GHP 515: International Humanitarian Response I
Spring 2024 – January 24, 2024 – May 1, 2024
Wednesdays 6:00pm - 8:00pm

GHP 518: International Humanitarian Response II
Spring 2024 –April 26 – 28, 2024

NUTR 0324/DHP D213: International Humanitarian Response
Spring 2024 – January 24, 2024 – May 1, 2024

Instructor Information

Faculty
Sean Kivlehan, MD, MPH, Instructor; smkivlehan@bwh.harvard.edu

Director, Lavine Family Humanitarian Studies Initiative, Humanitarian Academy at Harvard
Director, Global Emergency Medicine Fellowship, Brigham and Women's Hospital
Director, Emergency Health Systems Program, Harvard Humanitarian Initiative
Assistant Professor of Emergency Medicine, Harvard Medical School
Assistant Professor of Global Health and Population, Harvard Chan School of Public Health

Dr. Kivlehan's Office Hours: Most spring semester Wednesdays 4:30-5:30pm.
Email Mary-Kate Quirk to arrange Zoom meetings with Dr. Kivlehan for office hours.
Assistant to Dr. Kivlehan: Mary-Kate Quirk, mhquirk@bwh.harvard.edu, office 617.732.5813.

Paul Howe, DPhil, Instructor; paul.howe@tufts.edu

Director, Feinstein International Center
Irwin H. Rosenberg Professor of Nutrition and Human Security
Professor of the Practice
Friedman School of Nutrition Science and Policy
Tufts University

Office hours: Thursdays, 11am-12pm by Zoom. Please contact Anna Ronell
(anna.ronella@tufts.edu) to set up an appointment.

Teaching Fellow
Naomi Schmeck, Teaching Fellow; IHR2024TF@gmail.com

Naomi will hold two office hours a week which will be announced at the beginning of the spring
semester. If you would like to schedule a meeting outside of these times, please email Naomi
at IHR2024TF@gmail.com

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Class Time and Location

Lectures (Part I, HSPH GHP 515; NUTR 324/DHP D213):
Wednesdays, 6-8pm EST, January 24 through May , 2024.
Location: Harvard Chan School of Public Health, Kresge 200

Simulation (Part II, HSPH GHP 518; NUTR 324/DHP D213):
Friday April 26, 2024, from 8 am until Sunday, April 28, 2024 at 3 pm. Students are required to be at the simulation for the full duration of this time period.
Location: Harold Parker State Forest, Andover, MA

Course Information

Purpose and Description
This course offers practical training in the complex issues and field skills needed to engage in humanitarian work. Students will gain familiarity with the concepts and international standards for humanitarian response. While providing a solid theoretical foundation, the course will focus on practical skills such as conducting rapid assessments, ensuring field security, and interacting with aid agencies, the military, and the media during humanitarian crises.

The course culminates in a required intensive humanitarian crisis simulation (GHP 518) encompassing three days, beginning at 8am on Friday, April 26, 2024, and concluding on Sunday, April 28, 2024, at 3pm.

Topics covered include:
- Humanitarian response community and history
- International Humanitarian Law and Human Rights Law
- Sphere standards (shelter, water and sanitation, food security, health)
- Civil-military relations, media skills, logistics, and budgeting
- Monitoring and evaluation, accountability
- Personal security, mental health, stress, and teamwork
- Humanitarian technology

Credits
GHP 515: 2.5 credits, GHP 518: 1.25 credits
NUTR 0324/DHP D213: 3 HSUs

Pre-Requisites
Participation in both the lecture and simulation parts of the course is required. Harvard Chan students and all cross-registrants must enroll in *both* GHP 515 and GHP 518. Students from Tufts need only register for one course (NUTR 324/DHP D213) that includes both the lecture and simulation parts.

Auditing
Auditors are not allowed.

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Course Learning Objectives
Upon successful completion of this course, you should be able to:

- Identify and critically discuss the concepts of international standards for humanitarian response and the complex issues and field skills needed to engage in humanitarian work.
- Develop practical skills such as conducting rapid assessments, ensuring field security, and interacting with aid agencies, the military, and the media during humanitarian crises.
- Work effectively in complex teams in both the leader and follower roles to achieve a common goal.
- Perform foundational tasks required for humanitarian assessment and project implementation, particularly within the sectors of WaSH, Shelter, Food Security, and Healthcare.
- Structure and execute basic project management skills required for humanitarian work, including budget development and monitoring and evaluation tools.

Class Preparation and Course Readings
Students are expected to complete the required preparation for each class session (linked in the schedule on the Canvas home page) before arriving to class. Required preparation is from the Sphere Handbook and other sources. Required preparation may change; the course website will have the most up-to-date list of readings.

The Sphere Handbook, *Humanitarian Charter and Minimum Standards in Humanitarian Response* (2018 edition) is the required text for both GHP 515 and GHP 518. The text is available online at http://spherehandbook.org/ and is downloadable at https://www.spherestandards.org/handbook-2018/.

In addition to the required preparation, additional resources may be listed on the Canvas page for a session topic. While reviewing these resources is optional, students may find them very useful when preparing for the simulation, assignments, and the final project.

Course Structure
Students are expected to be present at all course sessions and to engage respectfully with others in both large and small group discussions. The attendance policy can be found below. Students are expected to read the required pre-class material listed on Canvas for each session in advance, as some of this material will be discussed in class without additional review.

All lectures will be given live and in-person and will not be recorded. Each two-hour session will cover two topics for an hour each with a small break in between. Topic sessions generally will include a lecture component and a small group breakout session after which select teams will present their findings to the class.

Grades are assigned on an ordinal (letter grade) basis for GHP 515 and NUTR 0324/DHP D213. Grades are based on the following allocation:

The final grade for this course will be based on:

- 15% on class attendance
- 10% on individual assignments
- 15% on the midterm exam
- 25% on group assignments
- 25% on the final service delivery plan
- 10% on teamwork

In addition, **participation in the full three-day-long simulation exercise (GHP 518) is required for a passing grade in GHP 515**. GHP 518 (the simulation) is only offered pass/fail. For Tufts students, the simulation exercise is an integral part of NUTR 0324/DHP D213.

Class attendance (15%)
Success of the course relies on active in-class student participation, and 15% of the course grade will be attendance-based. Each missed session will reduce the attendance score by 2 points. The interactive teaching and small group exercises encourage students to contribute to each lecture by providing comments, asking questions, and discussing class content with peers. As class participation is key to learning how to apply tools used for a proper International Humanitarian Response, students are expected to prepare for each class by completing the required readings and other preparation.

Students are expected to attend all Wednesday two-hour class sessions. Class attendance during sessions will be taken by the TA. All students must also attend the entirety of the simulation (GHP 518) from Friday, April 26, 2024 through Sunday, April 28, 2024.

Individual Assignments (10%)
Some assignments must be completed individually; no collaboration is allowed. The Get to Know the Sphere Handbook assignment will be available after the first class session and is due at the start of the second class session. The other individual assignments are available from the first class and are due at different points during the course. All students are requested to upload a Canvas Bio and Photo by the second class session. Students may wish to get an early start on the two online training modules: 1) Building a Better Response and 2) UN B-SAFE training.

Late assignments will be penalized. See 'Late Assignments' under Group Assignments below.

Group Assignments (25%)
After the Harvard Chan add/drop deadline (typically at 11:59pm on the Thursday after the second class session), you will be assigned to a non-governmental organization (NGO) team of 6 or 7 people. NGO teams will work as a group to submit most of the weekly assignments. These assignments are based on a fictionalized humanitarian crisis scenario that will be used throughout the course. Group assignments will be available at the end of each class session and are due at the beginning of the next class session (Wednesday at 6:00 pm).

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Late assignments. All assignments submitted after 6:00 pm but before midnight on the due date will be marked down 3 points. Thereafter, late assignments will be marked down 3 points each calendar day. Submissions will not be accepted after 11:59 pm on the Saturday after the due date.

We recommend setting aside a time that works for all NGO team members as the assignments require extensive teamwork and preparation.

Midterm Exam (15%)
There will be an open-book, multiple-choice midterm exam. Questions will derive from the Sphere Handbook, lectures, and homework assignments. The exam is an individual effort; collaboration during the exam is not allowed.

Final Service Delivery Plan (25%)
NGO teams will complete a group project, the Final Service Delivery Plan, in coordination with the other NGO teams in the course. Each NGO team will produce a five-page paper and a short slide presentation according to specified guidelines. Late submissions will be reduced by 3 points each and will not be accepted after the presentation class session begins.

NGO teams will analyze a fictionalized humanitarian crisis (the same one used for homework assignments) and plan a detailed, fully budgeted aid response for the affected population. The final service delivery plans for each NGO team will be presented on April 24, 2024.

Teamwork (10%)
Good teamwork is critical for successful humanitarian response and is an important part of this course. NGO teams will work together to submit most homework assignments and the final service delivery plan.

At the end of the semester, you anonymously will score the teamwork of the individual members of your NGO team, including yourself, based on each team member's contributions to the group assignments and Final Service Delivery Plan project. These teamwork scores will be reviewed by the faculty and used to determine your individual teamwork grade.

Technical Information

Assistance
Canvas
If the issue is Canvas-related (e.g., you can't figure out how to use something or a feature seems broken), first try the documentation located under the Help menu found on the left-hand side of each Canvas page. If the issue is not covered there, contact Instructure directly, also via the Help menu. You can e-mail, text, or speak live with them at any time day or night. If you cannot access Canvas to view the Help menu, you can reach Instructure by phone at +1 (844) 326-4466. Alternatively, email your TF.

Harvard-Specific Issues
If the issue seems Harvard-specific (HUID or myHarvardChan authentication, email not working, etc.), contact the Helpdesk at helpdesk@hsph.harvard.edu or +1 (617) 432-HELP (4357).

Other
If you are unsure where to turn, but think the issue is related to technology, contact the Harvard Chan Helpdesk as noted above. You can also always email the TA if you are unsure who to contact regarding technical issues.

Harvard Chan Policies and Expectations
Inclusivity Statement
Diversity and inclusiveness are fundamental to public health education and practice. Students are encouraged to have an open mind and respect differences of all kinds. I share responsibility with you for creating a learning climate that is hospitable to all perspectives and cultures; please contact me if you have any concerns or suggestions.

Bias Related Incident Reporting
The Harvard Chan School believes all members of our community should be able to study and work in an environment where they feel safe and respected. As a mechanism to promote an inclusive community, we have created an anonymous bias-related incident reporting system. If you have experienced bias, please submit a report here so that the administration can track and address concerns as they arise and to better support members of the Harvard Chan community.

Title IX: Sexual Harassment and Other Sexual Misconduct
For information on Harvard University policies and procedures and Title IX Resource Coordinators at Harvard Chan, please see:
- Harvard University Interim Title IX Sexual Harassment and Interim Other Sexual Misconduct policies and procedures: https://titleix.harvard.edu/policies-procedures
- Title IX Resource Coordinators: https://titleix.harvard.edu/coordinators
- Title IX Sexual Harassment and Other Sexual Misconduct resource guide: https://titleix.harvard.edu/resource-guide

Academic Integrity
Each student in this course is expected to abide by the Harvard University and the Harvard T.H. Chan School of Public Health School's standards of Academic Integrity. All work submitted to meet course requirements is expected to be a student's own work. In the preparation of work submitted to meet course requirements, students should always take great care to distinguish their own ideas and knowledge from information derived from sources.

Students must assume that collaboration in the completion of assignments is prohibited unless explicitly specified. Students must acknowledge any collaboration and its extent in all submitted work. This requirement applies to collaboration on editing as well as collaboration on substance.

Should academic misconduct occur, the student(s) may be subject to disciplinary action as outlined in the Student Handbook. See the Student Handbook for additional policies related to academic integrity and disciplinary actions.

Accommodations for Students with Disabilities
Harvard University provides academic accommodations to students with disabilities. Any requests for academic accommodations should ideally be made before the first week of the semester, except for unusual circumstances, so arrangements can be made. Students must register with the Local Disability Coordinator in the Office for Student Affairs to verify their eligibility for appropriate accommodations. Contact Colleen Cronin ccronin@hsph.harvard.edu in all cases, including temporary disabilities.

Religious Holidays, Absence Due to
According to Chapter 151c, Section 2B, of the General Laws of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or requirement which he or she may have missed because of such absence on any particular day, provided that such makeup examination or work shall not create an unreasonable burden upon the School. See the student handbook for more information.

Grade of Absence from Examination
A student who cannot attend a regularly scheduled examination must request permission for an alternate examination from the instructor in advance of the examination. See the student handbook for more information.

Final Examination Policy
No student should be required to take more than two examinations during any one day of finals week. Students who have more than two examinations scheduled during a particular day during the final examination period may take their class schedules to the director for student affairs for assistance in arranging for an alternate time for all exams in excess of two. Please refer to the student handbook for the policy.

Course Evaluations
Constructive feedback from students is a valuable resource for improving the teaching and learning experience. The feedback should be specific, focused, and respectful. It should also address aspects of the course and teaching that are positive as well as those which need improvement.

Because of the importance of student course evaluations, their submission is considered to be a school requirement for registered students. The course evaluation system opens during the last week of the term and stays open for a three week period. Please note that grades are suppressed during this timeframe; however, you will gain access to your grades for the term via my.harvard only after your course evaluations have been submitted.

Additional Tufts Friedman Expectations and Policies
Academic Conduct
Students are responsible for upholding the highest standards of academic integrity, as specified in the Friedman School's Policies and Procedures Handbook located at this web page: https://nutrition.tufts.edu/about/policies-and-procedures, as well as Tufts University's policies (https://students.tufts.edu/community-standards/support-resources/academic-integrity-resources). This includes understanding and avoiding plagiarism, which is defined as the unacknowledged use of someone else's published or unpublished work. It is the responsibility of each student to understand and comply with academic integrity standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.

Accommodation of Disabilities
We will do our best to ensure each of you has the resources you need to succeed. Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations, please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Course Schedule

Objectives	Readings	Assignments/Activities
Week 1 January 24th, 2024		
Session 1. Introduction & Humanitarian Community		
Upon successful completion of this session, you should be able to: • Understand the requirements and expectations of the course • Gain general understanding of the structures and actors in humanitarian assistance • Understand the evolution and application of operational standards in humanitarian response	Global Humanitarian Overview 2024: • https://humanitarianaction.info/document/global-humanitarian-overview-2024/article/foreword-emergency-relief-coordinator-1 Response Plans: Global Humanitarian Overview 2024: • https://humanitarianaction.info/document/global-humanitarian-overview-2024/article/response-plans-overview-2024#page-title The following two webpages on OCHA's HumanitarianResponse.info site. (Just the material on the pages, not the other links or additional documents) • Overview of Cluster Coordination https://reliefweb.int/topics/cluster-coordination • Who Does What? (Scroll to Section) https://www.humanitarianresponse.info/en/coordination/clusters/who-does-what	• Canvas Bio and Photo • Simulation Availability Confirmation
Session 2. Sphere Standards; Groupwork & Leadership		
Upon successful completion of this session, you should be able to: • Explain the origins and evolution of the Sphere Standards • Discuss the key elements and sectors of Sphere	• Sphere Handbook: What is Sphere? Pages 4-19 Leadership in Action: Leading Effectively in Humanitarian Operations (Buchanan-Smith, 2011). Pages 4-8. Download at: https://www.alnap.org/help-library/leadership-	• Get to know the Sphere handbook

Objectives	Readings	Assignments/Activities
• Understand best practices for working in a group, leading, and following	in-action-leading-effectively-in-humanitarian-operations Optional Video: • The Sphere Story, a Video Documentary. https://www.spherestandards.org/the-sphere-story-a-video-documentary/	
Week 2 January 31st, 2024		
Session 3. Humanitarian History		
Upon successful completion of this session, you should be able to: • Define and understand the history of humanitarianism	• "At a Glance" Section of the 2023 Global Humanitarian Overview by UN OCHA: https://humanitarianaction.info/article/glance-4	• Rapid Assessment
Session 4. Protection and International Humanitarian Law		
Upon successful completion of this session, you should be able to: • Understand the Humanitarian Charter and the Protection Principles • Discuss the origins of International Humanitarian Law (IHL) • Identify key differences between IHL and Human Rights Law • Understand the Geneva Conventions • Gain basic knowledge of how International Humanitarian Law underpins humanitarian action • Understand how refugee response and law differs from general humanitarian response	• Sphere Handbook: The Humanitarian Charter and Protection Principles. Pages 28-46 • Sphere Handbook: The Legal Foundation to Sphere. Pages 374-384 Optional Additional Resources: • Protection Cluster Website: https://www.globalprotectioncluster.org/	
Week 3 February 7th, 2024		
Session 5. Rapid Assessment and Cluster Summary		

Objectives	Readings	Assignments/Activities
Upon successful completion of this session, you should be able to: • Understand the cluster system identify lead organizations for each cluster • Understand the importance of a coordinated needs assessment • Understand the difference between an initial assessment/situational analysis, a MIRA, and a Humanitarian Needs Overview (HNO) • Understand and utilize the IASC MIRA form	• Overview of the MIRA. Muti-Sector Initial Rapid Assessment Guidance (IASC, 2015). Intro & Pages 2-7. Download at: https://interagencystandingcommittee.org/sites/default/files/migrated/2019-02/mira_manual_2015.pdf Optional Reference Material: • Needs Assessments and Analysis https://kmp.hpc.tools/hpc-elements/needs-assessment/ • Step-by-Step Practical Guide for Humanitarian Needs Overviews, Humanitarian Response Plans and Updates https://www.unocha.org/publications/report/world/step-step-practical-guide-humanitarian-needs-overviews-humanitarian-response-plans-and • Needs Assessment and Analysis (UN OCHA): https://www.unocha.org/themes/needs-assessment-and-analysis • IFRC approach for Emergency Needs Assessments (2018) https://www.youtube.com/watch?v=VpDejNMWPOU	• Team Roles • NGO History and Mission
Session 6. Shelter and Camp Coordination and Management		
Upon successful completion of this session, you should be able to: • Identify the minimum Sphere standards for shelter and settlement planning • Discuss the various advantages and disadvantages of different types of shelter	• Sphere Handbook: Shelter and Settlement. Pages 240-273 Optional Reference Material: • Shelter Cluster Website: https://sheltercluster.org/ • Camp Coordination and Management Cluster: https://cccmcluster.org/	• Shelter

Objectives	Readings	Assignments/Activities
	• Site Planning in Emergencies (2017) https://www.youtube.com/watch?v=Iq1APwdKiXs	

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Session 7. Food Security I		
Upon successful completion of this session, you should be able to: • Identify the minimum Sphere standards for Food Security • Discuss the differences between cash based and food-based aid	• Sphere Handbook: Food Security and Nutrition. Pages 160-171 Optional Reference Material: • Food Security Cluster Website: https://fscluster.org/	• Food Security
Session 8. Food Security II and Early Recovery / Nexus		
Upon successful completion of this session, you should be able to: • Understand the purpose and goal of the early recovery cluster • Explain the Humanitarian-Development-Peace Nexus	• Sphere Handbook: Food Security and Nutrition. Pages 193-218 • Searching for the Nexus: Give Peace a Chance. The New Humanitarian (2020). https://www.thenewhumanitarian.org/analysis/2020/05/13/triple-nexus-peace-development-security-humanitarian-policy • The humanitarian-development-peace nexus: current status and discourse. (2023) https://reliefweb.int/report/world/humanitarian-development-peace-nexus-current-status-and-discourse Optional Reference Material: • The New Humanitarian Series on the Triple Nexus: https://www.thenewhumanitarian.org/tags/triple-nexus • Humanitarian Development Collaboration (IASC):	

Objectives	Readings	Assignments/Activities
	https://interagencystandingcommittee.org/results-group-4-humanitarian-development-collaboration • Global Cluster for Early Recovery: https://www.undp.org/geneva/global-cluster-early-recovery-gcer	
Week 5 February 21st, 2024		
Sessions 9 and 10. Water, Sanitation and Hygiene (WaSH) I and II		
Upon successful completion of this session, you should be able to: • Identify the minimum Sphere standards for WaSH • Discuss different WaSH solutions, including water provision approaches and excrement disposal	• Sphere Handbook: Water Supply, Sanitation, and Hygiene Promotion. Pages 92-138 Optional Reference Material • WaSH Cluster Website: https://www.washcluster.net/	• WaSH
Week 6 February 28th, 2024		
Session 11. Health: Diseases of the Displaced		
Upon successful completion of this session, you should be able to: • Identify key acute disease presentations in the humanitarian context • Utilize health metrics to report and trend epidemiological data	• Sphere Handbook: Essential Healthcare. Pages 311-348. Optional Reference Material: • Health Cluster Website: https://healthcluster.who.int/ • WHO EMT Guidance: https://extranet.who.int/emt/guidelines-and-publications	• Health
Session 12. Health: Refugee Health Programs		
Upon successful completion of this session, you should be able to:	• Sphere Handbook: Health Systems. Pages 297-310.	• Malnutrition

Objectives	Readings	Assignments/Activities
• Identify minimum Sphere standards for Health • Discuss vaccination requirements and planning in a humanitarian context • Identify key malnutrition presentations and indicators • Discuss micronutrient requirements in food aid	• Sphere Handbook: Management of Malnutrition and Micronutrient Deficiencies. Pages 172 – 184. • Sphere Handbook: Infant and Young Child Feeding. Pages 185 – 192.	
Week 7 March 6ᵗʰ, 2024		
Session 13. Ethics and Accountability		
Upon successful completion of this session, you should be able to: • Describe common ethical challenges of humanitarian work • Explain mechanisms for improving the accountability of humanitarian action	• Sphere Handbook: Core Humanitarian Standard and The Code of Conduct. Pages 52-84 and 385-391. Optional Additional Resources: • Bruno, W., & Haar, R. J. (2020). A systematic literature review of the ethics of conducting research in the humanitarian setting. *Conflict and Health*, *14*(1), 27. https://doi.org/10.1186/s13031-020-00282-0	• Work on BBR (due March 20)
Session 14. Logistics		
Upon successful completion of this session, you should be able to: • Discuss best practices for logistics management • Identify support systems for logistics, such as the logistics cluster	Optional Reference Material: • Logistics Cluster Website: https://logcluster.org/ • MIT Humanitarian Supply Chain Hub. https://humanitarian.mit.edu/ Product Catalogs: • ICRC: https://itemscatalogue.redcross.int • UNICEF: https://www.unicef.org/supply/governments-and-partners	
Week 8 March 13ᵗʰ, 2024 (SPRING BREAK)		

Objectives	Readings	Assignments/Activities
Week 9 March 20th, 2024		
Session 15. Program Design, Budgets, and Proposals		
Upon successful completion of this session, you should be able to: • Plan a program throughout different phases using different structural approaches • Create and maintain a project budget	Optional Resources (no required reading): • Step by Step Guide- Humanitarian Programme Cycle: https://www.unocha.org/publications/report/world/01-step-step-guide-humanitarian-programme-cycle-2023-may-2022 • Gantt Chart: https://www.teamgantt.com/what-is-a-gantt-chart • Logframe: https://www.theguardian.com/global-development-professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide • Humanitarian Log frames Video (Save the Children, 2018): https://www.youtube.com/watch?v=L8n4PwpFsHc • Constructing a CERF Budget: https://cerf.un.org/sites/default/files/resources/CERF%20Application%20Guidelines_EN.pdf • CERF Guidance and Templates: https://cerf.un.org/grant-cycle/guidance-and-templates • USAID Proposals and Funding. https://www.usaid.gov/partner-with-us/find-a-funding-opportunity	• Study for midterm
Session 16. Monitoring & Evaluation and Information Management		
Upon successful completion of this session, you should be able to:	• Evaluation of Humanitarian Action Guide (ALNAP, 2016). Pages 24-36. Download at:	

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Objectives	Readings	Assignments/Activities
• Discuss various approaches for program monitoring and evaluation • Understand commonly used monitoring and evaluation and reporting tools in the humanitarian sector • Build Kobo surveys and interpret the data they produce • Understand how to implement a digital data collection tool in the humanitarian space	https://www.alnap.org/help-library/evaluation-of-humanitarian-action-eha-guide Optional Reference Material: • ALNAP Monitoring & Evaluation Resources (2023): https://www.alnap.org/learning-links-resources-for-monitoring-and-evaluation-practitioners-and-decision-makers • Sphere for Monitoring & Evaluation (2015): https://www.spherestandards.org/resources/sphere-for-monitoring-and-evaluation/ • USAID Evaluation Toolkit: https://usaidlearninglab.org/evaluation/evaluation-toolkit • IASC Humanitarian Response Monitoring Guidance (2016). https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/humanitarian_response_monitoring_guidance_2016_en_1.pdf • KoBO Toolbox https://www.kobotoolbox.org/	
Week 10 March 27th, 2024		
MIDTERM EXAM		
Session 17. Emergency Telecommunications		
Upon successful completion of this session, you should be able to: • Understand the role of the emergency telecommunications cluster	• Emergency Telecommunications Cluster Website: https://www.etcluster.org/	• Begin work on final service delivery plan
Session 18. Civil Military Relations		

Objectives	Readings	Assignments/Activities
Upon successful completion of this session, you should be able to: • Understand the coordinating structure between the humanitarian ecosystem and militaries • Interact with militaries in a humanitarian response in a productive way	• UN CmCoord Field Handbook (v2, 2018). Pages 8-12, 55-65, and 73-84. Download at: https://emergency.unhcr.org/sites/default/files/UN%20Civil%20Military%20Coordination%20Handbook%202018.pdf • Mosul Trauma Response Case Study (Johns Hopkins, 2018). Pages 4-5. Download at: http://hopkinshumanitarianhealth.org/assets/documents/Mosul_Report_FINAL_Feb_14_2018.pdf Optional Reference Material: • UN OCHA CmCoord Website: https://www.unocha.org/fr/themes/humanitarian-civil-military-coordination	• Protection

Week 11 April 3rd, 2024

Session 19. Mental Health Programs

Upon successful completion of this session, you should be able to: • Discuss mental health issues arising in the humanitarian context • Describe supportive techniques to improve the mental health of both beneficiaries and workers	• IASC Guideline on Mental Health and Psychosocial Support in Emergency Settings (2007). Pages 1-15. Download at: https://interagencystandingcommittee.org/iasc-task-force-mental-health-and-psychosocial-support-emergency-settings/iasc-guidelines-mental-health-and-psychosocial-support-emergency-settings-2007 Optional Reference Material: • Protection Cluster Website: https://www.globalprotectioncluster.org/	• Work on BSAFE

Session 20. Responder Resilience

Upon successful completion of this session, you should be able to:	Optional Material:	

Objectives	Readings	Assignments/Activities
• Manage and prepare for a humanitarian deployment • Use key management strategies for both personal and organizational success	• Konterra Knowledge Library: https://www.konterragroup.net/staff-care-resources/	

Week 12 April 10th, 2024

Session 21. Education

Upon successful completion of this session, you should be able to: • Discuss key indicators for education in humanitarian settings • Understand different approaches to meeting educational needs	• Minimum Standards for Educations (INEE, 2012). Introduction. Pages 2-17. Download at: https://inee.org/resources/inee-minimum-standards Optional Reference Material: • Inter-agency Network for Education in Emergencies (INEE) Website: https://inee.org/ • Education Cluster Website: https://www.educationcluster.net/ • Research, Education, and Action for Refugees around the world. Harvard Graduate School of Education. https://www.reach.gse.harvard.edu/	• UN BSAFE is due

Session 22. Media Skills

Upon successful completion of this session, you should be able to: • Engage with the media in a constructive and responsible way • Develop a media information release for an organization	No required reading	• Media

Week 13 April 17th, 2024

Session 23. Field Security and Negotiations

Upon successful completion of this session, you should be able to:	• Aid worker security report 2022 (Humanitarian Outcomes). Pages 4-10. Download at:	• Work on FSDP • Security homework

Objectives	Readings	Assignments/Activities
• Describe best practices for personal and team safety and security • Identify and mitigate security threats that may arise during a humanitarian response	https://www.humanitarianoutcomes.org/sites/default/files/publications/awsr_2022.pdf	
Session 24. Localization, Diversity, and Decolonization		
Upon successful completion of this session, you should be able to: • Discuss the importance localization plays in humanitarian response • Discuss the importance of diversity and decolonization efforts in humanitarian response	• Time to Decolonize Aid: Insights and Lessons from a Global Consultation (GFCF, 2021). Pages 4-6, 12-18, 20-22, 38-41. Download at: https://resourcecentre.savethechildren.net/document/time-decolonize-aid/	
Week 14 April 24th, 2024		
Session 25. FSDP Presentations		
• Student groups will present their final service delivery plans	No required readings	• Teamwork Grading
Simulation Preparation Meeting – Time and Date – TBD		
All students must attend the Simulation preparation session (an announcement will be sent through Canvas). In addition to the preparation session, you must read all of the material that will be sent and follow all of the instructions given by the teaching team.		
Simulation – April 26th - 28th, 2024		
The three-day simulation is a required additional course, GHP 518		
Week 16 May 1st, 2024		
Session 26. Future of Humanitarianism		
Upon successful completion of this session, you should be able to: • Discuss the challenges and opportunities facing the humanitarian sector	No required reading	No homework

Objectives	Readings	Assignments/Activities
• Understand ways the humanitarian sector can evolve for the future • Understand the impact of climate change on the humanitarian sector		
Session 27. Debrief and Future Careers		
Upon successful completion of this session, you should be able to: • Describe the variety of career opportunities that exist for humanitarians	No required reading	No homework
Week 17 May 8ᵗʰ, 2024 – No Class- SPRING COURSE ENDS		