

# Simulation for Humanitarians

Kenya, November 2017

*Executive Summary*

*Methodology and Journey*

*Results & Recommendations*

*Limitations*

*Participant Quotes*

*Evaluation of the Simulation Itself*

## *Executive Summary*

The simulation exercise in Kenya was designed to reinforce and test humanitarian skills acquired by a group of 20 participants during the Context Training Programme and also to draw out lessons and recommendations for further iterations of the programme.


This presentation describes the methodology used during the simulation exercise, explain the benefits of the simulation to the participants and provide an analysis of behaviours and competencies from the Core Humanitarian Competencies Framework (CHCF) that participants feel are very strong after completing the Programme and which ones they do not have so much confidence in.

*What is the Context Course?*

*Context Programme Background*

*Objectives*

*Simulation Team Summary*

A map of Malawi with a large dark blue circle overlaid in the center. The circle contains white text. The map background shows geographical features like rivers, roads, and lakes. Labels include 'Kigomoto' at the top left, 'mulo' in the middle right, 'Geita' at the bottom right, 'Lake Bama' at the top right, and 'Lak Ujiji' at the bottom right. A white circle with a black dot is located at Kigomoto, and another white circle with a black dot is at Geita. A blue and black diagonal shape is in the bottom left corner.

Kigomoto

## *What is the Context Course?*

The Context courses are a proven set of blended learning programmes which include face to face workshops, distance learning, group work, coaching and individual assignments; they are set to help national staff developing humanitarian competencies at two different levels the two programmes consist of: a “Core Skills” development programme and a “Management and Leadership” development programme.

A topographic map of East Africa, specifically the region around Lake Ujiji and Geita. The map shows terrain contours, rivers, and major water bodies. A large blue circle is overlaid on the map, containing text. The text describes the Context Programme Background, its implementation under the Talent Development project, its funding by DfID, and its duration from 2014 to 2017. The map labels include 'Bamala', 'amulo', 'Geita', and 'Lake Ujiji'.

## *Context Programme Background*

The Context programme is currently being implemented under the consortium of the Talent Development project. It is one of several capacity development projects in the Disasters and Emergencies Preparedness Programme (DEPP), funded by the Department for International Development (DfID) and managed by the Start Network. The three-year project aimed to build the capacity of national humanitarian workers in East Africa, Asia and the Middle East.

The project started in November 2014 and ended in October 2017.

# Objectives

1. Test participants skills and competencies to work under pressure in complex humanitarian sessions
2. Test participants knowledge, understanding and appropriation of the programme and technical contents acquired during the *Context learning process*.
3. Test participants attitude, and willingness to work with others as part of a multidisciplinary team
4. Learn from the experiences, skills and competencies of other participants
5. Test participants ability to perform and make appropriate decisions under pressure in changing context and specific organisational / institutional environment
6. Analyse management behaviours that either foster or inhibit multi-stakeholder collaboration and coordination

# *Simulation Team Summary*

From the point of view of the facilitation team, the simulation was beneficial to the participants, useful for evaluating participants confidence on the CHCF following the Context Programme and was also a lot of fun for all involved.

From our perspective, it seemed that 2 out of 4 teams engaged well with tasks and provided good quality outputs in terms of situation reports, concept notes, implementation plans e.t.c. but 2 teams seemed to lack the skills to be able to complete the tasks effectively. Those teams seemed to struggle from a dictatorial-style leadership from their director/senior manager and lack of direction in what they were trying to achieve as a team.

However, individually, participants in all teams were enthusiastic, dedicated and well engaged with the simulation. We feel that many of the candidates in the teams that did not perform so well would have performed better in different teams, or with different managers.

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## Methodology and Journey

In the controlled environment of 'Narubu', a fictitious disaster prone country, participants had the opportunity to practise and demonstrate their humanitarian competencies, management and leadership skills.

The simulation focused on the decision-making processes and implementation of actions at different levels and by different people with responsibilities in the humanitarian landscape.

Each participant played a specific role within an specific "fictitious" institution/organisation, which also allowed them to gain perspective on different points of view of humanitarian response.

Information about the scenario was presented as video newsreels, situation reports, quotes from locals, radio broadcasts, tasks from line managers and many others!

Day 0

Day 1

Day 2

Day 3





## *Day 0*

For Day Zero, we hoped to introduce the simulation, country, rules of engagement and allocate teams and roles.

Unfortunately, only 15 of the 27 participants had arrived due to political conflict in the city preventing travel.

We therefore instead participated in some ice breaking games and got to know the people who had arrived and introduced the simulation website for those who were keen to do some pre-reading on Narubu and the simulation contexts.

Participants were then "released" to relax and enjoy the rest of the evening

*Narubu  
Disaster  
Website*

*Kelana  
2,223 m*

# Snapshots of the Narubu Disaster Website

UKaid Oxfam START NETWORK Talent Development context

About | Tasks | News and Storage | Participants | Contact

## WELCOME TO YOUR SIMULATION

This page gives you the basic information about the simulation itself and about the fictional country of the disaster: "Narubu". Please ensure you familiarise yourself with all information on this page to enable the simulation to unfold as though it was a real disaster.

[Rules of the Simulation](#)

The Rules of the Simulation are in place to ensure the scenario runs smoothly. It is important that ensure you familiarise yourself with them to ensure maximum impact for yourself as well as the other participants and organisations involved

- [Narubu Country Profile](#)
- [Narubu Humanitarian Profile](#)
- [Narubu Demographics](#)
- [Maps of Narubu](#)

UKaid Oxfam START NETWORK Talent Development context

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## NEWS AND SITUATION REPORTS

Radio News  
October 30, 2017 | Narubu Radio News  
[Click here for the radio broadcast](#)

Press Report  
October 30, 2017 | Narubu Press Report  
[Click here for the press report](#)

RC Sitrep  
October 30, 2017 | Narubu RC Sitrep

Recent Posts

- Radio News
- Press Report
- RC Sitrep
- RESCUING INJURED FLOODS IN NARUBU
- Humanitarian Organisations Begin Work to Deliver AID to Those in Need
- Innovations in Communication
- Ministry of Defence Responds
- Security Issue in Sukaga
- Waterfall
- Drought Early Warning

Map of Narubu showing regions: KUTAMA, NARUBU, TESOME, HEKSI.

Map of Narubu showing districts: KUTAMA, NARUBU, TESOME, HEKSI.



## Day 1

Participants divided themselves into 4 multidisciplinary teams using their negotiation skills and 3 NGOs and the Civil Protection Department were formed.

A slow-onset disaster scenario (drought) was given to teams alongside the detailed information about the fictional country ("Narubu") that the disaster is taking place in.

Participants quickly got busy familiarising themselves with all the information provided in order to quickly create a Disaster Preparedness Plan for their organisation.

A short while later, the crisis worsened, was compounded by a refugee crisis and participants started creating response plans and concept notes for funders.

Pressure is at a high level to allow participants to test their resilience, time management and ability to work under pressure.

*Some teams  
work until  
11pm*

# Some teams work until 11pm

getting their concept notes ready for their presentation to the funders first thing in the morning



Justice for Humanity Concept Note

**CONCEPT NOTE**  
**Livelihoods and Food Security**

**A. PURPOSE OF THE OPERATION**

**I. Result 1: Climate adaptive livelihood interventions supported in the target communities.**

- 2000 farming Agro pastoralist households are supported with farming inputs.
  - Provide the much needed farm inputs to the existing irrigation in the targeted districts: Use of improved fi there is improved production through adaption of be
- Green house farming established in the target areas.
  - The targeted groups will be support to establish green both domestic consumption and as an income gei household income.
- Storage facilities constructed in the Agro pastoralat zone
  - The facilities is expected to provide the much needed produce as the look for market, await transportation consumption. The farmers will be expected to pay a r which will be used for the maintenance of the facility.

**Result 2: Food Security of targeted households is maintained**

**Activities:**

- Indicator: 500 targeted households supported through ca

**B. DETAILED LOCATION**  
**Counties targeted**

- Mbarara County
- Nzali County
- Tukuya County
- Kemikata County

**C. DETAILED TARGET GROUPS**  
**Result 1: addressing food insecurity and building resilience of the drought affected**

Target Group and Beneficiaries	Year 1		Total
Representing Individual Households	Male	Female	
Support to irigation practicing farmer groups.	1200	800	2000
Community Managed Disaster Risk Reduction and Early Warning Systems Capacity Building.	45	15	60
Capacity Building and support to Women groups on alternative Livelihoods sources.		200	200
Cash for work recipients /casual labourers	900	600	1500
Animal Health Support Services (Pastoralists/District Veterinary Office)	35	15	50

**D. TOTAL BUDGET**

## Day 2

When the teams arrived at 8am to present their concept notes, they are devastated to learn that Narubu has been flooded right across the middle of the country, causing destruction and chaos. Everyone has to go back to the drawing board to update their concept notes to include the new disaster before coming back to their funding meeting.

After lunch, there is a race with the clock to complete 6-month implementation plans in time for the presentations at 4pm. Presentations are to various NGOs, Governmental departments and international consultants.

Teams were sure it would be easier if there weren't so many other issues cropping up..... Difficult decisions, ethical problems and other incidents kept getting in the way.....

*Teams are awarded funding*

*Joint Needs Assessment*

*Presentation of Implementation Plans*

# *Teams are awarded funding*

from DfiD, World Bank and ECHO



# *Joint Needs Assessment*

Teams send representatives to plan and conduct a coordinated needs assessment



# *Presentation of Implementation Plans*





## Day 3

Day 3 was entirely dedicated to evaluation of the learning outcomes for the participants and the final hour was dedicated to evaluating the simulation itself.

The day began with reflections on teamworking, outcomes and adherence to the CHCF. ("Team")

The middle section related to self-reflection and pledges of how participants will integrate their learning into their daily roles in the future. ("Individual")

Finally, we completed a 6-part exercise to evaluate the simulation itself. ("Task")

*Team*

*Individual*

*Task*



## *Team*

Teams were asked to reflect on their collaboration, coordination, outputs and team stages throughout their simulation journey. Teams were overwhelmingly positive about their progress.

They were also given cards depicting the CHCF categories and were asked to put them into order of what they felt their team had performed most strongly and least during the simulation. They completed the activity but during their presentations gave dramatic speeches about why it was a silly exercise because they practised and developed all of their skills so much that all categories should be together at the top.

*Team  
Journey  
Reflections*

*CHCF  
Learning*

# Team Journey Reflections

Justice for Humanity

Our Simulation Journey... **conteXt** evaluation of team performance

Session	Strengths	Weaknesses / gaps/challenges
Team Formation & Role Allocation	- Depth being few, we didn't put and members of the group were willing to take up more roles. - Engaged leader and the energy soaked down team work.	- Initially we were few and the roles were managed we had to double up in some roles.
Week one (20th)	- Co-operation. - Maximized on our technical expertise & experience.	- Orientation to the new tasks took much of our time.
Week two (24th Day 10th)	- We were able to relate our tasks to the sphere standards and All In One. - Acknowledged individual contributions & ideas.	- Challenging tasks tended to make us lose morale as we motivated each other.
Week one (Concept week)	- Interest in getting the job done. - Procedures ensured efficiency and resources were allocated.	- Disagreements, expressions of individuality and concerns about hierarchy.
Team one (Capture & Present Concept)	- Resilient and hardwork towards cohesion. - Team members were pro-active.	- The other team members were solely dependent on the leader/County Director.
Team two (4th day Planning)	- Goal oriented and the shared tasks to finish our 6-month work plan. - Forward procedure.	- Connectivity problem (poor wifi). - External factors that impacted us negatively.

**CIRDES** Humanitarian

Our Simulation Journey... **conteXt** evaluation of team performance **CP**

Challenges & Coping

Session	Strengths	Weaknesses
Team Formation & Role Allocation	Wide Allocation Distribution of tasks Clear leadership structure Becoming by consensus	Winging of Risk
Week one (20th)	Adapted technical aspects Assign roles for only new's experience Our Director's comprehensive all cases were covered	Delay accessing info due to poor internet connection
Week two (24th Day 10th)	Adapted with resilience on the ground issues Almost 200 to be signed and approved.	"
Week one (Concept week)	We were able to collaborate with other agencies We used different expertise We managed a laptop We stayed ahead of changing situations Are able in feedback and incorporated it into the concept note	Not adequate information on the security like
Team one (Capture & Present Concept)	Proper task allocation High of pressure within tight deadline Technical expertise.	Adopting our concept into to a common IP and pushing some agenda.

**CIRDES** Humanitarian

Our Simulation Journey... **conteXt** evaluation of team performance **G9C**

Session	Strengths	Weaknesses
Team Formation & Role Allocation	Proper reports Proper leadership Flexibility of the role of the support team Clear goal setting Professional handling	Wings of the uncertainty that we had. Low technical skill level Preparation - maintaining Lack of interpretation
Week one (20th)	Diversity of the team Good handle the complex of the tasks	Not to reach the meeting stage
Week two (24th Day 10th)	We manage to deliver and report in limited time frame. More we do more the better we do Clearer structure	Lack of interpretation
Week one (Concept week)	Adaptability Technical knowledge Team work and division of time	Performance within limited Time management delay while gathering information more time on confusion
Team one (Capture & Present Concept)	The group had managed to paper the task.	Provided information but scanty (not enough information)
Team two (4th day Planning)	Strong unity and determination to finish the work.	Interference from our daily job Burn out (burnouts)

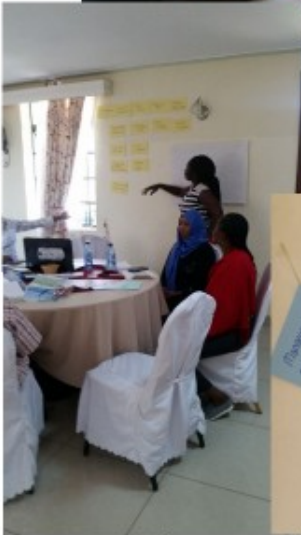
**CIRDES** Humanitarian

Our Simulation Journey... **conteXt** evaluation of team performance

Session	Strengths	Weaknesses
Team Formation & Role Allocation	Willingness of team members Members motivated to take risks Strong engagement towards implementation of ideas	Clear roles (communication) No clear output objectives (not clear)
Week one (20th)	The ability to find information Clearing roles Willing to take on more responsibilities (flexible)	Delay in starting Interference with the website
Week two (24th Day 10th)	Strong problem-solving Effective communication with other team members	Team roles Time management Not clear about the roles
Week one (Concept week)	Active participation from all members Clear roles from the very start Clear structure & allocated	Not clear about the roles Lack of communication
Week two (4th day Planning)	Adaptability to changes Team work and division of time	Self doubt Struggle in displaying amongst members
Week three (4th day Planning)	Clear structure with the work	Clear roles

**CIRDES** Humanitarian

# CHCF Learning



## *Individual*

1. Completion of the Competencies Self-Reflection exercise that they had begun on day 1
2. Reflection on their personal role and performance within the team
3. Pledges for the future

*Self-Reflection  
on CHCF*

*Performance  
in Role*

*Pledges*



# Performance in Role

Before

**Individual Role-Playing Profile**

Participant name: *Christine Chang*

Role playing organization: *Nature and Nature's Department*

Role playing job title: *Chief of London & Department*

**List the 3 main responsibilities of your role/position:**

1. Support the achievement of National Development Goals
2. Develop the capacity of National Development Goals
3. Develop National Development Goals in the Department

**List the 3 main addressabilities expected from your role/position:**

1. Ensure equal distribution of resources
2. Assess value for money in purchases
3. Monitor the Party Act on Leadership

**List the 3 key actions you should implement in case of emergency response:**

1. Prepare to respond to Emergency Plans
2. Develop COP for London
3. Change & distribution Plans

After

**Individual Role-Playing Profile**

Participant name: *Christine Chang*

Role playing organization: *SAC, ETC, OP, JAF*

Role playing job title: *Chief of London & Department*

**List the 3 main responsibilities of your role/position:**

1. Reporting to HQ London
2. Developing with other agencies in London & Department
3. Developing responsibility of the Department

**List your 3 main addressabilities expected from the 3 steps:**

1. Planning & delivery of the Department's activities
2. Developing department & Department Plans
3. Reporting on the work of the Department to HQ London

**List the 3 key actions you took during the intervention:**

1. Develop strategy and guidance of London
2. Participate & coordination with other agencies
3. Development of critical plans

# Pledges

**Massachusetts Pledge**  
 "With all the learning I have taken from this situation, I pledge that I will make changes in my real life and work."

In the next 7 days, I pledge that I will:

1. *Continue actively seeking my team or supervisor* 8/12/17
1. *Be more open to diverse opinions, people, backgrounds* 8/12/17
2. *Take an opportunity to attend a personal training* 8/12/17

In the next 30 days, I pledge that I will:

1. *Continue our training on workplace harassment, sexual harassment, and diversity* 8/12/17
2. *Apply what I learned from training* 8/12/17

From this moment on until forever, I pledge I will change the following behaviors:

Old Behaviors	New Behaviors
<i>Understanding someone's role in a project</i>	<i>Empowering someone in the project, especially when someone's new</i>
<i>Summaring a person</i>	<i>Being more shy around someone, more to be more appreciative of the person</i>

**Massachusetts Pledge**  
 "With all the learning I have taken from this situation, I pledge that I will make changes in my real life and work."

In the next 7 days, I pledge that I will:

1. *Not talk before the meeting*
2. *Check myself before the meeting*
3. *Be more active and engaged in the meeting*

In the next 30 days, I pledge that I will:

1. *Take a step to my own growth*
2. *Continue to be more active in the meeting*
3. *Apply what I learned from training*

From this moment on until forever, I pledge I will change the following behaviors:

Old Behaviors	New Behaviors
<i>Not talking before the meeting</i>	<i>Be more active and engaged in the meeting</i>
<i>Not checking myself before the meeting</i>	<i>Be more active and engaged in the meeting</i>
<i>Not being more active and engaged in the meeting</i>	<i>Be more active and engaged in the meeting</i>

**Massachusetts Pledge**  
 "With all the learning I have taken from this situation, I will make changes in my real life and work."

In the next 7 days, I pledge that I will:

1. *Learn my knowledge from my own mistakes*
2. *Be more active and engaged in the meeting*
3. *Be more active and engaged in the meeting*

In the next 30 days, I pledge that I will:

1. *Learn my knowledge from my own mistakes*
2. *Be more active and engaged in the meeting*
3. *Be more active and engaged in the meeting*

From this moment on until forever, I pledge I will change the following behaviors:

Old Behaviors	New Behaviors
<i>Learn my knowledge from my own mistakes</i>	<i>Be more active and engaged in the meeting</i>
<i>Be more active and engaged in the meeting</i>	<i>Be more active and engaged in the meeting</i>
<i>Be more active and engaged in the meeting</i>	<i>Be more active and engaged in the meeting</i>

Stinson  
2,960 m



# Task

The evaluation of the simulation itself took the form of 6 parts:

1. Evaluation of percentage of personal expectations fulfilled
2. Feelings before, during and after
3. Main 3 things learned during the simulation
4. What went well & what would have made it better
5. Evaluation of learning objectives
6. Formal written evaluation

Personal  
Expectations  
Fulfilled

Feelings  
Before, During  
& After

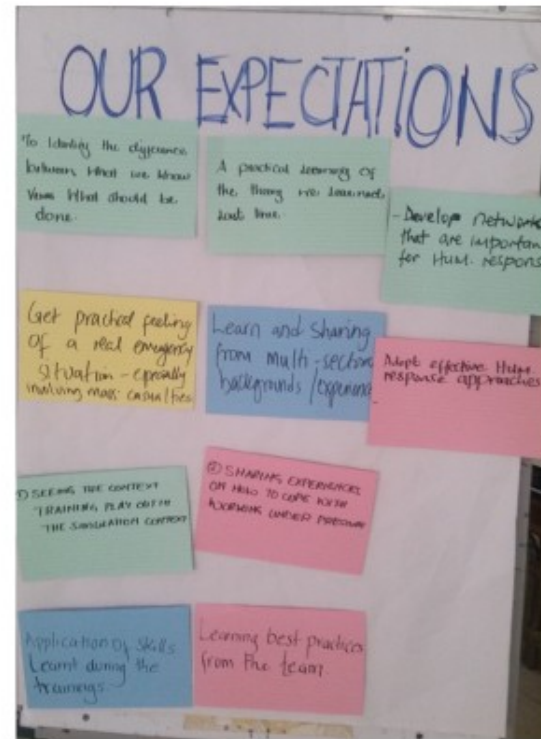
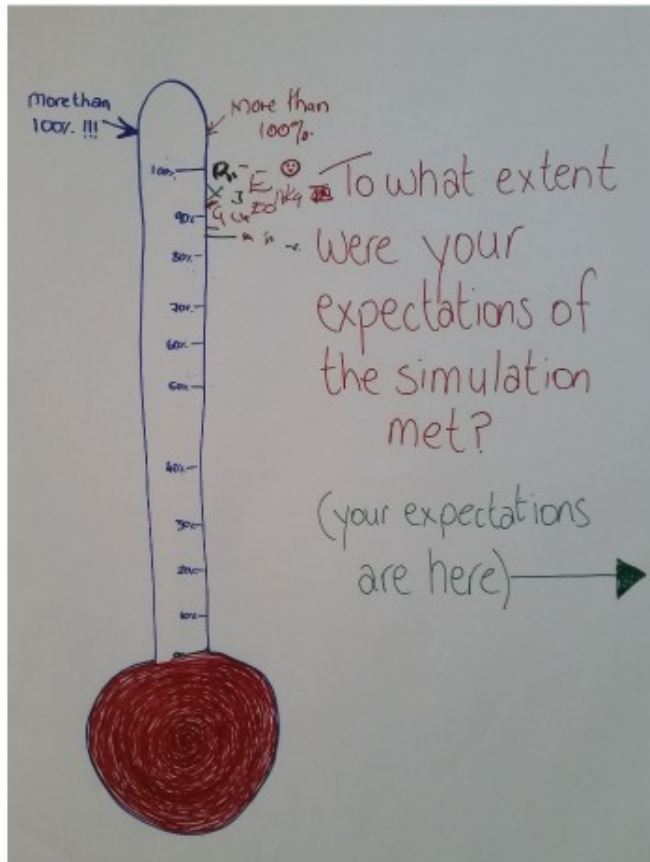
3 Things  
Learned

Excellent and  
Better if...

Learning  
Objectives

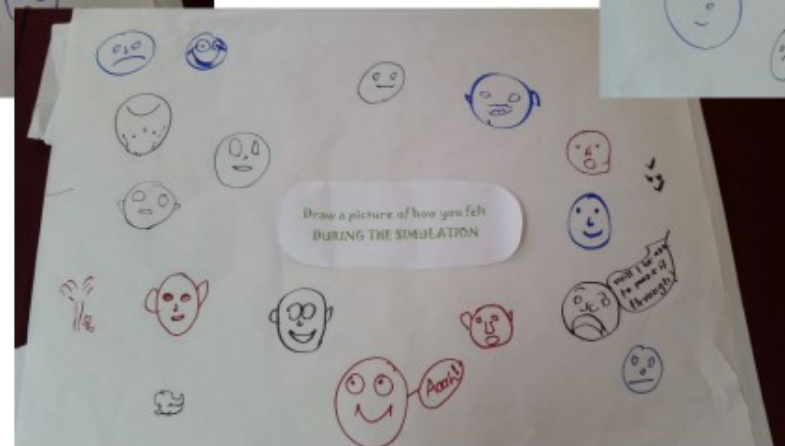
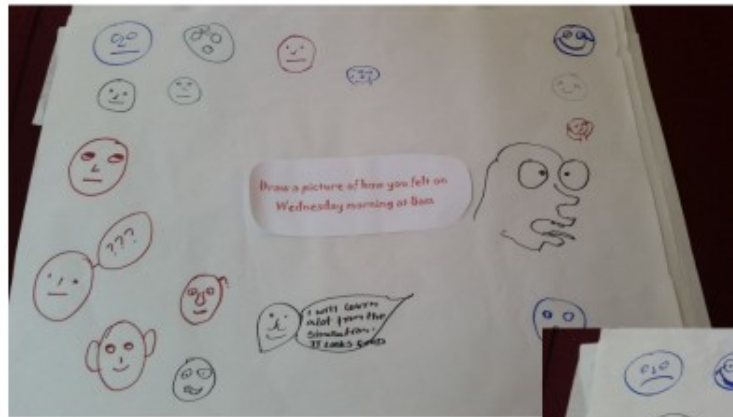
Formal  
Written  
Evaluation

# Personal Expectations Fulfilled

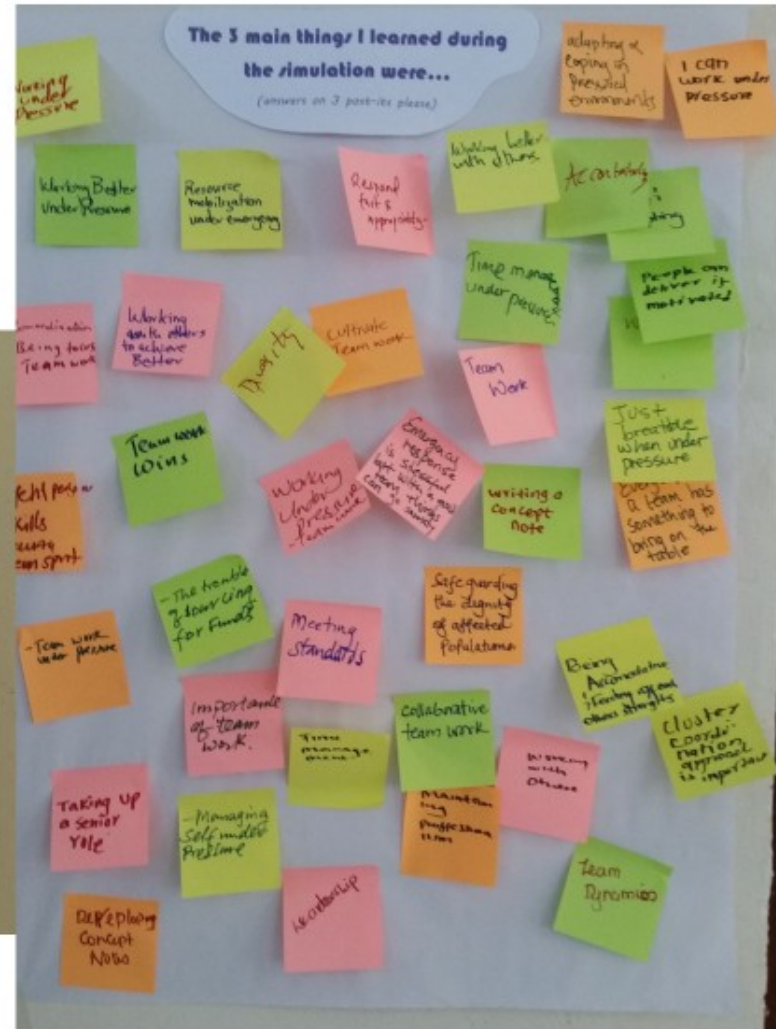
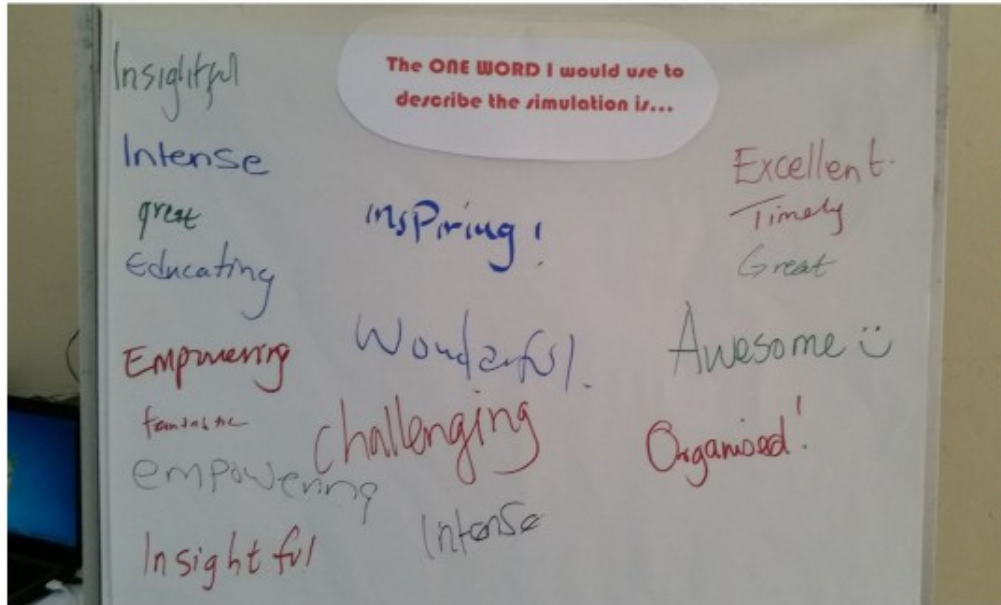


n.b. Expectations were set during the intro of day 1

# Feelings Before, During & After



# 3 Things Learned



# Excellent and Better if...

The simulation was  
**EXCELLENT** because...

Practical  
Involving.  
Practical but  
Intense  
Friendly facilitator

Team work

The teams were  
diverse  
Excellent team  
Practical and  
motivating

Team spirit  
and passion  
among group  
members.  
Motivating others.

It brought out the best in us.  
The Real life situations  
that I could relate with.  
\*I was able to learn  
from others.  
\*Exposure to real emergency  
situation and learning how  
to manage oneself & team to  
achieve intended result.  
Resourceful.

Practical sessions  
working with others  
diversity in the  
team

Team work.

The simulation would have  
been better if...

different case studies.  
Real field experience  
connectivity  
would better.

- It were twice has hard

- A agree! a real  
field experience setting!

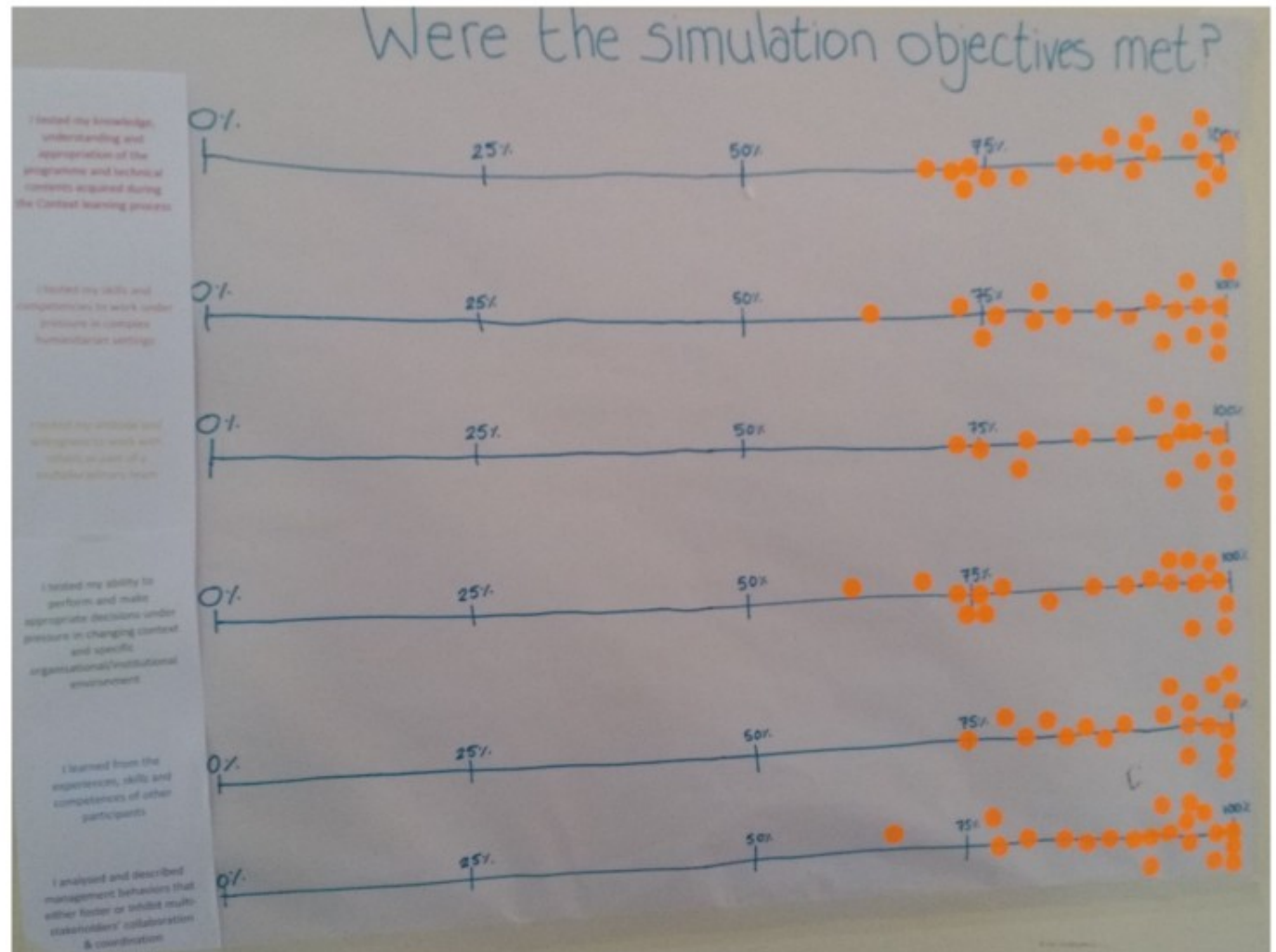
- Sessions ended early  
The practicality had real field  
Scenarios

- More time.

- Time is planned  
- Aware of activi-  
ties prior.  
- Real life  
- practices  
Lesson &  
informative prior  
Time was  
impractical

conducted for five or  
four full days.  
A little harsh environment  
to show the real experience  
on the ground.

# Learning Objectives



# Formal Written Evaluation



## Simulation for Humanitarians – Evaluation Form

Check (X) on which learning process you were involved: Core Skills  or Management & Leadership

Your type of organization:

INGO  NGO  UN  Govt.  Other

Please circle to what extent you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. Content was suitable for my background and experience	5	4	3	2	1
2. Simulation was well-paced	5	4	3	2	1
3. Participants were encouraged to take an active part	5	4	3	2	1
4. The simulation met my individual expectations	5	4	3	2	1
5. The materials were well-developed	5	4	3	2	1
6. Simulation was relevant to my job	5	4	3	2	1
7. I would recommend this simulation to my colleagues	5	4	3	2	1

8. Was the simulation length: correct?  too short?  too long?

9. Were there: just enough participants?  too few?  too many?

10. What are the 3 most important things you learned during the simulation and debriefing?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



11. Please rate the individual sessions using the following scale:

5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unacceptable 0 = Does not apply

Session	Quality	Value to my Work
1. Welcome, Introduction, and Objectives	5 4 3 2 1 0	5 4 3 2 1 0
2. Simulation Exercise	5 4 3 2 1 0	5 4 3 2 1 0
3. Venting Session	5 4 3 2 1 0	5 4 3 2 1 0
4. Lessons learned sessions	5 4 3 2 1 0	5 4 3 2 1 0

12. What is your overall rating of this simulation exercise?

Excellent (5)  Good (4)  Average (3)  Poor (2)  Unacceptable (1)

13. What suggestions do you have for improving the simulation?

14. Any other comments?

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*Executive Summary*

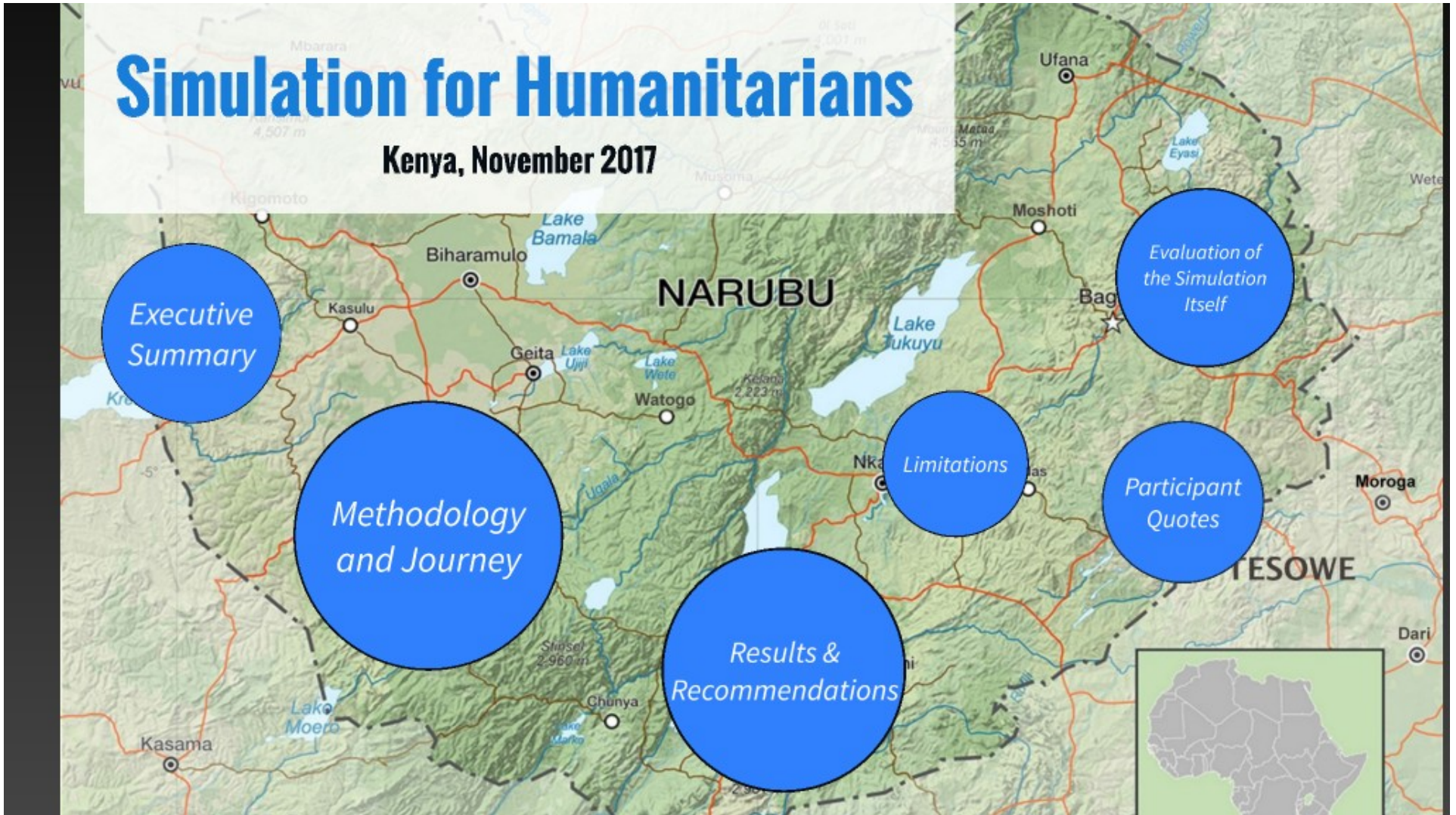
*Methodology and Journey*

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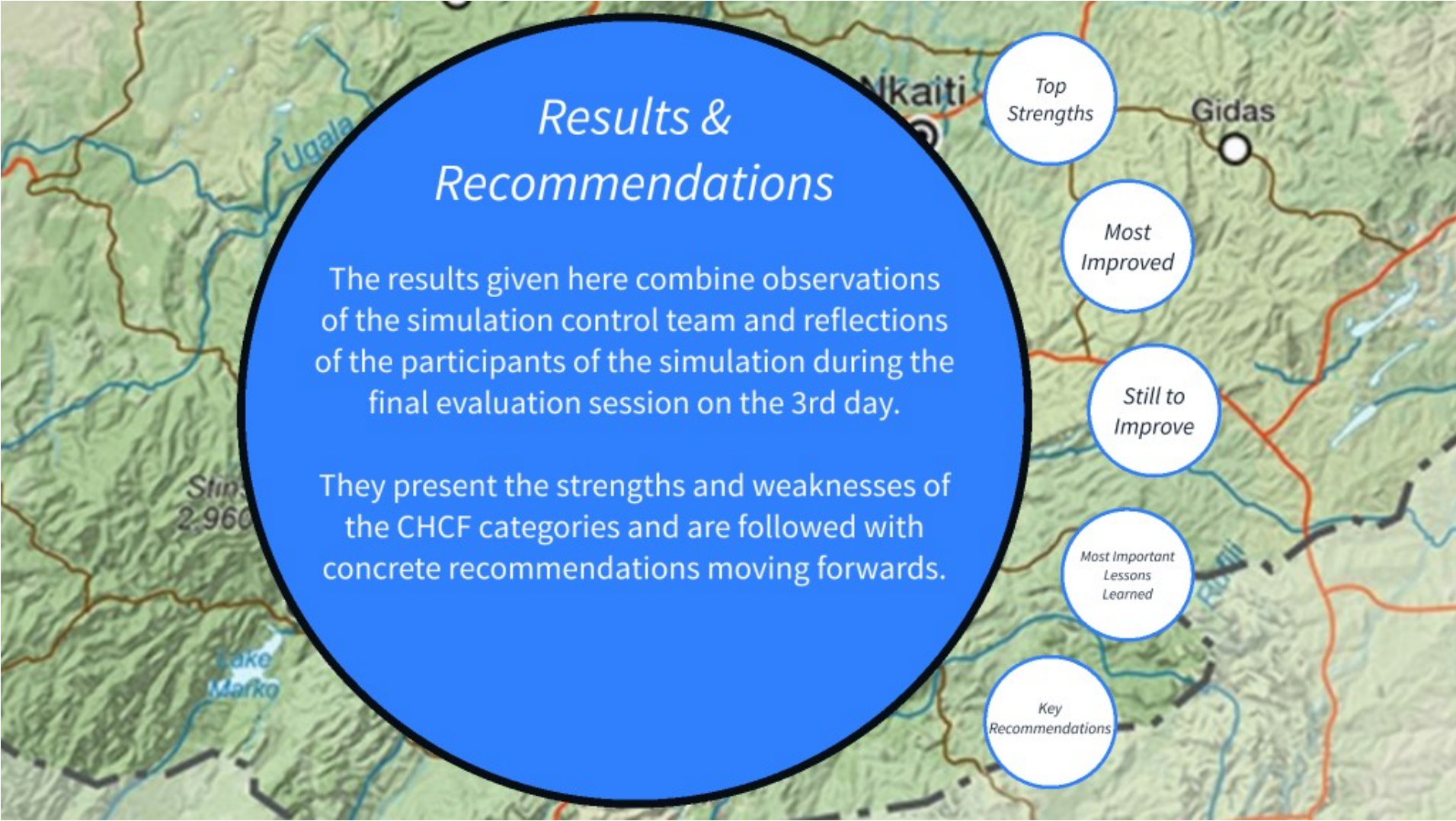
*Limitations*

*Participant Quotes*

*Evaluation of the Simulation Itself*







## *Results & Recommendations*

The results given here combine observations of the simulation control team and reflections of the participants of the simulation during the final evaluation session on the 3rd day.

They present the strengths and weaknesses of the CHCF categories and are followed with concrete recommendations moving forwards.

*Top Strengths*

*Most Improved*

*Still to Improve*

*Most Important Lessons Learned*

*Key Recommendations*

A topographic map showing a mountainous region. A large blue lake is labeled "Lake Tutub" in the lower-left. To the right, a small town is marked with a white circle and labeled "Gidas". The map features brown contour lines and blue lines representing rivers or streams. A large blue circle is overlaid on the map, containing text.

## *Top Strengths*

1. Working with others (teamwork)
2. Working Accountably
3. Maintaining Professionalism

These are the skills that participants felt most confident about following the simulation, followed by self-awareness and Motivating and Influencing Others. As a simulation control team, we noted less evidence of working accountably and more evidence of Listening and Creating Dialogue, Adapting and Coping and Applying humanitarian standards and principles.

The quality of outputs in this simulation were noted in this simulation to be very high in most cases.



## *Most Improved*

during the simulation

When we ran the exercise to find out the skills most improved, participants felt strongly that this was not a fair evaluation because they had significantly improved all of them during the simulation. However, looking at the self-evaluation scores, it seems that participants most benefitted from the simulation on the following competencies:

1. Minimising Risk to Crisis-Affected People and Stakeholders
2. Applying humanitarian standards and principles
3. Listening and Creating Dialogue  
(but this was more for Core participants than M&L)
4. Adapting and Coping

This demonstrates the value of experiential learning as complementary to classroom-based learning as of all the competencies, we would expect items 2 and 4 to be most improved during this type of learning.



## *Still to Improve*

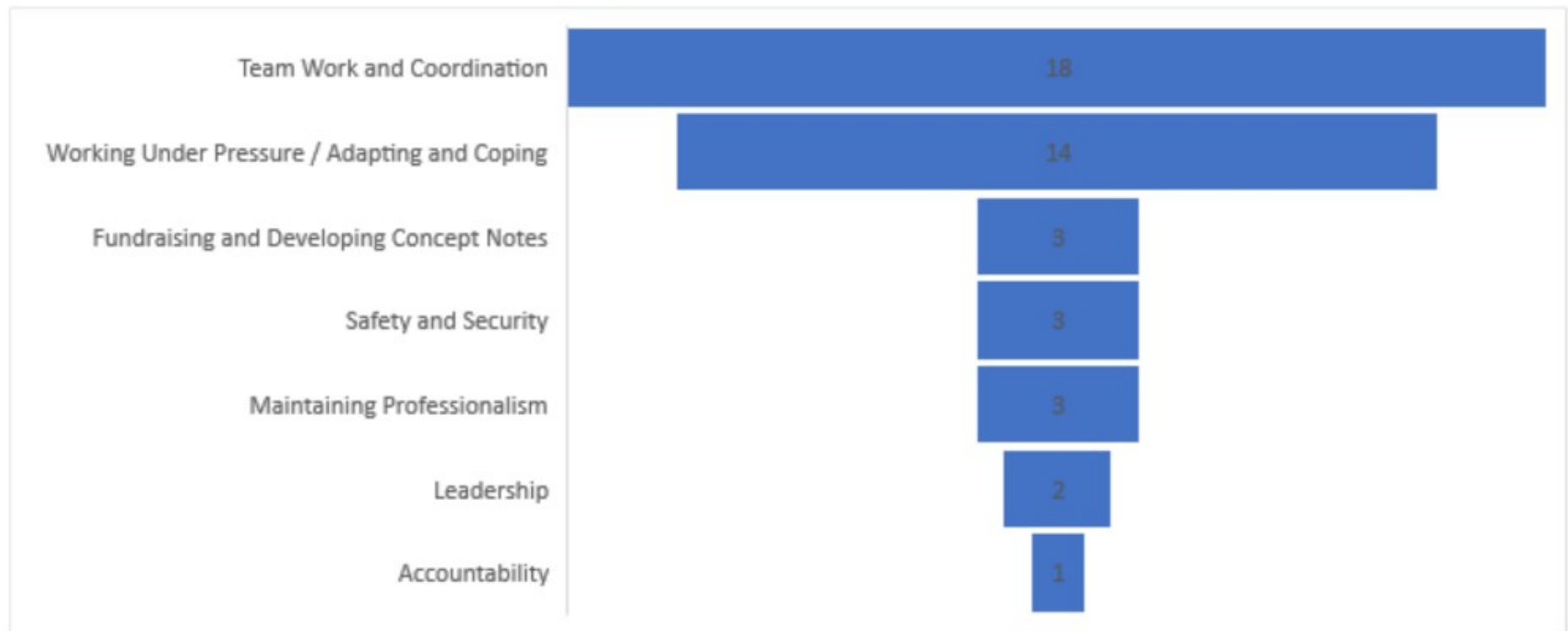
Although risk management was greatly improved throughout the simulation and security was a key focus throughout the simulation, people still felt less confident in those areas. These are the areas that participants scored as their least confident areas at the end of the simulation:

1. Ensuring Programme Quality & Impact
2. Managing Personal Security and Safety
3. Minimising Risk to Crisis-Affected People and Stakeholders

The simulation control team also noted that although teams made an effort to coordinate with other agencies, on the whole it was done too late, at a minimal level and therefore had little impact on duplication of work or ensuring even coverage of humanitarian assistance to those in need.

# *Most Important Lessons Learned*

Teams were asked to identify the 3 most important things they had learned during the simulation. These were the results:



A topographic map of a mountainous region. In the upper left, a blue lake is labeled "Lake Tutub". Below it, a brown contour line is labeled "Mtorwi 2,961 m". The map shows various contour lines, rivers, and roads. A large blue circle is overlaid on the map, containing text.

## Key Recommendations

1. To increase participants' levels of exposure to risk assessments and mitigations related to humanitarian programming and project planning to ensure safety and security of humanitarian workers, communities, partners and other stakeholders.
2. To increase training and practise in monitoring and evaluation.
3. To incorporate simulations into the mandatory Context Programme curriculum to allow all participants to put into practise the things they have learned in theory and also to practise and see the benefits of coordinating between agencies.

# Simulation for Humanitarians

Kenya, November 2017

*Executive Summary*

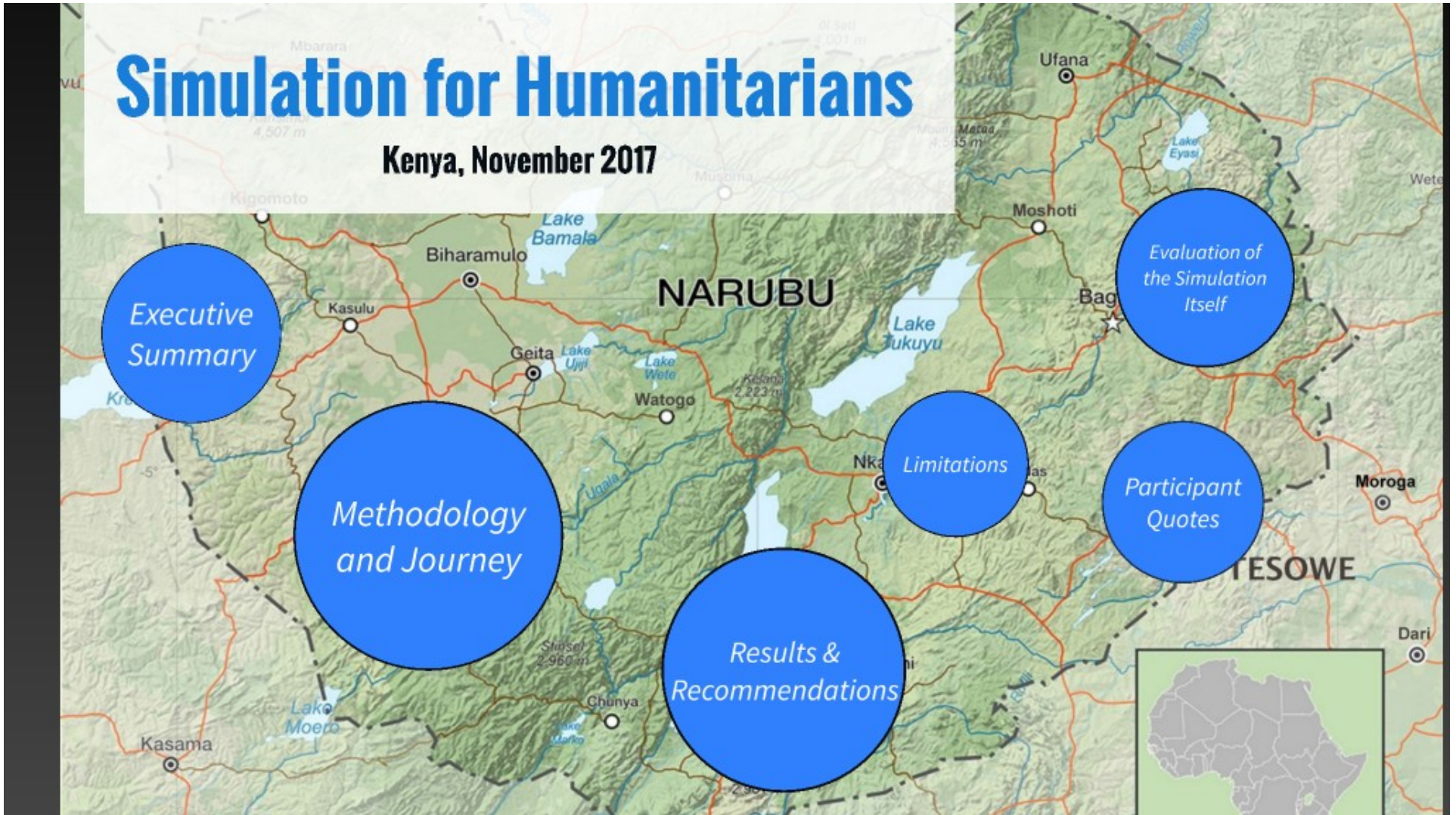
*Methodology and Journey*

*Results & Recommendations*

*Limitations*

*Participant Quotes*

*Evaluation of the Simulation Itself*





## *Limitations*

The main limitation of the simulation was the lack of participants who attended at the prescribed time. This meant we were unable to begin on Day 0 as planned and required us to begin the simulation itself late on day 1, after we had completed the introduction session.

Unfortunately this meant removing several activities that would have added both additional fun and learning value.

*Removed Sessions*





## *Removed Sessions*

- Written submission of the Joint Needs Assessment (this was instead completed as a practical session but not coordinated into a comprehensive cross-organisational document)
- Funding offer in Spanish language - requiring translation
- Interview with Spanish journalist - in Spanish
- Additional cluster meetings (to consolidate coordination)
- Real Time Evaluation with external consultant - for reflection and feedback on teams' progress

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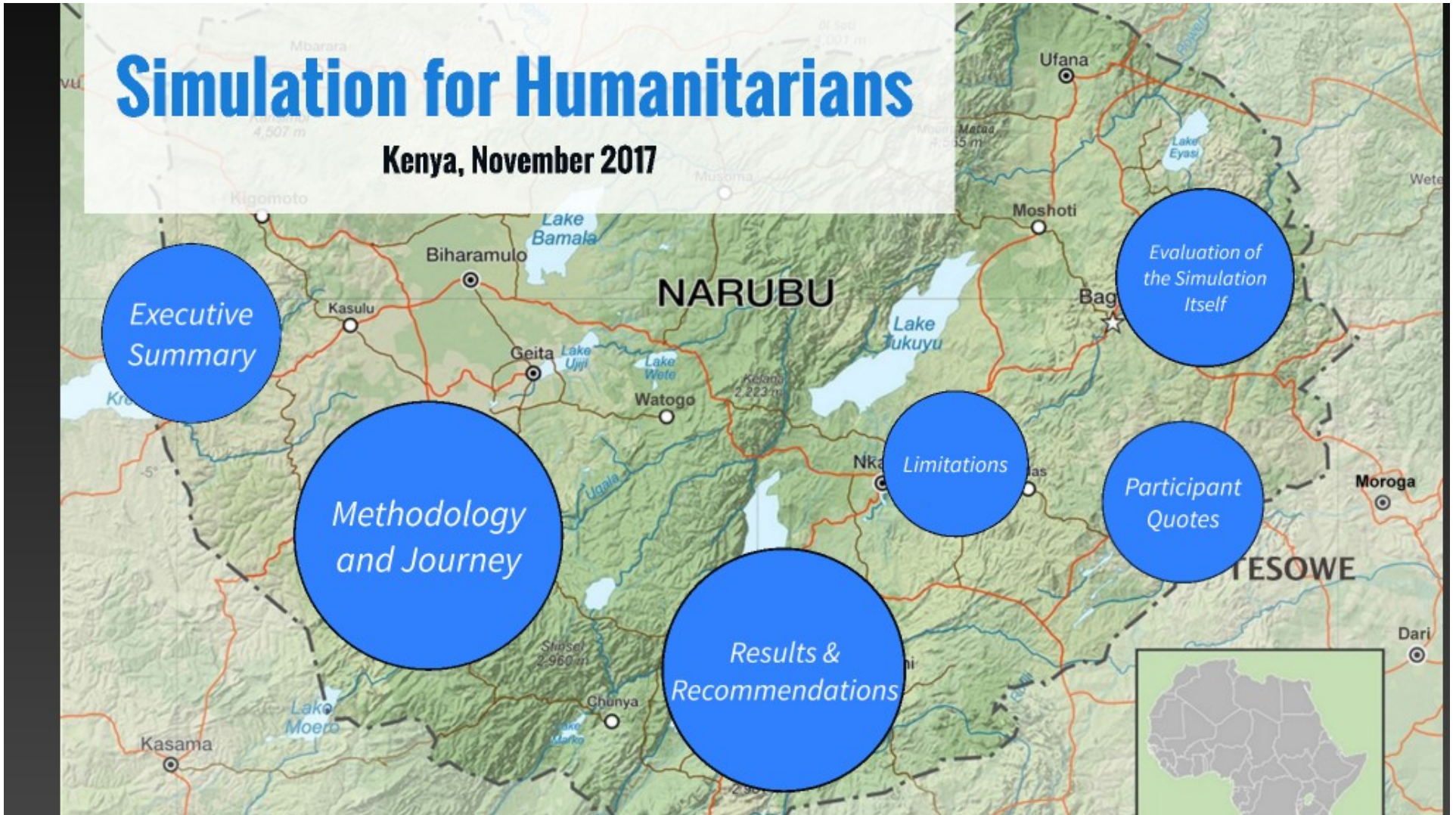
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## *Evaluation of the Simulation Itself*

Participants expressed they were satisfied with their experience of the simulation and learned a lot from their participation. 100% of participants rated the simulation overall as "good" (40%) or "excellent." (60%.) All participants said that their personal expectations were met at over 85% and that the objectives of the simulation.

With regards to suggestions to improve the simulation, most comments related to making the simulation longer or adding in a field visit, which are both things we could consider for future iterations of simulations.

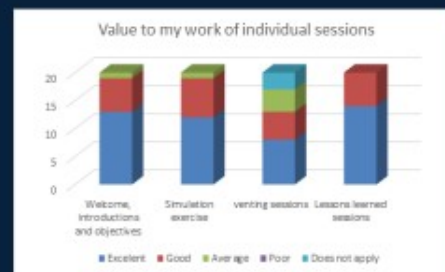
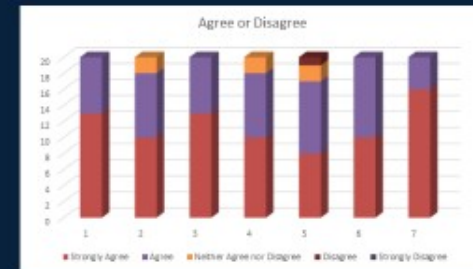
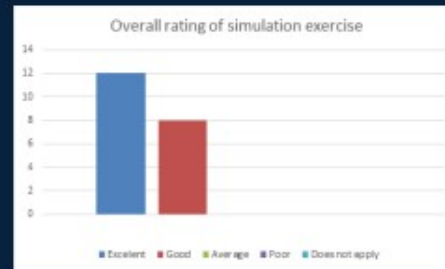
A few other comments related to reducing the time pressure, to making the information easier to process but we feel making such changes would make the simulation less effective.

*Graphs of Satisfaction*

*Suggestions for Improving the Simulation*

*Visual Ratings*

# Graphs of Satisfaction



## Statements

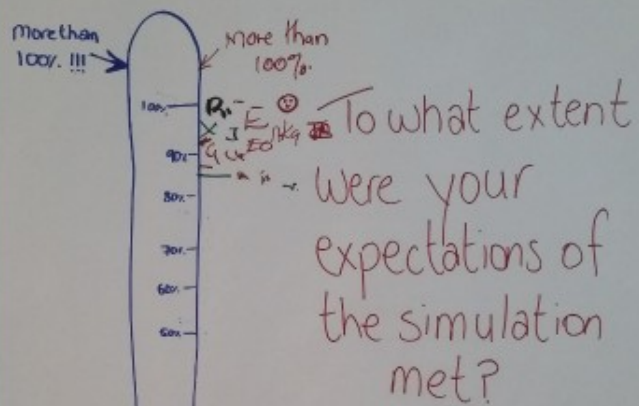
1. Content was suitable for my background and experience
2. Simulation was well-placed
3. Participants were encouraged to take an active part
4. The simulation met my individual expectations
5. The materials were well-developed
6. Simulation was relevant to my job
7. I would recommend this simulation to my colleagues



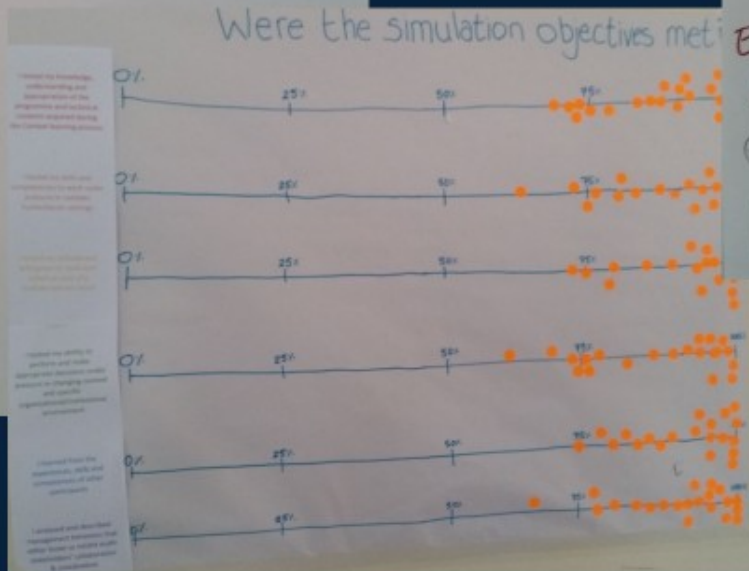
# *Suggestions for Improving the Simulation*

- Give us more time for assignments.
- Allow more time in sessions.
- Share the program in advance.
- Provide another simulation next year and evaluation of performance.
- Share necessary expected approach to participants.
- More days.
- Let's visit real life situation.
- On the first day it would be nice to advise the teams to create a team email address that they can access for communication with facilitators and others from the team.
- The time was tight, needed some break towards the end of the day.
- Increase the simulation duration to test impact.
- More time.
- Should be more field based.
- Flow of data shared, improve.
- Share the content previous the day of simulation.
- Have a field based simulation is possible.
- To be conducted in a more hostile environment like northern Kenya. Generally in the field for practical interaction purpose.
- It was excellent however I would suggest part of the practical experience be more real and harsh, especially security.
- Knowing the situation as it develops is good for planning.
- Incorporate more individual roles.
- Take a little bit longer.
- Provide more materials and more instruments

# Visual Ratings



Were the simulation objectives met?



The ONE WORD I would use to describe the simulation is...

Insightful  
Intense  
great  
Educating  
Empowering  
fantastic  
empowering  
Insightful

inspiring!  
Wonderful!  
Challenging  
Intense

Excellent  
Timely  
Great  
Awesome 😊  
Organised!

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## Participant Quotes

When asked to do a self-evaluation of what they had learned on a personal level during the simulation, the responses were overwhelmingly positive.

Click on the topics from the CHCF on the right to see some examples of what they said they had learned during the simulation experience.

Humanitarian contexts, standards & principles

Achieving Results

Collaborative Relationships

Operating Safely and Securely

Pressured and Changing Environment

Demonstrating Leadership



## *Humanitarian contexts, standards & principles*

“The different scenarios I was exposed to during the simulation helped me understand the phases of humanitarian response including preparedness and contingency, disaster risk reduction, response and recovery. The practical experiences were insightful and eye opening and have really improved my knowledge from theoretical to practical.”

“I understood the standards and principles better since I saw my colleagues applying them.”

“Keeping the reference materials by my work station has helped me to apply International Standards in my work”

“I developed a good understanding of the operating context. I am in a better position to understand and apply the standards and principles”

# *Achieving Results*

“During the simulation, I was able to participate in assessments, project design, partnership with other agencies ensuring that activities and outcomes are achieved on time following the laid down schedule and implemented within the approved budget”

“I am positive that I can apply the same better in my work.”

“I obtained self-discipline in working towards a set target.”

“I have learned to deliver results which are not only timely but also create impact.”

# *Collaborative Relationships*

“We maintained cordial partnerships and coordination between the Government, local NGOs, International NGOs and the affected population. This ensured the resources were used correctly and that there was no duplication which created more impact.”

“It took teamwork and learning from various technical advisors to effectively accomplish the tasks”

# *Operating Safely and Securely*

“I was able to develop SOPs and security plans. I participated in the Skype call [with the UN Head of Security] and gave briefs on the situation in Narubu. The feedback was instrumental in preparing the SOPs and security plans which ensured safety for all.”

“The simulation was a good opportunity to practically learn which security situations we may face in disaster and how to address it.”

# *Pressured and Changing Environment*

“The simulation introduced 2 emergencies in a successive manner. It presented an opportunity for me to radically change focus but maintain results in both.”

“ I realised that I do have the potential to work well under pressure”

“Excellent practical experience gained because the pressure of the urgent needs, more piling every minute, and we had to think fast, straight and effectively in a calm way”

“Appreciating that the wellness of body, mind and spirit is an important mechanism for coping during pressure”

“I have mastered the skills of being able to manage myself under really intense pressure”

“As the simulation developed, I perceived less and less pressure: I was able to develop shock absorbers”

# *Demonstrating Leadership*

“I was able to motivate [the team] to meet our goals and objectives. I was able to manage the team and am now able to speak out confidently and to listen actively.”

“The experience was excellent in providing leadership [opportunity]”

"I learned many aspects of leadership that I am going to apply at my workplace"

"This enabled me to show my strengths and demonstrate my understanding skills in team building"

"Members of my team demonstrated leadership in areas that each was qualified in. This was very useful for the team"

"This has been improved since the simulation has trained us to take the tasks upon ourselves"

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