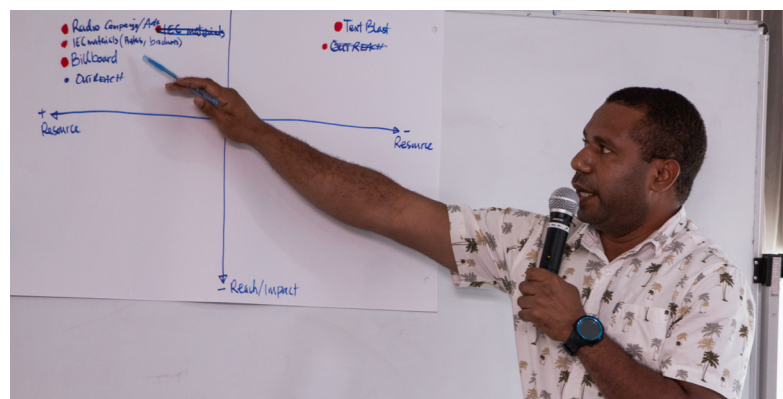# Strengthening communication, community engagement and accountability capacity in Papua New Guinea

Training for Managers and Programme Leads, October 2022: learning outcomes

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Contents

Introduction

This report provides a summary overview of the key learning outcomes from a training workshop on communication, community engagement and accountability (CCEA) held in Port Moresby, Papua New Guinea on 10–13 October 2022. The training was a means to bring together various stakeholders with an interest in CCEA issues, share experiences and develop a common understanding of how to best adapt good CCEA practices to the Papua New Guinea context. More importantly, the workshop set the foundation for developing a more consistent, coordinated and sustained approach to strengthening CCEA knowledge, capacities and skills in local, provincial and national organisations. It was also the basis for establishing a network of CCEA supporters and practitioners to promote CCEA in emergency and development programmes and decision-making processes.

Background

Papua New Guinea is a high-risk country in terms of humanitarian crises. The country is exposed to multiple risks and hazards for disasters and situations of conflict. Since 2021, the country's Disaster Management Team (DMT), jointly led by the National Disaster Centre (NDC) and United Nations Development Programme (UNDP), has been working with the CDAC Network to support the scale-up of CCEA activities. In Papua New Guinea, accountability to affected populations (AAP) is a key obligation of the DMT and Inter-Cluster Coordination Group (ICCG) members.

In July 2022, UNDP and the CDAC Network jointly published a report – *Yumi Wok Bung Wantaim* (We Work Together) – on the status of CCEA in the country. One of the key findings of the report was the need to strengthen CCEA capacities more systematically at all levels, and work towards building sustainable local capacities to support CCEA in disaster preparedness and management.

As a result, CDAC was asked to organise and implement a three-day training workshop for managers and programme leads in Port Moresby in October 2022. The aims of the workshop were to support CCEA in strategic decision-making processes and reinforce participants' skills and capacities to integrate CCEA into programmes and activities. The workshop brought together 23 participants from the Papua New Guinea government, local and national NGOs, the Papua New Guinea Red Cross Society, UN agencies, and others (see participant list in Appendix 1). An additional CCEA orientation was held with senior leadership of the DMT to help build awareness and support for CCEA as a key part of strategic and operational decision-making.

Towards a common understanding of CCEA

Participants each brought rich and varied experiences around CCEA to the workshop. One of the first tasks was to find a common framework to define CCEA and the links between effective communication, community engagement and improved accountability towards people and communities facing situations of vulnerability and crisis. In small group and plenary discussions, participants provided their views on how to define these different terms and then compared these with terms used in the humanitarian sector to find a more contextualised understanding for work in Papua New Guinea.

Accountability was defined using the '4Rs' model, which is the process of how organisations use their power responsibly to:

1.   Generate meaningful **results** for people, in line with their expressed needs and priorities.
2.   Protect and enable people's **rights**, including the right to fair, equitable access to assistance and to participate and provide feedback on decisions that affect them.
3.   Identify and reduce **risks** to people, including risks of potential negative effects for them, and protection from harm (including protection from sexual exploitation and abuse (PSEA)).
4.   Build and maintain fair, equitable **relationships**, based on trust, respect and two-way communication, community engagement and participation.

Participants then reviewed the **Core Humanitarian Standard (CHS)** and its Nine Commitments as a common framework through which to understand accountability from the perspective of what vulnerable and crisis-affected people want and can expect from organisations. Participants discussed and agreed that the CHS was a relevant framework for their own work and offered suggestions on how to improve it to make it more accessible and understandable for communities.

These definitions closely matched what participants had identified as core elements of accountability, such as 'delivering what is promised', 'do no harm', 'due diligence', 'transparency' and a 'process to ensure something is achieved', as just some examples.

Some of the specific suggestions to contextualise accountability in Papua New Guinea were to acknowledge the challenges of communicating effectively in a country with more than 800 languages. Social and cultural factors related to a strong identification with and sense of responsibility (or accountability) to individuals and communities based on language groups (*wantok*), and the importance of traditional local and church leaders, were also discussed. This highlighted the need to engage in regular dialogue with communities on what accountability means for communities and what it means for organisations working in emergency and humanitarian contexts and build a common understanding of how this could guide more effective relationships.

Building on this discussion, participants then explored how accountability relates to communication, community engagement and participation, using the following definitions:

*   **Communication** is a two-way process where information is exchanged, interpreted and *understood* between people and communities and organisations.
*   **Community engagement** is how an organisation chooses to organise and structure its interactions with people and communities, including how they communicate with them.
*   **Participation** is how people choose to voluntarily engage in an activity or process or interact with an organisation – including exercising their rights to non-participation.

There was some debate among participants on finding a balance between the need for top-down methods to share life-saving information on issues such as COVID-19 and the need to find more two-way approaches that value people and communities' own knowledge, views and opinions. For example, participants mentioned that, in some cases, communities may not be aware of health risks such as COVID-19 or may have received misinformation about risks and harmful behaviours, and the role of organisations with technical expertise would be to inform and work towards social and behaviour change (SBC). The discussion concluded that engaging with communities to develop a shared understanding of issues, and engaging them to design, test and adapt key messages and appropriate communication channels was key, especially in a context like Papua New Guinea with so many languages and poor communications infrastructure.

Figure 1   **The participation pyramid**

Full control — Communities have full control to manage project resources and decision-making

Delegation — Organisation delegates some responsibilities and decision-making power to communities

Partnership — Organisation gives opportunities to jointly design, implement and partially manage project

Validate — Organisation presents its plans and ask communities to review and validate for relevance and appropriateness

Consult — Organisations consult communities on their needs and priorities, but still make all major decisions

Inform — Organisation provides information about its plans with little to no input from communities

None — Organisation offers no information or opportunities to be involved in a project

Source: adapted from UNICEF (2020a)

The participation pyramid

Throughout the workshop, participants used the 'participation pyramid' (or participation ladder; see Figure 1) to reflect on how their organisations and programmes could support more active participation of communities in decision-making, in line with accountability commitments expressed in the CHS, the Inter-Agency Standing Committee (IASC) Commitments to Accountability to Affected People (CAAP) and the Grand Bargain's participation and localisation agenda. This linked to discussions on how to consider the participation and engagement of communities in the design, planning, implementation and monitoring of programmes.

The participation pyramid was also a useful visual aid to reflect on how organisations take decisions and involve communities in their communication and community engagement strategies. It was also an interesting model through which to reflect on cooperation, partnerships and coordination between different actors in the Papua New Guinea context.

Participants reflected on the political interest and commitment of donors, government and international aid agencies to work towards greater participation and localisation of aid efforts, noting that the reality is still quite disparate in terms of access to power and resources. Participants were encouraged to regularly ask themselves and their organisations questions such as:

- What are we trying to achieve and why? Is it for our own objectives and purposes, or is it to address communities' needs and concerns?
- Who makes decisions on how, where and when resources will be allocated? Do communities have a say in these decisions? Or is their participation superficial?
- Who decides what information will be communicated? Is our communication for our own purposes (public relations, donor reporting, SBC, etc.) or is it based on communities' information needs and communication preferences?

Mapping CCEA activities In Papua New Guinea

The workshop was an opportunity to map out some of current experiences with CCEA across the different regions of the country. While some of this had been mapped out earlier in the *Yumi Wok Bung Wantaim* (We Work Together) scoping study, this was the first opportunity for participants from different organisations to share information on the kinds of activities they were engaged in, similar to a CCEA 4W exercise (**who** is doing **what**, **where** and **when**) that is often conducted in emergency contexts.

Table 1 summarises some of the experiences listed by participants. The mapping exercise is by no means complete, as many more organisations need to be involved in the process. However, the exercise demonstrates the rich diversity of CCEA activities currently underway in the country. What stands out is the opportunity for greater collaboration and common approaches to CCEA between different actors and different types of programmes, and to link existing development work with disaster preparedness and response efforts.

Table 1   **CCEA activities currently underway in Papua New Guinea**

Geographic region	Activities
Highlands Region	• Red Ready Project • COVID-19 • Community-based first aid
Momase Region	• Improving banking access for rural farmers • Rural feeder roads, jetties and air strips • Renewable energy • Red Ready Project • Sustainable agriculture project
New Guinea Islands Region	• Tuberculosis (TB) and HIV • Education, water, sanitation and hygiene (WASH) and livelihoods • Red Ready Project
Southern Region	• Disaster risk reduction (DRR) • TB and HIV • Education, WASH and livelihoods • Condom de-stigmatisation campaign
National level	• District Community Development Centres • Integrated community development policy • Community nutrition interventions • Parenting for Childhood Development • Klinpela Komunity Projek • Menstrual hygiene awareness • Routine immunisation campaigns • Translations into 450 local languages • Social impact assessment

Barriers and enablers to integrating CCEA

The CCEA mapping exercise was used to reflect on some of the barriers and enablers to integrating CCEA more systematically within organisations and programmes. In working groups, participants identified common barriers they faced. These ranged from the lack of institutional leadership support and commitment to CCEA, to the lack of CCEA capacities and resources, and more practical challenges such as the complexities of such a geographically and linguistically diverse country context and administrative procedures that hamper timely decision-making. Table 2 summarises the main barriers and potential solutions to support and enable CCEA.

Table 2   **CCEA barriers and enablers**

Barriers	Enablers
Lack of knowledge, common understanding and technical capacity	Strong, empowered focal point in clusters and coordination mechanisms
Lack of inclusive coordination; limited decision-making authority in clusters	Utilising existing structures and mechanisms
Lack of funding and resources	Leverage donor requirements and interest in CCEA
Programmes done in isolation; inter-agency competition	Leverage CCEA capacities of partners
Cultural differences (in-country and between organisations); lack of trust	Contextualise risks and focus on results from people-centred perspective
Limited government services and geographic dispersity	Improve inter-agency and cluster coordination capacities

Reach and impact exercise

Participants reviewed different CCEA activities and mapped them against the resources, costs and potential impact for communities. Understanding the limitations of different communication channels and local context makes this a useful exercise to determine how and where to prioritise efforts. In the context of Papua New Guinea, the high number of languages, diverse geographic and communication landscape and limited funding make this even more important. Participants suggested mobilising schools, churches and community leaders, using SMS and social media, and press releases and public announcements adapted to local languages over more time- and resource-intensive activities such as print materials.

Integrating CCEA into the programme management cycle

The workshop discussions then focused on practical suggestions on how to more systematically integrate CCEA into the different stages in the programme management cycle, building on CDAC resources and experience supporting CCEA in other contexts such as Fiji and Vanuatu (see Appendix 2 for a list of recommended CCEA resources). Key suggestions arising from the discussions are outlined below.

Preparedness
- Map community preferences around communication, community engagement and participation, including their trusted and preferred languages and communication channels.
- Identify existing formal and informal mechanisms for information-sharing and feedback.
- Identify existing language resources and materials to support effective communication.

- Invest in building relationships between different actors to increase trust, share knowledge and support CCEA collaboration and coordination.
- Invest in CCEA capacity-strengthening of local actors and national actors, including for leadership and decision-makers.

Planning and design

- Consult with communities on their needs and priorities as part of assessments.
- Include questions around communities' information needs and preferences for how to participate and engage in activities and provide feedback.
- Work with communities to define programme objectives and activities to ensure they are relevant, safe and accessible.
- Include specific CCEA activities in budgets and as part of project monitoring, capacity-strengthening and localisation (for example, CCEA skills for local actors).
- Report back to communities on how their views have been considered in plans.

Implementation and management

- Design effective and appropriate feedback channels with inputs from communities.
- Consider the most appropriate ways for communities to participate in decision-making, based on their preferences.
- Engage communities in designing, testing and implementing communication activities and messages.
- Include strategies to strengthen existing local capacities and formal and informal networks.
- Build in flexibility to adapt programmes based on changing needs, priorities and feedback.
- Make CCEA a regular agenda item in management and decision-making processes.
- Regularly report back to communities on progress, challenges and issues around implementation and how their views were considered in decision-making.

Monitoring and evaluation

- Regularly monitor communities' views on the quality, relevance and effectiveness of activities and their relationship with staff and the organisation.
- Engage communities in monitoring and evaluation activities.
- Integrate inputs and feedback from communities into other monitoring and reporting tools.
- Involve communities in monitoring the quality, relevance and effectiveness of programmes and activities.
- Ensure that monitoring and evaluation includes collecting the views and perspectives of communities.
- Report back to communities on how programmes have been adapted based on their feedback and inputs, and how learning will be applied in future programmes.

CCEA monitoring and reporting

Participants also discussed strategies to incorporate CCEA into monitoring and reporting. These included the need to move away from monitoring and reporting descriptive numbers of CCEA-related or other activities implemented, towards focusing on the quality and outcomes of activities from the perspective of vulnerable people and communities. For example, COVID-19 risk communication and community

engagement (RCCE) info-graphs map activities, but not the results of those activities or whether they were coordinated. This is similar to emergency info-graphs that depict distribution of items rather than how well those items met people's priority needs.

Participants were encouraged to advocate for a common set of monitoring questions and indicators to ensure CCEA is systematically included in monitoring and decision-making. Discussions also considered how effective channels for communities to provide inputs and feedback can be leveraged to support and advocate for them in management and decision-making processes. This includes using CCEA to support other programme and technical teams to improve their activities by systematically integrating CCEA monitoring into their programmes.

Discussions also centred on how to best present feedback and other data to decision-makers in ways that help them make appropriate, people-centred decisions. This may involve raising awareness of the importance of CCEA with senior leadership as part of preparedness work, including advocating for CCEA as an integral part of effective, results-based management and rights-based approaches.

Another suggestion was to highlight CCEA as a means for early identification and management of potential risks. Underlying all of this was a recognition of the need to provide clear, actionable options and recommendations to senior leadership to facilitate decision-making.

Questions to orient monitoring

- What is the problem? Who does it affect most?
- What are the existing information channels for affected communities?
- Who is unable to access them or is not using them and why?
- How are relationships within the affected communities and with surrounding communities?
- What is the relationship between the affected community and service providers?
- Who are the most influential people or leaders in the community?
- What groups or organisations can be mobilised to support the response?

Defining success

Based on these questions, participants then looked at some ways to redefine successful CCEA beyond – or in addition to – the numbers of people reached with information messages or providing feedback. Some ideas from participants included:

- Assessing the degree of communities' participation in decision-making.
- Communities taking ownership and responsibility for programme activities.
- Assessing the degree of satisfaction with programmes and organisations working with communities.
- Assessing whether assistance and services are inclusive and accessible to the most vulnerable.
- Increased knowledge, awareness and changed attitudes and behaviours.
- Restoring stability in the community.

Suggested assessment, monitoring and evaluation indicators are given below (adapted from Annexes 6 and 7 of *Yumi Wok Bung Wantaim* (We Work Together)).

Monitoring CCEA at the outcome level

Below are some suggested indicators for answering the following question: **How well do programme interventions (activities, services or assistance provided, etc.) meet the affected population's expectations around quality, effectiveness and expected results?**

1. Percentage of population consulted satisfied that interventions address their priority needs and concerns (relevance).
2. Percentage of population consulted satisfied with the quality of interventions (appropriateness).
3. Percentage of population consulted satisfied with the delivery of interventions (efficiency).
4. Percentage of population consulted satisfied that interventions are fair, equitable and accessible to all groups in the target population (equity).
5. Percentage of population consulted who consider they are able to influence programme decision-making processes (empowerment).
6. Percentage of population consulted satisfied with the coordination of interventions (coherence).
7. Percentage of population consulted who consider themselves more resilient/less vulnerable/more empowered as a result of interventions (effectiveness).
8. Percentage of population consulted who consider themselves safer/better protected/at less risk as a result of interventions (effectiveness).
9. Percentage of population (and/or local actors) consulted who consider their capacities have been strengthened as a result of interventions (effectiveness, sustainability).

Monitoring CCEA at the process level (coordination)

Below are some suggested indicators for answering the following question: **How well do DMT members incorporate effective CCEA mechanisms into their management and decision-making and coordination processes?**

1. Number of organisations/projects with an explicit CCEA strategy aligned to overall DMT CCEA strategy.
2. Percentage of organisations using common CCEA indicators and monitoring approaches in line with DMT CCEA strategy.
3. Number and percentage of programmes with feedback and complaints mechanisms meeting minimum quality criteria.
4. Number of issues identified through feedback and other inputs from the target population for which solutions are in process or closed.
5. Percentage of DMT members that are satisfied with the effectiveness of coordination on CCE- and AAP-related issues.
6. Percentage of participants joining DMT meetings from local and national agencies.
7. Percentage of DMT members satisfied that they can influence decision-making in coordination mechanisms.

CCEA and coordination

One of the aims of the workshops was to discuss how to better collaborate on and coordinate CCEA in Papua New Guinea. Participants were given an overview of current formal coordination mechanisms, including the DMT and the different clusters working on thematic programming.

There is a UN Communication Group in the country that brings together UN agencies to ensure a coordinated approach to external communication and public relations, but this is mainly focused on the UN. The group has, however, supported mapping and analysis of communication preferences across the country. Similarly, there is an RCCE Working Group, but its main focus is on the response to the COVID-19 pandemic, with limited cross-over to wider CCEA issues in other programme areas or clusters.

A key discussion question for participants was whether there is a need to establish a more formal means to coordinate CCEA and, if so, what the best way to organise this might be.

To answer this question, participants listed all the different ways they currently share information and coordinate activities. This included formal mechanisms, such as staff meetings and meetings with partners, as well as informal channels such as WhatsApp groups. The results of the exercise were quite revealing. More than 40 different coordination mechanisms were identified, meaning that the organisations represented in the workshop engaged in at least 4–5 different mechanisms each, not including internal coordination mechanisms. This underlined the point made by several participants questioning the need to create new mechanisms when many are already in place – though not necessarily functioning well.

The next part of the exercise used the participation pyramid to reflect on the degree of coordination in each mechanism, from limited information-sharing to joint planning and management of activities and shared and equal power in decision-making.

This led to discussions on some of the main challenges to effective coordination. For many participants, there was a clear challenge around the power dynamics in existing coordination mechanisms. There were concerns that international organisations often have more capacities and resources than local actors, and that inter-agency competition works against more equitable sharing of responsibilities and resources to achieve greater impact. Cultural differences were also mentioned as a barrier – between local, national and international actors, but also in terms of organisational cultures and conflicting priorities.

Another key challenge mentioned was unclear goals and objectives for coordination, combined with internal bureaucracies and approval processes that often hamper more efficient and effective coordination. Frequent, unproductive meetings with little follow-up actions or mutual accountability were also mentioned. Limited donor funding to support coordination was also highlighted as an issue.

Discussions then focused on ways to resolve some of these challenges. This led to reflections on how CCEA approaches used with communities, including regular feedback and monitoring, could be adapted and applied to coordination processes. This could include regularly checking with partners – especially local partners – as to whether they feel their views are considered in decision-making and whether coordination is efficient and effective. Other suggestions included ensuring the right participants are involved, with some knowledge of CCEA approaches and decision-making authority, and building more skills and capacities for participatory, inclusive meetings. Finally, many participants highlighted the need to create a culture

of listening and learning, with an openness to trying new ideas, and to regularly monitor and assess how well CCEA is being supported and implemented across all programmes, within organisations and in coordination mechanisms.

Participants also reviewed an example of CCEA coordination in Vanuatu to illustrate the benefits of jointly planning and implementing CCEA activities to support better quality, more effective and more accountable programmes.

Consolidating learning and moving CCEA forward – what comes next?

In the concluding session, participants took stock of learning over the three days and discussed how to move forward. Several recommendations were made to ensure momentum and continuity beyond the workshop:

- Share participants' contact details to encourage collaboration.
- Continue a CCEA 4W mapping exercise and regularly update it.
- Create an email mailing list and newsletter.
- Support a CCEA community of practice and link to CCEA practitioners in the Pacific region.
- Develop a CCEA advocacy strategy to increase awareness and support among senior leadership.
- Include CCEA in all new programme plans and budgets, and advocate for donors to support it.
- Create a resource library to share existing tools and experiences adapted to the local context.
- Consider a pooled fund to support joint CCCE activities.
- Conduct more CCEA trainings and support capacity-strengthening at all levels.

Conclusions and recommendations

The workshop was successful in bringing together various stakeholders to share experiences and develop a common understanding of CCEA in the context of Papua New Guinea. Feedback from participants throughout the course and in the post-course evaluation was very positive and their ongoing active participation demonstrates that there is strong interest in continuing to strengthen CCEA capacities in the country. This interest, combined with the existing experience with CCEA across the different regions of Papua New Guinea, can be channelled to support greater cooperation and collaboration among different types of programmes and organisations.

However, it is important to structure and coordinate that collaboration to maintain momentum. Several suggestions were made by participants on how to do this, such as regular information-sharing, developing a resource library and organising more trainings.

A more challenging question is whether a formal coordination mechanism should be established to support this. Based on the workshop outcomes, it seems clear that there would be some benefit to such an approach. If the decision is made to establish a CCEA Working Group, below are some recommendations and considerations on how to move this forward:

- Consider working through the existing coordination structures through the DMT *but* ensure the group is clearly linked to senior DMT leadership and the ICCG.
- Consider including the Department for Community Development as a key government partner to build stronger links between disaster management and development work.
- Consider a formal role for the NGO Development Council to ensure outreach and engagement with a wider group of non-humanitarian stakeholders.
- Keep the focus on strategic coordination issues and monitoring of quality, rather than on activities.
- Consider regional/provincial working groups to support adaptation and implementation of CCEA activities.
- Ensure that there is adequate budget for the working group for basic coordination, but also to conduct key activities such as an expanded 4W mapping exercise and additional training, etc.
- Consider adapting or modifying the Fiji or Vanuatu CCEA Working Group terms of reference to the Papua New Guinea context.

Appendix 1: List of participants

Table 3   **Organisations and roles of training participants**

Organisation	Role
ChildFund PNG	Project Coordinator
Department for Community Development & Religion	Acting Manager - Media & Communications
Department for Community Development & Religion	Program Coordinator - Social Impact Assessment
Department for Community Development and Religion	Bilateral Coordinator
Department for Community Development and Religion	Media & Publication Officer
FAO-led EU STREIT PNG Programme	National Social Media Associate
FAO-led EU-STREIT PNG	National Information and Communications Officer
OCHA	DMT/OCHS Surge Capacity
Papua New Guinea Red Cross Society	Disaster Management Coordinator
Papua New Guinea Red Cross Society	Communication Officer
Summer Institute of Linguistics	Strategic Relationships Manager
UNDP	IM Officer
UNDP	Humanitarian Coordination Officer
UNICEF	Social Media Manager
UNICEF	Social and Behaviour Change Specialist
UNICEF	Communication Officer
UNICEF	Social and Behaviour Change Officer
UNICEF	Communication Officer
United Nations Population Fund	Communications Specialist
World Vision	Communications & Public Engagement Manager
World Vision Papua New Guinea	Portfolio Manager- Health & Gender
World Vision Papua New Guinea	WASH Cluster Coordinator
World Vision Papua New Guinea	Faith and Development Co

Appendix 2: Recommended CCEA resources

CDAC Network (2017) *The role of collective platforms, services and tools to support communication and community engagement in humanitarian action* (www.cdacnetwork.org/tools-guidance/20170510-policy-paper).

CDAC Network (2019) *Collective communication and community engagement in humanitarian action: how to guide for leaders and responders* (www.cdacnetwork.org/tools-guidance/how-to-guide-on-collective-communication-and-community-engagement-in-humanitarian-action).

CDAC Network (2019) *Framework for assessing success of national CCE platforms* (www.cdacnetwork.org/tools-guidance/success-framework).

CDAC Network (2019) *The journey to build Fiji's national communication platform* (www.cdacnetwork.org/case-studies/fiji-english).

CDAC Network (2019) *Practical experiences building a government-led CCE platform in Vanuatu* (www.cdacnetwork.org/case-studies/vanuatu-english).

CDAC Network (2020) *Operationalising localisation and the Participation Revolution: communications preparedness and accountability for disaster response in Fiji and Vanuatu* (/www.cdacnetwork.org/learning-evaluation/operationalising-localisation).

CDAC Network (2020) *Improving the response to COVID-19: lessons from the humanitarian sector around communication, community engagement and participation* (www.cdacnetwork.org/learning-evaluation/global-english-3).

CDAC Network (2022) *The impact of COVID-19 on communication, community engagement and accountability: perspectives from stakeholders, communicators and audiences* (www.cdacnetwork.org/learning-evaluation/the-impact-of-covid-19-on-communication-community-engagement-and-accountability-perspectives-from-stakeholders-communicators-and-audiences).

IFRC (2021) *Guide to community engagement and accountability* (www.ifrc.org/document/cea-guide).

IFRC (2021) *Community engagement and accountability (CEA) toolkit* (www.ifrc.org/document/cea-toolkit).

UNDP and CDAC Network (2022) *Yumi Wok Bung Wantaim (We work together): the status of communication, community engagement, and accountability in humanitarian action in Papua New Guinea* (www.undp.org/papua-new-guinea/publications/yumi-wok-bung-wantaim-we-work-together).

UNICEF (2020) *Summary guidelines to integrating accountability to affected people (AAP) into Country Office planning cycles* (www.unicef.org/esa/media/7101/file/UNICEF-ESA-Intergrating-AAP-2020.pdf.pdf).

UNICEF (2020a) *Accountability to affected populations: a handbook for UNICEF and partners* (www.corecommitments.unicef.org/kbc/aap-handbook-and-toolkit)

CDAC is a network of more than 35 of the largest humanitarian, media development and social innovation actors – including UN agencies, RCRC, NGOs, media and communications actors – working together to shift the dial on humanitarian and development decision-making – moving from global to local.

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