **System.** The availability of equal and inclusive systems that promote equity, account for the different needs of vulnerable populations, and create enabling environments for their engagement.
- **Wellbeing.** The sense of worth, capability status, confidence, dignity, safety, health, and overall physical, emotional, psychological, and spiritual well-being.



Figure 4.

<sup>9</sup> This definition is taken from the document 'ASEAN Gender Mainstreaming Strategic Framework' which refers to the OSAGI Gender Mainstreaming - Concepts and definitions (un.org) document.

<sup>10</sup> IASC Guidelines on the Inclusion of Person with Disabilities in humanitarian Action, 2019

<sup>11</sup> This definition is taken from the document 'ASEAN Gender Mainstreaming Strategic Framework' which refers to the world bank definition of social inclusion

<sup>12</sup> [https://wvusstatic.com/2021/landing-pages/gender-equality/Gender\\_Equality\\_and\\_Social\\_Inclusion\\_Approach\\_2021.pdf](https://wvusstatic.com/2021/landing-pages/gender-equality/Gender_Equality_and_Social_Inclusion_Approach_2021.pdf)



**Introduction:** In this session, participants are given inputs on the why and what of GESI Responsive Anticipatory Action based on exploration made in the previous sessions.

**Learning objective:**

To introduce the GESI Responsive Anticipatory Action

**Methodology:** Presentation, Q & A session

**Materials Needed:** LCD Projectors & laptop, flipchart, markers, post-it notes/metaplan cards

**Resources/Handout:**

PPT 1.4. – GESI Responsive Anticipatory Action

**Duration:** 60 mins

**Facilitation Steps:**

1. Before starting the session, ensure that participants have a basic understanding of gender equality, disability, and social inclusion. If participants do not possess prior knowledge, provide a brief explanation of these 3 concepts;
2. Continue the exercise given in section 1.2 earlier, and ask participants to return to discussing vulnerable groups in their community with the following guiding questions:
  - What different social categories exist in your proposed project area (e.g. persons with disabilities, occupational, socio-economic status, etc.)?
  - Which of these categories of people are the most vulnerable?
  - In what way are they vulnerable?
  - Which social norms and/or cultural practices exist in this area/ country that may prevent some people from benefiting from getting support during a disaster/crisis?

**Discuss the questions based on 5 GESI domains:** access, participation, decision- making system and well-being, with an additional aspect on capacity building;

3. Collect participants' responses and discuss and elaborate on their answers during the plenary discussion;
4. Facilitators present the description of the module content to participants using the PPT presentation (20 mins);
5. Facilitate a Q & A session after the PPT presentation (25 mins).



@CARE International/Indonesia

## Global Humanitarian Standards

Anticipatory Action is changing many humanitarian agencies' disaster management and humanitarian assistance programs and implementation. Especially, in terms of making humanitarian assistance and disaster management services more efficient in utilizing limited resources available, and at the same time improving the accuracy of targeting the most needed. While Anticipatory Action is still being piloted or tested at various project sites by many agencies, it should be built on the Core Humanitarian Standard principles with adequate maturity developed from an intensive process within the disaster management and humanitarian assistance sector. It is important to revisit some relevant humanitarian and disaster management standards which GESI Responsive Anticipatory Action could refer to.



Figure 5. The Nine Commitments of Core Humanitarian Standard

**The Core Humanitarian Standards (CHS).** The Core Humanitarian Standard on Quality and Accountability (CHS) places communities and people affected by crises at the centre of humanitarian action.<sup>13</sup> It sets out Nine Commitments that organisations and individuals involved in humanitarian response can use to improve the quality and effectiveness of the assistance they provide. CHS describes the essential elements of principled, accountable, and high-quality humanitarian action.

The CHS refers to four widely accepted principles that guide humanitarian action. One of them is the impartiality principle. By impartiality, CHS stated that humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress. Such principles are clearly reflected in CHS's commitment, actions, and responsibilities formulation.

**The Humanitarian Inclusion Standards for older people and people with disabilities (HIS).** This standard was developed to provide guidance on how to include older people and people with disability more strategically in the humanitarian system as required by the humanitarian principles of impartiality.<sup>14</sup> The standard consists of nine inclusion standards which are derived from the nine commitments in the Core Humanitarian Standards. This standard considered inclusion in the context of older people and people with disability although other at-risk groups also being acknowledged as groups who also face barrier to access and participation, and encounter discrimination on the grounds of status.<sup>15</sup>

<sup>13</sup>CHS Alliance, Group URD and the Sphere Project, 2014. Core Humanitarian Standards on Quality and Accountability.

<sup>14</sup>Age and Disability Consortium, Lyon: 2018. The Humanitarian Standard for Older People and People with Disabilities, p. 5.

<sup>15</sup>ibid.

The important point that this standard emphasised, which could be adopted to make Anticipatory Action GESI Responsive, is the explanation regarding factors that create the exclusion of some groups within the society from getting humanitarian assistance and disaster management. Although those factors are situated in the disability and social inclusion context, it is still useful to use them as well for gender equality purposes. The factors creating exclusion that should be addressed are:

**Barriers to inclusion.**<sup>16</sup> There are three types of barriers identified. The first one is the **attitudinal barrier**. According to the Humanitarian Inclusion Standards, factors such as age, disability, and gender are not isolated; intersection between those factors could create multiple forms of discrimination in our society.

The second type is **environmental barriers**. It prevents people from accessing the built environment, information and communication. Although information and communication barriers are less visible than physical barriers in a built environment, it is still important to identify them as they could exclude large groups of people from receiving assistance, support and services that they are entitled to.

The third type according to the Humanitarian Inclusion Standards is the **institutional barrier**. Included in this type are laws, policies and procedures that leads to discrimination—intended or un-intended—against certain groups in our society.

**Accessibility.** Concerning the second type of barriers mentioned above, the Humanitarian Inclusion Standards explained that accessibility is one of its Key Inclusion Standards (Key Inclusion Standard 2 – Safe and Equitable Access which covers not only physical elements but also non-physical matters such as participation.<sup>17</sup>

**The IASC Gender Handbook for Humanitarian Action.** As part of humanitarian action, GESI responsive anticipatory action must ensure that it makes the humanitarian action more effective, equitable, and as participatory as possible. In that concern, the IASC Gender Handbook provides useful guidance on how to make GESI responsive anticipatory action understand and respond to specific needs, priorities and capacities of all women, girls, men and boys in different age groups.

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<sup>16</sup>ibid., pp. 29-30.

<sup>17</sup>ibid., pp.32-41

# Facilitation Plan

## Introduction:

This section provides highlights on the principles of meaningful participation during the preparation, implementation, monitoring and evaluation of GESI Responsive Anticipatory Action. It is very important to start engagement and consultation with at-risk groups or their representatives from the beginning of anticipatory action being prepared to face future imminent danger that a hazard may cause.

## Learning objective:

1. Participants understand various standards being used in humanitarian assistance and disaster management;
2. Participants are able to identify standards that are useful for GESI responsive anticipatory action.

**Methodology:** Lecture, Q & A

**Materials Needed:** (Offline Training) LCD Projectors & laptop, , flipchart, markers, post-it notes/metaplan cards; (Virtual Training) Laptop, online meeting platform

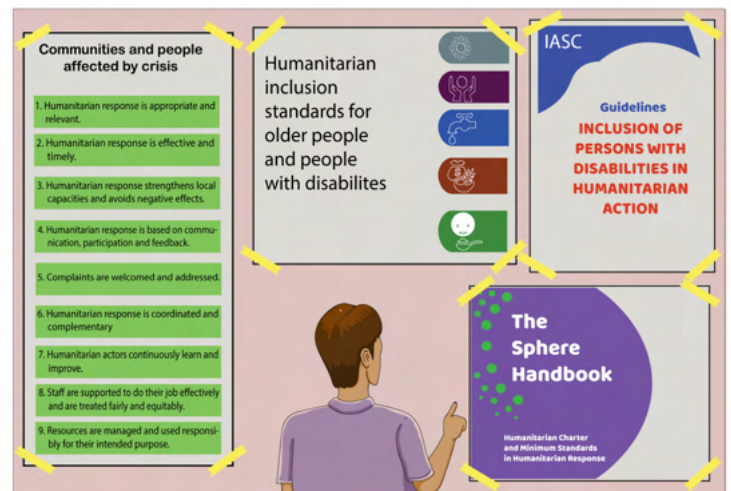
## Resources/Handout:

- PPT 2.4. Global Humanitarian Standards<sup>18</sup>
- Introduction to CHS video link: <https://www.youtube.com/watch?dAkxy3o9vDY>

**Duration:** 60 mins

## Facilitation Steps:

1. Facilitators describe the module content to the participants using the PPT file (15 mins);
2. Facilitate group discussion to identify which principles and standards are relevant to implement GESI Responsive Anticipatory Action (15 mins);
3. Facilitators collect group findings and clarify using question and answer (20 mins);
4. Ask participants to watch a brief explanation of the CHS on the video link;
5. Wrap up the session and bridge to the next session (10 mins).



Source: Zakka

<sup>18</sup> there is also a mobile app for all the standards: <http://www.humanitarianstandardspartnership.org/>

# CHAPTER 2

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# GESI RESPONSIVE RISK INFORMATION, FORECAST & EARLY WARNING SYSTEM





@CARE International/Indonesia

## How to Make Trigger Development and Communication to Stakeholders and Most Vulnerable People GESI Responsive

**A**nticipatory action requires good forecasting and risk information to guide action. The ASEAN Framework on Anticipatory Action in Disaster Management stated that an early warning system that can support anticipatory action is rooted in two types of information, first, a forecast of a hazard (its time and location). Second, information obtained from impact analysis or risk assessment illustrates the vulnerability and exposure of people or assets in the affected area. Therefore, the existence of an Early Warning System is critical to define what actions could be taken as early as possible within the available time-frame to save lives, assets, and livelihoods of the people. This approach is also known as Impact-Based Forecast.

Risk information, forecast, and early warning systems are key elements of a people-centred multi-hazard early warning system (MHEWS).<sup>19</sup> An effective MHEWS factors, several cross-cutting issues such as: effective governance and institutional arrangement, using multi-hazard approach, being open to involvement of local communities, as well as considering gender perspectives and cultural diversity.

Governance and institutional arrangement support the successful development and sustainability of sound early warning systems.<sup>20</sup> A multi-hazard approach would ensure that an early warning system is linked to all hazard-based monitoring and surveillance systems, therefore, sustainability and efficiency could be enhanced and maintained. Local communities are those most likely to be exposed to a hazard. People-centred early warning systems rely on the direct participation of communities at risk, the government and other stakeholders. The checklist also highlights the importance of acknowledging the fact that different groups have different vulnerabilities according to culture, gender, or other characteristics that influence their capacity to effectively prepare for, prevent and respond to disasters.

Trigger action development could be developed by combining hazards' historical data, to understand the accuracy of the hazard forecast. In this activity, consultations to get affected population confirmations and inputs could be organised. A further study using available technological or scientific methods to estimate the appropriate thresholds which correspond to the projected severity of impact could be done. However, the result of the study should be brought into consultation again with at-risk groups to gather their opinions and inputs before it is decided to be used officially;

In addition, for consultations with children<sup>21</sup>, older people, and persons with disabilities supported by caregivers, these additional steps need to be ensured:

- Parental or caretaker consent
- Child friendly environment and methods
- Age and disability-friendly environments

The GESI domains that are included in the Trigger Actions Development and Communication to stakeholders and most vulnerable people include:

- **Access:** ensure that all actions for triggering and also the forms of communication provided to stakeholders and the community are accessible to the vulnerable groups. Provide at least 2 types of access in communication (audio and visual).
- **Participation:** in triggering actions and developing communication media, ensure consultation and involvement of representatives of the vulnerable groups.
- **System and Wellbeing:** in the communication system that is formed, make sure the content can be understood as an element that promotes inclusion and non-discrimination, to assure the public that they can participate fully as well as ensure open and safe access for them.

<sup>19</sup>UNISDR, 2006. Developing Early Warning System: A Checklist. UNISDR: Bonn, 2006.

<sup>20</sup> *ibid.*, p. 3.

<sup>21</sup> Specific guidelines regarding the involvement of children in multi-risk assessments can be referred to this source: [https://plan-international.org/uploads/2021/12/41472\\_plan\\_multi-risk\\_assessment\\_guide.pdf](https://plan-international.org/uploads/2021/12/41472_plan_multi-risk_assessment_guide.pdf)



# Facilitation Plan

5

**Introduction:** in this session, participants are given input about the principle of meaningful participation.

**Learning objective:** After following this topic, participants are able to explain how to trigger action and communicate with stakeholders and most vulnerable people with GESI responsive approach.

**Methodology:** Lecture, Q & A

**Materials Needed:** (Offline Training) LCD projectors & laptop, flipchart, markers, post it notes/metaplan cards; (Virtual Training) laptop, online meeting platform

**Resources/Handout:**

1. PPT 2.1. – Principle of Meaningful Participation

**Duration:** 45 mins

**Facilitation Steps:**

1. Ask participants to prepare tools from the following options: blindfolds, earplugs, wheelchairs, etc. (if the training is offline, divide them into several groups and make sure all the tools are available in each group);
2. Ask participants to use the tools they choose themselves, then while still paying attention to their respective safety aspects, ask them to move to other rooms and then return to their original place while still using the tools they used;
3. Ask participants to share their short experience as a person with disability/ies;
4. Facilitators describe the module content to the participants to the participants using the PPT presentation (20 mins);
5. Facilitate a Q & A session after the PPT presentation (20 mins);
6. Wrap up and bridge to the next session (5 mins).





@World Vision International/Thailand

# Checklist of GESI Responsive Trigger Development and Communications

For many community groups, especially those with higher vulnerability potential due to their self-identity (women, children, persons with disabilities, the elderly, etc.), the barriers are bigger and more systematic which makes them unable to access services and participate meaningfully in every action and activity included in Trigger Developments and Communication. Barriers are factors in a person's environment that hinder participation and create gaps. Some of the barriers that usually arise are :

- Attitude Barriers refers to negative attitudes that can be in the form of stigma or the assumption that vulnerable groups do not have, or excessive attitudes.
- Environmental barriers take the form of physical access to the environment that is not accommodating to the needs of vulnerable groups and restrictions of access to information and knowledge.
- Institutional barriers include laws, policies, strategies or practices that systematically (intentionally or unintentionally) expose vulnerable groups.

Referring to the 5 GESI Domains that have been presented previously and taking into account the key standards in the Humanitarian Inclusion Standards, several key points need to be achieved to ensure barriers removal on Trigger Development and Communication in Responsive GESI Anticipatory Action. The key points are<sup>22</sup>:

### **1. Identification**

Identification is essential. Identifying especially vulnerable groups means that we recognize their existence and acknowledge the diversity that exists in society. For this reason, data segregation is essential. The disaggregated data is not only specifically intended for the elderly and people with disabilities, but also for groups that have high vulnerability gaps. In terms of data, 3 basic elements need to be included, the data is based on age, disability, and gender. By including at least these 3 aspects, vulnerabilities can also be identified as a basis for decision-making and active involvement of these groups. In terms of barriers, it is also important to refer to the Washington Group of Questions which in more detail identifies the barriers encountered by persons with disabilities or other members of society for whom the barriers have not been identified.

### **2. Accessibility**

Accessibility refers to all facilities provided for everyone including marginalised groups to realise equal opportunities in all aspects of life and livelihood. Accessibility can be physical and non-physical. Physical accessibility is any convenience provided to be able to enter, use, and exit a building. Physical accessibility can be seen, touched, and felt. Examples of this physical accessibility are stairs, doors, toilets, etc. Non-physical accessibility refers to the convenience provided in a system. It can be in the form of services, information, mindset, behaviour, and the likes that can be accessed. Humanitarian Inclusion Standards recommends the use of RECU principles (Reach, Enter, Circulate, Use) in thinking of accessibility.

### **3. Meaningful Participation**

Meaningful participation needs to be carried out by involving organisations that represent the vulnerable groups: children, women, persons with disabilities, the elderly, and other people or community groups who are at risk.

By paying attention to the key points above, the following are things that need to be considered when preparing GESI Responsive Trigger Actions Development and Communications:

<sup>22</sup> Adapted from, IASC, 2019. Inclusion Of Persons with Disabilities In Humanitarian Action.

**Table 2. GESI Responsive Checklist**

No	Activity	Before Crises or Disasters	During Crises or Disasters	After Crises or Disasters
1	Ensure the availability of disaggregated data, at least by age, sex, and disability <sup>23</sup> to inform proposal development (in further development, it can also ensure the availability of data based on socio-economic status, geography, and other aspects that can affect community risks and vulnerabilities.)	✓	✓	
2	Consult vulnerable groups (children, youth, women, elderly, persons with disabilities, etc.) or their representatives at each stage, including concept development of triggering and communication activities, ensuring early warning systems are inclusive and accessible, both in project design and implementation <sup>24</sup>	✓	✓	✓
3	Ensure that the vulnerable groups are included in vulnerability assessments and that a gender analysis of vulnerabilities and coping strategies is undertaken	✓		
4	Identify the things that can hinder and enable the involvement of the vulnerable groups in project design and implementation	✓	✓	✓
5	Plan how to overcome the barriers (see types of barriers above)	✓	✓	✓
6	Strengthen the things that can enable wide involvement of a range of stakeholders	✓	✓	
7	Strengthen the capacity and leadership of the vulnerable groups so that they can be actively involved in the design, implementation, monitoring, and evaluation	✓	✓	✓
8	Strengthen the capacity of stakeholders and other community groups (or their representatives' organisations) so that they openly provide equal access to the vulnerable groups	✓	✓	

<sup>23</sup> for disability/barrier/s, you can use the Washington Group Question: <https://www.washingtongroup-disability.com/question-sets/>

<sup>24</sup>involve them in identifying and monitoring their capacity and needs as well as their access to all existing processes and activities.

No	Activity	Before Crises or Disasters	During Crises or Disasters	After Crises or Disasters
9	Identification of risks, including protection risks, that may be faced by the vulnerable groups in a disaster situation and articulate risk mitigation measures	✓	✓	
10	Identify the priority of safety of vulnerable groups during all phases of crisis		✓	
11	Provide accessible information about most at-risk groups	✓	✓	
12	Promote meaningful participation of vulnerable groups in decision making	✓	✓	
13	Identify and leverage existing feedback and complaints mechanisms	✓	✓	✓
14	Act on feedback and complaints from vulnerable groups	✓	✓	✓
15	Make sure that inter-agency coordination mechanisms are representative of vulnerable, and are accessible to them	✓	✓	✓
16	Routinely address the inclusion of vulnerable groups in inter-agency coordination mechanisms	✓	✓	✓
17	Identify and document learning, challenges and opportunities for including vulnerable groups in humanitarian actions		✓	✓
18	Use the learning to improve the way you provide inclusive humanitarian assistance.		✓	✓
19	Share learning, good practices, and innovations, both within your organisation and with other organisations, such as project partners, national organisations, and authorities		✓	✓

No	Activity	Before Crises or Disasters	During Crises or Disasters	After Crises or Disasters
20	Build the capacity of staff and volunteers by raising awareness on vulnerable groups and training them to include older people, women, young people, people with disabilities, and people from diverse backgrounds in humanitarian action		✓	✓
21	Implement inclusive human resources policies	✓	✓	
22	Manage resources in a way that allows vulnerable groups to have access to services and participate in humanitarian actions	✓	✓	
23	Share information on your use of resources with vulnerable groups and provide opportunities for their feedback	✓	✓	✓

# Facilitation Plan

**Introduction:** In this session, participants would be introduced to a tool that could guide them to ensure that trigger actions development and communication are GESI responsive.

**Learning objective:** After following this topic, participants are able to understand and explain on how to make multi-hazards assessment and preparedness GESI responsive, and able to do GESI analysis to ensure the trigger development and communication developed for AA.

**Methodology:** Lecture, Q & A

**Materials Needed:** (Offline Training) LCD projectors & laptop, flipchart, markers, post-it notes/metaplan cards; (Virtual Training) laptop, online meeting platform.

## Resources/Handout:

1. Handout and PPT 2.2. – GESI Responsive Trigger Development and Communications Checklist

**Duration:** 60 mins

## Facilitation Steps:

1. Facilitators describe the module content to the participants using the PPT presentation (20 mins);
2. Facilitate discussion after the PPT presentation (30 mins);
3. Wrap up and bridge to the next session (5 mins).







**B**efore we are able to decide what triggers and early actions, we need to know clearly how the vulnerability and capacity of the people at risk are related to the specific hazard. While this is done by studying the historical data and the use of scientific methods to get projections of the hazard impact severity, direct consultation with the people at risk is inevitable to ensure that the early warning being developed and the recommended corresponding early actions are truly people-centred.

Conducting multi-hazard assessment at community level must utilise a participatory approach, be mindful of adult learning principles, and be sensitive to existing environmental and social barriers to the participation of the marginalised community sub-groups such as women, children, persons/children with disability and the elderly.

To ensure that we target the right individual without neglecting certain groups, we must carefully study and collect information regarding the characteristics of the site that we would visit and gather information on various groups to be represented during the assessment processes.

Once the background information is obtained, before the participatory assessment process, make sure that we know the location where the consultation would be done and how many meetings should be organised. Knowing the meeting venue situation would help us to consider its accessibility for participants using mobility assistive devices for instance, whether it is safe enough for them or not, or perhaps any physical obstacles that could be dangerous to organise sessions with children or elderly in that place.

Anticipatory action initiatives should systematically integrate an analysis of protection concerns. This can mitigate the risk factors that directly result from anticipatory humanitarian action and ensure that services and support across sectors are safe, accessible.

Some general principles are very helpful to make our participatory multi-hazard assessment/preparedness GESI responsive:<sup>25</sup>

- Participatory approach is a must. If vulnerable group members could not access the meeting venue, visit their homes and involve them and their family members;
- Speak directly to vulnerable group members;
- Ensure that the assessment/preparedness activities you are doing are accessible for all (physical accessibility, proximity of the service/activities and your ways of communicating and conducting activities);
- Ensure that all your messages are communicated using multiple formats and be prepared to conduct assessments/activities with alternative communication means.

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<sup>25</sup>Adapted from Handicap International, 2011. Mainstreaming Disability in Disaster Risk Reduction: A Training Manual and Facilitation Guide.

## Facilitation Plan

**Introduction:** In this session, participants would be facilitated to explore how to make multi-hazard assessment/preparedness GESI responsive.

**Learning objective:** After following this topic, participants are able to use the tools that can be used in the GESI responsive trigger action development and communication.

**Methodology:** Group and plenary discussion

**Materials Needed:** (Offline Training) LCD projectors & laptop, flipchart, markers, post it notes/metaplan cards; (Virtual Training) laptop, online meeting platform

**Resources/Handout:**

1. Hand out and PPT 2.3. GESI Responsive multi-hazard assessment/preparedness

**Durations:** 60 mins

**Facilitation Steps:**

1. Facilitators divide participants into 4 small groups;
2. Each group is tasked to design 5 key questions to investigate the needs and existing response capacities of various at-risk groups such as women, boys, girls, persons/children with disabilities, and older people, who are living in an area that is prone to floods, drought, earthquake, and typhoon (20 mins);
3. Each group reports back to other groups in the plenary, reviewing all key questions and consolidating them into a single list of key questions. Facilitators ensure that there are no duplications in the list and various at-risk groups are covered (15 mins);
4. Facilitators lead the participants' reflection on the exercise by asking them to make a recapitulation on what should be taken into consideration to make a multi-hazard assessment/preparedness GESI responsive (20 mins);
5. Wrap up and bridge to the next session (5 mins).

## CHAPTER 3

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# GESI RESPONSIVE PLANNING, OPERATION & DELIVERY





@World Vision International/Myanmar

## The Role of Stakeholders in Designing of GESI Responsive Anticipatory Action

**B**ased on the anticipatory action building blocks we can identify relevant stakeholders and their roles as outlined in the following matrix:

Table 4.

Stakeholders & Roles	Risk Information	Forecast	Early Warning System
<p><b>National Technical Offices (hazard monitoring &amp; surveillance)</b></p>	<p>Ensure hazard monitoring &amp; surveillance system are operational;</p> <p>Provision of accessible risk information to other government agencies as well as the public</p>	<p>Provide hazards impact analysis and forecast for disaster emergency managers as well as the public</p>	<p>Maintain and operate EW system and equipment;</p> <p>Act as official early warning services provider;</p>
<p><b>National &amp; Sub-National Disaster Management Authorities</b></p>	<p>Lead the formal pre-disaster planning which utilize risk information, disaster/crises historical data and affected population's hazards &amp; risk knowledge</p>	<p>Lead coordination and decision-making on the approaching hazard events;</p> <p>Ensure that impact-based forecast information is accessible to most at-risk population as well as the wider audience</p>	<p>Ensure that national early warning system and community-based early warning systems are well- bridged and mutually supportive;</p> <p>Lead the making of inclusive warning message dissemination to affected populations including the most at-risk groups;</p> <p>Establish multi-channel communication chain for early warning dissemination</p>

Stakeholders & Roles	Risk Information	Forecast	Early Warning System
<p><b>Disaster Management-Humanitarian Assistance NGOs/INGOs</b></p>	<p>Strengthen public literacy and awareness of hazards events and risks;</p> <p>Advocate the participation of the most at-risk population in developing accessible risk information;</p> <p>Facilitate community level hazards monitoring and surveillance and linked it with appropriate technical offices</p>	<p>Facilitate the contribution of most at-risk groups in validating hazard forecasts;</p> <p>Work with all stakeholders to assist most at-risk groups to prepare themselves to be able to cope with the coming hazards and their impact on their lives and livelihoods;</p> <p>Assist in the translation of technical terms into a more community-friendly languages</p>	<p>Contribute to bridging national warning system and services with community-based early warning system;</p> <p>Provision of resources, inputs, capacity strengthening activities to enable most at-risk groups to respond to warning messages promptly</p>
<p><b>Women Groups, Person with Disability Organizations, Older People Representatives, Children &amp; Youth Groups</b></p>	<p>Active contributor to the validation of risk information at the community level;</p> <p>Provide inputs and feedback to ensure risk information accessibility by most at-risk groups;</p> <p>Unearth hidden inequality or imbalance of power relations that limit public access to hazards and risk information</p>	<p>Provide inputs and feedback to disaster managers and authorities about various potential impacts to most at-risk groups members;</p> <p>Ensure that input and feedback given are included in the finalised impact forecast, triggers, and early actions identified</p>	<p>Contribute as focal points in warning messages communication and dissemination chain;</p> <p>Collaborate with other society members to closely monitor early actions implementation on the ground by various stakeholders;</p>



Stakeholders & Roles	Risk Information	Forecast	Early Warning System
<p><b>Red Cross and Red Crescent National Societies</b></p>	<p>Promoter of inclusive and accessible hazards and risk information;</p> <p>Contribute to risk information and forecast using participatory risk assessment methodology;</p> <p>Advocate community-level inputs, feedback, and contribution to relevant technical offices and disaster management authorities</p>	<p>Facilitate the contribution of most at-risk groups in validating hazard forecasts;</p> <p>Work with all stakeholders to assist most at-risk groups to prepare themselves to be able to cope with the coming hazards and the impact on their lives and livelihoods;</p> <p>Assist in the translation of technical terms into more community-friendly languages</p>	<p>Contribute to bridging national warning system and services with community-based early warning system;</p> <p>Provision of resources, inputs, capacity strengthening activities to enable most at-risk groups to respond to warning messages promptly</p>
<p><b>Regional Bodies, Inter-governmental Bodies, UN System, INGOs</b></p>	<p>Support with common frameworks, tools, knowledge management, and training, to strengthen country-level risk information, forecasts, and early warning services;</p> <p>Facilitate joint multi-country piloting, research, lesson learn documentation and sharing;</p> <p>Promote proof of concept, champion, and best practices</p>		

# Facilitation Plan

**Introduction:** While this module is being prepared for a country-level audience, it would be beneficial to identify who the key stakeholders are and what they could contribute to implementing GESI Responsive Anticipatory Action.

**Learning objective:**

1. Participants are able to identify key stakeholders of GESI Responsive Anticipatory Action and their roles at country level.

**Methodology:** Group works.

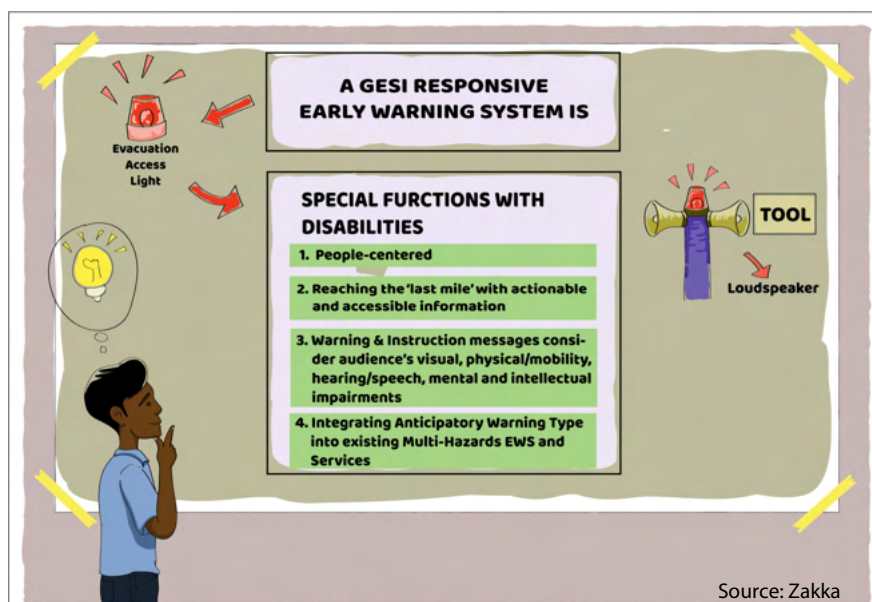
**Materials Needed:** (Offline Training) LCD projectors & laptop, flipchart, markers, post it notes/metaplan cards; (Virtual Training) laptop, online meeting platform

**Resources/Handout:** Handout stakeholder role and identification blank matrix (in the following facilitation notes)

**Duration:** 60 mins

**Facilitation Steps:**

1. Facilitators divide participants into 3-4 groups (5 mins);
2. Each group is given a task to identify key stakeholders and their role in GESI Responsive Anticipatory Action implementation; each group must start from country level down to community level stakeholder (15 mins);
3. Distribute the filled matrix print out in the facilitation notes section below to each group and ask them to compare their findings against it. Ask each group to refine their findings. (15 mins);
4. Facilitate a Q & A session between groups in a plenary, after the group works are finished (20 mins);
5. Wrap up and bridge to the next session (5 mins).



Source: Zakka





@World Vision International/Indonesia

## How to Make Anticipatory Action Beneficiaries Identification and Selection GESI Responsive

The following are recommendations to accomplish that objective based on existing standards that we have explored in the previous session:

Table 5

No	Recommended Actions	Reference
1	Conduct a systematic, objective, and ongoing analysis of context and stakeholders	Humanitarian Inclusion Standards
2	Use impartial needs and risk assessment tools	Humanitarian Inclusion Standards
3	Conduct/utilize/consult with existing participatory vulnerability and capacity assessment of different at-risk groups and existing community hazard, risk assessment, and preparedness plan	Humanitarian Inclusion Standards
4	Always disaggregate all assessment data and analysis by sex, age, and disability of the affected populations	Humanitarian Gender Handbook Core Humanitarian Standard
5	Gather data on barriers to access and participation	Humanitarian Inclusion Standards Core Humanitarian Standard; Commitment 4
6	Have a proper consultation with vulnerable groups themselves	Humanitarian Inclusion Standards
7	Establish data sharing protocol and mechanism with other organizations and relevant government offices	Humanitarian Inclusion Standards Core Humanitarian Standard; Commitment 6
8	Involve organizations with country-wide networks including women's associations, older people communities, person with disability organisations, red cross red crescent national societies	Humanitarian Inclusion Standards

We can also use data segregation and the types of barriers to beneficiaries in designing the form and access of our next activity. By conducting this data collection, we ensure aspects of access, participation and also the system to ensure comprehensive protection.

## Facilitation Plan

**Introduction:** This section would provide an explanation of intersectionality between vulnerability and identities which are attached to communities or individuals. It can increase their resilience or vulnerability. When determining the beneficiaries, we can consider their situation and context. Different types of hazards can pose different risks for our society members.

**Learning objective:** Participants are able to make Anticipatory Action Target Beneficiaries Identification and Selection responsive to GESI.

**Methodology:** Lecture, Q & A.

**Materials Needed:** (Offline Training) LCD projectors & laptop, flipchart, markers, post it notes/metaplan cards; (Virtual Training) laptop, online meeting platform.

**Duration:** 45 mins.

### Facilitation Steps:

1. Facilitators describe the module content to the participants using the PPT presentation (20 mins);
2. Facilitate a Q & A session after the PPT presentation (20 mins);
3. Wrap up and bridge to the next session (5 mins).





@PLAN International/Vietnam

# Capacity Development for GESI Responsive Anticipatory Action Implementation

**A**s GESI responsive anticipatory action is part of an effort to provide humanitarian assistance in a timely manner, it would need continuous capacity development for various stakeholders.

Capacity development is also a way to empower actors that could initiate social change, advocate for inequality and discrimination, and address types of barriers that restrict participation and access to facilities, services and assistance. It gives opportunities to reflect on existing practices, especially related to the thematic areas which are relevant to anticipatory action and initiatives.

Capacity development plans must be based on an analysis of capacity gaps found in the potentially hazard-affected populations that combine findings among service/assistance providers as well as at-risk groups identified. Here are recommendations on various capacity development topics that can be developed further to implement GESI Responsive Anticipatory Action:

- For service providers (state and/or non-state actors): GESI in Humanitarian Assistance and Disaster Management; GESI responsive participatory disaster risk assessment; Core Humanitarian Standard; Inclusive Humanitarian Action; and Barriers Analysis;
- For at-risk groups (women, girls, boys, men—including those with/without disability and older people): Barriers Analysis; GESI responsive participatory disaster risk assessment.

## Facilitation Plan

**Introduction:** This section mostly would identify what capacities are needed for the implementation of an Inclusive Anticipatory Action.

**Learning Objective:** Participants are able to identify the need for capacity building in GESI Responsive Anticipatory Action.

**Methodology:** Lecture, Q & A.

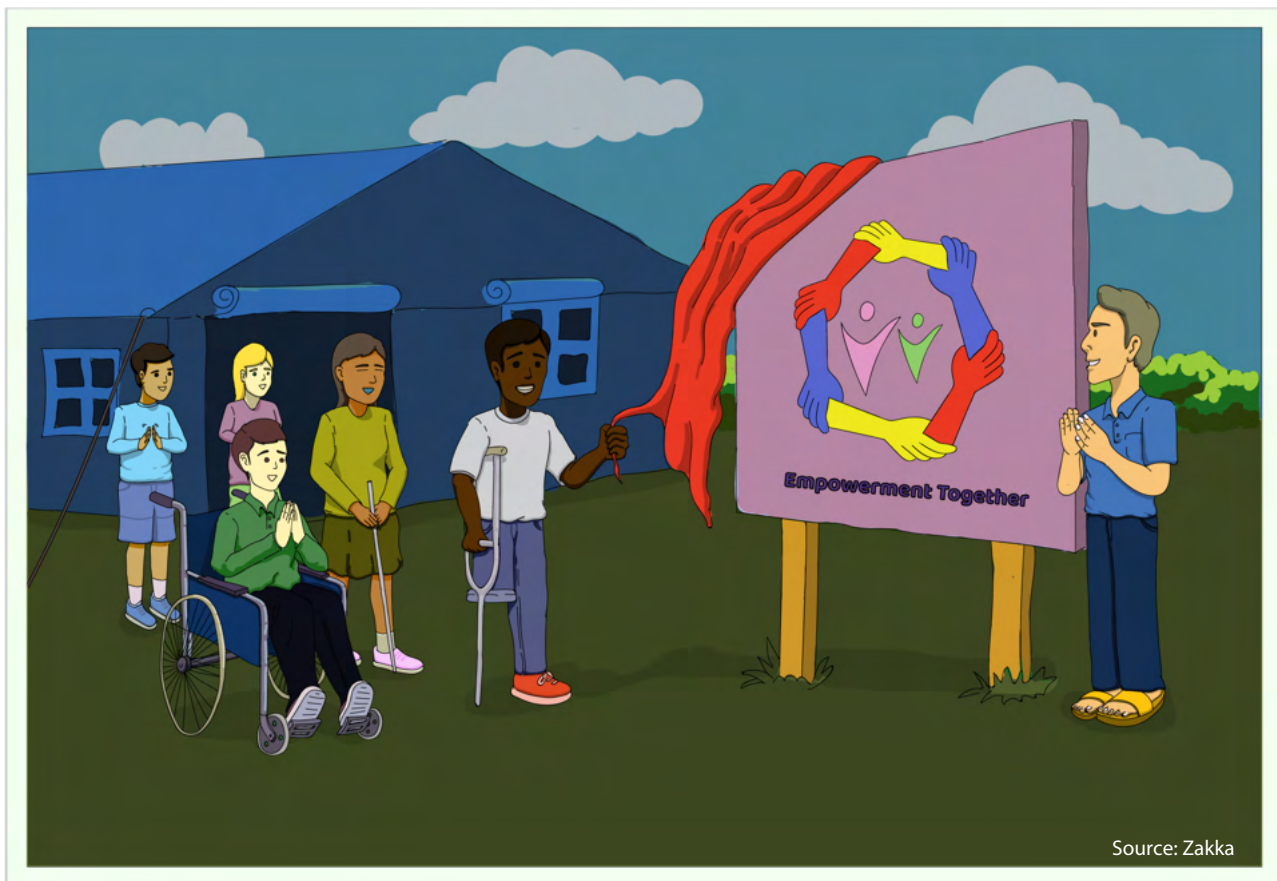
## Facilitation Plan

**Materials Needed:** (Offline Training) LCD projectors & laptop, flipchart, markers, post-it notes/metaplan cards; (Virtual Training) laptop, online meeting platform

**Duration:** 45 mins

**Facilitation Steps:**

1. Facilitators describe the module content to the participants using the PPT presentation (20 mins);
2. Facilitate a Q & A session after the PPT presentation (20 mins);
3. Wrap up and bridge to the next session (5 mins).



10

# CHAPTER 4

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# GESI RESPONSIVE ANTICIPATORY ACTION PRE-ARRANGED FINANCING





@PLAN International/Vietnam

# Pre-Arranged Financing for GESI Responsive Anticipatory Action



**A** SEAN Anticipatory Action Framework stated that pre-arranged disaster risk finance is crucial to enable rapid decision-making, while other funding mechanisms such as response funds from state or non-state actors can take days or weeks to arrive.<sup>26</sup>

Currently, financial support from the humanitarian donor system for anticipatory finance comes in the form of pre-positioning funding, within humanitarian organisations, in pooled funds, and other instruments.<sup>27</sup>

Exploration of various financing type typologies that might be used for Inclusive Anticipatory Action (such as cash transfer, calamity fund, pool funding, national contingency fund, social protection guarantees/social safety & disaster nets, fiscal risk mitigation, insurance, etc) will be essential. Exploration of these various financing types would be used to reflect on the accessibility of those financial mechanisms and instruments which could benefit the implementation of GESI Responsive Anticipatory Action.

Ensuring accessibility in the financial mechanism and instruments would address beneficiary access to the specific types of financial services provided (the type of service should be provided in more than one type of service to ensure accessibility), whether the services provided are user-friendly for anyone who accesses it, as well as whether existing financial services use institutional mechanisms that can be accessed by beneficiaries, especially risk groups. This institutional mechanism includes several requirements for beneficiaries to access the existing financial system.



Source: FiboArt

<sup>26</sup> ASEAN. ASEAN Framework on Anticipatory Action in Disaster Management. ASEAN Secretariat: Jakarta, p. 13.

<sup>27</sup> *ibid.*

# Facilitation Plan

**Introduction:** This section presents available anticipatory financing for Anticipatory Action. Exploration of these various financing types would be used to reflect on the accessibility of those financial mechanisms and instruments which could benefit the implementation of an Inclusive Anticipatory Action.

**Learning objective:** Participants are able to:

1. Analyse and identify types of accessible Pre-Arranged Financing;
2. Ensure GESI/inclusiveness in the Pre-Arranged Financing (Gender Budget Statement, allocation of early action funding agreed in advance, address access and participation barrier, adapt fund disbursement Policy & SOP to be GESI responsive and timely).

**Methodology:** Video Showing and Group Discussion.

**Materials Needed:** (Offline Training) LCD projectors & laptop, flipchart, markers, post it notes/metaplan cards; (Virtual Training) laptop, online meeting platform

**Resources/Handout:** Start Network Video "Introduction to Disaster Risk Financing" (<https://www.youtube.com/watch?v=MfvIEZz8VPA>)

**Duration:** 45 mins

**Facilitation Steps:**

1. Facilitators distribute handouts to participants and ask them to identify what funding facilities and mechanisms are available in their country/provinces/cities for anticipatory action (10 mins);
2. Facilitate group discussion on what to do to fund an anticipatory action (30 mins);
3. Wrap up and bridge to the next session (20 mins).

## CHAPTER 5

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# GESI RESPONSIVE ANTICIPATORY ACTION MONITORING & EVALUATION





@CARE/Philippines

# GESI Responsive Anticipatory Action Monitoring and Evaluation

As an ongoing activity, GESI Responsive Anticipatory Action’s processes and activities must be assessed during their implementation and to measure how as a program it may affect women, men, girls, boys, persons with disabilities and other vulnerable groups.<sup>28</sup> Monitoring also provides information on the progress towards achieving gender equality and social inclusion goals (performance monitoring). This is done through regular and systematic data collection, analysis and documentation and reporting. Evaluation provide a systematic intervention in assessing the effectiveness, efficiency results, and impacts of utilizing the GESI Responsive Anticipatory Action.

Access and participation are important in carrying out monitoring and evaluation, especially in providing a feedback mechanism platform. Ensuring beneficiary participation in this monitoring and evaluation through a feedback mechanism will ensure establish an inclusive approach to this monitoring and evaluation. Ensure the availability of some form of feedback mechanism and community involvement such as: audio, visual, written, etc.

We can refers to the Humanitarian Program Cycle<sup>29</sup> to incorporate GESI Responsive elements that guide our GESI Responsive Anticipatory Action implementation following the entire project/program cycle.

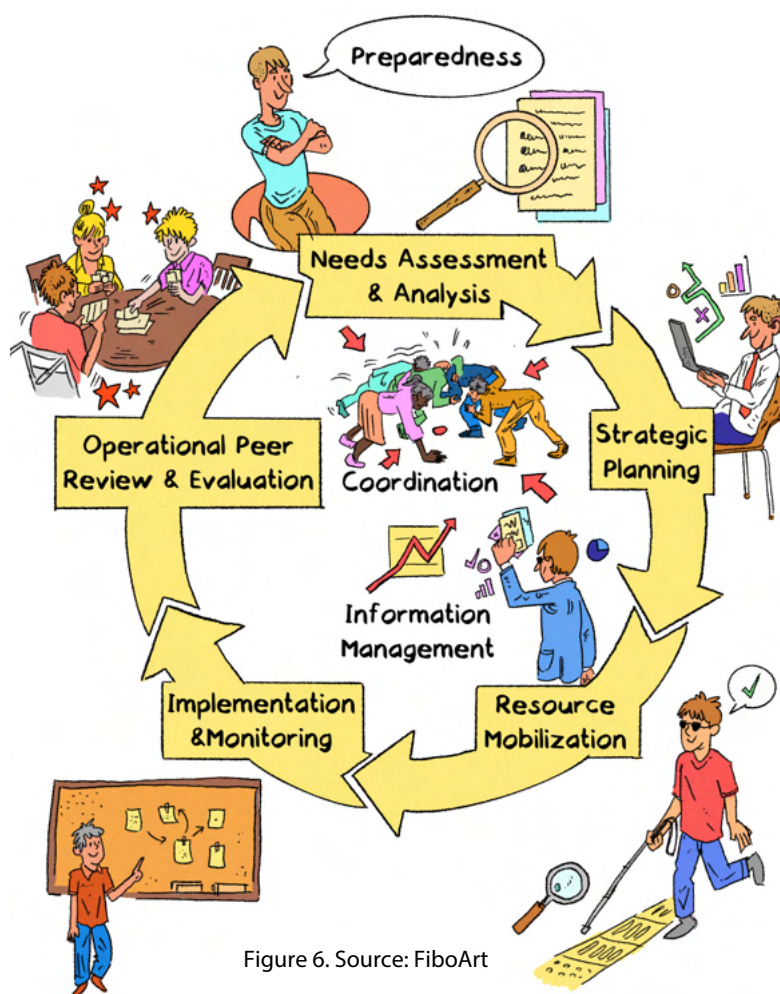


Figure 6. Source: FiboArt

<sup>28</sup>WVI. A toolkit for Integrating Gender Equality and Social Inclusion in Design, Monitoring and Evaluation. WVI: 2020, p. 71. Further detailed step-by-step guidance on how to integrate GESI into program monitoring and evaluation can be accessed in this [link](#).

<sup>29</sup>IASC. The Gender Handbook for Humanitarian Action. [Inter Agency](#) Standing Committee (IASC), 2017

# Facilitation Plan

**Introduction:** The importance of having a solid GESI Responsive Monitoring and Evaluation framework is to ensure that evidence, learnings and best practices are well captured, to enable wider dissemination of key message: GESI Responsive Anticipatory Action is feasible to cope with future shocks and imminent danger that a hazard might bring, affecting the most at-risk groups in our societies.

**Learning objective:**

1. Provide an overview of monitoring and evaluation framework used in GESI Responsive Anticipatory Action;
2. Emphasize that the inclusive community feedback and response mechanism is included in the Anticipatory Action

**Methodology:** Lecture, Q & A

**Materials Needed:** (Offline Training) LCD projectors & laptop, flipchart, markers, post-it notes/metaplan cards; (Virtual Training) laptop, online meeting platform

**Resources/Handout:** *online resource, A toolkit for Integrating Gender Equality and Social Inclusion in Design, Monitoring and Evaluation*

**Duration:** 45 mins

**Facilitation Steps:**

1. Facilitators describe the module content to the participants using the PPT presentation (20 mins);
2. Facilitate a Q & A session after the PPT presentation (20 mins);
3. Wrap up and close the session (5 mins).

### Training Setting

Time	Duration	Topic
<b>Day 1</b>		
09.00-09.30	30'	Opening & Introduction
09.30-10.00	30'	Learning agreement, etiquette, and accessibility of training.
10.00-10.45	45'	Topic 1: Overview of the Module
10.45-11.00	15'	Break
11.00-12.30	90'	Topic 2: Anticipatory Action and the Urgency to Make It GESI Responsive
12.30-13.30	60'	Lunch Break
13.30-13.45	15'	Energizer
13.45-15.15	90'	Topic 3: Introduction to GESI Responsive Anticipatory Action
15.15-16.45	90'	Topic 4: Global Humanitarian Standards
16.45-17.00	15'	Wrap Up
<b>Day 2</b>		
09.00-09.30	30'	Review from Day 1
09.30-11.00	90'	Topic 5: How to Make Trigger Actions Development and Communication to Stakeholders and Most Vulnerable People GESI Responsive
11.00 - 11.15	15'	Break
09.30 - 11.00	90'	Topic 6: Checklist of an GESI Responsive Trigger Actions Development and Communications
11.15 - 12.00	45'	Topic 7: How to Make Multi-Hazards Assessment and Preparedness GESI Responsive (Part 1)
12.00 - 13.00	60'	Lunch Break

13.00-13.45	45'	Topic 7: How to Make Multi-hazards Assessment and Preparedness GESI Responsive (Part 2)
13.45-15.15	90'	Topic 8: The Role of Stakeholders in Designing a GESI Responsive Anticipatory Action
15.15-15.25	10'	Break
15.25-16.55	90'	Topic 9: How to Define Early Action Target Beneficiaries Identification and Selection GESI Responsive?
16.55-17.00	5'	Closing
<b>Day 3</b>		
09.00-09.30	30'	Review from Day 2
09.30-11.00	90'	Topic 10: Capacity Development for GESI Responsive Early Action Implementation
11.00-11.15	15'	Break
11.15-12.15	60'	Topic 11: GESI Responsive Anticipatory Action Pre-Arranged Financing
12.15-13.15	60'	Lunch Break
13.15-14.15	60'	Topic 12: GESI Responsive Anticipatory Action Monitoring and Evaluation
14.15-15.15	60'	Re-entry Planning
15.15-15.30	15'	Break
15.30-16.30	30'	Wrapping Up & Evaluation
16.30-17.00	30'	Closing
<b>Total Duration</b>		<b>25 hrs</b> (over 3 consecutive training days)





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