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Environment in Humanitarian Action: Global Training Manual Template

Introduction to the Environment in Humanitarian Action Training Manual

LOCALISATION OF ENVIRONMENT IN HUMANITARIAN ACTION

Global Training Template Outline

The Global Training Template is part of the Environment in Humanitarian Action Localization Project, designed to support capacity building on environmental integration in humanitarian contexts. The template is comprehensive yet flexible, and users are encourages to adjust the content to meet with the specific needs within their specific Contexts. We kindly ask that credit is given when using or adapting this resource.

The template includes the following elements:
- List of contributors and reviewers
- Forward
- Glossary of key terms
- Introductory chapter - Introduction to the EHA Training Manual
- Module 1. Introduction to Environment in Humanitarian Action
- Module 2. Environmental Impact Screening in Humanitarian Action
- Module 3. Sustainable Waste Management in Humanitarian Contexts
- Module 4. Sustainable Water Resource Management in Humanitarian Action
- Module 5. Climate Change Adaptation and Disaster Risk Reduction
- Module 6. Sustainable Land Management in Humanitarian Action
- Module 7. Greenhouse Gas Emissions and Sustainable Energy Management
- Module 8. Managing Environmental Impacts of Humanitarian Supply Chain, and Logistics
- Module 9. Environmental Mainstreaming and Financing in Humanitarian Programs
- Module 10. Cross-Sectoral Collaboration and Knowledge Sharing
- Module 11. Community Engagement and Capacity Building in Humanitarian Action
- Module 12. Training of Trainers (ToT)

This module was developed as part of the UNEP/OCHA Joint Environment Unit's project titled Localisation of Environment in Humanitarian Action, and is part of a template of a training manual consisting of:
1 Introductory Module
11 Technical Modules
1 ToT Module

The template is an open source and available for any organisation or individual to use or refer to in the development and delivery of their Environment in Humanitarian Action training.
What distinguishes this training manual is its comprehensive and flexible framework. We encourage users to adjust the content to meet with the specific needs within their specific Contexts. We kindly ask that credit is given when using or adapting this resource.

INTRODUCTION

The Environment in Humanitarian Action (EHA) training manual is designed to provide comprehensive training on integrating environmental considerations into humanitarian action. This manual aims to equip humanitarian and development actors with the knowledge and skills necessary to address environmental challenges effectively in their humanitarian operations. By following the modules outlined in this manual, participants will learn how to incorporate environmental sustainability into their humanitarian work, ensuring that their actions are both effective and environmentally responsible.

Purpose of manual

The EHA training program aims to integrate environmental considerations into humanitarian practices effectively. This training will equip humanitarian actors with the knowledge and skills necessary to address environmental challenges in their operations, ensuring that humanitarian actions are environmentally sustainable and resilient.

Objectives

- To understand the relationship between the environment and humanitarian action.
- To learn and apply key environmental and humanitarian standards and principles.
- To develop skills for conducting environmental screening in humanitarian contexts.
- To implement sustainable resource management, waste reduction, and pollution control strategies.
- To integrate climate change adaptation and disaster risk reduction strategies into humanitarian programs.
- To promote collaboration between humanitarian, development, and environmental sectors.
- To build capacity for monitoring and evaluating the environmental impact of humanitarian actions.

Expected outcomes

By the end of the training, participants will:

- Be able to integrate environmental considerations when designing and implementing humanitarian interventions
- Conduct environmental screenings in their projects.
- Implement sustainable resource management and waste reduction practices.
- Integrate climate change adaptation and disaster risk reduction strategies into their work.
- Promote and facilitate cross-sectoral collaboration.
- Engage communities effectively and build local capacity.
- Train others using the Training of Trainers (ToT) module.

Target audience

This training is designed for:

- Humanitarian professionals and practitioners.
- Environmental experts working in humanitarian contexts.
- Policy makers and planners in humanitarian, governmental and environmental sectors.
- Donors supporting humanitarian action.
- Trainers and facilitators involved in capacity building.
- Scholars and researchers in humanitarian and environment.

Rationale

The integration of environmental considerations into humanitarian action is crucial for several reasons:

1.Environmental degradation: humanitarian operations can have significant impacts on the environment, leading to resource depletion, pollution, and habitat destruction.

2.Sustainable practices: incorporating environmental sustainability ensures that humanitarian efforts do not exacerbate existing environmental issues and contribute to long-term resilience.

Regulatory compliance: adhering to environmental and humanitarian standards helps organizations comply with international guidelines and enhance their credibility.

Efficiency and effectiveness: sustainable practices can lead to more efficient use of resources, reducing costs and improving the effectiveness of humanitarian operations.

Community impact: ensuring environmental sustainability in humanitarian actions can improve the overall well-being of affected communities, supporting their recovery and resilience.

Conflict reduction: addressing environmental issues such as waste, pollution, and resource depletion caused by displaced populations or refugees can reduce tensions and conflicts with host communities. This fosters peaceful coexistence and mitigates the risk of conflict arising from environmental pressures.

What the manual draws on

This manual draws on various resources, including:

- The online course on Environment in Humanitarian Action offered by the UNEP/OCHA Joint Environment Unit (JEU).
- Best practices and case studies from humanitarian and environmental organizations.
- International guidelines and standards such as the Sphere Standards, Climate and Environment Charter for Humanitarian Organizations, and IASC Guidance on Environmental Responsibility in Humanitarian Operations.

FLEXIBILITY FOR FACILITATORS

This manual is designed to be adaptable to various contexts and participant needs. *Facilitators are encouraged to adjust the sequence of modules, organize training focusing on specific modules of interest, incorporate additional activities, or modify content based on real-time feedback, new developments and specific training contexts.* Flexibility ensures that the training remains relevant and effective in diverse humanitarian scenarios, allowing for the incorporation of emerging issues or urgent local concerns.

While the modules are designed to build on each other logically, facilitators can adjust the sequence, incorporate additional activities, and invite guest speakers to enhance the learning experience.

The following are possible flexibility options that facilitators can consider:

1. Selective module coverage: facilitators may not necessarily have to cover all the modules in the training manual; instead, they can select those that are most relevant depending on the context. This allows for a tailored training experience that addresses specific needs and priorities, ensuring the most impactful and relevant content is delivered.

2. Adjusting module content: facilitators can modify content based on real-time feedback, emerging issues, or specific training contexts to ensure relevance and responsiveness to the organizational and participants' needs. They are also encouraged to conduct further research to enhance the content, ensuring it is up-to-date, comprehensive, and aligned with the latest developments and best practices.

3. Field visit first: instead of waiting until towards the end, starting with the field visit on the first day can help ground participants in real-world observations, which they can then reference throughout the training.

4. Interchanging modules: depending on the context and immediate needs, facilitators can interchange modules. For example, starting with a module on Climate Change Adaptation if it is particularly relevant to the current context.

5. Extended sessions: if needed, facilitators can extend certain sessions to allow for deeper engagement or additional activities. While the provided time for each module serves as a guide, and can be changed, increased or decreased, as needed. Adjustments may be necessary depending on the extent of interactive activities included, the overall time available, and participant engagement levels.

6. Blended learning: combining in-person training with online resources for pre-training or post-training reinforcement can enhance learning outcomes.

7. Inviting guest speakers: facilitators can invite guest speakers with specialized expertise or experience to provide additional insights and real-world examples, enriching the learning experience.

8. Customizing case studies and examples: facilitators can adapt or replace case studies and examples in the modules with those that are more relevant to the participants' contexts, making the content more relatable and impactful.

9. Incorporating participant experiences: facilitators can allocate time within sessions for participants to share their own experiences and lessons learned, allowing for peer learning and making the training more interactive and context-specific.

However, it is recommended that Modules 1 and 2 should be delivered at the start of every training as they provide the foundational knowledge and context for the rest of the program. Module 1 introduces the relationship between the environment and humanitarian action, along with key principles and objectives, setting the stage for understanding the importance of integrating environmental considerations. Module 2 covers essential methods and tools for screening environmental impact and risk, which are critical for participants to grasp before moving on to more specialized topics. This sequence ensures that participants have a solid grounding in the basics before tackling more complex issues.

Facilitators are encouraged to use their discretion in adapting the training modules to best fit the context and needs of their participants, ensuring that the training remains impactful and relevant.

Training manual guiding principles

Stakeholder engagement

emphasize the importance of involving all relevant stakeholders in both the design and delivery of training sessions, ensuring that the content is relevant, culturally appropriate, and widely supported.

Inclusivity

ensure the content is accessible and relevant to participants from diverse backgrounds and with varying levels of experience, and taking language variations into consideration.

Monitoring and evaluation (M&E)

emphasize the integration of M&E processes across all modules to ensure that participants can monitor progress, evaluate outcomes, and make informed adjustments to their programs. This includes incorporating pre- and post-course knowledge checks on various dimensions such as confidence levels and understanding, alongside +6 months evaluations to assess attitudes and behavioral changes. Methods like the Most Significant Change (MSC) technique or other qualitative approaches will be used to capture long-term impact.

Adaptability and flexibility

provide guidance for facilitators to adapt the content and delivery to the specific needs and context of their participants.

Engagement and interaction

encourage active participation through discussions, activities, and case studies.

Continuous feedback

incorporate mechanisms for ongoing feedback and evaluation to continuously improve the training.

Practical application

focus on real-world application and practical exercises to ensure participants can implement what they learn in their work.

Future trends and innovations

ensure that the training content remains relevant and forward-looking by integrating emerging trends and innovative practices in environmental sustainability and humanitarian action. Encourage participants to think critically about how new technologies, methodologies, and global trends can be applied to enhance the effectiveness and sustainability of their work.

Simplicity and clarity

present information in a clear and straightforward manner, avoiding unnecessary complexity.

Resource availability

provide comprehensive resources and references to support further learning and application. Selected resources will also be provided as pre-reading or pre-listening material to help participants prepare for the training sessions. Facilitators and participants are encouraged to explore additional resources, case studies, and examples that may arise during discussions or activities.

TRAINING METHODOLOGY

Approach:

- **Participatory learning:** emphasizes active involvement and interaction among participants.
- **Experiential exercises:** uses real-world scenarios and case studies to apply learning.
- **Group work:** encourages collaboration and peer learning.
- **Discussion and reflection:** promotes critical thinking and sharing of experiences.
- **Hyperlinked content:** facilitators can use hyperlinks provided in each module to access detailed information and examples relevant to the training.
- **Use of technology in training:** incorporate digital tools and technologies to enhance participant engagement, support remote learning, and facilitate effective monitoring and evaluation.

These methods are chosen to enhance engagement, retention, and practical application of knowledge and skills.

Assessment framework and indicators

To enhance the effectiveness of this training, an integrated assessment framework has been developed. This framework systematically evaluates the impact of the EHA training on participants' knowledge, skills, and behaviors. It employs pre- and post-course assessments, along with long-term evaluations, to measure the training's effectiveness and identify areas for improvement. This approach ensures that the training not only imparts knowledge but also fosters sustained behavioral change in humanitarian practice.

The assessment tools are provided as annexes, as follows:

- **Annex I(a): Pre-course assessment tool –** evaluates baseline knowledge, confidence levels, and participant expectations before the training.
- **Annex I(b): Post-course assessment tool –** measures knowledge acquisition, confidence improvements, and readiness to apply learned skills immediately after the training.
- **Annex I(c): Long-term behavior change assessment tool –** assesses changes in attitudes, behaviors, and the application of skills six months post-training.

These tools are designed to be adaptable; facilitators are encouraged to modify the questions or add new ones based on the specific context or evolving needs of the participants. This flexibility allows the assessments to remain dynamic and responsive, ensuring they continue to support the desired learning and behavioral outcomes effectively.

1. Pre-course assessment

Objective	Establish baseline understanding of participants' knowledge, confidence, and expectations.
Tools and methods	- *Surveys:* capture baseline data on knowledge, understanding of principles, and confidence. - *Quizzes:* short quizzes to evaluate initial understanding of key topics (e.g., sustainable waste management).
Key indicators	- Baseline knowledge on environmental standards and principles. - Initial confidence in applying environmental considerations. - Awareness of environmental challenges in humanitarian action.
Means of verification	- Pre-training survey results and quiz scores. - Feedback on initial expectations and learning goals.

2. Post-course assessment

Objective	Measure knowledge acquisition, confidence improvements, and readiness to apply skills.
Tools and methods	- *Reflection questions*: at the end of each module to encourage critical thinking. - *Confidence scales:* to assess changes in confidence levels. - *Post-course quizzes:* evaluate knowledge and skill improvements.
Key indicators	- Improved knowledge between pre and post-course assessments. - Enhanced confidence in implementing sustainable practices. - Applicability of skills gained.
Means of verification	- Comparison of pre and post-course quiz scores. - Responses to reflection questions. - Confidence scale ratings.

3. Long-term behavior change assessment

Objective	**Evaluate changes in attitudes, behaviors, and application of skills six months post-training.**
Tools and methods	*- Most Significant Change (MSC) technique:* collect qualitative data on significant changes observed. *- Structured interviews:* explore the implementation of environmental practices. *- Follow-up surveys:* Assess behavior and attitude changes.
Key indicators	- Adoption of sustainable practices in humanitarian settings. - Changes in decision-making to include environmental considerations. - Shifts in attitudes toward sustainability.
Means of verification	- MSC stories from participants. - Interview transcripts documenting behavioral change. - Follow-up survey responses.

Structure of the manual

The manual is organized into modules, each focusing on a specific aspect of integrating environmental considerations into humanitarian action. Each module includes sections for participants and facilitators, providing comprehensive content and guidance for both.

Overview of modules

This section provides an overview of the modules covered in the training. The modules are designed to cover all critical issues related to environmental integration in humanitarian action. They are listed in a logical order to build on each other, ensuring a structured learning experience for participants.

Table 1: Overview of modules

Module number	Title	Key topics covered	Full duration (mins.)	Proposed duration (mins.)
1	**Introduction to environment in humanitarian action**	Relationship between environment and humanitarian actionEHA principles and objectivesHumanitarian standards, guidance and principlesImportance of integrating environmental considerationsCase studies and best practices	220	120
2	**Environmental Impact Screening in Humanitarian Action**	Introduction to environmental screening and risk assessmentMethodologies and tools for environmental screeningSteps in conducting an environmental screeningDeveloping and prioritizing mitigation strategiesCase studies and practical exercises	275	210

3	**Sustainable Waste Management in Humanitarian Contexts**	Introduction to waste management in humanitarian settingsPractical approaches to waste managementChallenges and strategic solutions in waste managementCase studies and best practices	190	190
4	**Sustainable Water Resource Management in Humanitarian Action**	Introduction to water resource management in humanitarian settingsTechniques for sustainable water managementChallenges and strategic solutions in water resource managementCase studies and practical exercises	210	190
5	**Climate change adaptation and disaster risk reduction**	Introduction to climate change adaptation and disaster risk reductionNexus between climate change, disaster risk, environment, and humanitarian actionStrategies for integrating climate change adaptation and DRR into humanitarian programsEnvironment-focused adaptation and DRR measuresCase studies and best practices	230	150
6	**Sustainable Land Management in Humanitarian Action**	Introduction to sustainable land management in humanitarian actionCauses and impacts of unsustainable land managementSustainable land management and habitat restoration practices Case studies and best practices	200	150
7	**Greenhouse Gas Emissions Reduction and Sustainable Energy Management**	Introduction to greenhouse gas emissions and sustainable, energy management in humanitarian operationsSources and impacts of greenhouse gas emissionsStrategies for reducing emissionsCase studies and best practices	180	150
8	**Managing environmental impacts of humanitarian supply chain**	Introduction to supply chain environmental impactsStrategic supply chain planning for environmental sustainabilityFuture trends and innovationsCase studies and best practices	150	120
9	**Environmental mainstreaming in humanitarian programs**	Introduction to environmental mainstreamingStep-by-step guide for mainstreaming environmental considerationsCluster-specific environmental impacts and mitigation strategiesFinancing environmental mainstreaming in humanitarian actionCase studies and best practices	260	150
10	**Cross-sectoral collaboration and knowledge sharing**	Introduction to cross-sectoral collaborationMethods for effective knowledge sharing and collaborationInteractive tools and simulationsCase studies and best practices	260	210
11	**Community Engagement and Capacity Building in Humanitarian Action**	Community engagement in environmental sustainabilityCapacity building in environmental programsMonitoring and evaluation of environment in humanitarian actions	210	210
12	**Training of Trainers (ToT)**	Introduction to training of trainersCultural sensitivity, gender and inclusivity in trainingIntroduction to adult learning principlesFacilitation techniquesDeveloping training materialsConducting training sessionsAssessment and feedbackIncorporating digital training tools Monitoring and evaluation of training programs	420	420 (1.5 days)

Structure of individual modules

This section provides an overview of the different components included in each module of the training manual. Each module follows an identical structure to ensure a uniform, comprehensive and engaging learning experience, incorporating various elements as summarized in Table 2. This structured approach ensures that facilitators have clear guidance on how to deliver the content effectively and engage participants throughout the training.

Table 2: Description of modules' components

Section	Description	Purpose	Usage
Module overview	Provides a brief summary of the module, including its focus and key topics.	To give facilitators and participants an understanding of what the module covers.	Use this section to introduce the module and set the context for the learning session.
Learning outcomes	Lists the specific objectives that participants should achieve by the end of the module.	To outline the goals and expected achievements for participants.	Highlight these outcomes at the beginning of the session to inform participants of the learning objectives.
Content outline	Breaks down the module into sections and subsections, detailing the topics covered.	To provide a structured framework for the module content.	Use this outline to structure the presentation and ensure a logical flow of topics.
Facilitator's guide	Offers step-by-step instructions for each activity and section within the module. It is organized into sections to provide a clear and logical sequence for delivering the content.	To provide detailed guidance on how to conduct each part of the module.	Refer to this guide when preparing and delivering the training to ensure all activities are conducted effectively. The guide's sections help facilitators plan the session, manage time efficiently, and ensure that all key points are covered.
Facilitator notes	Contains background information, key points, and tips for delivering the content.	To support facilitators with additional insights and detailed explanations.	Use these notes to enhance the delivery of the content and provide context during the presentation.
Activities	Includes proposed interactive exercises, group discussions, and hands-on activities.	To engage participants and reinforce learning through practical application.	Incorporate these activities into the session to promote active participation and deepen understanding. Facilitator has choice on which activities to integrate within the session

Resources	Lists materials, references, and multimedia resources needed for the module.	To ensure all necessary materials are available for effective delivery.	Prepare these resources in advance and utilize them to support the content and activities.Hyperlinks to detailed content and case studies and examples are included in each module resources section.
Delivery method	Suggests methods for delivering the module content, such as lectures, group work, or role-playing.	To provide guidance on the most effective ways to engage participants.	Choose appropriate delivery methods based on the content and participant needs.
Assessment tools	Provides quizzes, reflection questions, and feedback forms to evaluate understanding.Incorporate a pre-training survey or quiz to gauge initial knowledge and a post-training quiz to measure learning outcomes.	To assess participants' learning and gather feedback on the session.	Use these tools to measure the effectiveness of the training and identify areas for improvement.
Reflection and review questions	Includes questions to encourage participants to reflect on their learning and review key concepts. Can also be used by participants for individual study.	To assess participants' understanding, facilitate deeper reflection on the material, and support self-paced learning outside the formal training sessions.	Use these questions at the end of each section or module, and participants can also use them individually to deepen their understanding and retention of the material.
Key takeaways	Summarizes the main points of the module in a concise format.	To reinforce critical insights and actionable knowledge to support learning retention.	Highlight 3-5 key messages or lessons learned at the end of the module to help participants recall the most important aspects and apply them in their contexts.

Facilitator preparation and planning guide

This section offers a comprehensive guide for facilitators on preparing and delivering training sessions effectively. The table combines step-by-step actions, guidelines, and resources into a single, streamlined format, including a planning checklist that outlines each stage of the training cycle. This checklist clarifies what is standardized and what needs to be prepared or customized, helping facilitators to assign roles and responsibilities efficiently. It serves as a practical roadmap, ensuring facilitators are well-prepared, organized, and able to deliver engaging and impactful training sessions. Facilitators should use this guide to structure their preparation, adapt content to their specific context, and ensure all aspects of the training—from initial review to post-training follow-up—are covered comprehensively.

Table 3: Comprehensive training preparation and planning checklist

Step	Action	Guidelines	Provided Guidance	To Be Prepared/ Customized	Responsible Role
Initial review	Review module content, learning outcomes, and content outline.	Understand key topics, objectives, and alignment.	Module overview, learning outcomes, and content outline.	Tailor content to match specific audience needs.	Lead Trainer / Facilitators
	Confirm training dates, venue, and logistics.	Ensure alignment with participant availability.	General logistical considerations outlined.	Finalize venue, catering, and participant logistics.	Logistics Coordinator
	Develop a training schedule with estimated timings for each session.	Use module durations as a guide for session timing.	Suggested durations for each module.	Customize based on session flow and participant feedback.	Lead Trainer / Facilitators
Presentation preparation	Develop presentation slides (PowerPoint or alternate).	Create slides that summarize key points and structure.	Slide structure and key points suggested.	Customize with local context and visuals.	Content Developer / Trainer
	Incorporate visual aids, charts, and multimedia.	Use relevant multimedia to enhance understanding.	Links to suggested multimedia resources.	Design new visuals as needed for context relevance.	Content Developer
Activity planning	Design interactive exercises and group discussions.	Include practical exercises that engage participants.	Sample activities and suggested guidelines.	Modify or create new activities as needed.	Facilitators
	Prepare materials for interactive activities (e.g., flip charts, markers).	Ensure availability of all necessary materials.	List of suggested materials.	Procure and prepare specific materials for exercises.	Logistics Coordinator
	Develop assessment tools (quizzes, reflection questions).	Use assessment tools to gauge understanding.	Sample questions provided.	Customize quizzes and reflection questions as appropriate.	Content Developer
Pre-training communication	Send pre-reading materials and logistics details to participants.	Ensure all participants receive necessary information.		Draft communication templates and send invitations.	Admin Assistant / Coordinator

Roles & responsibilities	Assign roles and responsibilities for facilitators and support staff.	Clarify roles to ensure smooth session execution.		Customize based on team composition and specific needs.	Lead Trainer / Program Manager
	Brief all facilitators and support staff on roles and session flow.	Ensure all team members are well-prepared for their tasks.		Conduct briefing sessions.	Lead Trainer
On-the-day logistics	Set up training room and test AV equipment.	Ensure the room layout supports learning activities.		Customize room layout based on specific session needs.	Logistics Coordinator / Tech Support
	Prepare registration area with name tags, materials, and attendance sheets.	Facilitate smooth participant check-in and registration.		Customize based on participant list and needs.	Admin Assistant
Post-training follow-up	Collect feedback forms and conduct debriefs with facilitators.	Use feedback to refine future training sessions.	Feedback form structure outlined.	Analyze feedback and report key takeaways.	M&E Officer
	Prepare training report summarizing outcomes and improvement areas.	Document key insights and areas for improvement.	Basic reporting tips suggested.	Customize report format and content.	

Using the module structure for presentation preparation

This section focuses on how facilitators can utilize the module structure specifically for preparing presentation slides. It breaks down each section of the module and provide suggestions and guidance on the specific elements to include in the slides. Facilitators should use **Table 4** to ensure their presentations are well-organized, comprehensive, and aligned with the training objectives.

Table 4: Guide to assist in designing presentation slides for individual modules

Module section	How to use for presentation preparation	Specific elements to include
Module overview	Create an introductory slide summarizing the module	• Title of the module • Brief summary of the focus and key topics • Picture, story or example to create interest in the topic
Learning outcomes	Develop slides outlining the learning objectives	• Specific objectives to be achieved by the end of the module

Content outline	Structure the main body of the presentation based on the content outline	• Breakdown of sections and sub-sections • Logical flow of topics to ensure coherence • Bullet points for each key topic
Facilitator's guide	Include slides with step-by-step instructions for each activity	• Description of each step in the activity • Duration for each step • Materials needed for each step • Expected outcomes for participants
Facilitator notes	Add detailed guidance and background information on slides as notes or additional information. Facilitator's notes will form the bulk of each presentation as the notes provide detailed and structured content, organized by sections, most of which are presented in table form.	• Key points to emphasize during the presentation • Background information to provide context and to be used for the majority of the content in the slides • Tips for effectively delivering the content
Activities	Design interactive slides for exercises and discussions. Note that not all activities can be undertaken during a particular session: the list provided should assist the facilitator in identifying and integrating exercises that are most relevant to the objectives of the training and the target participants.	• Clear instructions for each activity • Discussion prompts and questions • Visual aids to support the activity (e.g., diagrams, charts)
Resources	List materials and references on relevant slides or as a resources slide at the end	• Multimedia resources (videos, infographics) • Handouts and printed guides • Reference materials and additional reading • Hyperlinked content, case studies and detailed examples
Delivery method	Plan slide transitions and engagement techniques	• Suggested methods for content delivery (e.g., lecture, group work, discussions) • Techniques to engage participants (e.g., asking questions, group work)
Assessment tools	Develop assessment slides to gauge understanding	• Quizzes with multiple-choice or open-ended questions • Reflection questions to encourage critical thinking • Feedback prompts to collect participant input
Reflection and review questions	Include slides with reflection and review questions at the end of each section or module. Also mention that these can be used for individual study.	Questions that encourage participants to reflect on key concepts, assess their understanding, and review the material independently.
Key takeaways	Summarize the main points of each module in a concise slide	Highlight 3-5 key messages or lessons learned Reinforce critical insights and actionable knowledge to support learning retention.

Using the preparation guide effectively

Both Table 3 and Table 4 should be used in tandem to ensure a well-rounded and thorough preparation for delivering the training modules. Facilitators should first refer to Table 3 ("Comprehensive training preparation and planning checklist") to organize their preparation process, ensuring all steps are covered comprehensively. They should then use Table 4 ("Using the module structure for presentation preparation") to structure their slides, ensuring all necessary elements are included and aligned with the module content.

It is important to emphasize that the manual serves as guidance, and facilitators should seek additional information from the provided references and other trusted sources to enhance the training content further. The duration in the Facilitator's Guide will assist in deciding how much content to put into each section, ensuring the session stays within the allocated time. By following the guidance in Table 3 and Table 4, facilitators can create well-organized, comprehensive, and engaging training sessions that effectively communicate the key concepts and objectives of each module.

Next steps

- **Participants:** Begin with Module 1 to start your learning journey. Ensure you have reviewed any pre-reading or pre-listening materials provided to maximize your understanding.

- **Facilitators:** Prior to starting the training, carefully review the facilitator guides, facilitator notes and session plans for Module 1. Take time to familiarize yourself with the Training Manual Guiding Principles and the Training Methodology sections, as these will help you align your delivery with the core objectives and approach of the training. You should also consider how you might adapt the content based on the specific needs and context of your participants. Throughout the training, remain open to incorporating new resources or case studies that emerge, as this will enhance the relevance and applicability of the content.

ANNEX I(A): PRE-COURSE ASSESSMENT TOOL

Section	Category	Question	Response Type	Suggested Responses
Baseline knowledge	Understanding of Environmental-Humanitarian Linkages	How confident are you in your understanding of the relationship between the environment and humanitarian action?	Likert Scale	Very Confident, Confident, Neutral, Not Confident, Very Not Confident
		What is your current knowledge of key environmental and humanitarian standards and principles?	Multiple Choice	Extensive Knowledge, Good Knowledge, Basic Knowledge, Limited Knowledge, No Knowledge
	Environmental Screening	How familiar are you with the concept of environmental screening in humanitarian contexts?	Likert Scale	Very Familiar, Familiar, Neutral, Unfamiliar, Very Unfamiliar
		Have you ever conducted an environmental screening in a humanitarian setting?	Yes/No	Yes, No
		How confident are you in your ability to evaluate the environmental impact of humanitarian actions?	Likert Scale	Very Confident, Confident, Neutral, Not Confident, Very Not Confident
	Sustainable Resource Management	What is your current understanding of sustainable waste management practices in humanitarian contexts?	Multiple Choice	Extensive Knowledge, Good Knowledge, Basic Knowledge, Limited Knowledge, No Knowledge
	Climate Change Adaptation and Disaster Risk Reduction	How knowledgeable are you about climate change adaptation strategies relevant to humanitarian action?	Likert Scale	Very Knowledgeable, Knowledgeable, Neutral, Not Knowledgeable, Very Not Knowledgeable
		Have you previously been involved in integrating disaster risk reduction strategies into humanitarian programs?	Yes/No	Yes, No

Confidence levels	Sustainable Resource Management	Rate your confidence in implementing sustainable resource management practices in humanitarian operations.	Likert Scale	Very Confident, Confident, Neutral, Not Confident, Very Not Confident
	Greenhouse Gas Emissions Reduction	Rate your familiarity with the principles of greenhouse gas emissions reduction in humanitarian settings.	Likert Scale	Very Familiar, Familiar, Neutral, Unfamiliar, Very Unfamiliar
	Integration of Environmental Considerations	How often do you consider environmental factors when planning humanitarian interventions?	Multiple Choice	Always, Often, Sometimes, Rarely, Never
	Cross-Sector Collaboration and Community Engagement	How confident are you in engaging communities effectively in environmental sustainability initiatives?	Likert Scale	Very Confident, Confident, Neutral, Not Confident, Very Not Confident
		How often do you collaborate with environmental experts or other sectors in your humanitarian work?	Multiple Choice	Very Often, Often, Sometimes, Rarely, Never
Expectations	Cross-Sector Collaboration	What are your expectations for learning about cross-sectoral collaboration and knowledge sharing?	Open-ended	N/A
	Community Engagement	What do you hope to achieve from learning about community engagement in environmental sustainability?	Open-ended	N/A
	Sustainable Practices	What specific sustainable practices are you interested in implementing in your humanitarian work?	Open-ended	N/A
	Training of Trainers	What are your expectations from the Training of Trainers module?	Open-ended	N/A

ANNEX I(B): POST-COURSE ASSESSMENT TOOL

Section	Category	Question	Response Type	Suggested Responses
Knowledge acquisition	Understanding of Environmental-Humanitarian Linkages	How has your understanding of the relationship between the environment and humanitarian action improved?	Likert Scale	Significantly Improved, Improved, Neutral, Minimal Improvement, No Improvement
	Environmental Screening	How confident are you in conducting environmental screening in humanitarian contexts?	Likert Scale	Very Confident, Confident, Neutral, Not Confident, Very Not Confident
		Describe one way you would use environmental screening in your work.	Open-Ended	N/A
	Sustainable Resource Management	How has your knowledge of sustainable waste management practices changed?	Multiple Choice	Extensive Improvement, Good Improvement, Basic Improvement, Minimal Improvement, No Improvement
Confidence levels	Sustainable Resource Management	How confident are you now in implementing sustainable resource management practices in your operations?	Likert Scale	Very Confident, Confident, Neutral, Not Confident, Very Not Confident
	Climate Change Adaptation and Disaster Risk Reduction	How confident are you in integrating climate change adaptation strategies into humanitarian action?	Likert Scale	Very Confident, Confident, Neutral, Not Confident, Very Not Confident
Application of skills	Greenhouse Gas Emissions Reduction	How likely are you to apply greenhouse gas emissions reduction principles in your work?	Likert Scale	Very Likely, Likely, Neutral, Unlikely, Very Unlikely
	Integration of Environmental Considerations	How often will you consider environmental factors in planning humanitarian interventions going forward?	Multiple Choice	Always, Often, Sometimes, Rarely, Never

| Reflection and feedback | Cross-Sector Collaboration and Community Engagement | What challenges do you foresee when engaging communities in environmental sustainability initiatives? | Open-Ended | N/A |
| | | What additional support do you need to apply what you have learned? | Open-Ended | N/A |

ANNEX I(C): LONG-TERM BEHAVIOR CHANGE ASSESSMENT TOOL

Section	Category	Question	Response Type	Suggested Responses
Behavioral changes	Integration of Environmental Practices	How often do you now integrate environmental considerations in your humanitarian interventions?	Multiple Choice	Always, Often, Sometimes, Rarely, Never
	Sustainable Waste Management	Have you implemented sustainable waste management practices since the training?	Yes/No	Yes, No
		If yes, please describe a specific action you took.	Open-Ended	N/A
Application of skills	Environmental Screening	Have you conducted any environmental screening in your projects since completing the training?	Yes/No	Yes, No
		Describe the impact of the environmental screening you conducted.	Open-Ended	N/A
	Climate Change Adaptation and Disaster Risk Reduction	Have you integrated climate change adaptation strategies into your programs?	Yes/No	Yes, No
Confidence and attitudes	Greenhouse Gas Emissions Reduction	How confident are you in advocating for greenhouse gas emissions reduction in your work?	Likert Scale	Very Confident, Confident, Neutral, Not Confident, Very Not Confident
	Sustainable Land Management	How has your attitude towards sustainable land management practices changed since the training?	Likert Scale	Significantly Positive, Positive, Neutral, Negative, Significantly Negative

Impact assessment	Cross-Sector Collaboration	Have you collaborated with environmental experts or other sectors to enhance your work?	Yes/No	Yes, No
		Share a story of change: Describe a significant impact you have observed as a result of applying skills learned from the training.	Open-Ended	N/A
Support needs	Ongoing Challenges	What ongoing challenges do you face in integrating environmental sustainability into your work?	Open-Ended	N/A
		What additional resources or support would help you sustain these changes?	Open-Ended	N/A

Responding to Emergencies, Protecting the Environment