



Trainer's guide

Rehabilitation and Reconstruction

This guide is a companion to the module on *Rehabilitation and Reconstruction*. It is designed to help you present the material in an interesting and interactive manner. There are two parts to this guide. "The basics" gives some advice on presenting information to adult audiences. "The specifics" relates particularly to the module on *Rehabilitation and Reconstruction*.

It provides a step by step guide to present the material covered in the module, complete with overheads, group exercises, and reminders for taking breaks. Although this guide can be the basis for a complete and structured presentation, your creativity and response to the dynamics of the training session are essential to a valuable learning experience. Improvise as you see fit. Do your best to relate the material presented to the experiences and needs of the participants.



The basics

Preparation

Careful preparation is the key to any successful presentation. If you are familiar with your audience, it is important to tailor the material presented to relate to their experience. Look over all of the material available, then select those materials suitable to the time constraints of the training session and the needs of the participants. Try to augment the materials with items that are "closer to home" for the audience. Related articles from local newspapers and magazines can strengthen the points being made and increase their relevance for individual participants.

In spite of your best efforts to keep on track, the discussion may go far afield from the material presented. This is not necessarily a problem, as long as the discussion covers related areas that are of concern to the audience and are related to the main points of the module. It will be up to you to decide if the material being covered is of value to the group. Time is always in short supply and should be used to the best advantage of all concerned. To make these decisions, you will have to be familiar enough with the material to know which parts can be left out or covered very quickly with your particular audience.

The physical environment of the training and the visual aids that you use can either strengthen or weaken your presentation. When properly attended to, small matters of detail can make a training run smoothly. The following are a few of these "small matters" that should not be overlooked:

- If you intend to use a flip chart for presentations or for group exercises, be sure to have an adequate supply of paper and markers.
- Check the markers to make sure they are in good working order.
- Make sure each stand is stable.
- Bring tape and pins if you need to attach sheets to a wall.
- Bring extra lamps for the slide or overhead projector.
- Test equipment before setting up for the presentation.
- Look over the room for the presentation and be aware of electrical outlet locations.
- Find out if you will need extension cords.
- Be aware of window and door locations, especially considering room temperature and ventilation.
- Arrange the screen and projector to allow for exit and entry from the room without disruption of the session.

The basics of adult learning

The participants in this training session are your colleagues. They bring with them many insightful experiences to enhance the session. As such, the basic tenets of "classroom learning" do not always apply. Remember the following points when giving a presentation for an adult audience:

- The participants will learn the material better if they can relate it to personal experience or to daily use application.
- As your colleagues, the participants will be more interested in the session as a whole if they can actively participate rather than simply listen.
- As adults, the participants are responsible for their own learning, and should be encouraged to ask questions that will provide them with what they really need to know.
- The learning objectives of the session should be defined at the outset.
- You should be flexible, but remember to cover the main points of the session.

The icebreaker

Often the most difficult and important part of the training session is the beginning. It is important to get off to a timely start and to set the proper pace in order to complete the session in the time available. Participants need to be introduced to one another and made comfortable in their surroundings. They also need to be quickly prompted to take an active role in the training. This may be done with an "icebreaker."

One typical exercise is to divide the participants into pairs. Have them interview each other. After a few minutes, have the interviewers introduce their counterparts to the group as a whole.

Another exercise is to ask the participants to introduce themselves and to each give a short statement of their expectations for the course or a short narrative about experience they have had with the topic to be covered.

Whichever method you choose, the point is to quickly get all group members to participate actively, even if in a small way, as soon as possible.

The first ten minutes

You have your material, you have your audience, you even have an icebreaker ready to use. One way of getting started is listed below.

1. Begin promptly. Welcome the participants. Introduce yourself and the topic.
2. Use your icebreaker to get everyone involved in the process.
3. Review your learning objectives. Ask the participants for additional objectives they may wish to pursue.
4. Make it clear to the group that the session is to be interactive. Explain that active participation in the session is the norm. Encourage the participants to ask questions as they arise, and to freely add their own input on issues with which they have had personal experience.
5. Outline your schedule and strive to keep it. You may want to ask for a volunteer timekeeper to help keep the session on schedule.



Group exercises

To give some variety to the session and to keep the participants actively involved, you may want to mix in some group activities or exercises. Some of the basic types of activities recommended in this module series include:

Example 1

Divide the group into smaller groups and assign a short question or case study. Have the groups identify the pertinent issues to the session topic and have them compile by consensus a list of their conclusions. Ask that one of the group members be the reporter who will then present their findings back to all participants.

Example 2

Pose a general question to the group as a whole and then "brainstorm" the answers using a flip chart or the overhead projector to record the results. If the question serves as a "pre-test," preserve the list, then review it after the material has been covered in the session.

Example 3

Role play scenarios. Work up a possible scenario that might occur in the participants' day to day activities. Have the group break into sub groups who will take on the role of agencies or individuals responsible for different aspects of the scenario and have them work through the issues in this way.

Audiovisual aids

Audiovisual aids can greatly enhance your presentation. To be effective, they must:

- Clearly illustrate the topic at hand.
- Hold the attention of the participants.
- Focus attention on the essential points.
- Reinforce the message that the presenter is trying to get across.

This guide has a complete set of overheads included which can be used to present the topic. You can add to or delete from this collection of overheads as you see fit. Clear acetate sheets and colored felt tip markers will allow you to highlight areas on the overheads provided or to create instant overheads as needs arise. If you are going to rely on the overhead projector for your presentation, you should:

- Clean the lens and surface in advance.
- Set up the screen and projector in advance, if possible.
- Set up the screen as high as possible and at an angle to the wall.
- Face your audience, not the screen, and use a ruler or pointer to direct attention to the appropriate points as they are discussed.
- Turn off the machine when not in use.



The specifics

Rehabilitation and Reconstruction

The following guide is designed as an aid to the presentation of the module on *Rehabilitation and Reconstruction*. Although the overheads provided and the cues to the presentation are a complete set, they are really only a starting point for your presentation.

If your available time is less than 2 hours and 30 minutes for the full presentation, you will have to decide which points you will cover and those which you will not address. If your personal experience has given you additional insights or illustrations of the points presented, integrate them into your presentation. You may want to edit out, revise, or add overheads to the presentation.

Similarly, you must know your audience and their needs in order to make the presentation pertinent to the group. If the information is available early enough, you can alter the material to suit the particular needs of the trainees. Remember, the guide is for a "generic" presentation on this topic. Your input can help to "bring the information home" to the participants.

Materials you will need

All of the usual items required for these presentations are listed under the first part of this guide: "The Basics." Some additional items particular to this module are as follows:

- Copies of the training module *Rehabilitation and Reconstruction*. You may prefer to distribute these at the end of the session in order to keep the group more focused on the presentation.
- Copies of other illustrative documents or news articles that you may have access to about local rehabilitation and reconstruction programs or initiatives.
- A copy of the UNDP/UNDRO *Disaster Management Manual*.
- A copy of the module *An Overview of Disaster Management*.

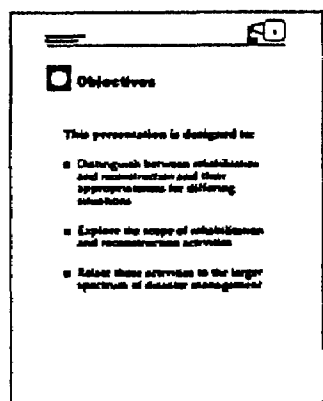
The presentation

This presentation is based on a total of 2 hours and 30 minutes.

INTRODUCTION (15 minutes)

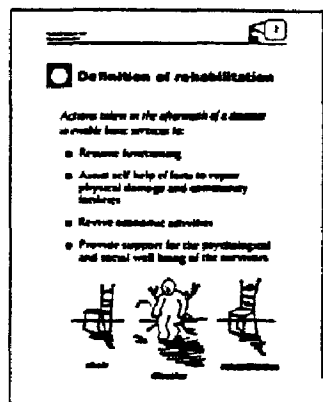


Welcome	Introduce yourself. Have participants introduce themselves (try an icebreaker).
Topic identification	Introduce the topic "Rehabilitation and Reconstruction." Explain your format, schedule, and arrangements for breaks and messages.
Objective setting	Ask participants to list their learning objectives on a flip chart or wall chart.



1 LEARNING OBJECTIVES

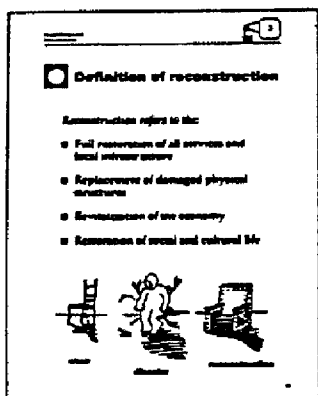
Compare the participants' objectives with these.



2 DEFINITION OF REHABILITATION

Ask participants to give their definitions of "rehabilitation" and "reconstruction". Specifically ask what the difference between the two terms is. After collecting a few definitions compare these to the definitions on the overheads.

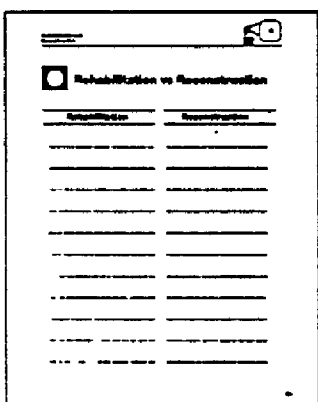
Warning! If this discussion is of interest and valuable information about the participants' view of disaster recovery is being collected, then take time to write out differing viewpoints and definitions on flip charts to be used later in the presentation. However, if the discussion is about semantics and the group is mired in the words rather than the concepts, you should quickly move through this part and simply present the definitions from the overheads as those that will be used for this presentation.



3

DEFINITION OF RECONSTRUCTION

Compare this definition to that of rehabilitation.



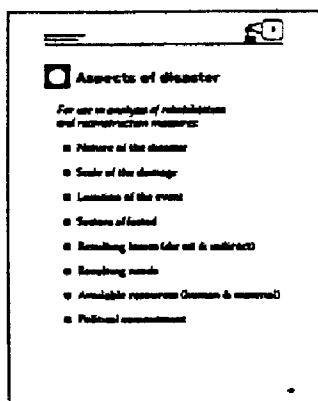
4

REHABILITATION VS RECONSTRUCTION

Ask the group to recall some recent disaster recovery programs or actions they are familiar with. In each case ask for particular activities or programs and, using the definitions provided here, write them in the appropriate column on the overhead.

If no examples are forthcoming, an alternate way to use the overhead is to ask for hypothetical rehabilitation and reconstruction activities for disaster types that are prevalent in the area. Use the two columns to contrast different approaches to recovery from the same hazard type.


PART 1: SCOPE OF REHABILITATION AND RECONSTRUCTION (45 minutes)



5

ASPECTS OF DISASTER


Explain that the design of any recovery activity is based on an analysis of the particular disaster type, effect and context. Show the overhead and talk about the eight basic aspects to be considered for this analysis. Show overheads 6–13 and ask for brief examples of each aspect for possible disasters in your region. Then ask for other factors or aspects which have not been covered that would be important for the country or region of concern to the group.


☐ **Nature of the disaster**

**6**

NATURE OF THE DISASTER


Show the overhead and poll the group for examples of different recovery actions based on the nature of the disaster. For example, floods require different response activities than do earthquakes.


☐ **Scale of the damage**

**7**

SCALE OF THE DAMAGE


Show the overhead and poll the group for examples of different recovery actions based on the scale of the damage.


☐ **Location of the event**

**8**

LOCATION OF THE EVENT

Show the overhead and poll the group for examples of different recovery actions based on the location of the event; for example, rural versus urban areas, coastal versus interior areas, etc.


☐ **Sectors affected**

**9**

SECTORS AFFECTED

Show the overhead and poll the group for examples of different recovery actions required after disasters based on the sectors affected. It may be important in this case to be sure that all affected sectors are listed first. (See pg. 15 of the *Rehabilitation and Reconstruction* module for a list.) These should include both physical as well as non-physical needs of the communities.



Resulting Losses

Losses	Consequences



10

RESULTING LOSSES

Show the overhead and poll the group for examples of different recovery actions based on the resulting losses. Here it will be important to make the distinction between tangible and consequential losses. Refer to the table on page 15 of the *Rehabilitation and Reconstruction* module for a summary listing.

Resulting needs

-
-
-
-
-
-
-
-
-
-



11

RESULTING NEEDS

Show the overhead and poll the group for examples of different recovery actions based on the resulting needs. Make the point that the establishment of these needs through assessment is one of the most critical aspects of disaster management. Refer to the module on *Disaster Assessment*.

Available human and material resources

-
-
-
-
-
-
-
-
-
-



12

AVAILABLE HUMAN AND MATERIAL RESOURCES

Show the overhead and poll the group for examples of different recovery actions based on the available human and material resources.

Political commitment

-
-
-
-
-
-
-
-
-
-

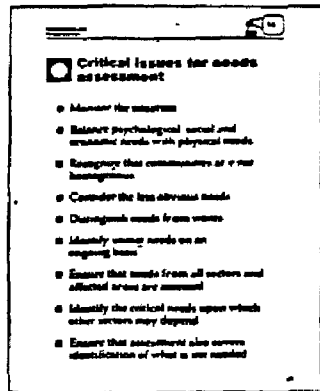


13

POLITICAL COMMITMENT

Show the overhead and poll the group for examples of different recovery actions based on the political commitment of the local and national government.

Rehabilitation and Reconstruction



14 Critical issues for needs assessment

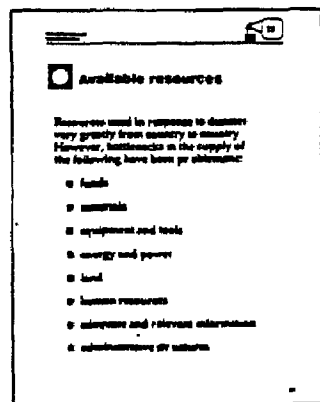
- Monitor the situation
- Balance psychological, social and material needs with physical needs
- Recognize that communities are not homogeneous
- Consider the less obvious needs
- Distinguish needs from wants
- Identify unmet needs on an ongoing basis
- Ensure that needs from all sectors and affected areas are assessed
- Identify the critical needs upon which other services may depend
- Ensure that assessment also covers identification of what is not needed



14

CRITICAL ISSUES FOR NEEDS ASSESSMENT

Use this overhead as a review of assessment activities. Compare this to the responses generated from overhead 11.



15 Available resources

Resources tend to respond to disaster very greatly from country to country. However, bottlenecks in the supply of the following have been experienced:

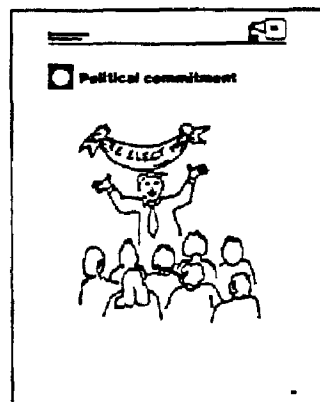
- funds
- materials
- equipment and tools
- energy and power
- land
- human resources
- adequate and relevant information
- administrative structures




15

AVAILABLE RESOURCES

Compare this list to the answers generated from overhead 12.



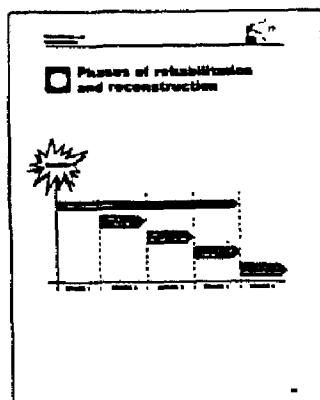
16 Political commitment



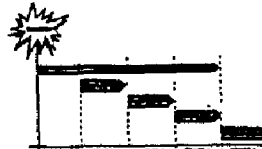
16

POLITICAL COMMITMENT

This overhead should be used simply as a reminder that the political element of disaster recovery can be the most important single factor determining the success or failure of rehabilitation and reconstruction programs.



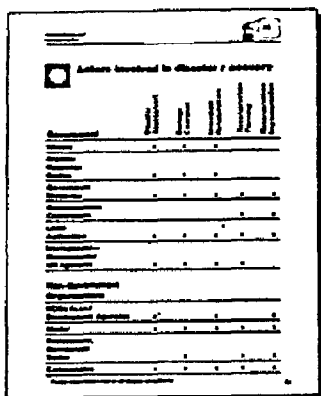
17 Phases of rehabilitation and reconstruction



17

PHASES OF REHABILITATION AND RECONSTRUCTION

Show the overhead and make the point that the responses to disasters change over time as the different phases of the disaster unfold. Point out that the assessment phase is concurrent with most of the other phases shown. Also explain that this diagram like all such devices is only a generalized model and that many examples can be shown that do not follow this pattern exactly.



Actors involved in disaster recovery	Emergency relief	Recovery of basic services	Recovery of housing	Recovery of infrastructure	Recovery of livelihoods	Recovery of social services	Recovery of the environment	Recovery of the economy
Government								
Local authorities								
NGOs								
Private sector								
Community groups								
International organizations								
Other								



18

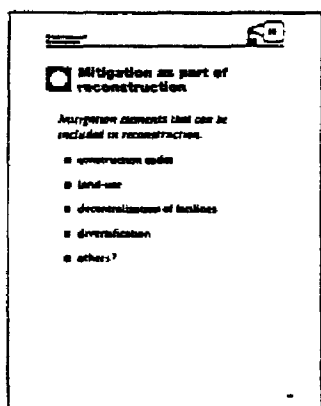
ACTORS INVOLVED IN DISASTER RECOVERY

Ask the participants to analyze the overhead and ask them to verify the information as it applies to their own country or region. Make corrections on the overhead where local arrangements do not agree with the information shown.

Optional Exercise: If time allows, divide the participants into sub-groups representing different countries or regions. Ask them to make a matrix of the type shown on overhead 18 for their region or country and to fill in the agencies responsible for the various activities shown. If they wish, they may add activities to those indicated on the matrix.

Give the groups about 15 minutes to work through this exercise and ask each to briefly present their report. After all groups have presented their matrices, look for critical differences and ask the participants why such differences exist (if there are differences).

PART 2: RELATIONSHIP TO OTHER STAGES OF DISASTER MANAGEMENT (15 minutes)

Mitigation as part of reconstruction
Emergency elements that can be included in reconstruction:
■ construction codes
■ land-use
■ deconcentration of facilities
■ diversification
■ others?

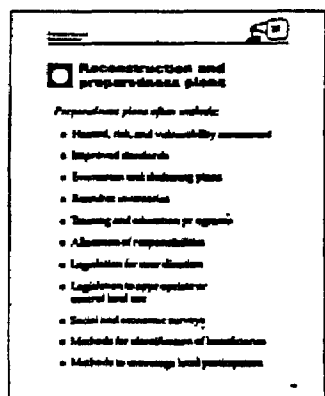


19

MITIGATION AS PART OF RECONSTRUCTION

Discuss the role that mitigation activities play in reconstruction. Ask the participants to list appropriate mitigation activities to be incorporated in reconstruction programs and compare them to those listed on the overhead.

Rehabilitation and Reconstruction

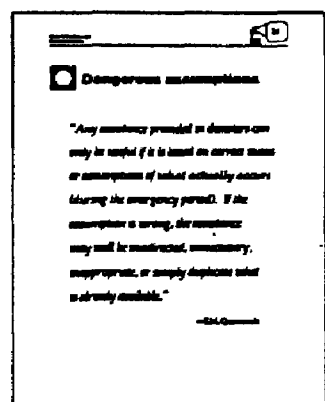


20

RECONSTRUCTION AND PREPAREDNESS PLANS

Read through the list of points generally included in preparedness plans and ask the participants for useful additions to the list.

PART 3: ASSUMPTIONS, DILEMMAS AND GUIDING PRINCIPLES (1 hour)

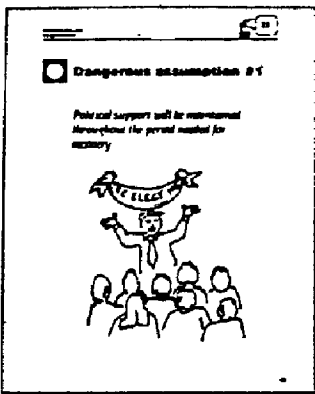


21

DANGEROUS ASSUMPTIONS

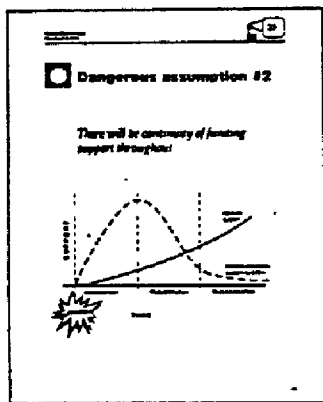
Show the overhead and ask the participants to read the statement. This will set the stage for the presentation of the next several overheads which present common dangerous assumptions which have often proven to be wrong, much to the detriment of rehabilitation and reconstruction programs.

For each dangerous assumption, ask for supporting examples from the region. Rely on the responses from the participants to determine which of these are most important for their own region or country. Spend more discussion time on those issues of most interest and quickly move through those which are self evident or least appropriate to the region.



22

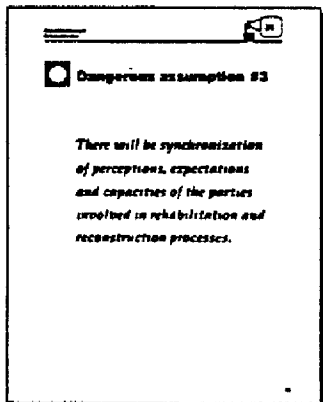
22 DANGEROUS ASSUMPTION #1



23

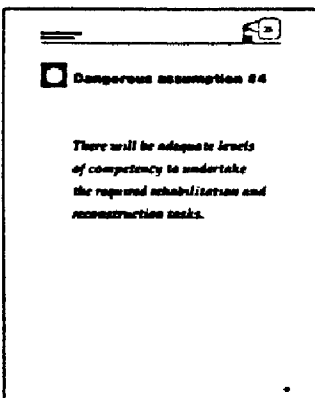
23 DANGEROUS ASSUMPTION #2

Ask the participants if their experience supports the graph shown on the overhead.



24

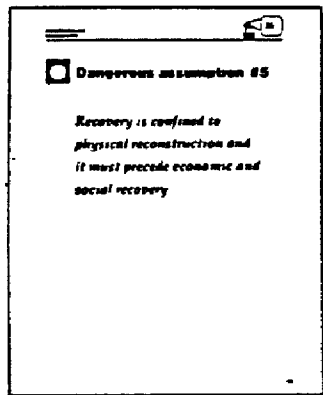
24 DANGEROUS ASSUMPTION #3



25

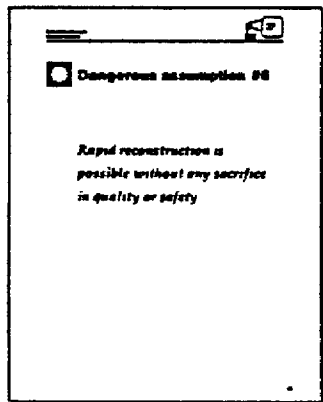
25 DANGEROUS ASSUMPTION #4

Rehabilitation and Reconstruction



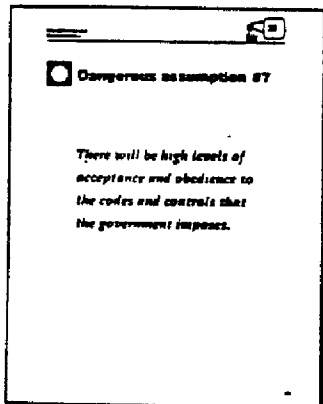
26

26 DANGEROUS ASSUMPTION #5



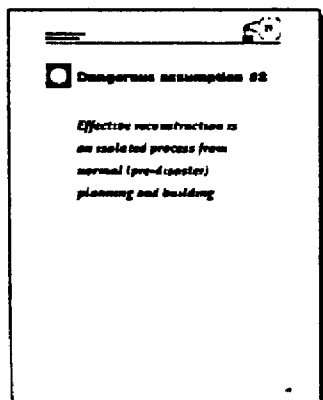
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27 DANGEROUS ASSUMPTION #6



28

28 DANGEROUS ASSUMPTION #7



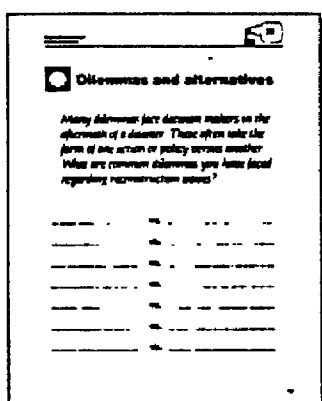
29

29 DANGEROUS ASSUMPTION #8

After presenting this overhead, ask if there are other dangerous assumptions that the participants feel should be added to this list.



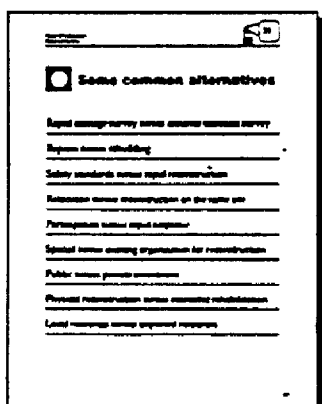
Optional Exercise: As an alternative to the presentation of overheads 22 through 29, divide the participants into four groups and give each group two of the eight dangerous assumptions. Ask each group to analyze these assumptions and to provide examples that either support or prove the assumptions wrong. After considering the dangerous assumptions provided, ask each group to present two other dangerous assumptions that they believe commonly lead to problems in recovery programs. Use an overhead or flipchart to list all of the different assumptions reported.



30

DILEMMAS AND ALTERNATIVES

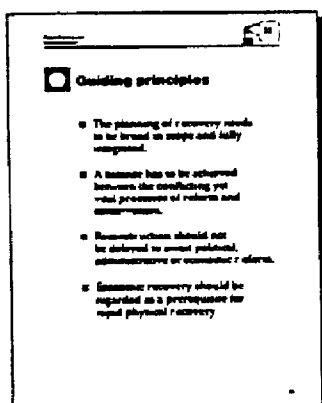
Many dilemmas face decision makers in the aftermath of a disaster. These often take the form of one action or policy versus another. Ask the participants to provide examples of common dilemmas they have faced regarding reconstruction issues.



31

SOME COMMON ALTERNATIVES

Compare these dilemmas to those listed by the participants on overhead 30.

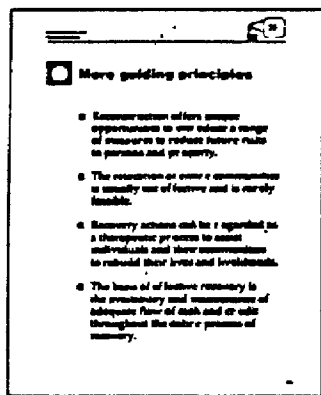


32

GUIDING PRINCIPLES

Present the guiding principles using the next three overheads, stopping at each one for brief discussion of the points. Underline or highlight those that are agreed to be of most importance to the group.

Rehabilitation and Reconstruction



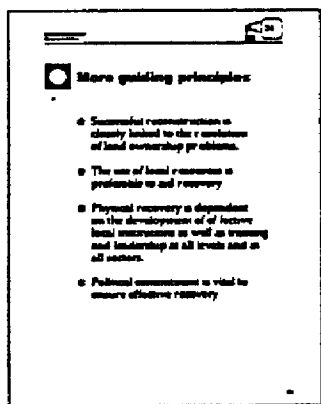
More guiding principles

- Reconstruction offers unique opportunities to consider a range of measures to reduce future risks to persons and property.
- The restoration of entire communities is usually not feasible and is rarely feasible.
- Recovery actions can be regarded as a therapeutic process to assist individuals and their communities to rebuild their lives and livelihoods.
- The basis of better recovery is the provision and maintenance of adequate flow of cash and credit throughout the entire process of recovery.



33

MORE GUIDING PRINCIPLES



More guiding principles

- Successful reconstruction is closely linked to the resolution of land ownership problems.
- The use of local resources is preferable to aid recovery.
- Physical recovery is dependent on the development of secure land institutions as well as training and leadership at all levels and in all sectors.
- Political commitment is vital to ensure effective recovery.



34

MORE GUIDING PRINCIPLES

After discussing all of the guiding principles from the overheads, ask if there are others that the participants would like to see added to the list.

WRAP-UP (15 minutes)



- Recall major issues covered in the session.
- Identify conclusions reached.
- Identify questions left unanswered.
- Ask everyone to complete the evaluation form and thank them for attending.



Objectives

This presentation is designed to:

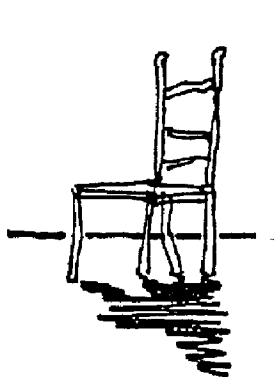
- Distinguish between *rehabilitation* and *reconstruction* and their appropriateness for differing situations
- Explore the scope of rehabilitation and reconstruction activities
- Relate these activities to the larger spectrum of disaster management



Definition of rehabilitation

Actions taken in the aftermath of a disaster to enable basic services to:

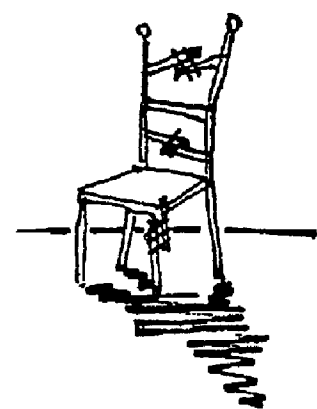
- Resume functioning
- Assist self help efforts to repair physical damage and community facilities
- Revive economic activities
- Provide support for the psychological and social well being of the survivors



chair



disaster



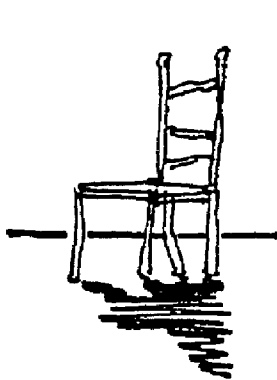
rehabilitation



Definition of reconstruction

Reconstruction refers to the:

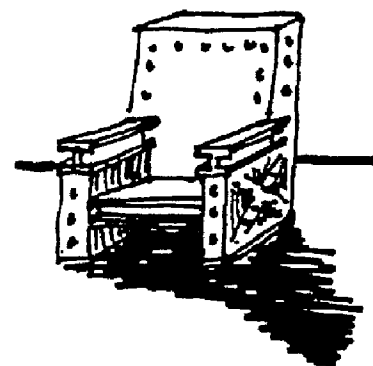
- Full restoration of all services and local infrastructure
- Replacement of damaged physical structures
- Revitalization of the economy
- Restoration of social and cultural life



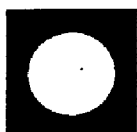
chair



disaster



reconstruction



Rehabilitation

Rehabilitation

Reconstruction



Aspects of disaster

*For use in analysis of rehabilitation
and reconstruction measures:*

- Nature of the disaster
- Scale of the damage
- Location of the event
- Sectors affected
- Resulting losses (direct & indirect)
- Resulting needs
- Available resources (human & material)
- Political commitment



Nature of the disaster



Scale of the damage



Location of the event



Sectors affected

[illegible]



Resulting needs



Available human and material resources



Political commitment



Critical issues for needs assessment

- Monitor the situation
- Balance psychological, social and economic needs with physical needs
- Recognize that communities are not homogenous
- Consider the less obvious needs
- Distinguish needs from wants
- Identify unmet needs on an ongoing basis
- Ensure that needs from all sectors and affected areas are assessed
- Identify the critical needs upon which other sectors may depend
- Ensure that assessment also covers identification of what is not needed



Available resources

Resources used in response to disaster vary greatly from country to country. However, bottlenecks in the supply of the following have been problematic:

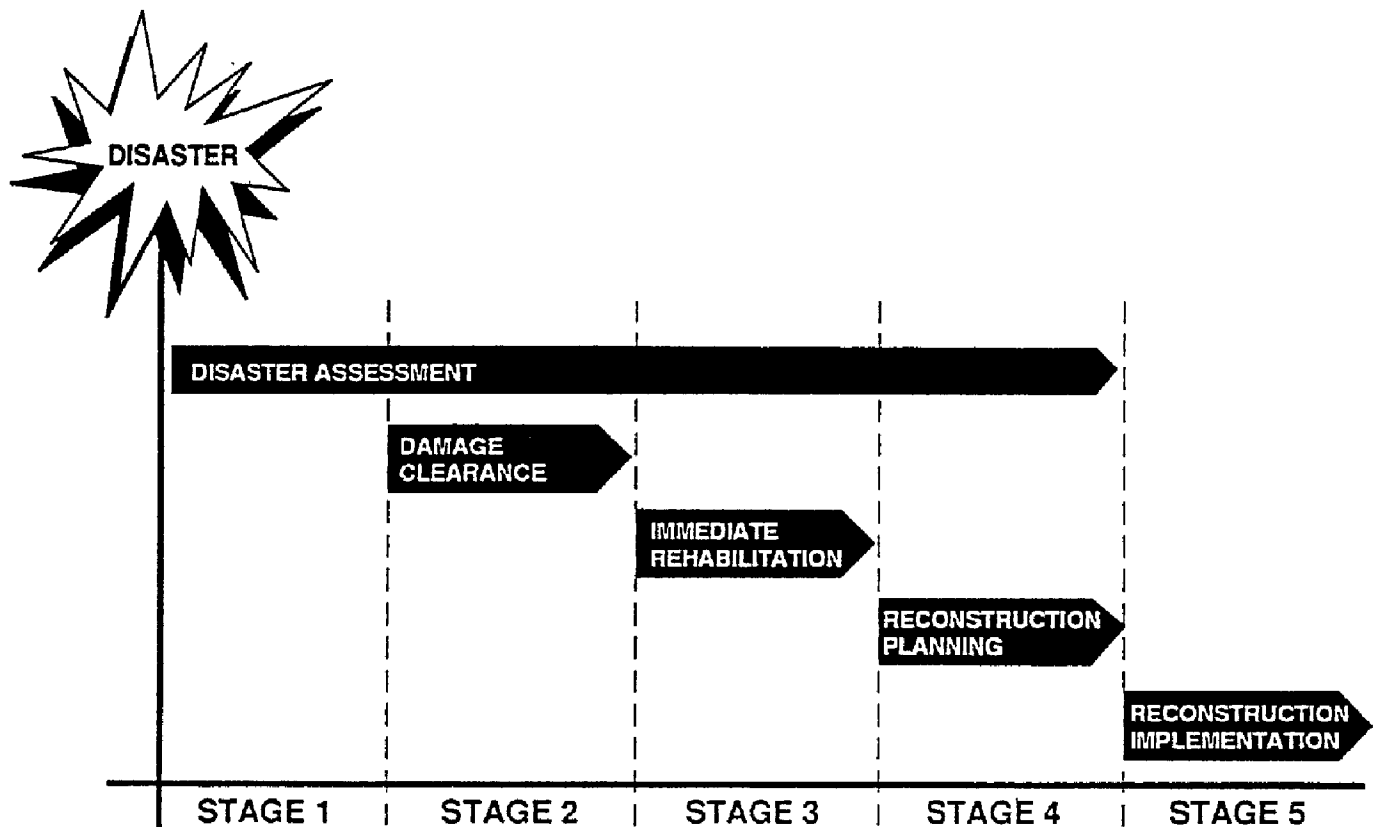
- funds
- materials
- equipment and tools
- energy and power
- land
- human resources
- adequate and relevant information
- administrative structures



Political commitment



Phases of rehabilitation and reconstruction





Actors involved in disaster recovery

	Disaster Assessment	Damage Clearance	Immediate Rehabilitation	Reconstruction Planning	Reconstruction Implementation
Government					
Military	x	x	x		
Disaster Response Bodies	x	x	x		
Government Ministries	x	x	x	x	x
Reconstruction Commission				x	x
Local Authorities	x	x	x	x	x
International — Governments/ UN Agencies	x	x	x	x	
Non-Government Organizations					
NGOs Relief/ Development Agencies	x		x		x
Media*	x	x	x	x	x
Professional, Commercial Sector		x		x	x
Communities	x	x	x	x	x

* Public information role in all stages of recovery.

Mitigation as part of reconstruction

Mitigation elements that can be included in reconstruction:

- construction codes
- land-use
- decentralization of facilities
- diversification
- others?

Reconstruction and preparedness plans

Preparedness plans often include:

- Hazard, risk, and vulnerability assessment
- Improved standards
- Evacuation and sheltering plans
- Resource inventories
- Training and education programs
- Allocation of responsibilities
- Legislation for coordination
- Legislation to expropriate or control land use
- Social and economic surveys
- Methods for identification of beneficiaries
- Methods to encourage local participation



Dangerous assumptions

“Any assistance provided in disasters can only be useful if it is based on correct views or assumptions of what actually occurs (during the emergency period). If the assumption is wrong, the assistance may well be misdirected, unnecessary, inappropriate, or simply duplicate what is already available.”

—E.M. Quarantelli



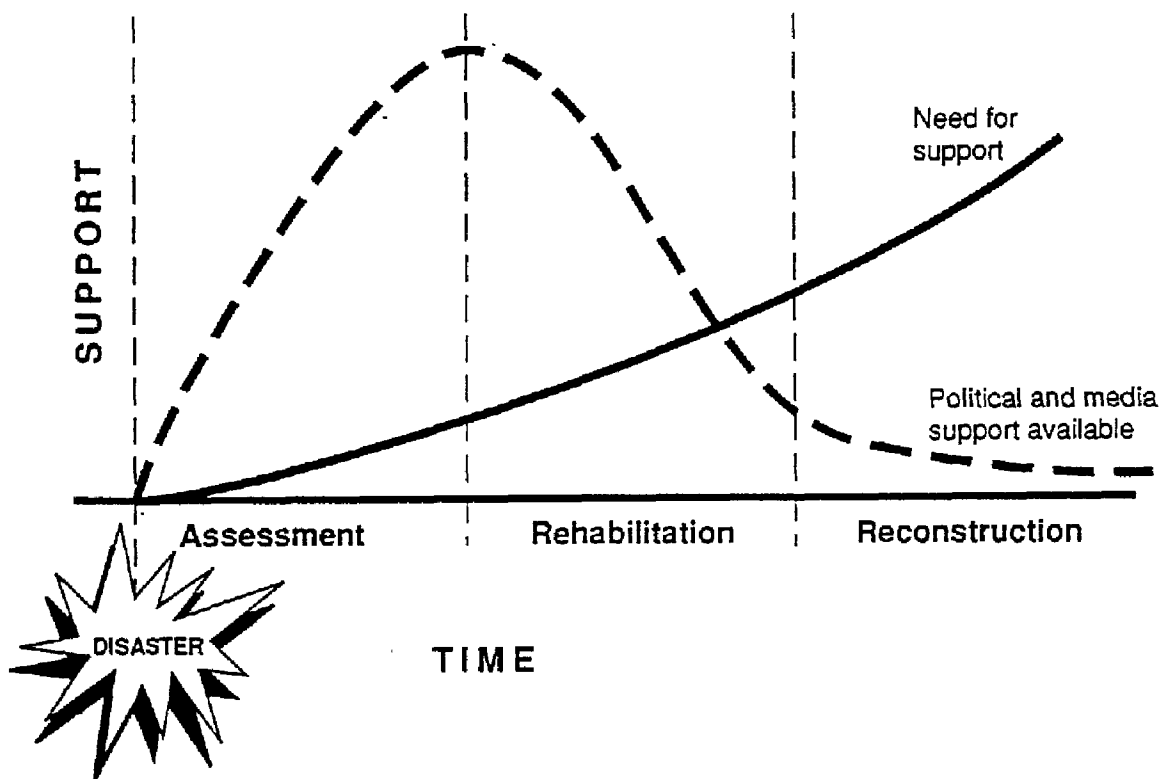
Dangerous assumption #1

Political support will be maintained throughout the period needed for recovery.



Dangerous assumption #2

There will be continuity of funding support throughout.





Dangerous assumption #3

*There will be synchronization
of perceptions, expectations
and capacities of the parties
involved in rehabilitation and
reconstruction processes.*



Dangerous assumption #4

*There will be adequate levels
of competency to undertake
the required rehabilitation and
reconstruction tasks.*



Dangerous assumption #5

*Recovery is confined to
physical reconstruction and
it must precede economic and
social recovery.*



Dangerous assumption #6

*Rapid reconstruction is
possible without any sacrifice
in quality or safety.*



Dangerous assumption #7

There will be high levels of acceptance and obedience to the codes and controls that the government imposes.



Dangerous assumption #8

*Effective reconstruction is
an isolated process from
normal (pre-disaster)
planning and building.*



Dilemmas and alternatives

Many dilemmas face decision makers in the aftermath of a disaster. These often take the form of one action or policy versus another. What are common dilemmas you have faced regarding reconstruction issues?

 VS.

_____ **VS.** _____

_____ **VS.** _____

VS.

VS.

VS.

_____ **VS.** _____

Some common alternatives

Rapid damage survey *versus* accurate technical survey

Repairs *versus* rebuilding

Safety standards *versus* rapid reconstruction

Relocation *versus* reconstruction on the same site

Participation *versus* rapid response

Special *versus* existing organization for reconstruction

Public *versus* private investment

Physical reconstruction *versus* economic rehabilitation

Local resources *versus* imported resources



Guiding principles

- The planning of recovery needs to be broad in scope and fully integrated.
- A balance has to be achieved between the conflicting yet vital processes of reform and conservatism.
- Reconstruction should not be delayed to await political, administrative or economic reform.
- Economic recovery should be regarded as a prerequisite for rapid physical recovery.



More guiding principles

- Reconstruction offers unique opportunities to introduce a range of measures to reduce future risks to persons and property.
- The relocation of entire communities is usually not effective and is rarely feasible.
- Recovery actions can be regarded as a therapeutic process to assist individuals and their communities to rebuild their lives and livelihoods.
- The basis of effective recovery is the availability and maintenance of adequate flow of cash and credit throughout the entire process of recovery.



More guiding principles

- Successful reconstruction is closely linked to the resolution of land ownership problems.
- The use of local resources is preferable to aid recovery.
- Physical recovery is dependent on the development of effective local institutions as well as training and leadership at all levels and in all sectors.
- Political commitment is vital to ensure effective recovery.