



TRAINER'S GUIDE

This guide is a companion to the module on Disaster Assessment, and is designed to help you present the material in an interesting and interactive manner. There are two parts of this guide. The first, "The Basics" gives some advice for the presentation of any material for an adult audience. The second, "The Specifics" relates specifically to the module on Disaster Assessment. It provides a step by step guide through the presentation of the material covered complete with overheads, group excercises, and even reminders for taking breaks as needed. Although the 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 providing a good learning experience. Improvise as you see fit, and always remember 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 experiences. You should first look over all of the material available and 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 give them more relevance for the individual participants.

Also remember that the discussion may go far afield from the material presented despite your best efforts to "keep on track." This is not necessarily a problem as long as the discussion covers the areas that are of concern to the audience and are related to the material at hand. It will be up to you to decide if the material being covered is of value to the group. Remember that 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 what 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. Small matters of detail can often make a training run smoothly if properly attended to and planned for. The following are a few of these "small things" 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 out the markers to make sure that they are in good working order (not dried up).
- Make sure that the stand or stands are stable.
- Bring tape and pins if you need to attach sheets to the wall.
- Remember 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. Will you need extension cords?
- Be aware of window and door locations. 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 of this training session are your colleagues. They bring with them many insightful experiences that may 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 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 the basic thrust of the session. The participants have various learning styles, but they are attending this session to learn about this topic.

The ice breaker

Often the most difficult and the most 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 and have them interview each other. After a few minutes have the interviewers introduce their counterparts to the group as a whole.

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

Whichever method you decide to use, the point is to quickly get all of the participants to actively participate (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 ice-breaker ready to use. This is one way of getting started.

1. Welcome the participants and introduce yourself and the topic to be covered.
2. Use your icebreaker to get everyone involved in the process.
3. Review the learning objectives of the session. Ask the participants for additional objectives that they may wish to pursue.
4. Make it clear to the group that the session is to be interactive and 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 that they have had personal experience with.
5. Outline your schedule (and strive to keep it). You may want to appoint or 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 are as follows:

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 the "plenary."

Example 2

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

Example 3

Role playing 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.

Audio visual aids

Audio visual 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 follow these reminders:

- Clean the lens and surface in advance
- Set up the screen and the projector in advance, if possible, then 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:

Disaster Assessment

The following guide is designed as an aid to the presentation of the module on "Disaster Assessment". 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 3 hours 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, 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, and your input can help to "bring the information home" to the participants.

Materials you will need

All of the usual items required for any presentation 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 "Disaster Assessment". You may prefer to distribute these at the end of the session in order to keep the group more focused on the presentation.
- A copy of the UNDP/UNDRO Disaster Management Manual
- Other illustrative examples of assessment methods, results, studies or other documents you may have access to
- Copies of "An Overview of Disaster Management" module

The Presentation

This presentation is based on a total of three hours.

INTRODUCTION (15 minutes)-



Welcome

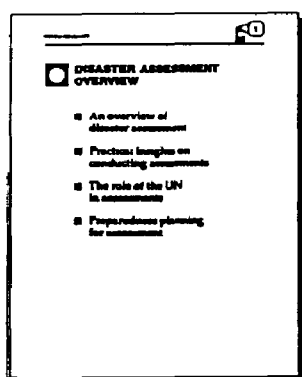
Introduce yourself, have participants introduce themselves (try an icebreaker).

Topic identification

Introduce the topic "Disaster Assessment". Explain your format, schedule, and arrangement for breaks and messages.

Objective setting

Ask participants to list their learning objectives on a flip chart or wall chart.



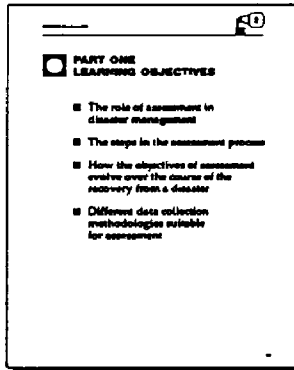
1

Disaster assessment overview

Provide an overview of the training session by referring to the four points above. Explain your format, schedule and arrangements for breaks and messages.

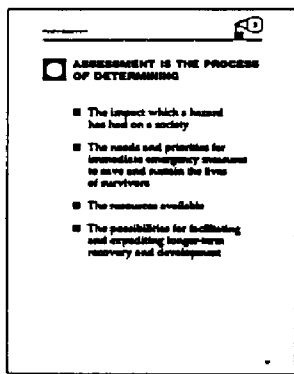
PART ONE:

AN OVERVIEW OF DISASTER ASSESSMENT (35 minutes)



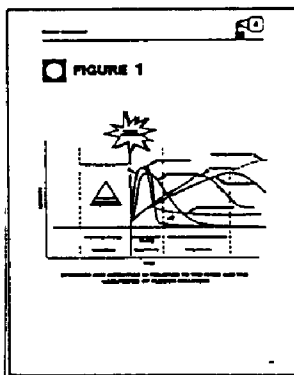
2 *Part 1 learning objectives*

Review these learning objectives for part 1.
Ask for questions



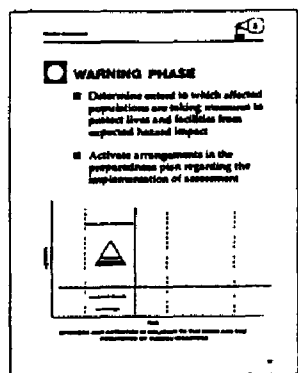
3 *Assessment is the process of determining*

Explain what part assessment plays in the overall disaster management process by referring to the points on the overhead.



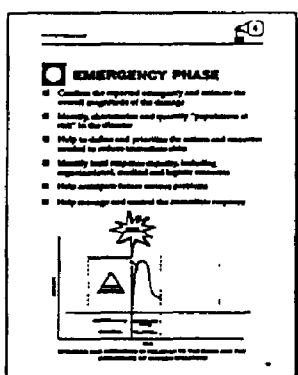
4 *Figure 1*

Review the phases of the disaster process with this figure and then move to the next overhead as quickly as possible.

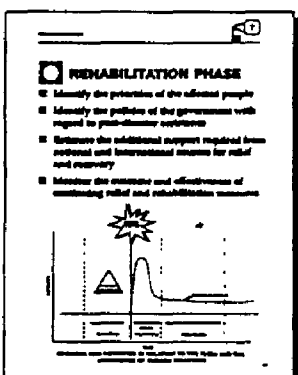


5 *Warning phase*

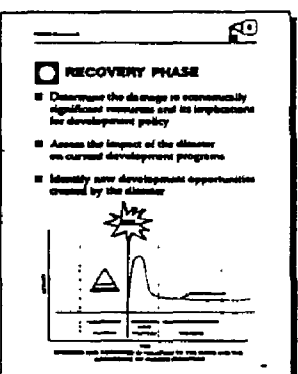
Describe how assessment objectives change as the disaster process evolves. Review the objectives for each phase and ask participants to add objectives that they feel are important.



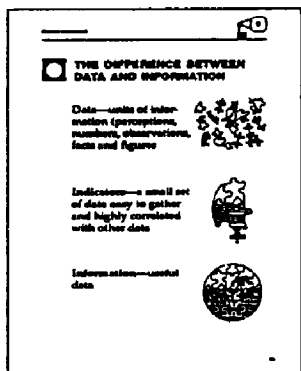
6 *Emergency phase*



7 *Rehabilitation phase*

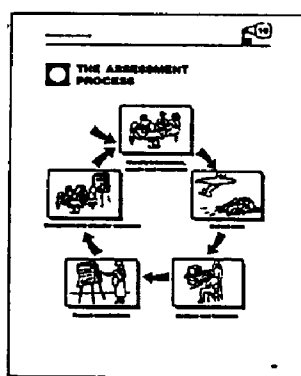


8 *Recovery phase*



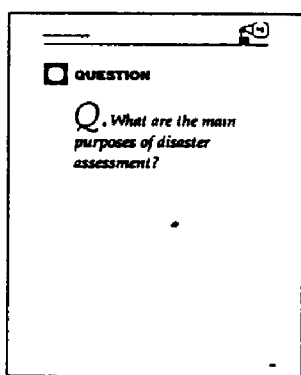
9 *The difference between data and information*

Review these definitions but don't spend a lot of time in discussion.



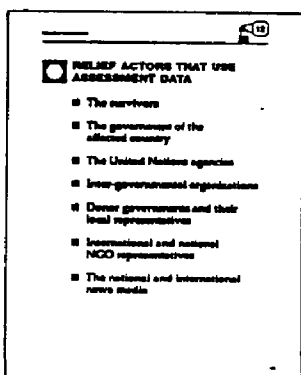
10 *The assessment process*

Discuss how the assessment process is a logical progression of steps repeated often which allows for informed decision-making and adaptation of programs.



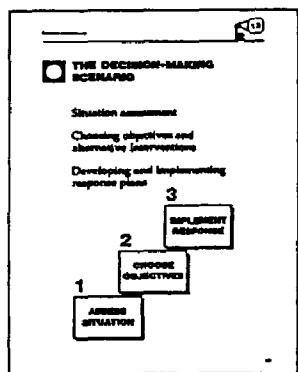
11 *Question*

Ask participants to jot down answers to this question and then show the answer. Discuss additional points that participants have raised. Record these additional points on a flip chart.



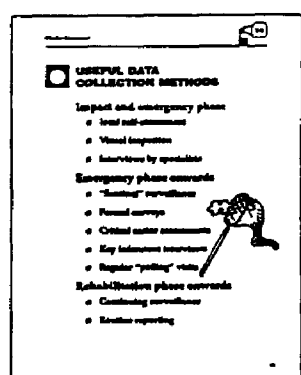
12 *Relief actors that use assessment data*

Discuss the complexity that surrounds the disaster decision-making context noting especially that all the actors require different types of information, have different mechanisms for getting needed information and that the "actors" are likely to be unaware of other actors needs and resources. Ask participants for examples from their experience that confirms these points.



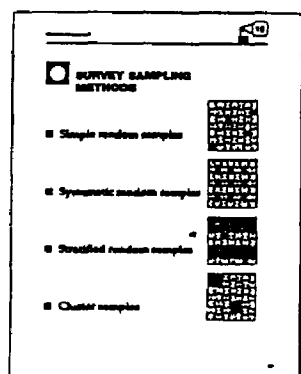
13 *The decision-making scenario*

Review each of these stages of decision-making stressing the points that are in the module for each stage.



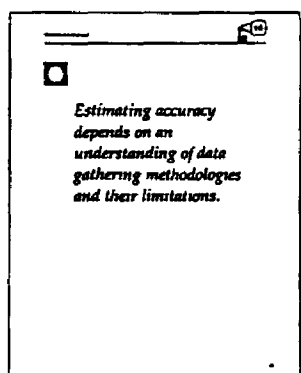
14 *Useful data collection methods*

Discuss each of these data collection methods in a general manner. Ask participants if they have experience with any of these methods. Note any additional methods that participants have found useful on a flip chart.



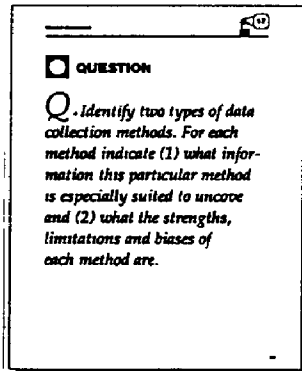
15 *Survey sampling methods*

Use this overhead in conjunction with OH 14. Discuss briefly each of these sampling methods noting that samples allow efficient data collection because they allow you to generalize for the whole population without having to survey every affected individual. Be sure and cover the issue of sample bias.



16 *Quote*

Discuss the importance of monitoring the quality of assessment data by understanding how it was gathered, what biases may be present and the limitations of some groups and individuals that report information. Generally cover the points of the discussion in the module.



17 Question

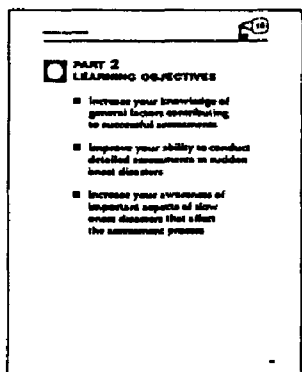
Ask participants to work in pairs to answer this question and to draw especially from their own experience. While the groups are working on this question put OH 14 back up on the screen. After the participants have worked for about 10 minutes ask them to report their answers to the group as a whole.

BREAK (10 minutes)

This is a good time to take a break.

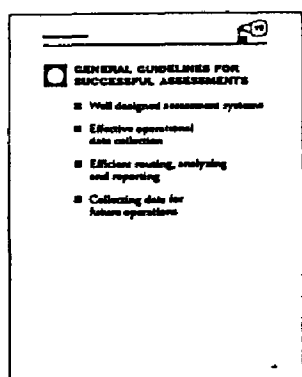


PART TWO: PRACTICAL INSIGHTS ON CONDUCTIVITY ASSESSMENTS (45 minutes)



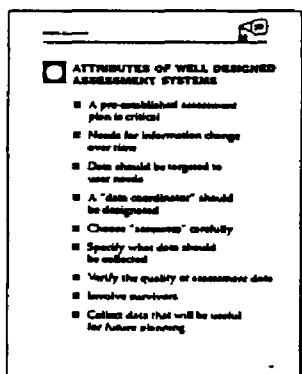
18 *Learning objectives*

Welcome the participants back from break and review the learning objectives for this section. Stress that during this section you will be reviewing “tips” that have been associated with successful assessments.



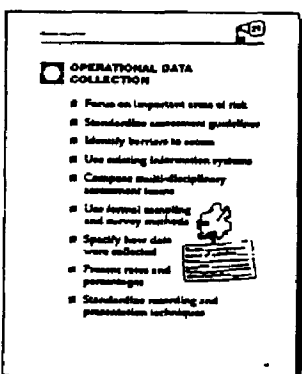
19 *General guidelines for successful assessments*

Frame the next discussion by briefly reviewing each of these points.



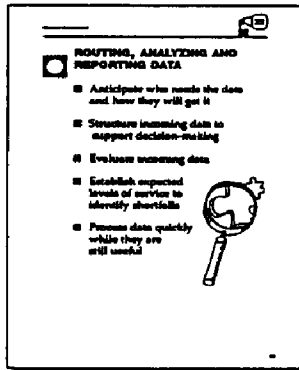
20 *Attributes of a well designed assessment systems*

Discuss each of these points covering the material from this section of the module. Ask for other general guidelines from the participants.



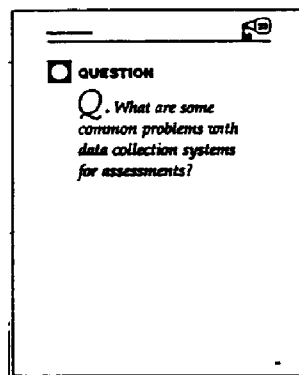
21 *Operational data collection*

Discuss each of these points covering the material from this section of the module. Ask for other general guidelines from the participants.



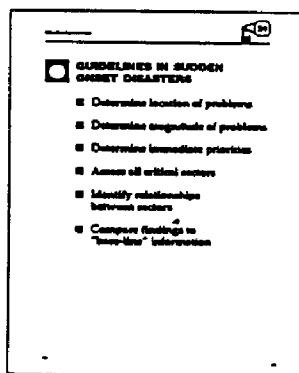
22 *Routing, analyzing and reporting data*

Discuss each of these points covering the material from this section of the module. Ask for other general guidelines from the participants.



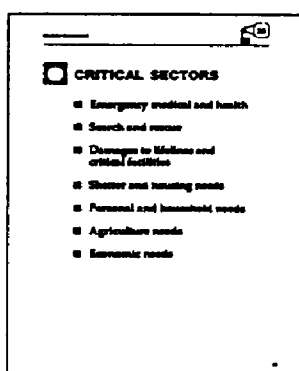
23 *Question*

Ask this question and provide the participants with an opportunity to review their notes. Compare the participants answers with the answer in the module to provide a summary of this discussion.



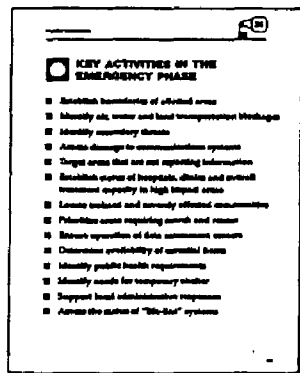
24 *Guidelines in sudden onset disasters*

Discuss each of these points covering the material from this section of the module. Ask for other general guidelines from the participants. Use overhead 25 to illustrate the fourth point on this list "assess all critical sectors", then return to this overhead to complete the remaining points on the list.



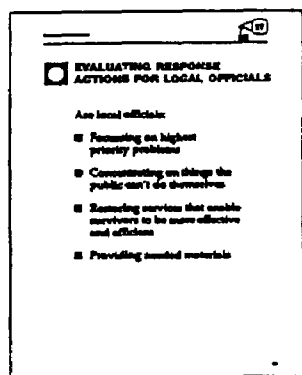
25 *Critical sectors*

Discuss each of the points on the overhead. Spend more time on the interrelationships of sectors. Ask participants to identify sector relationships and problems that result from the failure to identify these relationships.



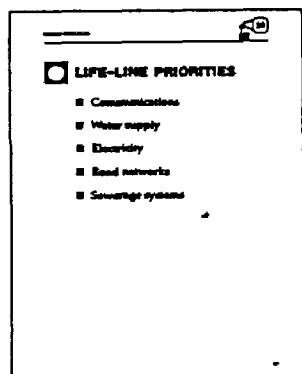
26 *Key activities in the impact and emergency phase*

▲ **Warning!** Because these are lists of key activities it is important to not get bogged down in the lists and to move the discussion along. Avoid discussing each point in detail. Describe each list as a set of best practices gleaned from experience. When the discussion is over ask the participants to "brainstorm" other key activities and record them on a flip chart.



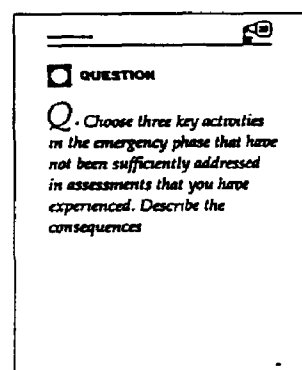
27 *Evaluating response actions for local officials*

This overhead can be used to illustrate the point "Support local administrative responses" from the list on overhead 26.



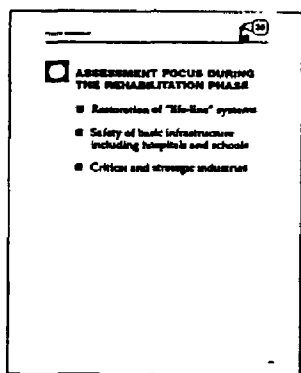
28 *Life-line priorities*

This overhead can be used to illustrate the point "Assess the status of 'Life-line' systems" from overhead 26.



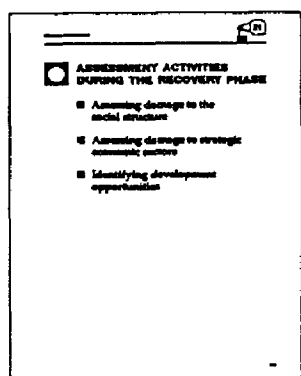
29 *Question*

Show this overhead then break the group into pairs and ask each pair to answer the question. At this point place OH 26 back on the screen and ask the group to refer to it during the exercise. Time constraints may require that they focus on only one activity. Facilitate a general discussion focussing on the negative consequences of failing to do a critical activity or doing it poorly.



30 *Assessment focus during the rehabilitation phase*

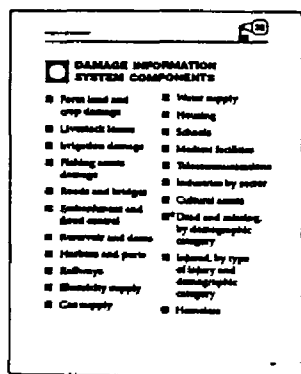
Discuss how the focus of assessment shifts during the rehabilitation phase drawing from the list of detailed investigations in the module.



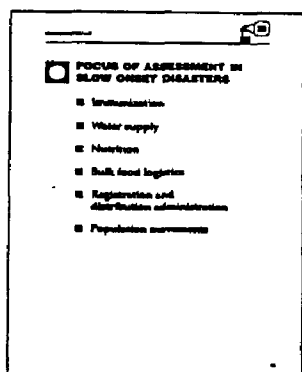
31 *Assessment activities during the recovery phase*

Describe the focus of assessment during the recovery phase highlighting the interface between assessment and development.

Use OH 32 in this discussion to identify important components of recovery assessment for long term development and mitigation.

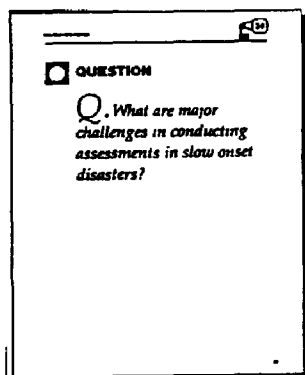


32 *Damage information system components*



33 *Focus of assessment in slow onset disasters*

Discuss the nature of slow onset disasters emphasizing food security and population displacement. Review these factors above as critical components of assessment and distinguish these points from those of sudden onset disasters.



34

Question

Ask the participants to "brainstorm ideas to this question and then compare to the answer provided on the overhead.

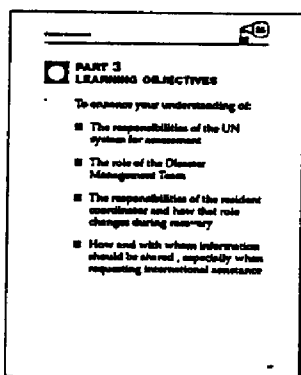
Provide a summary of this section by asking each participant to identify one important new idea that they have been exposed to. Ask everyone to share their ideas.

BREAK (10 minutes)

Now take a ten minute break

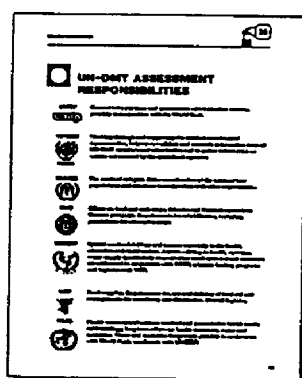


PART THREE: THE ROLE OF THE UN IN RELATION TO ASSESSMENTS (40 minutes)



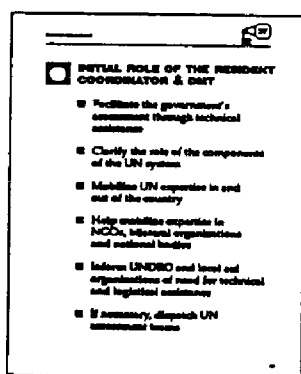
35 *Part 3 learning objectives*

Review the learning objectives for this session.



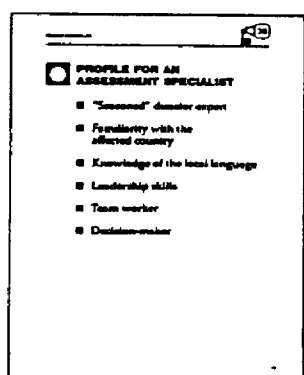
36 *UN-DMT assessment responsibilities*

Discuss the overall role of the UN in relation to assessments and then with this OH review the responsibilities of each UN agency. If representatives of the agencies are in the training audience ask them to describe their role and then compare them to the OH.



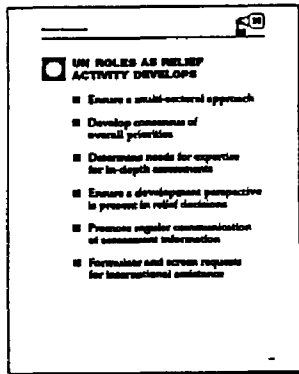
37 *Initial role of the resident coordinator and DMT*

Discuss each of these roles stressing that it is the role of the UN to *support* rather than *supplant* local efforts.



38 *Profile for an assessment specialist*

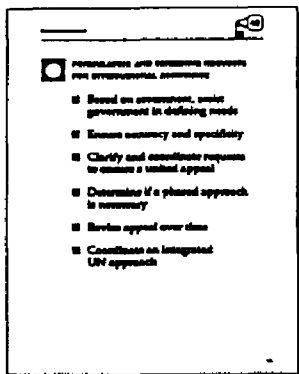
As a follow-up to the last point of OH 37, discuss this OH. Ask participants to confirm these points. Participants may want to discuss situations where these attributes have not been present and what the consequences were.



39


UN roles as relief activity develops

Discuss these various points making sure that the material in the module is highlighted. Close this section with overhead 40.



40

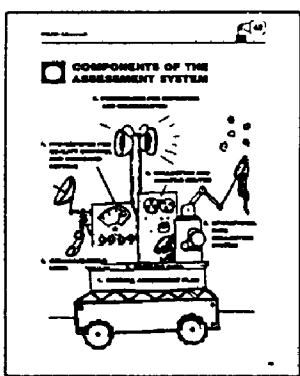
Formulating and screening requests for international assistance



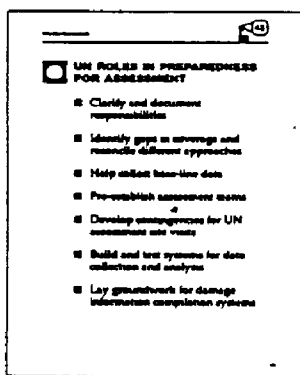
PART 4 LEARNING OBJECTIVES

- How to design a comprehensive assessment system
- What elements of an assessment system can be in place as a part of preparedness activity
- What activities will contribute to better preparedness for assessment

Review the learning objectives for this section.

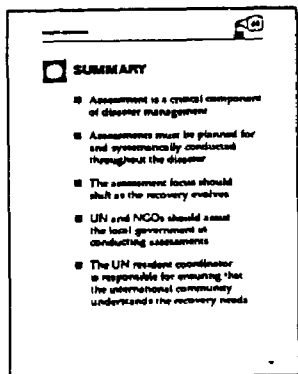
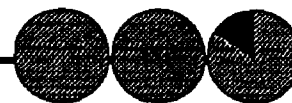


Discuss the importance of having an assessment system in place when a disaster occurs. Review each of the components of a system by referring to the figure. Generally cover the points in the module in this section.



Seek comments from the participants about UN roles for preparedness. Record these on flip charts. Then use this overhead to compare, review and provide a summary.

WRAP—UP (10 minutes)



44

Summary

Provide a summary of the major points of the training event by reviewing these items.

- Show the overhead and recall major issues covered in the session
- Identify conclusion reached
- Identify questions unanswered
- Ask everyone to complete the evaluation form and thank them for attending.