



TRAINER'S GUIDE

This guide is a companion to the module on *An Overview of Disaster Management*. It is designed to help you present the material in an interesting and interactive manner. There are two parts to this guide. The first, "The Basics," gives some advice on presenting information to adult audiences. The second, "The Specifics," relates particularly to this module. 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.



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 you are 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
- 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
- Set up the video equipment and test it



THE SPECIFICS

An Overview of Disaster Management

The following guide is designed as an aid to the presentation of this module. 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 days for the full presentation, you will have to decide which points to cover and which to delete. If your personal experience has given you additional insights or illustrations of the points presented, integrate them into your presentation. You may want to add or delete 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 "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 include:

- Copies of the training module on *An Overview of Disaster Management*. 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
- The videos, "UN Response to Disasters," "Disaster Mitigation: How to lessen the damage through proper development" and "Complex Emergencies."
- Materials for Mitigation Planning Simulation (optional)

Materials you will need

This presentation is based on a total session time of two days, or 4 half day sessions conducted over a longer period of time. The attached agenda is a suggestion for a "generic" presentation. You will need to determine where you may want to spend more or less time. There are more activities and overheads than there is time available. You need to be selective on what you want to emphasize by tailoring your presentation to the learning needs of the participants.

Presentation Checklist

Have you?

- ✓ analyzed the audience to determine what materials to emphasize and spend the most time on
- ✓ determined if you will include the sections that pertain only to an audience that includes UN staff
- ✓ done a "test run" of the presentation to see if you have enough time for all of the planned activities
- ✓ photocopied the handouts that are in this trainers guide to be distributed to the participants
- ✓ decided if you will use the videos, if so, are arrangements made for the equipment and right format (NTSC, PAL or SECAM)
- ✓ decided if you will use the case study or simulation exercises. If so, have you prepared the materials adequately?

Proposed Agenda for Overview of Disaster Management Module

Introduction	30 min
Part 1 Disasters and Hazards	
Ch. 1 Introduction to disasters	30
Ch. 2 Disaster terminology and phases	20
Break	
Ch. 3 Disasters and development	30
Ch. 4 Natural hazards	30
Ch. 5 Compound and complex emergencies	30
Break	
Part 2 Disaster preparedness:	
Introduction	15
Ch. 6 The disaster management team, roles, and resources	45
Ch. 7 Disaster preparedness	45
Break	
Ch. 8 Vulnerability and risk assessment	60
Break	
Part 3 Disaster response	
Ch. 9 Disaster response	30
Ch. 10 Disaster assessment	30
Ch. 11 UN response to disasters	30
Break	
Ch. 12 Rehabilitation and reconstruction	15
Case Study	60
Break	
Part 4 Disaster mitigation	
Ch. 13 Mitigation	75
Break	
Ch. 14 UN assistance to mitigation	60
Optional Simulation Exercise: Mitigation planning (requires reducing time devoted to chapters 13 and 14)	2 hr 15 min
Evaluation	15
Final adjournment	

INTRODUCTION (30 minutes)

Welcome

Introduce yourself. Have participants introduce themselves, perhaps by using one of the icebreakers recommended in "The Basics."

Topic identification

Introduce the topic of disaster preparedness. Explain your format, schedule, and arrangements for breaks and messages



I-1

LEARNING OBJECTIVES

Review these learning objectives with the participants. Ask what additional learning objectives (expectations) they may have. Note on a flip chart and attach to a wall. During the workshop, verify if you are addressing these additional objectives.



I-2

TRAINING METHODOLOGY

Review the training techniques, materials and methods that you will use.



I-3

NORMS

Review what you expect of the group in terms of their involvement in the learning process.



I-4

AGENDA

Prepare your own overhead in advance to reflect your schedule and the times allocated for each session.

Brain-storm: Why are disasters an important issue for the UN and national governments?

Discussion will vary with the audience. Create a list on a flip chart. If the group does not generate a very complete list, you may also show the following overhead.



I-5

IMPORTANCE OF DISASTER MANAGEMENT TRAINING TO UN



1-1

PART 1— LEARNING OBJECTIVES

Review these learning objectives to introduce the following discussion



1-2

DEFINITION OF TERMS

Before showing the overhead, ask the participants what they think is an appropriate definition of “hazard,” “disaster,” and “emergency;” write ideas on a flip chart; compare to definition on the overhead.



1-3

“THE DISASTER CRUNCH MODEL”

The overhead demonstrates disasters as the interface between natural hazards and vulnerable conditions. The following eight overheads discuss specific causal factors of disasters.



1-4

IMPACT OF POVERTY



1-5

POPULATION GROWTH



1-6

RAPID URBANIZATION

Population projections for some
disaster-prone cities



1-7

POVERTY, POPULATION GROWTH AND URBANIZATION

Living in unsafe areas



1-8

TRANSITIONS IN CULTURAL PRACTICES



1-9

ENVIRONMENTAL DEGRADATION



1-10

LACK OF INFORMATION AND AWARENESS



1-11

WAR AND CIVIL STRIFE

Question

Of the seven causal factors of disasters just discussed, how would you rank them for your country?

(The wording of this question depends on whether your audience is from one country or several countries.)



1-12

CAUSAL FACTORS OF DISASTERS

This overhead reproduces the list of causal factors for you to use in the above exercise.

— DISASTER TERMINOLOGY AND PHASES (approx. 20 min.)



2-1

DISASTER TERMINOLOGY & PHASES

Explain that the definitions of terms in this module are based on a list of disaster management terms and definitions to be included in an internationally agreed glossary prepared by UNDRO.

However, you should acknowledge that there is no universal consensus among academicians, scientists, and other experts on the usage of these terms.

It is easy for a discussion on terminology to get mired down in debate. Therefore, we suggest that you present the “official” UNDP/UNDRO terminology, ask the participants to be tolerant of other usages, and not take up class time to debate the meanings of these terms.

Exercise Refer participants to the handout *Basic Terms in Disaster Management* (at end of this guide). You might request individuals to read a definition and give an example of its usage.



2-2

DISASTER MANAGEMENT CONTINUUM: RAPID ONSET

Starting with the “disaster” shown on the diagram discuss each of the phases of disasters. At the conclusion ask the participants where they would insert “development” as one of the phases. A suggested answer is that development is a continuous ribbon threaded through all of the phases and that it is inter-related with the continuum.



2-3

SLOW ONSET DISASTER MANAGEMENT CONTINUUM

Point out the differences with the rapid onset continuum.

Break

Chapter 3 LINKING DISASTERS AND DEVELOPMENT *(approx. 30 min.)*



3-1

LINKING DISASTERS AND DEVELOPMENT

Introduce the subject by paraphrasing the text from the module.



3-2

THE RELATIONSHIP BETWEEN DISASTERS AND DEVELOPMENT

Explain the four basic themes of the relationship.



3-3

IMPACT OF DISASTERS ON DEVELOPMENT PROGRAMS

Review the material on the overhead and draw additional examples from a local case study if you can.



3-4

EXERCISE

After the group has individually completed this exercise ask for one or two examples and hold a brief discussion.



3-5

DEVELOPMENT OPPORTUNITIES AFFORDED BY DISASTERS

Discuss the topic in general and then ask the question on the overhead.

Chapter 4 NATURAL HAZARDS *(approx. 30 min.)*

Introduction

Ask the participants to identify the hazards of concern to the international community. Write them on a flip chart as they are called out.



4-1

HAZARDS OF INTERNATIONAL CONCERN

Compare the participants list with this overhead and note how hazards can be classified.



4-2

WORLD MAP OF HAZARDS

The obvious point of the map is to demonstrate the enormous geographic distribution of several natural hazards and to note some areas that are subject to more than one hazard type.


4-3
CHARACTERISTICS OF DISASTER

Discuss how hazards and disasters can be described through a set of characteristics. Each of these characteristics apply to all hazard types and help us compare and contrast hazards and disasters.

The text of the module includes one page summaries of some of these characteristics in order to introduce the scope of many hazards. A far more detailed discussion of the same hazard types is found in the special module *Introduction to Hazards*. However, any group of participants will not be interested in all of the hazard types and you should not attempt to provide a summary of all of them. Instead you might determine before the workshop which hazards are of concern to the audience. Then you could make a presentation of the one or two highest priority hazards for the participants using the training materials from the *Trainer's Guide to Introduction to Hazards*.

Exercise After a presentation of the hazard types create a matrix on a flip chart. Across the top list the hazard types of concern. Along the left column list the sectors of development. Then ask the participants to identify one example of disaster impact per sector for each hazard/disaster type.

Chapter 5 — COMPLEX EMERGENCIES (approximately 30 min)

Show the video "Complex emergencies."
(Not ready until the end of 1992.)


5-1
**COMPOUND AND COMPLEX
EMERGENCIES**

Review the definitions as a means of introducing the topic.



5-2

DISPLACED PERSONS

Describe the range of conditions that produce displaced populations.



5-3

REASONS FOR CONCERN

Ask participants to read the overhead to themselves. Call for specific examples of these reasons.



5-4

EFFECTS OF DISPLACEMENT

Ask the participants the question and then list their suggestions on a flip chart. You may have time to discuss the implications to relief agencies of these effects.



5-5

THE ROLE OF THE UN IN COMPLEX EMERGENCIES

Review GA resolution 46/182. You might read the entire resolution, located in the appendix, to prepare for a discussion on this subject.

**5-6**

SAFETY OF RELIEF TEAMS IN CONFLICT ZONES

Have the participants read the overhead to themselves. Elicit or provide more specific examples of safety measures, as when the UN obtains clearances for special flights on airplanes bearing UN markings, or when the UN establishes special relief corridors whereby deliveries can be made under flags of truce.

Break

PART 2 — DISASTER PREPAREDNESS

INTRODUCTION TO DISASTER MANAGEMENT *(approximately 15 min.)*

**6-1**

INTRODUCTION TO DISASTER MANAGEMENT

This brief overview introduces disaster management within the context of the management activities for each of the disaster phases.

**6-2**

AIMS OF DISASTER MANAGEMENT

**6-3**

ELEMENTS OF DISASTER MANAGEMENT

Basically these elements reflect the organization of the balance of this training module.

Chapter 6 DISASTER MANAGEMENT TEAM, ROLES AND RESOURCES

(approximately 45 min.)



6-4

UN DISASTER MANAGEMENT TEAM

Discuss who is on it and the team's functions. It is important to emphasize in this discussion that this team is a basic concept of the training program and represents the UN's approach to cooperative management.



6-5

THE COUNTRY DISASTER MANAGEMENT TEAM

Discuss as a schematic concept. Actual composition of a country team will vary by country.

The balance of this chapter is specifically for a UN audience. It can be skipped entirely if you feel it is inappropriate for your audience. Similarly, the level of detail provided is optional for a UN audience. Many participants will be eager to pursue the details relative to their roles in disaster management. For others a brief introduction will be adequate.

Encourage questions from participants to help focus on their interests.



6-6

ACTORS IN DISASTER MANAGEMENT

The information in this graphic is similar to overhead 6-5, however, you can focus more on the responsibilities of each of the actors.

**6-7**

COORDINATION RESPONSIBILITIES OF THE UN RESIDENT COORDINATOR/ REPRESENTATIVE, UNDP AND UNDRO

Discuss the specific role of each of these three members of the UN DMT.

**6-8**

DISASTER-RELATED ROLES OF CORE MEMBERS OF THE UN DMT

If there is sufficient interest on the part of the audience you can review the roles of the additional members of the UN DMT.

**6-9**

FUNDING SPECTRUM

Review the UN system resources available to initiate responses to disasters and emergency needs as well as some pre-disaster assistance.

**6-10**

DISASTER MANAGEMENT RESPONSIBILITIES OF THE RESIDENT COORDINATOR

This material provides more detail than OH 6-7. You might add a discussion regarding the evolving role of the resident coordinator in light of GA resolution 46/182.

Chapter 7 **DISASTER PREPAREDNESS** *(approximately 45 min)*



7-1

DISASTER PREPAREDNESS

Review the aims of disaster preparedness and note where it occurs on the disaster continuum.



7-2

DISASTER PREPAREDNESS FRAMEWORK

Briefly show the diagram and note that you will talk about the nine components of disaster preparedness. The first component is vulnerability assessment. Point out that you will come back to this topic in the next session. Review the other eight components briefly.



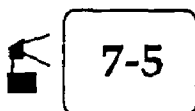
7-3

PLANNING



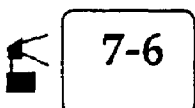
7-4

INSTITUTIONAL FRAMEWORK

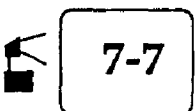


INFORMATION SYSTEM

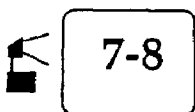
The illustrated diagram of the World Weather Watch is just an example. It is not important to explain the detail of this example but to point out the inter-relationships with several sources and users of the information.



RESOURCE BASE



WARNING SYSTEMS



RESPONSE MECHANISMS

We discuss response in a later chapter. At this point it is important to emphasize that the planning for response is central to disaster preparedness.



7-9

PUBLIC EDUCATION AND TRAINING



7-10

REHEARSALS



7-11

QUESTION ON ACTIVITIES ALREADY UNDERTAKEN.

Ask this question if it is appropriate to your audience.



7-12

CHECKLIST OF BASIC INFORMATION REQUIRED BY A UN-DMT

Refer participants to the last five pages in Chapter 7 of the *Overview of Disaster Management* module. This is the same as Appendix 3B from the UNDP/UNDRO Disaster Management Manual. Assign each highlighted topic heading (for example, "Disaster profile of country") to a small group of participants (eight groups total). Give them 2-3 minutes to read their section and then ask each group in turn where they would go to get the information requested by that part of the checklist.

Follow-up questions : What is the feasibility of collecting this information? Is all of it important? Who should be responsible for maintaining and disseminating the information?

Chapter 8 VULNERABILITY AND RISK ASSESSMENT *(approx. 60 min.)*

8-1 VULNERABILITY AND RISK ASSESSMENT

Emphasize that this is a key activity in determining where the disaster problem is the greatest and where participants should put their resources for all disaster management activities.

After a brief introduction to the topic ask the participants "What is risk?" A clear understanding of this term in the context of disaster management is central to the discussion.

8-2 DEFINITION OF RISK.

Discuss risk management as well.

8-3 RISK AND PROBABILITY

Asking participants to estimate probability helps get a perspective on risk.

8-4 RISK AND PROBABILITY

The "answers" to the above question.



8-5 ACCEPTABLE RISK

Before showing the overhead, discuss the need to evaluate risk, then show the overhead and discuss the quote. Ask the group for examples of “value judgments” that affect our acceptance or unacceptance of various risk levels.

This is a key issue in determining where an agency will decide to make a development investment that will either reduce risk or ignore risk and seek to make improvements in some other development objective.

Exercise: Ask the participants to imagine that they are working for an agency responsible for the economic development of a community in an area where tropical storms occur. (You can substitute a different hazard type if it will be more appropriate to your audience). The participants are instructed to do an analysis of the most appropriate types of projects to achieve the economic development. As part of their analysis how would they conduct a risk and vulnerability assessment? A suggested answer is in the *Overview* module at the end of the chapter.



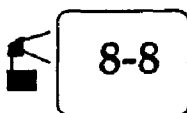
8-6 ASSESSING RISK AND VULNERABILITY

Discuss the table of loss parameters for risk analysis. Although the matrix will be hard for participants to read at a distance, you can describe the scope of the matrix and its components.



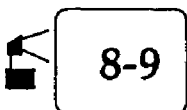
8-7 PRESENTATION OF RISK

Although there are at least three types of risk maps, we will only look at the potential loss mapping.



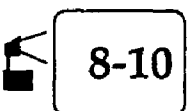
POTENTIAL LOSS MAPPING

Review the concept behind this type of map, how it is constructed and analyzed.



VULNERABILITY EVALUATION

This table analyzes vulnerability as a function of hazard types. Because it is too much to read from the overhead, you can describe the matrix and cite two hazard types to illustrate their vulnerability characteristics.



ROBUST SOCIETIES

Read the quote. Poll the group to find out if the majority agree with this statement. This is a good discussion topic with which to end this session.

Break

PART 3 DISASTER RESPONSE

Chapter 9 DISASTER RESPONSE *(approximately 30 min.)*



9-1

DISASTER RESPONSE

Review the aims of disaster response. Amplify on the material on the overhead.



9-2

DISASTER RESPONSE ACTIVITIES

Briefly review the key points for each of the response activities.



9-3

OPTIONAL EXERCISE

If your schedule allows you to take up to one hour for this chapter and if the group's level of experience is adequate, you might try this exercise. (For example, you might minimize the presentation of Chapter 11.) Instead of "lecturing" on the above topics, ask the group to make brief presentations on them. At the beginning of this chapter's presentation you should first review the scope of disaster response (two minutes). Then break the participants into 10 small groups. Assign one topic each to a small group, (except assessment because it is covered in the next chapter) and give them three minutes to prepare a presentation based on the outline on the overhead.

Since the "answers" are available in the chapter, you should make sure that all participants keep their books closed.

**9-4****ALTERNATE/ADDITIONAL ACTIVITY**

The idea is for participants to work in pairs. This will work best when the audience is composed of people from the same country or where at least two people are familiar with the same country and can form a pair. Multiple pairs can work on different countries.

Inform the participants that this overhead is found on the last page of Chapter 9. Ask the participants to form pairs as per above paragraph. Each pair should fill in the matrix by identifying actual institutions or organizations that has primary responsibility for that activity. This exercise should take about 20-25 minutes.

Chapter 10 ASSESSMENT *(approximately 30 min.)*

**10-1****DISASTER ASSESSMENT**

Point out that this activity is one of the most important for the UN-DMT and, therefore, we will take a closer look at it.

Rather than a lecture, the topic of disaster assessment can be developed in group discussion. You should facilitate this discussion by suggesting the key points that are also on the overhead. Someone should take notes on a flip chart.

**10-2****Q. WHAT IS THE ROLE OF YOUR AGENCY?**



10-3

THE ASSESSMENT PROCESS

This overhead reviews what assessments can determine. You might compare the output of your group discussion with this overhead.



10-4

THE ASSESSMENT PROCESS

A graphic of the sequence and inter-relationships among the people involved in assessment.

Chapter 11 UN RESPONSE TO DISASTER *(approximately 30 min.)*



11-1

UN RESPONSE TO DISASTER

This chapter should be presented only if a significant number of participants are UN staff.

Video

Open the session by showing the video "UN response to disaster." (15 minutes) Encourage a discussion as a reaction to the video. The participants may generate questions that this chapter should be able to help you answer. Or conduct the exercise below.

**11-2****OPTIONAL EXERCISE**

Options: 1) One method to present the material in this chapter is a lecture-presentation from the following overheads.

2) The other is to develop the material through group discussion based on the video. Create groups and give them assignments that will correspond to the structured discussion after viewing the video:

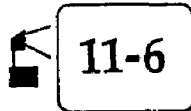
Group one: What are the actions to be taken by the resident coordinator/representative immediately upon receipt of a disaster warning?

Group two: What should the resident coordinator/representative do immediately after the occurrence of a disaster in all cases?

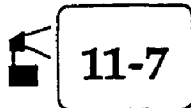
Group three: If international emergency assistance is required, what additional actions are required?

Group four: What ongoing actions should be taken after the initial emergency?

**11-3****ACTIONS TO BE TAKEN ON RECEIPT
OF A DISASTER WARNING****11-4****IMMEDIATE ACTIONS TO BE TAKEN
FOLLOWING A DISASTER****11-5****IMMEDIATE ACTIONS TO BE TAKEN IF
INTERNATIONAL ASSISTANCE IS
REQUIRED**

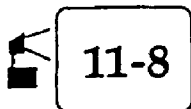


FOLLOW-UP ACTIONS TO BE TAKEN AFTER A DISASTER EMERGENCY



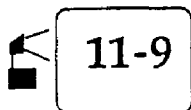
FIELD SITREPS

Review the procedures for collecting information and sending it to UNDRO



FORMAT FOR FIELD SITREPS

The overhead is taken from the *UNDP/UNDRO Disaster Management Manual*. You are not expected to go over the material, only to show that the format exists and advocate that it be used.



SITREPS AND INTERNATIONAL INFORMATION FLOWS

Break

Chapter 12 REHABILITATION AND RECONSTRUCTION (approx. 15 min.)

**12-1**

REHABILITATION AND RECONSTRUCTION

Review the terminology and distinction between rehabilitation and reconstruction. The distinction is important to UNDP and other agencies who have criteria for assistance based on which stage of disaster relief it is. Some agencies have greater resources for rehabilitation than reconstruction, or visa versa.

**12-2**

REHABILITATION AND RECONSTRUCTION AS A LINK TO RELIEF AND DEVELOPMENT

CASE STUDY ZENON HURRICANE
(approximately 60 min.)

Optional Exercise

You may elect to use the case study at this point. If you do, we suggest that you introduce it as a fictitious example that represents a composite of events, all of which have actually taken place in some disaster. You might read the introduction and then outline the following procedure. Ask participants to each take turns reading one day's account. After each day's account as been read the person who was the preceding reader will be asked to identify the key issues that occurred in the day's event. Depending on the events, the analysis should identify: quality of judgment, if decisions were appropriate, if proper planning was employed, if action was taken or if there was an oversight in taking action.

To keep the exercise between 45 and 60 minutes, read through Sept. 4, then ask the participants to read the rest on their own and identify three key issues that subverted the reconstruction process from becoming a good development opportunity.

**C.S.**

CASE STUDY

This overhead reviews the categories of analysis of the actions taken in the case study.

Break

Chapter 13 MITIGATION (approximately 75 min.)



13-1

DISASTER MITIGATION

Review definition of mitigation.

This session will focus on the risk reduction measures of the broader definition of mitigation.

VIDEO Show the video "Disaster mitigation: How to lessen the damage through proper development." Tell the group that after viewing the video you will ask the participants to identify an example of a disaster mitigation activity that most closely addresses an opportunity in their current job situations.



13-2

PRINCIPAL OBJECTIVES OF MITIGATION

Review these objectives, noting that the fourth objective refers to civil conflict.



13-3

ACTIONS TO REDUCE RISK

These are the key elements to implement risk reduction.



13-4

MENU OF MITIGATION ACTIONS

Briefly review the six items on the menu. However, if you have more time, you may use the following six overheads which look at the same topics in more detail.

 **13-5** **ENGINEERING AND
CONSTRUCTION MEASURES** **13-6** **PHYSICAL PLANNING MEASURES** **13-7** **ECONOMIC MEASURES** **13-8** **MANAGEMENT AND
INSTITUTIONAL MEASURES**



13-9

SOCIETAL MEASURES



13-10

CONFLICT RESOLUTION



13-11

CLASSIFICATION OF MITIGATION MEASURES

The purpose of reviewing these classifications is to help participants conceptualize the multiple perspectives they can have on mitigation. That is, there are several ways to approach mitigation, with a variety of “tools” to achieve a range of objectives.

Exercise Divide the participants into four groups. Assign each group two of the sectors used by UNDP to plan its country programme. (The list is on an overhead.) Ask them to:

1. Describe how they would identify the hazards of concern in their country, identify the risk, and identify what is vulnerable
2. Identify mitigation activities appropriate to their selected sectors.
3. Describe the implementation strategy of one of the mitigation activities

If the members of a group are from more than one country, you should help the group to select one country and apply the exercise to that country. The process would apply to the other countries represented in the group.

Allow 15 minutes for the small group work and 5 minutes per group to report back to the plenary for a total of about 45 minutes.

Note: The use of the above exercise will vary with the audience. For National and Programme officers, the exercise should focus on key sectors selected from the UNDP sector list. For a general audience, and with limited time, the trainer may want to only demonstrate examples of how sectors can be used to identify potential disaster risks and mitigation opportunities.

**13-12**

EXERCISE INSTRUCTIONS

**13-13**

UNDP SECTORS

Handout At the end of the Trainer's Guide are three pages of examples of mitigation projects based on sectoral subjects. The title of this handout is "Ways that UNDP can expand and support mitigation efforts of government agencies by sector." Distribute this list to illustrate some options.

Break

Chapter 14 UN ASSISTANCE TO DISASTER MITIGATION

(approximately 60 min.)



14-1

UN ASSISTANCE TO DISASTER MITIGATION

Review the learning objectives for this chapter.



14-2

DISASTER-RELATED POLICY GOALS OF UNDP AND UNDRO



14-3

MITIGATION PLANNING DURING COUNTRY PROGRAMMING

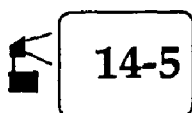
The following two appendices from the UNDP/UNDRO Disaster Management Manual are management tools to identify projects with disaster management implications.



14-4

DISASTER RISK REDUCTION PLANNING CHECK-LIST. APPENDIX 2A

Exercise: Refer the participants to this check-list in their copy of the text. Assign a question to each participant by going around the room in sequence and asking each participant to answer the question from their own experience and knowledge. This exercise becomes an appropriate review of the entire Overview module.



DISASTERS AND DEVELOPMENT (DAD) PROJECT REVIEW FORM. APPENDIX 2B

Point out that this is a proposed form available as a tool to facilitate a programme officer's analysis of projects.

Optional Exercise: Simulation in Mitigation Planning

If you are familiar with this simulation, or are very experienced in running other simulations, you may choose to run this simulation instead of developing all of the exercises in Chapters 13 and 14. The simulation should take about 2 hours and 15 minutes.

Evaluation

Attached to this Trainer's Guide is an evaluation form. You are strongly encouraged to make photocopies of it and to distribute it to the participants. Please send the results of the evaluation as well as your additional comments about this module or how the workshop went to:

Mr. Don Schramm
Disaster Management Center
University of Wisconsin
432 North Lake St.
Madison, WI 53706

Basic terms used in disaster management

Disaster Management	The body of policy and administrative decisions and operational activities which pertain to the various stages of a disaster at all levels.
Human-Made Disasters	<p>Disasters or emergency situations where the principal, direct cause(s) are identifiable human actions, deliberate or otherwise. Apart from “technological” and “ecological” disasters, this mainly involves situations in which civilian populations suffer casualties, losses of property, basic services and means of livelihood as a result of war or civil strife, for example. Human-made disasters/emergencies can be of the rapid or slow onset types, and in the case of internal conflict, can lead to “complex emergencies” as well.</p> <p>An even broader definition of human-made disaster acknowledges that all disasters are caused by humans because they have chosen, for whatever reason, to be where natural phenomena occurs that result in adverse impacts on people.</p>
Risk	The expected losses (lives lost, persons injured, damage to property and disruption of economic activity) due to a particular hazard. Risk is the product of hazard and vulnerability.
Vulnerability	<p>Degree of loss (for example, from 0 percent to 100 percent) resulting from a potentially damaging phenomenon.</p> <p>The following terms are key to understanding slow onset disasters and their impact on populations.</p>
Population	Usually associated with crisis-induced mass migration in which large numbers of people are forced to leave their homes to seek alternative means of survival. Such mass movements normally result from the effects of conflict, severe food shortages or collapse of economic support systems.
Complex Emergencies	A form of human-made emergency in which the cause of the emergency as well as the assistance to the afflicted are bound by intense levels of political calculations. This sort of emergency is normally associated with the problems of displaced people during times of civil conflict or with people in need caught in areas of conflict.

WAYS THAT UNDP CAN EXPAND AND SUPPORT MITIGATION EFFORTS OF GOVERNMENT AGENCIES BY SECTOR

AGRICULTURE

- strengthening research, extension and training facilities to attain crop diversification
- strengthening seed production (to withstand drought, flood)
- establishing flood protection measures around existing food warehouses, and building modern grain silos and warehouses at district level for safe grain storage
- exploring production incentives
- promoting intra-rural migration
- establishing seed reserves
- establishing or increasing food reserves
- exploring tax/loan incentives for increasing cultivation of drought/flood resistant crops
- increasing areas under cultivation
- increasing supply of improved agricultural inputs
- promoting terracing and other conservation techniques
- delineating special agricultural development areas
- expanding agricultural credit
- establishing alternative employment for drought-affected farmers

FORESTRY

- planting trees and other vegetation to deter flood damage
- establishing new tree plantations
- encouraging strip planting of roads
- supporting nursery development
- using tree-planting projects for income-generation and employment projects (food-for-work, cash-for-work)
- adopting tax incentives for maintaining forested land
- promoting all aspects of forestry development (reforestation and afforestation, wildlife, soil and water conservation and research)

FISHERIES

- supporting development and management of aquaculture in floodplains
- expanding fish culture in large, shallow bodies of water
- increasing fish culture and development in open water
- raising embankments around fish ponds

LIVESTOCK

- training field assistants and farmers in livestock care, including protection of livestock during floods, emergency feeding during natural calamities, preliminary diagnosis and treatment of diseases following flooding, etc.

RURAL INSTITUTIONS

- constructing drains, culverts, bridges, feeder roads
- building new villages, and/or new public buildings (schools, government offices) in existing villages, above normal flood level
- sinking tubewells in elevated positions
- establishing realistic building codes with incentives and enforcement mechanisms

URBAN INFRASTRUCTURE

- constructing embankments around key public works and offices
- establishing building codes with incentives and enforcement mechanisms
- promoting low-cost insurance for resistant structures

WATER MEASURES

- building structures (barrages, etc.)
- expanding small-scale irrigation schemes
- constructing subterranean dams

INDUSTRY AND POWER

- constructing dykes around power substations, raising substation premises and constructing control rooms

ROADS AND HIGHWAYS

- raising height of roads
- integrating road networks with flood-control measures
- improving construction standards so raised roads can serve as refuges for people and livestock

EDUCATION

- setting improved construction standards (e.g., 2-storied, flat-roofed, elevated pillars) so that schools can serve as refuges
- incorporating mitigation issues into educational programmes at all school levels, both under formal and non-formal educational structures

HEALTH

- establishing health facilities in high-risk areas
- expanding production/distribution/stockpiling of ORS and contraceptives
- expanding nutrition surveillance programmes
- establishing emergency reserve commodity stores

PLANNING

- conducting inventory of capital stock, and assessment of critical installations and services
- conducting inventory of development projects in high-risk areas

UNDP DISASTER MANAGEMENT PROGRAM

OVERVIEW OF DISASTER MANAGEMENT

WORKSHOP EVALUATION

DATE _____

Your evaluation of this course and your comments are important. They guide us in improving programs to meet your needs and interests. Please take a few minutes to complete the form. . . don't forget to add any comments you feel will help us.

1. Was program content as you expected Yes No

If not, how did it differ? _____

- | | - Yes, definitely | Somewhat | No, not at all |
|--|-------------------|----------|----------------|
| 2. Did program content meet your expectations? | 5 | 4 | 3 |
| | 2 | 1 | |
| 3. Will the information presented be useful in your job? | 5 | 4 | 3 |
| | 2 | 1 | |
| | Excellent | | Poor |
| 4. How would you rate this program overall? | 5 | 4 | 3 |
| | 2 | 1 | |

Overview of Disaster Management Workshop
Page Two

5. Please rate the speakers according to how well you feel they performed. If a category does not apply, leave it blank.

5 - Excellent

1 - Poor

Speaker	Content	Delivery or presentation	Printed Materials (Notebook, etc.)	Overheads/ slides
	(How useful will it be to you?)	(Was the material clearly stated?)	(Were they adequate and useful?)	(Did they add to the presentation?)
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

6. What topics should receive more or better coverage or be added to this program? _____

7. What topics should receive reduced coverage or be deleted? _____

8. General comments (what you liked, what could be improved, etc.): _____

9. Specific suggestions on how any of the speakers could improve their talks: _____

Overview of Disaster Management Workshop
Page Three

10. Please rate the following. If the category does not apply, leave it blank.

	Excellent	Very Good	Good	Fair	Poor
Teaching Methods	5	4	3	2	1
Lectures	5	4	3	2	1
Small group sessions	5	4	3	2	1
Film/Video	5	4	3	2	1
Meeting space	5	4	3	2	1
Meals/refreshments	5	4	3	2	1
Seminar leadership	5	4	3	2	1
Other participants	5	4	3	2	1

11. Was the course length correct? too short? too long?

12. Were there just enough participants? too few? too many?

Do you have any other comments?

Signed _____
Optional

Thank you for participating in this program and for your comments.

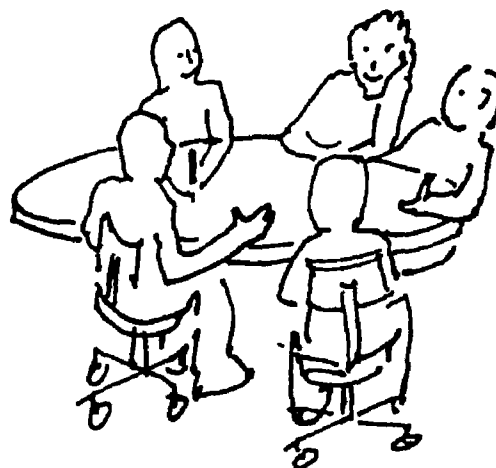
Learning Objectives

This workshop will help you to:

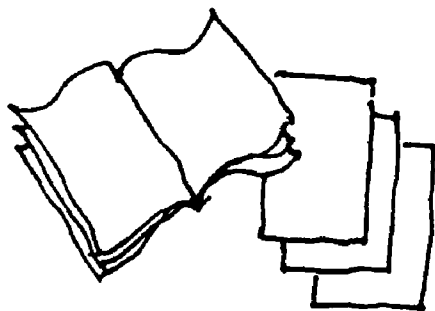
- identify how disasters affect you
- **identify what you can do about disasters**
- *describe the purpose and function of the UN in disaster management*
- describe the role of the UN Disaster Management Team
- **recognize the phases of disasters**
- *identify the aims and elements of disaster management*
- describe how disasters influence development
- **describe how to implement disaster mitigation measures through development projects**
- *recognize inter-relationships between natural and human-made disasters*

Methodology

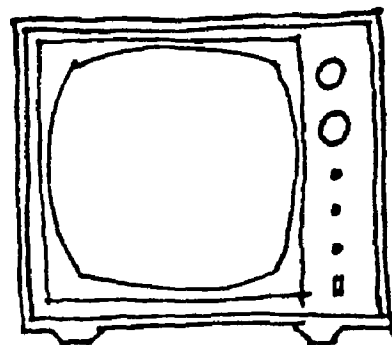
Participatory



Simulation/role playing



Handouts

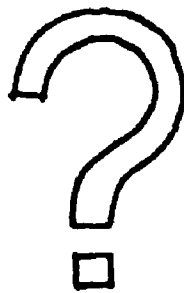


Video

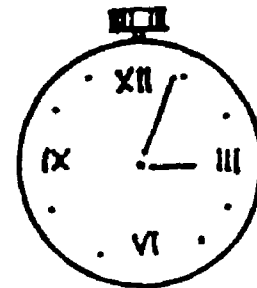
Evaluation: course and self-assessment

Norms

Questions at any time



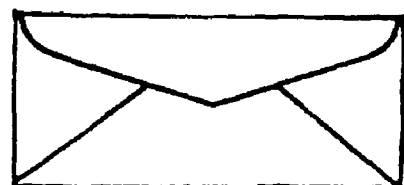
Punctuality



No Smoking



Messages



Agenda

Importance of Disaster Management Training to the UN

- *Governments are increasingly requesting that UN agencies in-country coordinate all UN post-disaster assistance*
- Disasters are a growing problem/concern
- *Disasters are non-routine events that require non-routine responses for which we need training*
- UNDRO has an established mandate in this area. UNDP shares in this responsibility
- *Disasters are linked with four priorities for which UNDP has a direct or supporting role: environmental protection, women in development, displaced populations, and refugees and returnees*
- Disasters are high-profile events in which the UN needs to prove its competence