EMERGENCY PREPAREDNESS PLANNING GUIDELINES

JANUARY 2010

CRS
CATHOLIC RELIEF SERVICES

GUIDELINES

Shahida Rajput (Project Officer-Livelihoods CRS-Field Office Jacobabad) doing the disaster assessment of 2012 floods in village Aziz ullah Mehri UC Mubarakbad, Jacobabad district, Sindh Province, Pakistan. CRS have provided WASH, Shelter, livelihoods, DRR, Protection faculties to this village after the 2010 flood.Two years after the worst rain flooding disaster in the history of the region, more floods triggered by heavy rains have devastated parts of Southern Sindh province, Pakistan. Tens of thousands people have been affected and have lost their homes in this region which has still not recovered from the previous flood. CRS has distributed NFI/hygiene kits to 1,652 households in Jacobabad District, Sindh and coordinated local government officials to support flood affected households. (Asad Zaidi for CRS)

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Emergency Preparedness Planning

Guidelines

Emergency Operations Department

Catholic Relief Services

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ACKNOWLEDGEMENTS

The Emergency-Preparedness Planning Guidelines draws on preparedness-planning exercises conducted in Zimbabwe (Catholic Relief Services participating as part of the NGO Joint Initiative for urban Zimbabwe) and in South Asia (India, Pakistan, Sri Lanka, Afghanistan, Bangladesh and Nepal country programs jointly participating in a CRS regional workshop held in Nepal in 2006).

ABOUT THIS GUIDE

The aim of Emergency-Preparedness Planning (EPP) is for CRS and its partners to identify actions that should be taken in order to be ready to implement excellent emergency-response programs.

This document sets out a process for country programs to develop an action plan to improve capacity when responding to disasters (see example in Annex 1).

Part I define terms and sets the context for Emergency-Preparedness Planning. Part II is a workshop facilitation guide for developing an Emergency-Preparedness Plan. Supporting resources include a report template and a PowerPoint presentation.

INTENDED AUDIENCE

Emergency-Preparedness Planning should be undertaken in country programs where there is a high probability of disaster, natural or manmade, or where a new threat is perceived, such as conflict, regional instability or a disease pandemic.

The amount of time and resources a country program dedicates to developing an EPP can vary from country to country. Country programs with high risk of natural or manmade disasters may choose to follow the full planning process whereas those with lower risk may shorten the EPP process (e.g., reducing the number of staff participating or using a desktop planning process for some or all of the planning steps). A shorter process is quicker and cheaper to conduct, but it also reduces the positive effects of bringing together staff from different departments to develop a common strategy.

PART I: INTRODUCTION TO EMERGENCY–PREPAREDNESS PLANNING

Recent studies show a steady and significant increase in the economic and social impact of disasters. In 2009, 55 million people were affected by extreme weather disasters, 7,000 people were killed, and US$15 billion was reported in economic damages (according to the Inter-Agency Secretariat of the International Strategy for Disaster Reduction or UN/ISDR). Economic losses from major natural disasters increased three times, and the number of people affected increased four times, during the period 1973 to 2002 (according to UN/ISDR "Living with Risk: A global review of disaster reduction initiatives: 2004").

For CRS, emergency preparedness and response is grounded both in Catholic Social Teaching and a rights-based approach.

1. Rights and Responsibilities
    - Disaster-affected populations have a right to assistance that upholds their human dignity.
    - CRS has a responsibility to those we serve to provide the highest quality services possible.
    - Preparedness contributes to our ability to do so.
2. Stewardship
    - CRS has a responsibility to manage resources in an accountable and transparent manner.
    - Preparedness and robust management systems contribute to our ability to do so.
3. Subsidiarity
    - The people affected by disaster should participate in all stages of the emergency response—from assessment to project design, implementation to monitoring and evaluation.
    - NGOs should undertake only those initiatives that exceed the capacity of individuals or private groups acting independently.
4. Global Solidarity
    - We are one human family.
    - Our responsibilities to each other cross national, racial, economic and ideological differences. We are called to work globally for justice.
    - Understanding the root causes of conflict contribute to our ability to advocate on behalf of vulnerable populations.

5. Protection
    - Protection is about improving people's safety.
    - This can be accomplished by reducing risk and working with people to lessen their vulnerability to threats or hazards.

1.1 EMERGENCY PREPAREDNESS, EMERGENCY RESPONSE AND DISASTER MITIGATION

In these guidelines, **emergency preparedness** refers to an **organizational state of readiness** to respond to humanitarian disasters. Emergency preparedness means having staff trained in emergency response, and having systems and tools in place ready to support the response.

The term emergency preparedness can also be used in a broader sense to include activities that aim to protect vulnerable lives and property from an immediate threat[1]. This is more commonly known as **community-based disaster preparedness,** which is not covered in these guidelines. Other resources are available, such as the CRS *Community-Based Disaster Preparedness "How To" Guide*, Tear Fund's *Reducing Risk of Disaster in our Communities* or Cordaid's *Building Resilient Communities.*

In this document, emergency preparedness is used in the specific sense of organizational readiness to respond to disaster, e.g., having the staff, systems and structures in place to respond to a perceived threat or hazard.

As set out in the CRS *Emergency Preparedness and Response Manual*, emergency preparedness is one component of **disaster mitigation**. Mitigation is minimizing the impact of a disaster through strategies implemented either before a disaster strikes or in response to the onset of a disaster event. Taking measures to improve emergency response is one way to reduce the impact of disasters; thus, emergency-preparedness planning is a part of disaster mitigation.

1.2 THE CRS STRATEGY FOR EMERGENCY PREPAREDNESS AND RESPONSE

The 2007-2010 *CRS Strategy for Emergency Preparedness and Response* aims for CRS to be an innovative and effective emergency prevention, preparedness and response organization. Emergency-preparedness planning contributes to CRS developing a more dynamic and accountable rapid-response capacity, which is one of the four Intermediate Results in the 2007-2010 Strategy.

Emergency-preparedness planning will also contribute to achieving the other Intermediate Results: a more active engagement in protection

1 The U.N. Complex Emergency Training Initiative (CETI) guidelines define emergency-preparedness activities as those that aim to protect lives and property from an immediate threat, to promote rapid reaction in the immediate aftermath of a disaster, and to structure the response to both the emergency and longer-term recovery operations. (See the CRS *Emergency Preparedness and Response Manual*.)

of vulnerable populations in emergencies, and having a robust and dynamic knowledge-management and learning system. As noted above, in this document, EPP is about organizational readiness, not community preparedness, so the fourth IR: increased creativity and innovation in Disaster Risk Reduction programming, is not specifically covered by EPP.

As a tool for developing a more dynamic and accountable rapid-response capacity, emergency-preparedness planning can be guided by the planned Outputs in the 2007-2010 Strategy:

1.1 CRS has strengthened relationships with identified emergency response partners.

1.2 CRS and partner staff have increased capacity in emergency response and accountability.

1.3 CRS has an improved human resource system to staff rapid-onset emergencies.

1.4 CRS has improved finance and resource-management systems to support rapid-onset emergencies.

1.5 The agency has pre-positioned supplies and/or vendor agreements for rapid deployment in the event of an emergency.

1.6 CRS has increased private reserves of flexible emergency funding.

Emergency-preparedness planning is a tool to improve country-program systems and capacity in these six areas: partnership, accountability, human resources, finance and resource-management systems, procurement and funding.

1.3 EMERGENCY-PREPAREDNESS PLANNING STEPS

Step 1: Preparing for the EPP Workshop
Analyze risk of disaster occurring in the country program, and based on this analysis, decide whether to hold an EPP workshop, and whether to conduct it based on a recent emergency experience or on an imagined scenario of a disaster occurring. Identify a facilitator, participants and workshop location.

Step 2: Workshop
Six key sessions, corresponding to the six outputs of the CRS Emergency Strategy:

- Strengthened partner relations.
- Increased staff capacity for emergency response and accountability.

- Improved human-resource system to staff rapid-onset emergencies.
- Improved finance and resource-management systems.
- Improved procurement and logistics.
- Increased capacity to access emergency funds and support fundraising with improved media relations and communications.

Each session identifies best practice and lessons learned, followed by action points to be taken to ensure best practice in future emergencies. The workshop concludes by consolidating the action plan and establishing a system to check progress.

Workshop documents include:

- Facilitation guide
- PowerPoint presentation
- Handouts
- Background documents for the facilitator

The workshop facilitation guide provides two facilitation options, depending on whether the country program has recently implemented an emergency-response program. If it has, the staff members analyze what the country program did or didn't do well, and identify action points to improve future emergency-response programs. These sections of the facilitator's guidelines are colored blue. If no emergency response was conducted by the country program, then the planning exercise is based on a scenario and participants evaluate their readiness to respond to the perceived threat. These sections of the facilitator's guidelines are colored yellow. The final step is the same – identifying actions to improve future emergency-response programs.

The facilitation guide needs to be adapted to suit each CPs needs. Session timings are based on a group of 25 participants and provide a rough indication of how much time may be required for each session. Timings should be adjusted based on the country context and the level of participants, particularly allowing more time if translation is required.

Step 3: EPP Report

To write up the action plan and other important outcomes (best practices and lessons learned) from the workshop. Disseminate the report within two weeks of the workshop.

1.4. THE EMERGENCY-PREPAREDNESS PLAN

The action points must be documented and circulated to all staff. The action points should have people assigned to them and dates for completion. The lessons learned from past emergency responses or the analysis of strengths and weaknesses based on the scenario should be included as supporting documentation to the plan, and used to promote learning and sharing of experience between staff and country programs. At the time of writing the report, a date should be fixed for revisiting the plan and checking that actions are being completed on schedule.

An example of a workshop report with action points is included in Annex 1.

The draft report should be reviewed by participating staff members for accuracy and completeness, and then presented to the country representative (or regional director if a regional plan) for approval. Once approved, the EPP should be distributed to key stakeholders, to ensure that partners and sister agencies understand and support it. This can be done by e-mail or through meetings and presentations. The CP might want to encourage partners to conduct similar planning processes themselves or to get their buy in for certain changes or activities.

There may be times when discretion will be required in circulating the full EPP, for example if it uses a scenario of political unrest.

1.5 MONITORING AND UPDATING THE PLAN

The country program must ensure that the plan is implemented and updated, if necessary. Supervisors must follow up with staff responsible for action points and a supportive environment should be created for achieving change. The EPP can be incorporated into operational-, strategic- and performance-management documents, such as Annual Performance Plans (APP) or Strategic Program Plans (SPP). The country program senior management team should regularly review the EPP in order to ensure action points are being addressed.

The plans should be revisited and revised on an annual basis, or if there are significant changes in the operating environment or after conducting an emergency response. New lessons learned and best practices should be incorporated, with the aim of moving preparedness to a higher level.

When a specific emergency is faced, the country program should develop a contingency plan that explores the different ways the emergency could develop, and in turn prepare for each of them. The contingency plan is complementary to the preparedness plan. The CRS *Emergency Preparedness and Response Handbook* provides guidance on developing a contingency plan, which is included in Annex 2.

Documenting steps taken and the impact of preparedness measures can boost CRS' credibility with stakeholders.

TIP: KEEPING THE EPP ALIVE

It is a challenge for the country program to keep its Emergency-Preparedness Plan alive. The Plan should not sit on a shelf collecting dust. One option is to write action points into staff-performance plans. Another option is to conduct emergency-response simulations.

Simulations can be quite intense, so it is important to involve the entire CP staff and conduct it over a number of consecutive days. Simulations can also be a simple, one- or two-hour desktop exercise organized around a specific topic or perceived weakness that needs to be addressed.

Simulations offer an effective way to test all or part of an EPP. They are an excellent way to highlight weaknesses and gaps, and identify capacity-building needs. Most importantly, simulations are a way of keeping emergency preparedness alive in the minds of staff.

PART II: EMERGENCY-PREPAREDNESS PLANNING PREPARATORY STEPS

1: DECIDING TO DO EMERGENCY-PREPAREDNESS PLANNING

An emergency-preparedness plan is required when there is a significant risk of an emergency occurring in the country or region.

Objective: To decide on the need for an EPP based on an analysis of risks.

Materials:

- Hazards, disaster and integral human development

TIMING	SUGGESTED ACTIVITIES
If disasters occur on a cyclical basis, start this well in advance of the next disaster season	Review the recent history of natural and manmade disasters in the region and country, and the global trends and rise of new hazards such as influenza pandemics. Information to collect and review could include: • The cause and impact of the five most recent and the five most severe disasters in the country (or in the region, if there is potential spill over into the country program, e.g., through population displacement or instability). • The number of people killed and affected, type and scale of damage. • The main types of response to historical disasters. • Recent CRS and/or partner responses and type of program. • Real-time evaluations, mid-term or final evaluation reports or lessons learned from recent emergencies. Conduct a ranking and prioritization to identify the hazard or hazards that pose(s) the greatest threat(s) to the country program. Decide whether and when to conduct an emergency-preparedness planning workshop.

2: PREPARING FOR THE EPP WORKSHOP

These sections contain guidelines on actions that should be taken prior to the Emergency-Preparedness Workshop.

Objective:

To ensure the emergency-preparedness planning process is well facilitated, well organized and involves the right people.

Outputs:

- A workshop facilitator is identified and briefed.
- Workshop participants are identified.
- Workshop location and date are planned.

TIMING	SUGGESTED ACTIVITIES
Several weeks or months before the workshop	**1. Review the EPP Guidelines and familiarize key staff with the process.** **2. Develop the EPP schedule: define dates for key activities and people responsible. (See Annex 3 for a sample schedule).** **3. Identify type of information/data that should be collected prior to the EPP workshop and decide who will be responsible for information/data collection.** **4. Identify Facilitator:** An individual with good facilitation skills and experience with emergency preparedness and response should be identified, preferably also with prior knowledge of the country program or the specific national context. The Scope of Work and EPP Guidelines should be circulated well in advance to allow ample time for preparation. (See Annex 4 for sample SOW). **5. Workshop Participant Selection:** The basic rule is that all employees must be ready to respond to emergencies. Therefore, the emergency-preparedness planning process must involve all staff members. The process should be introduced and explained to everyone, to ensure their commitment to improve the CP's state of readiness for emergency relief. However, it is not possible to have more than 25 participants in a workshop, so when there is 25 or more staff, it is necessary to select the workshop participants. The workshop participants will be responsible for sharing the EPP with their colleagues, so all staff can work together to improve the CP's state of preparedness. The selected workshop participants must be in a position to implement or ensure the implementation of the preparedness plan. They must represent all MQ and PQ departments: field staff, program managers, logistics, procurement, HR, finance, administration, IT, media and communications, and security. **6. Develop the Workshop Agenda:** Work with the facilitator, using these Guidelines, to develop an agenda suited to the CP's needs. Identify a recent emergency response that will serve as the subject for the lessons-learned sessions. Or in the absence of a recent emergency response, identify the hazard that will serve as the subject for the scenario. **7. Choose the workshop location, organize meals, transportation and materials.**

WORKSHOP FACILITATION GUIDE

1. INTRODUCTIONS: (1 ¼ hrs)

Objective:

- To understand the aim of the workshop.
- To understand the importance of emergency-preparedness planning, given the country context and risk of future emergencies.
- To understand how the preparedness-planning process links to and supports the CRS Strategy for Emergency Preparedness and Response.
- To share workshop outcomes and commitments with supervisees and ensure implementation of action points.

Materials:

- PowerPoint presentation

TIME	METHOD	CONTENTS
30 min	Self presentations	Ask the participants to introduce themselves: name, job title and, if possible, one positive or funny experience from working in an emergency response.
15 min	Presentation	Present the objective and output of the workshop. ***Objective:*** To improve CRS' capacity to respond effectively to humanitarian emergencies. ***Outputs:*** Identify best practices for future emergency response. Identify action points to ensure best practice in future emergencies. Circulate and discuss the workshop agenda.
	Q & A	Ask the participants if there are any logistical or other questions regarding the workshop.
10 min	Presentation	**Why EPP is needed?** 1. Present the recent history of disasters in the country or region. Present the hazards most likely to occur. Explain how this planning process aims to achieve a state of readiness so CRS can respond in the event of a large-scale emergency.
10 min	Powerpoint	2. Present the CRS Strategy for Emergency Preparedness and Response. Show how the EPP process contributes to CRS developing a more dynamic and accountable rapid-response capacity (IR 1).
5 min	Presentation	3. Explain the workshop methodology: identifying lessons learned and best practice (based on experience or an imagined scenario) and defining what actions should be taken now in order to be capable of implementing best practice in future emergency response.
5 min	Presentation	**Who is involved?** Explain that a large emergency response involves everyone, and therefore emergency-preparedness planning involves everyone. Workshop participants are responsible for sharing the results of this workshop, for managing their supervisees throughout the preparedness process, and working together to ensure everyone is ready to respond in the case of emergency.

2. SETTING THE SCENE (1 ½ hrs)

Either: Reflect on Recent Experiences OR **Develop an Emergency Scenario**

Objective:

- To refresh participants' memories of a recent emergency response – what happened, when, and how and why key decisions were taken.

OR

- To have a common understanding of the impact of a potential disaster, should it occur.

Materials:

- Colored cards and masking tape.
- IHD framework handout.

TIME	METHOD	CONTENTS
FOR CPS WITH EXPERIENCE OF A RECENT EMERGENCY RESPONSE:		
10 min	Q & A	Ask participants to recall a recent disaster: what happened, when, immediate needs and humanitarian response.
20 min	Plenary	Draw a timeline representing the period of the initial emergency response. Use the timeline to record when it was decided a) where to work b) how (operational, old/new partners) c) the sectors to be served.
20 min	Plenary	Discuss how these decisions were made. What information was available? On what basis were these decisions made?
20 min	Group work	What worked well? What should have been done differently?
20 min	Plenary	Presentations and conclusions
WHEN THERE HAS BEEN NO RECENT EMERGENCY RESPONSE:		
15 min	In small groups of three	Based on presentation of disaster risks (session two), take the hazard that is most likely to occur and imagine what would happen. Describe the scenes one would expect to see if the event actually occurred. If you arrived on the scene on day one, day two or day seven, what would you expect to see? The facilitator gives groups five minutes to describe the scene on day one, five minutes for day two and five minutes for day seven. They note their ideas on a flipchart, one for each day. Stick some of the most vivid flipcharts up on the wall.
40 min	Plenary	Identify the potential impact the hazard might have on the population. Use the IHD framework to identify the impact on the social, political, economic, natural, physical, human asset base, and also on the systems and structures of the affected population. Note ideas on flipchart, one page for each IHD category.
20 min	Brainstorm in pairs	
15 min	Sharing ideas	Imagine the response and rehabilitation measures that need be taken. Include all response activities, not just those you think CRS and partners might engage in. Note each idea on a card, using (red) cards for day one, (blue) cards for day two and (green) cards for day seven. Each pair reads aloud 2-3 ideas and posts them on the wall, under the day one, day two and day seven headings.

3. PARTNERSHIP (3 ¼ hrs)

The session on partnership analyzes best practice and lessons-learned from past emergency programs. It also identifies action points that are required in order to implement best practice in future emergency programs.

The aim is to achieve Output 1.1 of the CRS Emergency Strategy:

- CRS has strengthened relationships with identified emergency-response partners.

Objective:

- To identify lessons learned and best practice in partnership.
- To identify action points to improve partnership in future emergency responses.

Materials:

- CRS *Pakistan Earthquake Case Study on Partnership*
- Flipchart, markers, A5 colored cards
- PowerPoint slides

TIME	METHOD	CONTENTS
FOR CPS WITH RECENT EXPERIENCE OF EMERGENCY RESPONSE:		
15 min	Short presentation	A staff member who was involved in the emergency response presents information on the partners who were involved, how they were identified, their roles and responsibilities and what support partners were given *[**10 min**]*. Allow a few, focused questions *[**5 min**]*.
40 min	Groups of 3-4 PowerPoint	In groups, answer the following: • What are the three things that worked best? • What were some of the difficulties encountered and how were they resolved?
30 min	Plenary	Quick group presentations. Identify recurring themes and explore each in more detail – why did they work, was it context-specific or can wider lessons be drawn? Summarize the three key lessons learned on partnership.
15 min	Plenary	Distribute the *Pakistan Earthquake Partnership Case Study*. Read aloud. Discuss and compare lessons learned and best practice with the outcome of the exercise above.
FOR CPS WITHOUT RECENT EXPERIENCE OF EMERGENCY RESPONSE:		
10 min	Reading in plenary	Distribute and read aloud the *Pakistan Earthquake Case Study on Partnership*. Invite one or two comments on the case study.
5 min	Instructions PowerPoint	
40 min	Group work	In groups, ask participants to: i) Based on the scenario of an imagined disaster, identify what steps should be taken to secure partners, define their roles and responsibilities, and support them in the emergency response. Write up to ten steps to be taken
40 min	Presentation	One group presents. Others comment and add ideas. ii) Then, using the *Pakistan Earthquake Case Study* and based on your own experience, identify three best practices for ensuring strong relationships with emergency-response partners.
30 min	Group work	Quick group presentations. Identify recurring themes and explore each in more detail.
15 min	Plenary	Summarize the three key best practices for partnership.
ALL CPS:		
5 min	Group work instructions PowerPoint	**a) The facilitator presents the instructions for group work:** Imagine you are briefing a TDYer who will be seconded to a local Caritas where a major disaster has occurred. The Caritas is weak and overwhelmed by the scale of the disaster and the funds they are receiving. What five pieces of advice would you give this TDYer related to partnership and capacity building?
30 min	Group work	**b) Group work**
20 min	Plenary	**c) Debriefing: each group presents (round robin – two pieces of advice per group). Review list of advice and consolidate it.**
ALL CPS:		
5 min	Instructions PowerPoint	The facilitator asks participants to reflect in pairs:
15 min	Work in pairs	Based on this exercise, and the lessons learned and best practices, what actions do we need to take now to ensure future best practice? Write each action on a colored card.
10 min	Plenary	Round robin to share ideas. The facilitator posts the action points as they are discussed.

4. STAFF CAPACITY IN EMERGENCY RESPONSE & ACCOUNTABILITY (2 – 2½ hrs)

The session on staff capacity in emergency response and accountability assesses Sphere compliance and accountability in recent emergency programs (or, for CPs without recent emergency programs, it introduces Sphere and assesses accountability in current development programs). Participants identify action points that should be taken in order to improve staff capacity in emergency response and accountability.

The aim is to achieve Output 1.2 of the CRS Emergency Strategy:

- CRS and partner staff has increased capacity in emergency response and accountability.

Objective:

- To develop an action plan to ensure increased staff capacity for emergency response and accountability.

Key Messages:

- CRS' commitment to increasing staff capacity for emergency response and accountability means staff must be familiar with Sphere minimum standards and tools to be accountable.
- Sphere minimum standards are an expression of the disaster affected people's right to life with dignity.
- Accountability in emergencies is about informing, consulting, involving and reporting back to the people we serve. The *Good Enough Guide* provides guidance and tools for improving accountability in emergencies.

Materials:

- Sphere handbooks
- *Good Enough Guide*
- PowerPoint presentation on Introduction to Sphere
- 4.1 Accountability checklist
- 4.2 *Pakistan Earthquake Case Study on Sphere and International Standards*

TIME	METHOD	CONTENTS
5 min	Plenary	Introduce the topic: the CRS Strategy aims to improve staff capacity for ER and accountability. Sphere sets internationally recognized minimum standards for ER, and the *Good Enough Guide* provides definitions and tools for accountability in ER.
10 min	Q&A	Question and answer to establish level of familiarity with Sphere.
20 min	Presentation	Give a short presentation to fill gaps in knowledge on the Sphere Project and Sphere minimum standards.
20 min	Plenary discussion	Then ask, What is accountability? Record ideas, such as: • *Listening to stakeholders.* • *Participation by people we serve.* • *Developing mechanisms to ensure duties are fulfilled.* • *Responsibility to people and communities.* Provide one possible definition: "Accountability is being responsible for what you do and being able to explain the reasons for it." In addition, ask participants what tools can be used to make emergency-response programs more accountable and use flipchart to note ideas, which could include: • *Focus-group discussions for gathering opinions and ideas.* • *Meetings for two-way sharing of information.* • *Committees made up of people we serve for project implementation* • *Participatory monitoring.*
ALL CPS:		
10 min	PowerPoint	Brief overview of *Good Enough Guide* – inter-agency initiative to improve accountability in emergencies.
5 min	Instructions	Distribute the GEG accountability checklist. In groups (mixed MQ and PQ), participants use the checklist to assess their accountability in a current program. Checklist scores will not be shared, but five lessons learned or best practices should be written on flipchart and made ready to present.
20 min	Group work	Groups present their lessons learned on accountability.
30 min	Plenary	Summarize key lessons learned and best practice.
FOR CPS WITH RECENT EMERGENCY EXPERIENCE:		
5 min	Instructions	Two groups work on Sphere and two groups work on accountability. Discuss the following questions:
40 min	Group work	Groups A&B: • How were Sphere standards used in each stage of the project cycle: i) assessment ii) project design iii) implementation iv) M&E? • What problems were encountered and how were they overcome? • What could be done better next time? Groups B&C: • What tools or mechanisms were used to make the emergency response accountable to the people affected by the disaster? • What problems were encountered and how were they overcome? • What could be done better next time?
25 min	Presentations and discussion	One group presents on each topic, and the other comments. Summarize and draw out key lessons learned for improving emergency response and accountability.
FOR CPS WITHOUT RECENT EMERGENCY EXPERIENCE:		
10 min	Reading handout	Handout and read aloud the *Pakistan Earthquake Case Study on Sphere Standards*.
5 min	Instructions PowerPoint	Form groups. Give the following instructions: *After reading this, and based on your own experience, think about applying Sphere in the disaster scenario response.*
20 min	Group work	What challenges will you face? How will you overcome them?
25 min	Presentation	Group presentations and discussion.
5 min	Plenary – group work instructions	Ask participants to return to their groups and answer the following question: What actions do we need to take now to increase staff capacity for emergency response and accountability in future emergencies?
15 min	Group work	Group work
10 min	Plenary	Round robin debriefing – one idea per group. Discuss.

5. STAFFING IN EMERGENCIES (5 hrs)

The session on staffing starts by identifying lessons learned, either based on recent emergency-response experience or on a case study. Then, participants must take part in a simulation in which they experience the large number of tasks that need to be completed in the first days of a rapid-onset emergency. Based on this, participants develop a staffing plan for future emergencies and identify actions that should be taken in order to ensure sufficient staffing in future emergencies.

The aim is to contribute to Output 1.3 of the CRS Emergency Strategy:

- CRS has an improved human resource system to staff rapid-onset emergencies.

5A. LESSONS LEARNED ON STAFFING (1½ OR 1 hrs)

Objective:

- To identify lessons learned and best practice for staffing in emergencies, based either on recent experience or on the Pakistan Earthquake Case Study.

Materials:

- Handout on *Pakistan Earthquake Case Study on Staffing* (for CPs without recent emergency experience).

TIME	METHOD	CONTENTS
FOR CPS WITH RECENT EMERGENCY EXPERIENCE:		
30 min	Plenary	Return to the timeline of events (from the Setting the Scene Session): 48 hours, one week, two weeks, one month, three months. Use the timeline to record when each person got involved in the response and the role(s) s/he played. Identify who was involved in each stage of the immediate response: assessment, proposal development, implementation and monitoring.
30 min	Group work	Form groups and look at a) staff level b) staff competence. What worked well? What should have been done differently?
15 min	Plenary	Each group presents its work.
15 min	Plenary	Agree on key lessons learned.
FOR CPS WITHOUT RECENT EMERGENCY EXPERIENCE:		
15 min	Plenary	Read the *Pakistan Earthquake Case Study on Staffing*. Discuss the lessons learned. Based on the emergency scenario developed in the *Setting the Scene* session, discuss whether these lessons learned might apply.
20 min	Group work	Related to the scenario, what staffing challenges can be anticipated? How could they be overcome?
25 min	Plenary	Each group presents its work. Agree on common themes and lessons learned.

5B: WHAT NEEDS TO BE DONE IN AN EMERGENCY?

(1 ½ hrs)

Objective:

- To identify everything that needs to be done in the first 48 hours, in the first two weeks and in the remainder of the first three months of a large-scale emergency.

Key Messages:

- There is a large amount of work to do.
- None of these tasks (e.g., communication) can be overlooked "because it is an emergency."

Materials:

- Have yellow, pink and blue color A5 cards for group work; at least 20-30 cards of each color per group.
- Have headers ready for plenary debriefing, placed on a large wall with sufficient space to post all cards for all three periods under each header. (Don't under-estimate the space needed!)

Note: A co-facilitator should either type the tasks as they are read aloud or copy them from the wall display in order to hand them out to the groups for the staffing exercise that follows. Organize tasks by time period, with sub-headings for each topic.

TIME	METHOD	CONTENTS
5 min	Plenary	**a) Participants are thrown into an emergency setting.** The facilitator announces: "A major disaster has just occurred in a remote area, far from your country program office, in a region where you only have weak church and other partners. What are all the things that have to be done in your country program and in the region in the first 48 hours?"
40 min	Group work instructions	**b) Group work instructions:** **Step 1:** Spend **five minutes** thinking individually about all that needs to be done and then work as a group for **10 minutes**. We will then review tasks to be done in the rest of the first two weeks and until the end of month three, but at this time just focus on the first 48 hours. Write each task on a yellow card. Yellow is for the first 48 hours, pink for two weeks, blue for three months. If you already think of things that might be done later in the first three months, use other cards to write them down so you don't forget them; but the focus for the first 15 minutes of today's meeting should be the first 48 hours of the emergency response. Don't go into detail; just name the tasks or category of tasks in order to get the most comprehensive list in 10 minutes. **Step 2: After 15 minutes, announce the scenario update:** • This is a high-profile emergency. • You have a large, multi-sectoral response and will be opening at least one new field office. • You are working both separately and with Caritas. • You are going for external funding, including OFDA. Now spend **10 minutes** on what more you need to do in the remainder of the first 2-3 weeks. **Step 3: After 10 minutes**, add the following information: • You have diverse and strong funding for a one-year response. Spend **10 more minutes** listing the additional things you'll need to do in the remainder of the first three months.
20 min	Plenary	**c) The facilitator asks each group to read their ideas aloud, starting first with 48 hours, then two weeks, then three months.**
Allow as much time as required to post all tasks	Round robin by time period	One participant from each group comes to the front to collect and post the ideas under the following headings, where they feel they fit best: Staffing; Fin-Admin systems; Fundraising; Coordination (United Nations, government, CI); HQ relations; Procurement; Assessments; Immediate Relief; Program Strategy; Partnership; Media and Communications. Once all the ideas for the first 48 hours are posted, repeat the process for the two-week period, then for the three- month period.
20 min	Gallery walk	**d) Gallery walk: Discuss, starting with the first 48 hours.** • Has anything been forgotten or placed under the wrong time-frame? • Is anything posted that is not necessary? • Any reactions or comments on this exercise? *(The gallery-walk discussion should focus primarily on the third question, which carries the main message: the number and diversity of tasks that are required).*

5C: MAKING A STAFFING PLAN (2 ½ hrs)

Objectives:

- To clarify who performs certain tasks in the CP, region and ERT during the different stages of the response.
- To get an idea of the number, type and level of staff needed during the different stages of the response.
- To establish best practice in emergency staffing.
- To develop an action plan to ensure best practice in staffing.

Key Messages:

- There is so much to do that effective delegation is essential. Appropriate numbers, type and level of staff should be present in order to properly delegate tasks; recruitment is a priority.
- Everyone in the office will participate in the response (not a select emergency corps).
- Working through partners does not mean we shouldn't increase our own staff. We need additional staff to accompany partners in the first days of the response.
- Partners need to staff up and CRS should support them in this process.
- Sphere and EPR standards guide us on staff competencies and responsibilities; and on supervision, management and support of personnel.

Materials

- PowerPoint presentation on Sphere and quality statements on staffing.
- Examples of staffing plan and organizational diagram from CRS Pakistan.

TIME	METHOD	CONTENT
15 min	PowerPoint	**a) The facilitator presents a summary of the Sphere standards and EPR statements related to staffing. Refer back to key lessons learned from Session 5A.**
5 min	Group work instructions PowerPoint	
Note: you may tell the group they'll have 45 min for the task, but you should allow enough time for all to complete the task. It will take at least one hr, maybe more 60 + min		**b) Using the list of tasks we have identified in Session 4, this exercise looks at staffing. First, answer the following questions for the tasks that have to be done within the first 48 hours, then the first two weeks, then the full three-month period.** Keeping the best practices and lessons learned in mind, which we have just reviewed: 1. Go through the list of tasks and decide who in your country program is going to perform each one. Be as specific as you can. 2. Who do you need from the region and elsewhere? 3. If you need additional staff, decide what skill set you are looking for and rough numbers required. 4. Be sure to consider the three different phases of the response. You will be asked to **present two things** in plenary: 1. An organizational chart of your emergency response. 2. A staffing plan showing who will be needed when. Prepare your presentation on the flipchart. **[Distribute Pakistan Staffing Plans as examples.]**
	Group work	**c) Group work**
30-45 min	Plenary	**d) Presentations:** Each group presents its organization chart and staffing plan. Q&A. Clarify the roles of the CP/region/ERT. Clarify staffing levels and types. Compare and discuss.

5D: ACTION PLANNING ON STAFFING (3/4 hr)

Objective:

- To develop an action plan to ensure best practice in staffing.

TIME	METHOD	CONTENT
5 min	Plenary – group work instructions	**a) Ask participants to return to their groups and answer the following question:** What actions do we need to take now to ensure future best practice and overcome common challenges related to staffing in emergencies?
20 min	Group work	**b) Group work**
20 min	Plenary	**c) Round robin debriefing – one idea per group. Discuss.**

6. FINANCE AND RESOURCE MANAGEMENT (2 hrs)

The session on finance and resource management starts by identifying lessons learned, either based on recent emergency experience or on a case study. Then, participants identify actions that need to be taken in order to ensure robust finance and resource management in future emergencies.

The aim is to contribute to Output 1.4 of the CRS Emergency Strategy:

- CRS has improved finance and resource management systems to support rapid-onset emergencies.

Objective:

- To identify lessons learned and best practice for finance and resource management in emergencies, based either on recent experience or on the *Sri Lanka Tsunami Case Study*.

Key Messages:

- Set up finance-administration systems from day one.
- Train staff and partners in using them.
- Have tools and procedures in place.
- Have a uniform system across the CP and agency.

Materials:

- Handout *Sri Lanka Tsunami Case Study on Finance* (For CPs without recent emergency experience).

TIME	METHOD	CONTENTS
FOR CPS WITH RECENT EMERGENCY EXPERIENCE:		
30 min	Plenary discussion and note taking	Return to the timeline of events (from the *Setting the Scene* session): 48 hrs, one week, two weeks, one month, three months. Using one flipchart for each time period, record when key finance and resource management decisions were taken.
30 min	Group work	Form groups and discuss: What worked well? What should have been done differently? Write down five or more lessons learned on finance and resource management.
15 min	Plenary	Each group presents its work.
15 min	Plenary	Agree on key lessons learned.
FOR CPS WITHOUT RECENT EMERGENCY EXPERIENCE:		
15 min	Plenary	Read the *Sri Lanka Tsunami Case Study on Finance*. Discuss the lessons learned. Based on the emergency scenario developed in *Setting the Scene*, discuss whether these lessons learned might apply to your country context.
30 min	Group work	Related to the scenario, what finance and resource management challenges can be anticipated? How could they be overcome? Write down at least five best practices for finance and resource management in future emergencies.
30 min	Plenary	Each group presents its work. Agree on common themes and lessons learned.
5 min	Instructions	Based on these lessons learned or best practice, in small groups, identify what actions need to be taken now in order to ensure best practice in finance and resource management in future emergencies.
15 min	Groups of three	Group work. Teams are instructed to write one idea/action point per card.
10 min	Plenary	Each group shares one idea until all ideas have been shared. Facilitator posts the action points on the wall as each group presents.

7. PROCUREMENT (2 hrs)

The session on procurement starts by identifying lessons learned, either based on recent emergency experience or on a case study. Then, participants identify actions that should be taken in order to ensure robust and efficient procurement systems in future emergencies.

Output 1.5 of the CRS Emergency Strategy is related to Head Office pre-positioning and vendor agreements, so the Output is adapted for CPs:

- CRS has robust procurement and logistics systems ready in the event of an emergency.

Objective:

- To identify lessons learned and best practice for procurement and logistics in emergencies, based either on recent experience or on the *Sri Lanka Tsunami Case Study*.

Materials:

- Handout *Sri Lanka Tsunami Case Study on Procurement & Logistics*.

TIME	METHOD	CONTENTS
FOR CPS WITH RECENT EMERGENCY EXPERIENCE:		
30 min	Plenary discussion and note taking	Return to the timeline of events (from the *Setting the Scene* session): 48 hours, one week, two weeks, one month, three months. Using one flipchart for each time period, record when key procurement and logistics decisions were taken.
30 min	Group work	Form groups and discuss: What worked well? What should have been done differently? Write down five or more lessons learned on procurement and logistics.
15 min	Plenary	Each group presents its work.
15 min	Plenary	Agree on key lessons learned. Distribute *Sri Lanka Tsunami Case Study on Procurement and Logistics* for background reading.
FOR CPS WITHOUT RECENT EMERGENCY EXPERIENCE:		
15 min	Plenary	Read the *Sri Lanka Tsunami Case Study on Procurement and Logistics*. Discuss the lessons learned. Based on the emergency scenario developed in *Setting the Scene*, discuss whether these lessons learned might apply to your country context.
30 min	Group work	Related to the scenario, what procurement and logistics challenges can be anticipated? How could they be overcome? Write down at least five best practices for use in future emergencies.
30 min	Plenary	Each group presents its work. Agree on common themes and lessons learned.
5 min	Instructions	Based on these lessons learned or best practice, in small groups, identify what actions should be taken now in order to ensure best practice in procurement and logistics in future emergencies.
15 min	Groups of three	Group work. Teams are instructed to write one idea/action point per card.
10 min	Plenary	Each group shares one idea until all ideas have been shared. Facilitator posts the action points on the wall as each group presents.

8. FUNDING & COMMUNICATIONS (2-3 hrs)

The session on funding starts by identifying lessons learned, either based on recent emergency experience or on a case study. Then, participants identify actions that should be taken in order to ensure robust and efficient procurement systems in future emergencies.

Output 1.6 of the CRS Emergency Strategy is related to increasing Head Office private reserves of flexible emergency funding. This output is adapted for CPs:

- CPs have increased capacity to access funding for emergencies.
- CPs support Headquarters fundraising initiatives with up-to-date information, photographs and positive media coverage.

Objectives:

- To increase familiarity with the range of emergency donors and requirements, and identify the pros and cons of each.
- To identify lessons learned on communications and media relations.
- To identify action points to improve future capacity to access funding and fundraise in emergencies.

Key Messages:

- Talk to donors before developing a proposal and keep that dialogue going.
- Write a concept note first, if it is an unsolicited proposal.
- Increase staff in order to manage the grant, should it be awarded.

Materials:

- *Pakistan Earthquake Case Study on Media & Communications*

TIME	METHOD	CONTENT
10 min	PowerPoint	Brief presentation on the following funding structures, sharing experiences of working with each and recommendations for good donor relations. • CRS regional reserve/OverOps/O'Neil • C.I. and its back donors • OFDA • ECHO (through European partner) • U.N. agencies
FOR CPS WITH RECENT EMERGENCY EXPERIENCE:		
10 min	Instructions Re-read list of tasks	Two groups work on accessing funding, while two additional groups work on media and communications. Refresh participants' memory of all the tasks related to funding and communications from Session 5B.
40 min	Group work	***Answer the following questions:*** Groups A&B work on accessing public and private funding: • What was done well? Identify three or more best practices. • What problems were encountered? Identify three or more lessons learned. Groups B&C work on media and communications: • What problems were encountered and how were they overcome? • What could be done better next time?
25 min	Presentations and discussion	One group presents on each topic and the other comments. Summarize and draw out key lessons learned and best practices.
FOR CPS WITHOUT RECENT EXPERIENCE OF EMERGENCY RESPONSE:		
10 min	Reading in plenary	Distribute and read aloud the *Pakistan Earthquake Case Study on Media & Communications*. Invite one or two comments on the case study.
5 min	Instructions	
40 min	Group work	In groups, ask participants to: i) Based on the scenario of an imagined disaster, identify what steps should be taken to access private and public funding, and meet all the media and communications needs. Write down up to ten steps to be taken. ii) Then, using the *Pakistan Earthquake Case Study* and based on your own experience, identify three best practices for funding and communications.
30 min	Plenary	Quick group presentations. Identify recurring themes and explore each in more detail.
15 min	Plenary	Summarize the three key best practices for funding and communications.
ALL CPS:		
5 min	Instructions PowerPoint	Ask participants to return to their groups and answer the following question: What actions do we need to take now to improve fundraising and communications capacity in future emergencies?
15 min	Group work	Group work
10 min	Plenary	Round robin debriefing – one idea per group. Discuss.

9. ACTION PLANNING (1 ½ - 2 hrs)

Objectives:

- To regroup and prioritize action points.
- To develop departmental/team action plans, complete with specific time frames and people responsible identified.

Materials:

- Sets of sticky, colored dots in three different colors – at least 100 of each.
- List of all action points, under headings for each session.

TIME	METHOD	CONTENT
5 min	Plenary – task instructions	Individual task instructions: The facilitator points to the **list of tasks** (on the wall from Session 3B) and asks: What are we good at? What are we not doing adequately? The facilitator explains: Each participant will receive five red dots and five blue dots. Use these 10 dots to vote on our areas of strength (red dots) and weakness (blue dots). You each have only 10 dots **total** to vote among tasks, strategic decisions and management practices. The facilitator distributes sticky dots to the participants. *(Give enough dots to complete the next task, too.)*
10-15 min	Individual task	Participants vote with their dots on the wall (cards and/or flip-charts)
5 min	Plenary – task instructions	The facilitator asks: Based on the dots – the areas of strength and weakness you have identified – what do we need to work on most? Let us revisit the list of action points identified throughout the workshop and vote on them, too. Use the blue dots for priority actions points (blue to correspond to our weaknesses). Each participant has four blue dots to vote with. *(Adjust based on packaging, but keep number low.)* *The action points have been written on cards and posted by category (train staff/partners, tools and systems, staffing, etc.)*
10 min	Individual task	Participants decide on action points and then vote on them using the dots:
15 min	**Energizer or Tea Break**	*During the break, facilitators regroup the tasks by themes (those we are less good at) on one board and the action points prioritized on another board. Only tasks or action points that received three votes or more are retained.*
5 min	Plenary	Debrief on voting: The facilitator reads aloud the various areas of weakness identified, then the action points prioritized and organized in relevant categories.
5 min	Plenary – group work instructions	The facilitator asks the participants to form teams (based on their department or team within the CP). Based on the action points prioritized, each group will develop its action plan for the coming year, stating **what** needs to be done, **who** will do it, **how** it will be done and by **when** it will be completed.
40 min	Group work	Group work
15-20 min	Plenary	Each team presents its action plan. Questions of clarification.

10. MAKING A PLAN TO CHECK PROGRESS (½ hr)

Objectives:

- To decide when and how progress on action points will be checked.

TIME	METHOD	CONTENT
5 min	Instructions	The CR or facilitator underlines the importance of implementing the action plans developed in this workshop. In groups, participants will propose a framework for checking on progress. The plan should be practical and feasible, e.g., giving responsibility to line managers to check supervisees' progress in implementing action points and a CP review at the next full staff meeting.
15 min	Group work	Group work
10 min	Presentations and discussion	Two groups read out their plans. Others comment. Discuss to reach consensus on a plan for gauging progress.

11. CLOSURE & FINAL EVALUATION (½ hr)

Materials:

- Final Evaluation Form

TIME	METHOD	CONTENT
10 min	Plenary	The CR thanks all the participants, recaps the main results of the workshop, and next steps for implementation and follow up.
10 min	Individual task	Participants complete final evaluation forms (or post-its with positive feedback on one flipchart and suggestions for next time on another)

REPORT WRITING

The emergency preparedness plan should be documented soon after the workshop.

REPORT WRITING & DISSEMINATION Objective: To disseminate the Emergency Preparedness Plan. Outputs: EPP report.	
SUGGESTED ACTIVITIES	**TIMING**
Immediately following the workshop, compile the action plan, as well as plan to check progress and other key learning outcomes from the workshop, such as: • Best practices and lessons learned on partnership. • Lessons learned on Sphere compliance and accountability. • Staffing plans and organizational diagrams for staffing a future emergency response. • Best practices and lessons learned on finance and resource management; procurement and logistics; accessing funding and media and communications.	Within a week of the workshop
Disseminate the report to workshop participants and invite feedback. Finalize the report based on feedback and circulate to all CP staff, RD and ERT.	Within two weeks of the workshop

ANNEXES

ANNEX 1

CRS/SOUTH ASIA

Emergency Lessons Learned Workshop
(Dhulikhel, Nepal, November 21-23 2006)

Final report & recommendations

The South Asia Emergency Lessons Learned Workshop is aimed to improve senior staff capacity in key management areas central to good emergency response. The workshop was constructed from a discussion of improvements in emergency programming that has been ongoing in the region for several years, as well as on recent external and internal evaluations. It was organized in response to a specific request expressed by participants at the last SASIA Regional Meeting in March 2006.

The workshop was the second half of a process that started with each country program developing case studies that identified lessons learned and best practice from recent emergency programs. The case studies analyzed how some of the following management and programming issues were handled:

- Strategic decision-making;
- Staffing;
- Partnership & Coordination;
- Targeting, Gender, Do No Harm, Protection;
- Sphere & CRS PQ emergency standards
- Fundraising and Donor Relations;
- Media and Headquarters relations;
- M&E, Participation and Accountability;
- Finance, Procurement and Logistics.

The workshop brought together senior managers to share and build on these case studies, and to develop an action plan for regional improvements in emergency-response capacity. Dane Fredenburg of the ERT and Donal Reilly from Timor Leste (SEAPRO) also attended.

I. CONTEXT

Aim: To improve senior staff capacity in key management areas central to good emergency response.

Objectives:

- To collectively identify best practice to address common emergency-response challenges.
- To identify ways of institutionalizing such best practice in the region and country programs through staff training and tools.
- To introduce/refresh tools and share information on initiatives that support best practice.
- To identify further training/support needs to improve emergency-response capacity and develop an action plan to meet those needs.

The three-day workshop started with an emergency scenario and planning exercise in which participants had to identify everything that has to be done in the first 48 hours, two weeks and three months of a large-scale emergency. This scenario provided a context for all the exercises that followed, each of which led to the identification of action points to ensure best practice in future emergencies. The final half day of the workshop was dedicated to prioritizing action points and making action plans for each CP, the region and for ways in which the ERT can support the South Asia action plan.

The workshop was co-facilitated by *Cassie Dummett*, RTA for Emergency Preparedness and Response Training and *Dominique Morel*, DRD/PQ for South Asia.

II. OVERVIEW

This approach to case-study development and action-oriented review of lessons learned emphasizes concrete follow-up to ensure future best practice. As such, it produced:

- ✓ **Action plans** for each CP, the region regarding priorities for improved emergency- response capacity, and ways in which the ERT can support the South Asia action plan.
- ✓ A number of useful **outputs,** such as lists of tasks for the first 48 hours, two weeks and three months of a large-scale emergency**;** an emergency staffing plan for each CP and the region; and lists of Frequently Asked Questions (FAQs) on Sphere, partner capacity building and coordination.

✓ A **training module** that can be replicated in CPs, outreach countries or other regions.

The workshop outputs and action points are detailed below, with additional supportive documentation available in appendices or upon request.

III. SUMMARY BEST PRACTICE, OUTPUTS AND ACTION POINTS

1. Overview of Emergency Response

Based on a scenario of a major earthquake in a remote area with weak partners, participants from each CP and the region drew up a list of tasks for the first 48 hours, the first two weeks and the first three months of the emergency. These tasks were combined into a master list and grouped under the following headings: staffing, fin-admin systems, procurement, Headquarters relations, media and communications, fundraising and donor relations, coordination (United Nations, government CI), partnership, assessments, immediate relief and program strategy.

Lessons:

- Senior staff must be prepared for the quantity and range of tasks that must be completed simultaneously in the event of a large-scale emergency, and be aware of how early they must be initiated.

Outputs:

- A checklist of tasks for the first 48 hours, two weeks and three months of a large-scale emergency.

2. Staffing

Based on the list of tasks compiled, each CP and the region determined who would be required in the first 48 hours, two weeks and three months, and whether these staff people would come from the CP, region, TDYs or new recruitment. Each group was also required to present an organogram of this emergency-staff structure. This was followed by group work to identify action points to ensure future best practice for emergency staffing in their CPs.

Lessons:

- TDYs and recruitment will be essential; no program has the staff surge capacity to handle such work.
- Such an emergency would call for a large number of staff oriented and trained in emergency management and skills transfer; many more than we currently have ready.
- Delegation, clear roles and clear lines of authority are essential.

- A large number of staff in the CP or State office would likely be called on to respond (not only a select emergency corps).
- Working through partners does not mean staff capacity should not be increased. Additional staff is needed to accompany partners, particularly in the early phases of a response.
- Partners also need to increase staff capacity in emergencies and CRS has to be capable of supporting them in this process.
- EPR quality statements and Sphere guidelines on staffing are good but very-general references.

Outputs:

- Each CP and the region developed a rough staffing plan for the first days, weeks and months of the emergency that will serve as basis for more in-depth thought and planning with a larger group of their staff in country.
- Each CP and region developed a rough organogram for emergency staffing, again to serve as a basis for more in-depth analysis and refinement in country.

Key Action Points:

- Replicate similar staffing exercises in CPs with full staff participation.
- Conduct partner capacity assessments, build capacity and support partner recruitment.
- Train CRS and partner staff in emergency finance and logistics, and training skills.
- Train CRS and partner staff in needs assessment, gender analysis, immediate response and distribution.

3.a Coordination with the Government, United Nations and NGOs

Based on the lessons learned and best practice from the case studies, participants identified action points to ensure future best practice on emergency coordination.

Lessons:

- CRS needs to quickly decide the appropriate meetings to attend and persons who will attend them. These decisions should be reviewed regularly.
- CRS needs sufficient staff to cover necessary coordination meetings.
- CRS staff needs orientation on key players (U.N. agencies, NGOs, government departments, etc.)
- Bilateral meetings with key NGOs or government departments are often most effective in deciding who works where.

- Partners need either to attend coordination meetings with CRS or be fully briefed on meetings; key points from meetings should be documented and shared.
- Links with government, the United Nations and NGOs should be maintained in non-disaster times to facilitate coordination in emergencies.

Key Action Points:

- Build relationships beforehand with key INGOs, the United Nations and the government emergency-response structures.
- Orient staff on U.N. agencies, their resources and mandates.

3.b Coordination with CI

Based on experience in SASIA and elsewhere, participants identified best practice and action points regarding coordination with CI.

Best Practice:

- CRS should coordinate closely with key CI partners and CI Rome; participate fully in ERSTs, and contribute fully to SOA development.
- CRS must always keep the local Caritas in the loop on the coordination with CI and CI members.

Key Action Points:

- Orient staff on CI Rome, ERST, SOA structure and mechanism, CI members' mandates and structures, CI members' in-country activities and support to the local Caritas.

4. Cash and Vouchers

Based on the case studies of cash and voucher programs in Pakistan and Afghanistan, a list of the necessary conditions for cash grants, vouchers or direct distributions was developed.

Lessons:

- It is important to recognize the necessary conditions for implementing a cash or voucher program, and assess the situation accordingly.
- Strong administrative controls are necessary for these programs and CRS needs to increase staff to manage the vendors, vouchers, purchases and the like.

Outputs:

- A table of the necessary conditions for using cash grants, vouchers or direct distributions.

5. Sphere

Participants brainstormed on the challenges associated with implementing Sphere and common arguments against applying Sphere in the field. In a role play, the participants had to address these arguments. The objective was to persuade a colleague or partner to work toward compliance with Sphere in an emergency shelter, wat-san or food program.

Lessons:

- Sphere minimum standards reflect a respect for human dignity and ethical management in emergency programs, and CRS and Caritas are committed to promote and aspire to these standards.
- CRS staff needs to be versed in Sphere, as well as in ways of promoting the standards in a persuasive, flexible and respectful manner.

Outputs:

- FAQ on Sphere: A draft summary of the arguments that can be used to promote Sphere and address common excuses or misconceptions standing in the way of application of the standards.

Key Action Points:

- Develop and disseminate the FAQ on Sphere.
- Train staff and partners in Sphere, in particular on common standards and standards versus indicators, and repeat this role play to build capacity in promoting Sphere among staff.

6. Finance and Procurement

Based on the lessons learned and best practice from the case studies, participants identified action points to ensure good finance and procurement management in future emergencies.

Best Practice:

- Set up finance administration systems from day one.
- Train staff and partners in using them.
- Have tools and procedures ready.
- Have a uniform system across the CP and agency.

Key Action Points:

- Prepare finance and procurement tools and systems, including software packages and procedures translated into local languages.
- Conduct partner financial accountability assessments.
- Conduct market surveys, pre-select and pre-vet vendors, and develop vendor agreements.

- Train finance, administrative and procurement staff in emergency assessments, rapid response, system set up, and training.

7. Targeting, Do No Harm (DNH) and Gender

Based on the lessons learned and best practice from the case studies, participants identified action points to ensure targeting, DNH and gender best practice in future emergencies.

Best Practice:

- CRS and partner staff should recruit female staff likely to gain access to conservative target communities (e.g., mature women and married couples).
- CRS programs should be flexible and imaginative in finding ways to access needs of women, especially in Muslim communities.
- Targeting decisions should be taken based on accurate, reliable and clear needs assessments.
- Monitoring is vital to verify actual coverage.

Key Action Points:

- Train staff and partners on targeting, gender in assessments, and gender analysis.
- Review current assessment tools through a gender lens.
- Consider bringing CRS female (and perhaps senior male) staff in the region together to discuss challenges related to their roles and to gender programming.
- Conduct a gender audit—institutional and programming—in CPs.
- Recruit staff to ensure diversity (gender, ethnicity, caste).

8. Participation, Accountability and M&E

Based on the lessons learned and best practice from the case studies, participants identified action points to ensure best practice in participation, accountability and M&E in future emergencies.

Best Practice/Lessons:

- Maximize community participation in the design and implementation of emergency programs for appropriateness, effectiveness and accountability.
- Participatory monitoring involves communities in continuous design and implementation.
- CRS should be systematic about M&E for emergency programs.

Key Action Points:

- Compile M&E tools, formats and systems for various sectors.

- Develop standardized M&E systems.
- Review currently used indicators against Sphere.
- Identify M&E resource staff in the region.
- Commit to internal Humanitarian Accountability Project (HAP) audit on our accountability to people we serve.
- Integrate ECB results into our M&E, or construct a pilot.

9. Grant Management and Fundraising

Based on the lessons learned from the case studies and following a presentation by the RD about different donor requirements (CRS regional reserve, OverOps reserve, O'Neil, CI partners, OFDA, ECHO, UN, etc.) the participants identified action points to ensure best practice in grant management and fundraising in future emergencies.

Best Practice:

- Talk to donors prior to proposal development and ensure dialogue continues.
- Draft a concept note first if a proposal is unsolicited.
- Increase staff to manage the grants that have been awarded.

Key Action Points:

- Develop a list of good TDY grant writers in the region and use proposal-development opportunities for skill development.
- Create a donor database, which should include corporations, and build relationships with key people.
- Review CP cost-allocation systems and make them emergency ready.

10. Media and Communications

A presentation by the Regional Information Officer and the Pakistan and Afghanistan case studies set out lessons learned. Participants then identified action points to ensure best practice in future emergencies.

Lessons:

- Timing is crucial: designate spokespeople, write talking points and disseminate press releases in the first 24-48 hours.
- Be prepared for interviews, be professional, avoid public criticism of other organizations or local government; always say what CRS is doing and give the CRS website address if possible.
- Do not waste time putting unnecessary information into situational reports: first sit-reps should be comprehensive but later ones should focus on new information about CRS.

- Within CRS, different departments (e.g., media, marketing/fundraising, OSD) have different information needs. Human-interest stories and quality photographs are needed for the web and fundraising.

Key Action Points:

- Review media guidelines.
- Orient staff and include advanced media training for identified spokespeople.
- Establish new sit-rep format guidance that includes examples of good sit-reps.
- Have signage material and a communications kit ready for immediate deployment.
- Identify good, local photographers.

11. Partnership and Capacity Building

Participants worked in groups to prepare five key pieces of advice related to partnership and capacity building for a hypothetical emergency including a TDYer going to an outreach country to work within a fledgling church partner structure. This was followed by a plenary discussion about ways to address partners' reticence to coordinate with other actors, as well as options to present to partners hesitant to expand their organizations in an emergency.

Best Practice:

- CRS staff should know and respect the partnership values.
- Partners should be accompanied from the beginning in the event of a major expansion of activities in an emergency; CRS should err on the side of intensive offers of initial assistance and reduce as capacity develops.
- Build relationships with partner leadership first and maintain clear communication with them.
- Define roles and responsibilities for partners and CRS.
- Conduct rapid participatory organizational assessments, identify and fill material resource gaps quickly, and develop an organizational chart and steps for recruitment.

Key Action Points:

- Build partner capacity now to the extent possible: Conduct organizational assessments and train in Sphere, assessments and immediate response.
- Consider hiring a capacity-building designated staff/partner relationship officer.

- Staff orientation and training on partnership and church structures, especially for potential base managers/team leaders.

Outputs:

- FAQ sheet: How to address common misunderstandings.

12. Strategic Decision Making and Supporting Management Practices

Participants used the list of tasks from Session 1 to identify five key decisions to be made in the first 48 hours, two weeks and three months of a large-scale emergency response, respectively. They then identified five key management practices that support such decisions.

Lessons:

- We need to have decision-makers in place from the very start and continuously thereafter to make decisions when they need to be made.
- Early decisions must often be revised based on updated information.
- CRS must have staff and managers trained in emergency response, and the tools and systems ready to support them.

Outputs:

- A list of key, strategic decisions for the first 48 hours, 1-2 weeks and 2-3 months.
- A list of key, supporting management practices.

13. Comparing Small- and Large-Scale Emergency Response

Participants revisited the list of tasks from Session 1 and decided which tasks would be eliminated in a small-scale emergency (defined as an emergency in the vicinity of an office, staff and pre-existing partners, with a response of the $100-200,000 range, with little/no media coverage in the United States, and no SOA or CI involvement).

Lessons:

- Even in “small” emergencies there is a lot to do.
- Staff should be trained and deployed accordingly to manage all of the necessary tasks.

14. Action Planning

Participants voted by using dots on the strengths and weaknesses of CRS/SASIA concerning the compiled tasks, strategic decisions and management practices. Participants then voted on action points to prioritize those that address the identified weaknesses. Each CP, the region and the ERT representative developed action plans comprised of these action points.

Outputs:

- Action plans covering what, who and when would be conducted by each CP, in addition to the region and ERT action points on how to support the South Asia regional action plan. (See table below.)

ANNEXES (AVAILABLE UPON REQUEST)

1. Tasks to be completed in the first 48 hours, two weeks and three months of an emergency.
2. Necessary conditions for cash and voucher programming
3. FAQ on Sphere
4. Advice to a TDYer on partnership and capacity building, with FAQ on growth plus coordination
5. Key decisions to be taken in the first 48 hours, two weeks and three months of an emergency, as well as key supporting management practices.

CRS SOUTH ASIA POST-WORKSHOP WORKPLAN

Afghanistan	India	Pakistan
1. Debriefing on lessons-learned workshop (Keith, Aude, 10 Dec '07) 2. Replicate scenario planning with Senior staff (Aude, Feb '07) 3. Audit MQ capacity (Angela, Rick, Sebastian, Jan '07) 4. Training on Sphere, needs assessment, gender analysis for CRS, partners and ministries (Aude, Cassie, FY07) 5. Identification of potential new emergency partners: In Ghor, Herat, Kabul, Bamyan (PM, FY07) 6. TDYs list available (regional support, ASAP) 7. Database of donors contacts (internal and external) and develop relationships (Sebastian, Melody, Mar '07) 8. Identify in-kind donation possibilities in country (Aude, Mar '07) 9. Market surveys + vendors list + Importation regulations Herat, Kabul, Ghor (procurement, Mar '07) 10. Exchange with CRS Pakistan on M&E database and grant management system (Aude, Mar '07) 11. Data management system (Aude, summer) 12. Collecting assessment tools already in use in different programs (Aude, summer)	1. Reactivate emergency response corps. (DMC, Fr C, Suresh Feb-Mar '07) 2. Assess emergency capacity of all staff (DMC, ACRs PQ Apr '07) 3. Sphere training for CRS and partner staff in at least 3 regions (DMC, DCRs, ACRs, by June 06 for CRS, end '07 for regions) 4. Establish common emergency systems and tools with Caritas India (Working group, ongoing, progress by May '07) 5. Identify resource agencies for technical assistance, training, Sphere (DMC, by Apr '07) 6. Gender audit (ACRs PQ, Sep '07-Jan '08) 7. Revise JDs to say all staff will support ER programming (DCRs, SRs, ACR MQ, ongoing) 8. Distribution and orientation on updated media guidelines (CR, DCRs, by May '07) 9. Revise, update CP staff safety and security plan and briefing process (ACR MQ, Dir Ad-Fin, by Mar '07) 10. Revise, update CP orientation package and briefing process (ACR MQ, Dir Ad-Fin, by Mar '07)	1. Finalize annual training calendar (Jack, Alex, Q10 2. Identify in country training resources (Jack, Alex Q2) 3. Establish regular learning sessions in each office (HoO Q2) 4. Pre-select vendors for winter relief (Majid, Khurrum Q2) 5. Finalize emergency response action plan (Gul Wali Q2) 6. Simulations and scenario planning with MQ teams (Attique, Q3) 7. Preparedness workshop with potential emergency response partners (Cassie, Gul Wali, Q3) 8. HAP or SPHERE accountability audit (Dane, Alex, Q4) 9. SPHERE training for CARITAS (natl and diocesan) focus on assessments and distributions methodologies (Cassie, Gul Wali, Q4)

Sri Lanka	Region	ERT
1. Improve partner visibility through better communication / coordination/networking (Caroline, Dec '06) 2. Introduction to Media Guidelines to CRS staff (Carline, Dec '06) 3. Improve public presentation skills (Carline, Edouard, 2nd Quarter) 4. Emergency Training for CRS staff and partners (Cassie, Jan '07) 5. Training on Sphere standards for CRS and partner staff, TOT if poss. (Edouard, Liz 2nd Q) 6. Centralize admin/ procurement/finance documents/policy/pro-cedures (Paul, 2nd Q) 7. Help partner with downsizing and exit strategy (Anne, 2nd-3rd Q) 8. Joint proposal development for emergency fund (Orla, 2nd Q) 9. Complement the orientation pack to include Media Guidance, DNH principles, Sphere standards (Edouard, 2nd Q) 10. Security Training for Fr. Directors and Drivers (Edouard, 2nd Q) 11. Management training for Heads of Units and Fr. Directors (Liz, 3rd Q)	1. Training – EPRT (CD, SC, RC, On-going in Bangladesh and Nepal). 2. Finalize tools and field testing. (AG, CD, DM, ERT by summer '07) 3. Media guide (CB, by Apr '07) 4. Sphere FAQ (CD, Dec '07) 5. Workshop report + guide (CD, DM, Dec '06) 6. Orientation package (KH, CRs by summer) 7. Training Caritas Asia partners and organizational assessments. (KH, AG, SC, Apr '07) 8. Build partners' (C Nepal) capacity building plan (RC, SC, KH, CD, ongoing) 9. Community of practice on capacity building (RC, SC, CD, James, Liz, ongoing) 10. Advanced media training (CB, CRs, Dane, ongoing) 11. Mentoring and coaching specific staff (CD, SC) 12. Build M&E tools and skills (DM, ongoing) 13. Gender training (DM, early Jun '07) 14. Revise Sit-rep format and guidance on human stories. (DM, CB, Dec '06) 15. Finance training for non-finance staff. (AG + CRs) 16. ToT for Finance staff (AG, CRs, CD Feb '07) 17. Procurement training for PQ and MQ by CP planned at RMT/MQ (AG + Ad-F heads Apr '07) 18. Networking in Central Asia, CI and donors. (KH, SC, CD ongoing)	1. Disseminate ECB outcomes and tools with region through RTA/E. (Charlie Ehle, Dec 07) 2. Inform the RTA/E on possible country program involvement in phase II of the ECB. (Charlie Ehle, Mar '07) 3. Inform the RTA/E of new emergency department strategy implementation plan and mechanism for risk reduction grants to country programs. (Dane, Jim O'Connor, Jan '07) 4. Share back to RTA/E of outputs from similar exercises in other regions. (Dane, Learning TA, '07) 5. Include key regional and country program staff in review and beta testing of Emergency Operations Manual. (Dave Coddington, Dane Jan-Mar '07) 6. When Emergency M&E TA is hired in the ERT, arrange regional visit to learn from Pakistan (et. al.) experiences. (Dane, early '07) 7. Avail ERT staff for regional Sphere trainings (especially technical chapters). (Dane, anytime) 8. Coordinate Sphere ToT opportunities for key regional staff. (Dane, '07) 9. Work with CRS/Pakistan on organizing a Sphere or HAP audit to gauge accountability to people we serve (Dane, Dec '06, early 2007 TDY)

ANNEX 2

CONTINGENCY PLANNING

(From CRS Emergency Preparedness and Response Manual)

Contingency Planning: What is it and why do it?

In October 1996, the U.N. Complex Emergency Training Initiative (CETI) developed guidelines for emergency preparedness. The guidelines define emergency-preparedness activities as those that aim to protect lives and property from an immediate threat, to promote rapid reaction in the immediate aftermath of a disaster, and to structure the response to both the emergency and longer-term recovery operations.

There are four interdependent prerequisites for preparedness for a rapid and effective emergency response:

- Planning.
- Availability of standby resources (financial, human and material).
- A mechanism for rapid decision making.
- Taking contingency actions.

Specific actions that can or should be taken at both the field and headquarters levels during the preparedness stage of contingency planning include implementation of:

- Internal management mechanisms.
- Resource actions (preliminary identification of personnel, material and equipment needs).
- Inter-agency co-ordination mechanisms.

Contingency planning is a forward-planning process in a state of uncertainty in which scenarios and objectives are agreed, managerial and technical actions defined and potential response systems put in place to prevent or improve response to an emergency.

Contingency planning for CRS should be:

- A dynamic process, focused on preparation and flexibility.
- Integrated into ongoing projects and planning activities.
- A useful source of information for managers, programming staff and emergency officers.
- An integral part of all CRS preparedness activities.

- Addresses only scenarios that are likely to impact CRS operations or require CRS action.
- Field based.

The essential elements of a contingency plan are:

- Scenarios and trigger events.
- Strategic objectives.
- Priorities (operational objectives).
- Resource needs.
- Likely roles and responsibilities.
- Security updates.
- Regularly reviewed, validated and amended as necessary.

Most importantly, contingency planning must be understood as a process, not a one-off activity that results in a report that is put on a shelf. In order to be effective, contingency plans must be ongoing and updated regularly as a situation evolves.

In order to know when contingency planning must occur and, in particular, when such planning should kick into high gear, early warning information must be monitored. The CETI guidelines define early warning as a process of information gathering and policy analysis to allow the prediction of developing crises and action, either to prevent them or contain their effects.

ANNEX 3

EMERGENCY PREPAREDNESS PLANNING WORKSHOP SCHEDULE

	9:00 – 10:30		10:45 – 13:00		14:00 – 15:30		15:45 – 17:30
Day 1	• Intro to workshop objectives, EPP and CRS emergency strategy	**TEA BREAK**	• Setting the scene • Partnership	**LUNCH**	• Partnership	**TEA BREAK**	• Staff capacity in emergency response and accountability • End-of-day evaluation
Day 2	• Recap Day One • Staffing in emergencies		• Staffing in emergencies		• Staffing in emergencies		• Finance and resource management • End-of-day evaluation
Day 3	• Recap Day Two • Procurement		• Fundraising and communications		• Action planning • Making a plan to check progress		• Closure • Final evaluation

ANNEX 4

SCOPE OF WORK (SOW) FOR THE TDY TO DEVELOP A CONTINGENCY PLAN FOR EASTERN DRC

June 8, 2007

Purpose

The purpose of this Scope of Work is to describe the conditions and responsibilities of the Temporary Duty (TDY) Assignment in order to develop a contingency plan for Eastern Congo, particularly for the region covered by the CRS/Congo sub-office in Bukavu, South Kivu.

Background

In the Democratic Republic of Congo (DRC), CRS' main office is based in the capital of Kinshasa. However, given the vastness of the country, CRS maintains two sub-offices in Eastern DRC: one in Lubambashi that oversees programming in Katanga Province and one in Bukavu that oversees programming in the provinces of North and South Kivu. While the security situation in Kantanga has improved progressively over the last year, recent events in North and South Kivu have highlighted the region's continued instability. Various armed groups operate in the area and disrupt the daily lives of the local populations. This results in continual population movement with many internally displaced people moving in anticipation of perceived threats. While the larger-scale war that decimated populations in DRC has been over for several years, and demobilization and reintegration efforts of some armed groups began to give the population some hope, the reality for populations in Eastern DRC continues to be marred by ongoing violence at the hands of these armed groups.

The Bukavu office oversees three major U.S. AID-funded projects: an HIV and AIDS project, an agricultural project and a primary health care project.

Given the insecurity and lack of appropriate services for families, Bukavu is considered a spouse-only accompanied post. Currently, CRS' Bukavu office is home to two expatriate staff: the head of office (American) and the AXxes project coordinator (Malagache). The office also has 22 national staff based in Bukavu, the majority of who are originally from the region.

Work to be Accomplished

1. Review background and historical documents about the conflict in Eastern DRC and the various militarized groups operating in the region to gain an in-depth understanding of the context;

2. Review programming activity areas and evaluate the security concerns in each zone of intervention and make appropriate recommendations for programming in the region;
3. In coordination with the security officer, Bukavu head of office, deputy regional director/management quality and appropriate local staff, evaluate the current security situation in Eastern Congo, in particular in the regions of North and South Kivu, and develop a comprehensive contingency plan for the sub-office;
4. Facilitate a planning workshop to include CARO CP staff from DRC, Rwanda, Burundi, Chad and CAR.

ANNEX 5: WORKSHOP HANDOUTS

ANNEX 5.1: SECTION 1 UNDERSTANDING HAZARDS AND DISASTERS

What is a hazard?

Generally, people who have more economic and social resources often have a greater capacity to withstand the effects of a hazard than the poorer members of a society. On the other hand, poverty, inequality, lack of services and poor health are among the factors that contribute to a person's vulnerability to disaster.

The relationship between vulnerability, hazard and time can be expressed as a simple formula that illustrates how risk is increased if the potential for the hazard occurring and people's vulnerability also increase. If capacity increases, then risk reduces.

$$\textbf{Risk} = \frac{\textbf{Hazard x Vulnerability}}{\textbf{Capacity}}$$

> "The groups most frequently at higher risk in disasters are women, children, the elderly, people with disabilities, people at risk of human rights violations, violence or coercion, and people living with acute and chronic illness, including HIV and AIDS. In certain contexts, people may also become vulnerable by reason of ethnicity, class/caste, lack of land tenure, religious or political affiliation, displacement and other factors. Socially-constructed power relations concerning age, gender, class/caste, religion and ethnicity can all affect a person's access to or lack of basic resources, as well as his/her agency and participation in decision-making. Specific vulnerabilities influence abilities to survive and recover from a disaster." — *Sphere Guidance Note on Vulnerability, Context and Capacity Analysis, Draft 2010*

Disasters Typologies

Disasters can be divided into two broad groups: natural disasters and manmade disasters. These two categories can then be sub-divided into several categories based on the speed, scale and duration of the event(s). The table below provides a non-exhaustive list of these different types of disasters.

Natural disasters usually refer to phenomena such as earthquakes, typhoons, volcanic eruptions and drought. While some natural disasters are catastrophic in character and could hardly be prevented, many environmentalists will argue that the negative results of natural disasters on people are often a result of human activity. For example, houses washed away during floods are likely to be those that are built on precarious, deforested hillsides by poor families with few alternatives. Many natural disaster phenomena are cyclical in nature and can be predicted with some degree of accuracy; thus emphasizing the importance of prevention, preparedness and mitigation in program planning.

Manmade disasters can cover a wide array of events caused by human activity. These types of disasters can be caused by human errors, such as a nuclear power station accident or the collapse of a building due to faulty engineering. Most relevant to the work of international humanitarian agencies are those manmade disasters resulting in violent conflict or war. A term often used to describe the nature of post-Cold War violent conflict is Complex Emergency.

Complex emergencies refer to internal, political crises and/or armed conflict, complicated by an array of political, social and economic factors. They typically include a breakdown of legitimate institutions and governance, widespread suffering and large-scale population displacements. Complex emergencies tend to be very dynamic, distinguished by rapid changes that are difficult to predict, thus raising complex issues regarding the timing, nature and scale of the humanitarian action needed.

Table: Characteristics of Disaster Events

	SLOW-ONSET	RAPID –ONSET	CYCLICAL/CHRONIC
Natural Disaster	Famine	Earthquake Flooding Cyclone Volcanic Eruption Hurricane Snow Storm Landslide Avalanche Dust Storm	Drought Flooding Cyclone Hurricane
Manmade Disaster	Drought Violent Conflict	Accidents Biological hazards Violent Conflict	Violent Conflict

The categories described above can take on different characteristics depending on the timing and scope of the disaster event(s). For example, there are acute or rapid-onset disasters versus slow-onset or progressive disasters, cyclical disasters and chronic emergencies. Some categories overlap, as in the example of cyclones, which are both rapid onset and cyclical (e.g., somewhat predictable). The typology of a disaster has implications regarding what can be done in terms of prevention, preparedness and response.

ANNEX 5.2: SECTION 2 INTEGRAL HUMAN DEVELOPMENT (IHD) FRAMEWORK

CRS' aim is to help the people we serve realize their full potential in solidarity with others, and in the context of a just and peaceful society that respects the dignity of every person. CRS' IHD Framework affords us a holistic look at how communities are affected by and cope with shocks.

Assets are the resources people own or to which they have access. There are six categories of assets in the IHD framework:

1) **Financial** (e.g., cash, regular remittances, small livestock)

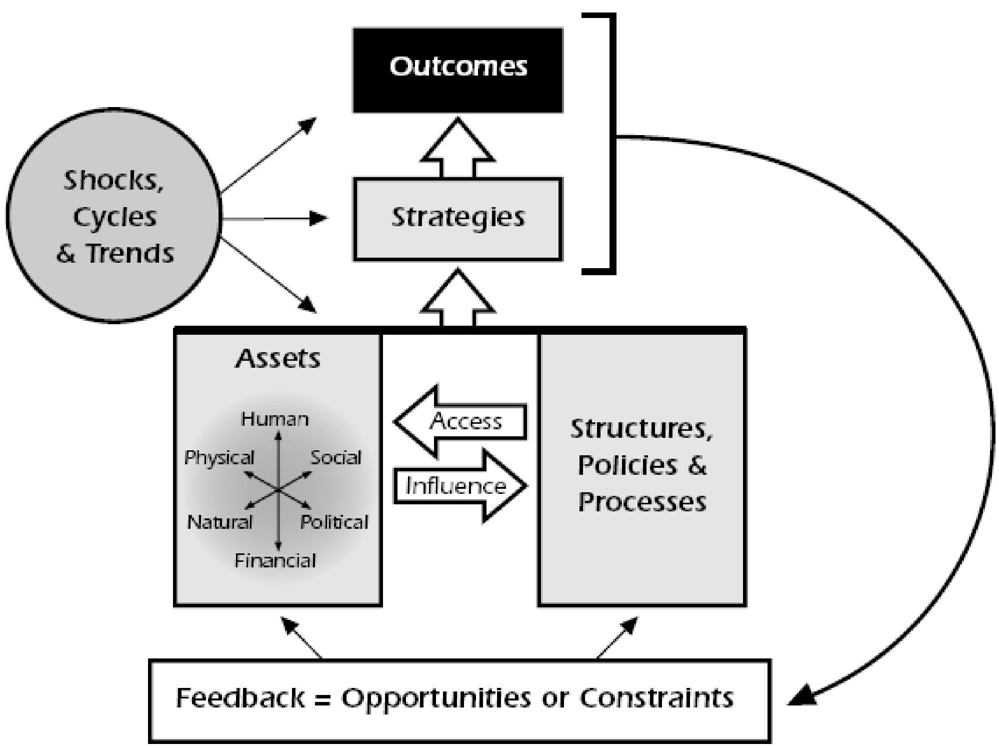
2) **Physical** (e.g., land, housing, livestock, crops)

3) **Human** (e.g., labor available to the household, knowledge, skills, education, health, self-esteem)

4) **Natural** (e.g., water, rainfall, forests, land)

5) **Political** (e.g., rights, power, access to sources of influence)

6) **Social** (e.g., networks, membership in groups, extended family)



Structures, Policies & Processes are the organizations, institutions, and individuals who govern or otherwise have influence and power in society. They also include the beliefs, values, policies, markets or rules that influence how organizations and society functions. By examining these policy and cultural factors along with asset status, a fairly complete picture emerges of power structures within communities or countries, and how they affect the asset base of the poor and marginalized. This includes economic (markets), social (health centers and schools), and political structures and institutions.

Shocks, Cycles & Trends are external factors that influence all other boxes within the IHD framework: strategies, outcomes, assets, and structures, policies and processes. Shocks are disasters or sudden events - both manmade and natural - such as volcanic eruption, earthquakes and civil war. Trends refer to economic recessions, HIV and AIDS, environmental degradation, globalization, rural-urban migration, and political change. Cycles are recurring conflict, poor crops, depressed food prices and recurring droughts or floods. Although CRS often focuses on disasters and threats, these external factors can be either negative or positive (e.g., the regular flooding of the Nile valley is good for agriculture; war can break out, but so can peace).

ANNEX 5.3: SECTION 4.1 AN ACCOUNTABILITY CHECKLIST (FROM *THE GOOD ENOUGH GUIDE*)

The following checklist is designed to assess how you are doing with involving program participants in your programs throughout the project cycle. Check the appropriate boxes to answer the questions.

	PRINCIPLE AND ACTIVITIES	YES	NO
	INVOLVE PEOPLE AT EVERY STAGE		
1	Are program participants consulted in the design or redesign of new projects and activities? *(Including level of participation, targeting, siting, composition of activities and prioritisation?)*		
2	Have these groups been consulted about the project implementation?		
3	Are communities clear about what projects plan to do, where they will do it, when and who should benefit? *(E.g., through mechanisms like notice boards, community meetings, leaflets, newspaper advertisements, etc.)*		
	Profile the people affected by the emergency		
4	Have vulnerable groups been identified in the local population?		
5	Have protection needs been assessed?		
	Identify the changes people want to see		
6	Are feedback mechanisms in place to get the opinions of program participants and vulnerable groups, in particular ? *(E.g., through regular community meetings, suggestion boxes, focus groups with vulnerable groups, etc.)*		
7	Has the response considered the views of local people when designing activities?		
8	Is it clear what changes local people would like to see happen as a result of the project?		
9	Has there been an assessment to influence the design of new projects and new activities?		
	Track changes and make feedback a two-way process		
10	Does the response communicate changes and project progress with program participants and local people? *(E.g., through mechanisms like informal discussions, community meetings, notice boards, etc.)*		
11	Is feedback given to decision makers in the project and used to inform design?		
12	When an evaluation takes place, are members of the local community consulted and are the results reported back to them?		
13	Has the response regularly considered the views of local people when implementing activities?		
	Use feedback to improve project impact		
13	Are program participants consulted in the design or redesign of new projects and activities? *(Including level of participation, targeting, siting, composition of activities and prioritisation?)*		

Source: Julian Srodecki, WVI (adapted)

Based on the above, identify five lessons learned or best practices for accountability.

ANNEX 5.4: SECTION 4.2 PAKISTAN EARTHQUAKE RESPONSE

Case Study on Sphere and International Standards

1. Case Study Documentation

Common standards

CRS staff did not often refer to the Sphere common standards, and new staff and partners were not systematically informed about them. There was one example of using common standards to promote program quality when they were used in AJK to reinforce the importance of conducting thorough needs assessments. The common standards could have been used more effectively for staff orientation and seen as guiding principles to inform all CRS work in the field.

Shelter

Sphere drove the whole **design of the transitional shelter program**. The Sphere shelter standards were summarized in the words: Safe, Adequate and Durable; and the CRS shelter package provided families with a shelter that met Sphere standards. For example, adequate was defined by adequate covered interior space (families larger than ten got two shelter packages), adequate privacy, and adequate warmth and protection from the elements. The principles of safe, adequate and durable shelter also guided other decisions; for example, the decision to use material salvaged from the building with a design that minimized risk by having a lightweight, durable roof instead of a heavy one.

The **participatory approach** adopted by CRS complied with Sphere (common standard on participation) but was not inspired by Sphere. Instead, it was based on CRS policies and experience. Families built their own houses with CRS technical assistance.

Sphere informed the **definition of indicators** and set the benchmark against which the CRS intervention was measured.

Difficulties Encountered: Other organizations were sometimes critical of the CRS shelter kit, saying that it was too elaborate for something meant to be semi permanent. But anything less would have been inappropriate. CRS studied Sphere and the local context, and worked out how to implement the standards. Other organizations gave items such as CGI sheets and sandbags rather than a kit, whereas CRS was certain that all the elements were present to make the family shelter Sphere compliant.

Wat-san

Sphere informed the **planning** of the wat-san program. Sphere indicators, such as the maximum number of people per latrine or washroom, were used to plan the number of latrines, but this actually led to the program being under-resourced and families sharing latrines where household latrines would have been more appropriate.

Sphere indicators were useful **to help partners understand** why it is important to leave a minimum space between houses and latrines.

All wat-san activities were accompanied by **hygiene promotion** that was particularly targeted at women and children. Water committees were formed to manage water facilities. This is in compliance with Sphere standards.

Water supply activities were guided by Sphere: The approach was to rehabilitate and improve existing public infrastructure to make it adequate and durable, by incorporating water-committee training and hygiene promotion. Tap stands were accessible to women at a maximum 150 feet from their homes. The community agreed on the tap-stand location, with men representing the women's points of view.

Difficulties Encountered: Taking one Sphere indicator as a planning figure was inappropriate and contributed to the wat-san program being under-resourced. It would have been better to be guided by CRS principles of understanding the local context or Sphere common standards for needs assessments and participation.

In reality, CRS and its partners were very flexible and resourceful in applying the funding to the situation on the ground. For example in Mansehra, joint latrines were constructed (dry pits with plastic sheeting) at the site of the temporary house because people were willing to share on a short-term basis, whereas in Besham people were living on the site of houses, so latrines were constructed at the household level using more durable materials.

Education

The education team did not find the INEE standards helpful and did not use them. This resulted because CRS is supporting government structures, and is not involved in the recruitment and payment of teachers, curriculum or many of the other areas referenced in the standards. The CRS program provides a safe space (tents followed by steel structure with latrine construction), equipment and minimal training, then returns the responsibility back to the government.

Difficulties Encountered: Like the Sphere standards, the INEE standards do not provide guidelines on how to implement an education program. For example, it does not provide guidance on how large the school should be or what equipment should be provided. It is important that the Sphere and INEE standards are understood so staff is not disappointed that Sphere/INEE cannot help them decide how to implement an emergency program.

In retrospect, CRS staff felt it should have established safe-play areas to improve child protection in the early response stage before the education program began.

2. Lessons Learned and Best Practice

1. **Sphere informed the entire design of the shelter program**. Therefore, it was not a question of striving to meet Sphere indicators, but delivering an integrated package that incorporated and complied with all Sphere common standards and shelter standards.

   Should this kind of operation have to be conducted again, CRS/Pakistan would like to have a tent/shelter kit ready in the case of an emergency. The barrel-vault tents that were distributed and much liked in Besham could be copied and manufactured locally.

2. **The Sphere common standards** could be more widely disseminated and used to promote program quality in needs assessments, participation, M&E and the like among field and partner staff. However, it was sensed that the principles of participation, creativity, appropriateness and durability were understood by all and drove the program, enabling people to be innovative, particularly with the cash and voucher programs.

3. **Sphere indicators** should not be used as program-planning figures or program indicators without taking into account the local context.

ANNEX 5.5: SECTION 6 SRI LANKA TSUNAMI CASE STUDY FINANCE AND RESOURCE MANAGEMENT

Context:

CRS had no office in Sri Lanka when the tsunami hit. CRS had a relationship with Caritas Sri Lanka (SEDEC) through funding a peace building program, which was managed from Delhi by a regional program manager.

Day # 3 -7

- Bank account at Colombo opened.

Week # 2

- TDYers as finance managers deployed in the field and at Colombo.
- Draft finance policy and procedures manuals issued for field offices.
- CRS spending on behalf of the partner (SEDEC) for SOA activities initiated (this system continued for three months) in absence of financial and procurement structure at partner offices at the diocese and national levels.

Weeks # 3 - 4

- ERT finance technical advisor arrives at Colombo. He starts working on systems, procedures, policies and begins dealing with Headquarters on finance issues – especially implementation of Sun system in Sri Lanka.
- Sun Systems implemented.
- Kalmunai office yet to have a finance manager. The base manager handles finance duties.
- CRS – Sri Lanka send the first month-end files to HQ.
- Procurement policy, field financial policies implemented.
- Process to open bank accounts for each field office initiated.
- Decision to make the partner offices computerized taken. Decision to implement Tally as the financial software at partner offices undertaken.
- Recruitment of a finance manager and a finance assistant completed for the partner office at Galle.

Months # 2 - 3

- Training of finance undertaken for all financial managers/diocesan directors undertaken at the beginning of Month two.
- Finance manager deployed at Kalmunai.
- Training on Tally undertaken for finance staff.

- Implementation of Tally completed at five tsunami-affected dioceses.
- SEDEC bank accounts opened and partners start spending directly (rather than have CRS spend on their behalf).
- Mango (financial assessment tool) assessment completed at dioceses (program was not very well accepted).
- Partner finance staff in Kalmunai recruited.

What worked well:

1. Using Sun Systems from start.
2. Bring finance managers for CRS and recruit partners finance staff immediately. CRS recruits, trains and manages the partners in the meantime.
3. Have partners use computerized accounting and inventory software.
4. Open CRS accounts in the fields immediately to reduce cash transactions.
5. Formal training and manual provided to partners, in addition to on-the-job capacity building of partner finance staff.

Lessons learned – what would we do differently the next time:

1. Placement of staff at each office is most important.
2. Staff deployed should be well informed on CRS policies and procedures, able to set up systems and train staff (not simply assess compliance).
3. Have CRS systems, policies and tools in a ready-to-implement stage on day one. This helps to ensure a more efficient deployment. A resource CD containing all details should be developed.
4. A standardized data-entry system (for description) should be encouraged for the agency worldwide. E.g., Sri Lanka Sun Description policy or Europe Description policy.
5. Use of standardized T1 codes for tracking various aspects of the emergency, such as shelter, livelihoods, etc.
6. CRS needs a user-friendly field financial system to connect to Sun from day one. (Finance software of CRS/India or Tally are good options).
7. Finance assessment should have a constructive focus rather than resembling an audit.

ANNEX 5.6: SECTION 7 SRI LANKA TSUNAMI CASE STUDY PROCUREMENT AND LOGISTICS

A. Timeline

First week

a. Sri Lanka: Catholic Relief Services Emergency Response Team (ERT) with expertise in various fields arrives at an early stage.

b. Sri Lanka: There were no appropriate office facilities, vehicles, internet service or air conditioning.

c. Tents, dry food portions and relief items were distributed.

First month – January

d. Colombo: CRS quickly put logistics- and procurement-related basic systems in place and managed procurement for all field offices.

e. In the field, businesses were closed and it was difficult to obtain three or more bids. There were delivery delays due to pressure on suppliers, as they received orders from many organizations.

f. In field offices, there was a great need for people to store, load, transport, unload and distribute items sent from Colombo to people we serve.

g. Headquarters confirmed an agency-wide waiver - local procurement of construction materials.

h. On-the-job trainings of partner staff; orientation on proper procedures; recruitment of partner staff.

Second month – February

i. Sri Lanka: Confusion surfaced regarding the use of SOA, CRS and OFDA funds, as well as Caritas SEDEC versus CRS procedures and forms.

j. Colombo: Hiring process of national staff for procurement initiated.

Third month – March

k. Sri Lanka: The delivery-delay issue continues to be priority caused by poor transfers between TDYers.

l. National staff recruited for Colombo procurement unit; permanent staff replaced TDY in Galle office.

m. Colombo: Customs-clearance issues solved with help of OFDA.

n. Galle: SED received funds, and began procuring required goods and services independently from Colombo (actual purchases made either in Galle, where possible, or Colombo).

What happened by the end of 2005

o. Procurement team in Colombo continues to provide support.

p. Problems with tracking initial, large purchase orders and deliveries of goods from Colombo to the field offices.

q. Colombo: CRS/CI logistics and procurement adviser arrives July 2005 (Chris)

r. Kalmunai: Procurement and logistics manager identified to come in April (Kiran)

B. What worked well and what are the best practices

a. CRS emergency-response team anticipated procurement staffing needs at an early stage; the staff was successful in quickly putting the correct systems into place in all offices.

b. CRS helped partners' recruitment efforts, and conducted orientations on procurement and logistics.

c. In some cases, CRS provided procurement and logistics for partners until partners were capable of assuming the tasks themselves.

d. Field Offices: Purchases of goods and services were performed locally, which provides greater control over the quality, options, timelines and deliveries.

e. Local solutions found in Galle: pre-fabricating transitional shelter parts in the warehouse. In Kalmunai: producing bricks at the sites. Colombo procured what was not available locally.

f. Sharing of warehousing facilities with other NGOs when a lack of facilities is available for all.

C. What could we do better/recommendations

a. CRS and partners needed more staff. The volume of work was too great. We underestimated staffing needs.

b. The transition between TDYers was not properly conducted, in addition to dealing with a poor filing system. It is recommended that 1) TDYers meet to transition where possible 2) new TDYer will be copied on e-mails earlier in order to be in the loop of the processes.

c. Put systems in place from the start of the emergency response; the same forms and procedures should be used everywhere; have CD with agency templates.

d. Establish strong communication channels (both ways) – proactive updates on estimated dates of deliveries and PRF status reports, and rapidly changing needs.

e. Train PMs in basics of procurement compliance.

f. More precise assessment needed and firm lists of people we serve.

g. Submitting PRFs: Specifications for items were not always submitted. Quantities of requested items were overestimated. Lack of timelines to proceed with purchases.

h. Due to lack of time, purchasing unit was procuring items from first-available supplier; this was justified as an urgent purchase from a single source. An appropriate approval obtained from the authorized manager is preferred.

i. Transitional shelter: Delivery pipeline should be based on user needs (e.g., order and deliver shelter units versus total number of materials).

j. Dependence on up to two international suppliers for shelter materials. We were not very creative at the beginning in looking at options (e.g., smaller, local vendors).

k. We failed to immediately put in place a logistics inventory system (this took approximately two months in field offices and up to a year in Colombo). There was inconsistency of systems and no single nationwide inventory systems.

D. Other Comments:

a. Partners did not expect so many expats and TDYers. We should have informed partners about staff turnover and their areas of responsibilities for better partnership, communication, duties allocation and the like.

b. After CRS advanced SOA funds to SED Galle, the procurement decisions began being made by partners, and CRS staff became advisors.

ANNEX 5.7: SECTION 8 PAKISTAN EARTHQUAKE CASE STUDY MEDIA & COMMUNICATIONS

1. Case Study Documentation: Pakistan Earthquake Response

FIRST 24 HOURS

Established Essential Information/Spokesperson(s)

- Catholic Relief Services Pakistan country representative (CR) immediately relayed essential information about the disaster; with regional information officer (RIO) and regional director (RD), identified key spokespersons, contact number and availability for interviews.

Alerted Media Contacts

- RIO issued a press release, and identified reporters in the area and those in United States covering the story.

Prepared Key Talking Points

- With program approval, RIO prepared key talking points for staff at Headquarters and in the field.

Liaised with Headquarters

- RIO contacted the web director to ensure information, including the "Help Now" button for fundraising, was posted over the weekend date of the disaster.

FIRST WEEK

Interviews

- Pakistan CR, emergency director and RD conducted interviews and met reporters in person.
- RIO worked with CRS Pakistan program staff to identify good stories and sites for reporters.

Stories for Headquarters

- Stories written and made available by RIO for website and fundraising, including best-of photos taken by field staff.

Visit by CRS VP and Board Member

- High-profile visitors took part in distributions and photo opps, as well as provided programming guidance and support.

CRS Signage Available

- CRS shirts were made easily available by CR; distribution banners included logo; staff donned caps at sites.

SECOND WEEK AND BEYOND

- CR with RIO input hired a temporary consultant to follow up on communications for the next six months.
    - Media Unit coordinated interviews and video/web material at six-month and one-year milestones.

2. Best Practices and Lessons Learned

Best Practices

- **Sending Press Release within first 12 hours:** CRS heard from a handful of media outlets that CRS' press release was the first seen; the information was picked up several times over.
- **Spokespersons:** The CR, emergency director and RD conducted outstanding interviews and were available at all hours—making it feasible for U.S. news outlets, including CNN and NPR, to interview CRS. The feedback from producers and editors was extremely positive.
- **CRS Signage:** The CRS logos made for great photo opps and community visibility.
- **Talking Points:** Talking points provided within first 24 hours were helpful for Headquarters staff (arriving at the office two days after the disaster) that had little familiarity with the program. However, they were outdated within days and not revisited, due to the pace of change in information.
- **Headquarters and Field Approval:** Approval and quick decisions at the executive, RD and program levels made for timely announcements of CRS' increase in funding and commitments.

Lessons Learned

- **Broadcast interviews missed during first 24 hours:** The communications focus during the first 48 hours was largely geared toward print, and less focused on broadcast, given familiarity with contacts. This led to another INGO becoming the more quoted, authoritative source for broadcast outlets.
- **Sending Vice President and Board Member**: Though the visit may have had many programming and morale benefits, the interest from a majority of news outlets was not in interviewing an executive head, but in hearing from aid workers and Pakistanis.
- **Follow Up After Initial Weeks:** The hiring of a communications consultant proved helpful for photography and internal communication needs during the immediate months following the disaster, but not so much for external communications. Information flow waned; video footage was not shot and

there were large gaps in collecting human-interest stories. Information gathering and management was a challenge without a designated point person in country.

- **Website Updates:** After the first week, web postings were delayed and unorganized. Journalists wrote to ask why our response wasn't featured on the site when they had seen CRS in the field. In fact, the information was there, but incredibly difficult to find.

ANNEX 5.8: SECTION 11 FINAL EVALUATION

1. What did you like best about this workshop (e.g., prior organization, content, style of presentations, quality of facilitation, supportive materials and documents, duration, other)? Please detail and explain your response.

2. What would you suggest changing if the workshop were to be repeated? Please detail and explain your response.

3. How useful is Emergency Preparedness Planning to you and to the agency? Please explain.

4. How well did the workshop meet your expectations? Please explain.

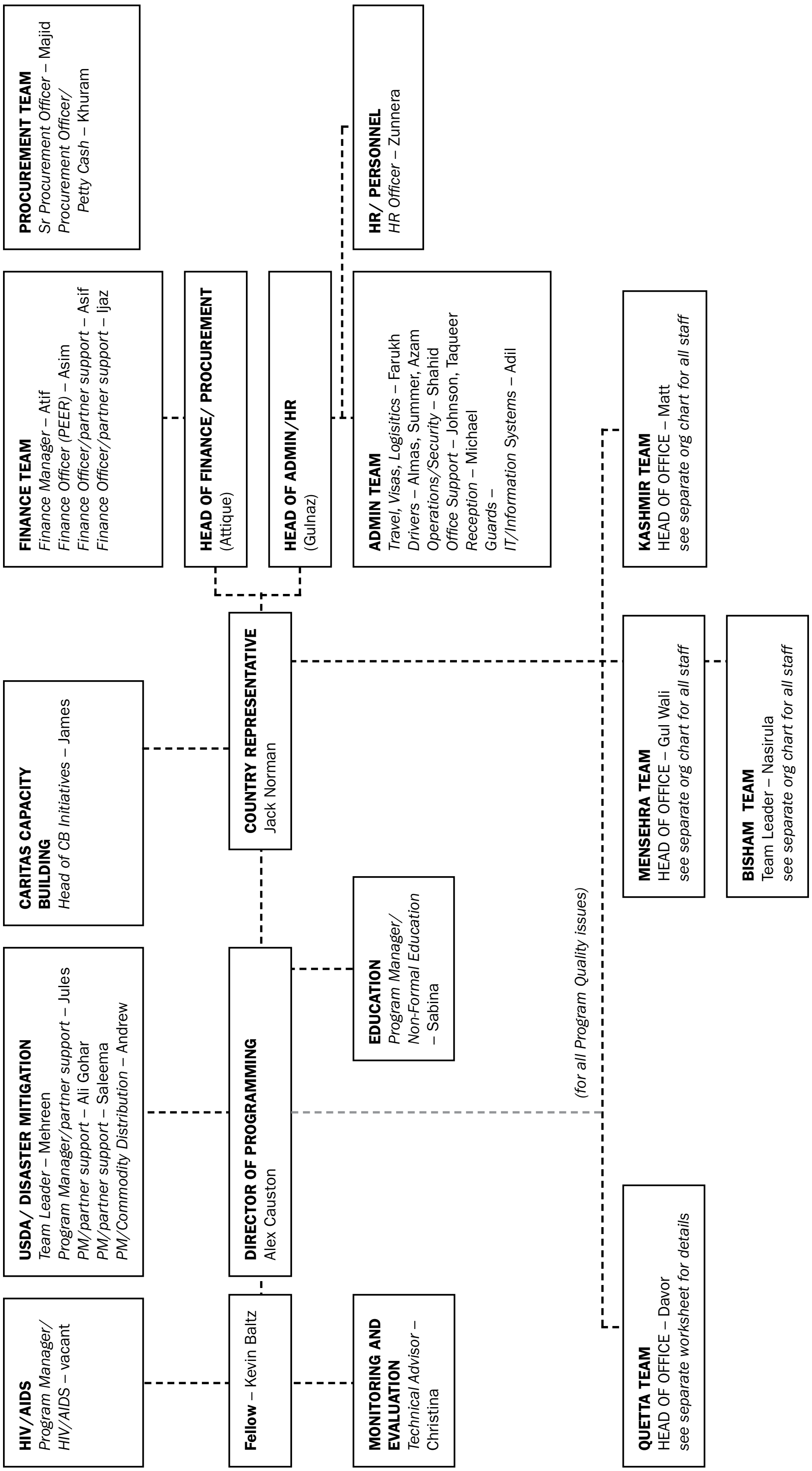
5. Taking into account all aspects of the workshop, please give your overall evaluation by circling the appropriate number.

Excellent	Very Good	Adequate	Fair	Poor
5	4	3	2	1

6. Please use the space below to share any other comment(s) you may have.

ANNEX 6: CRS PAKISTAN ORGANIZATIONAL CHART EMERGENCY TRANSITION PHASES

ANNEX 6.1: CURRENT

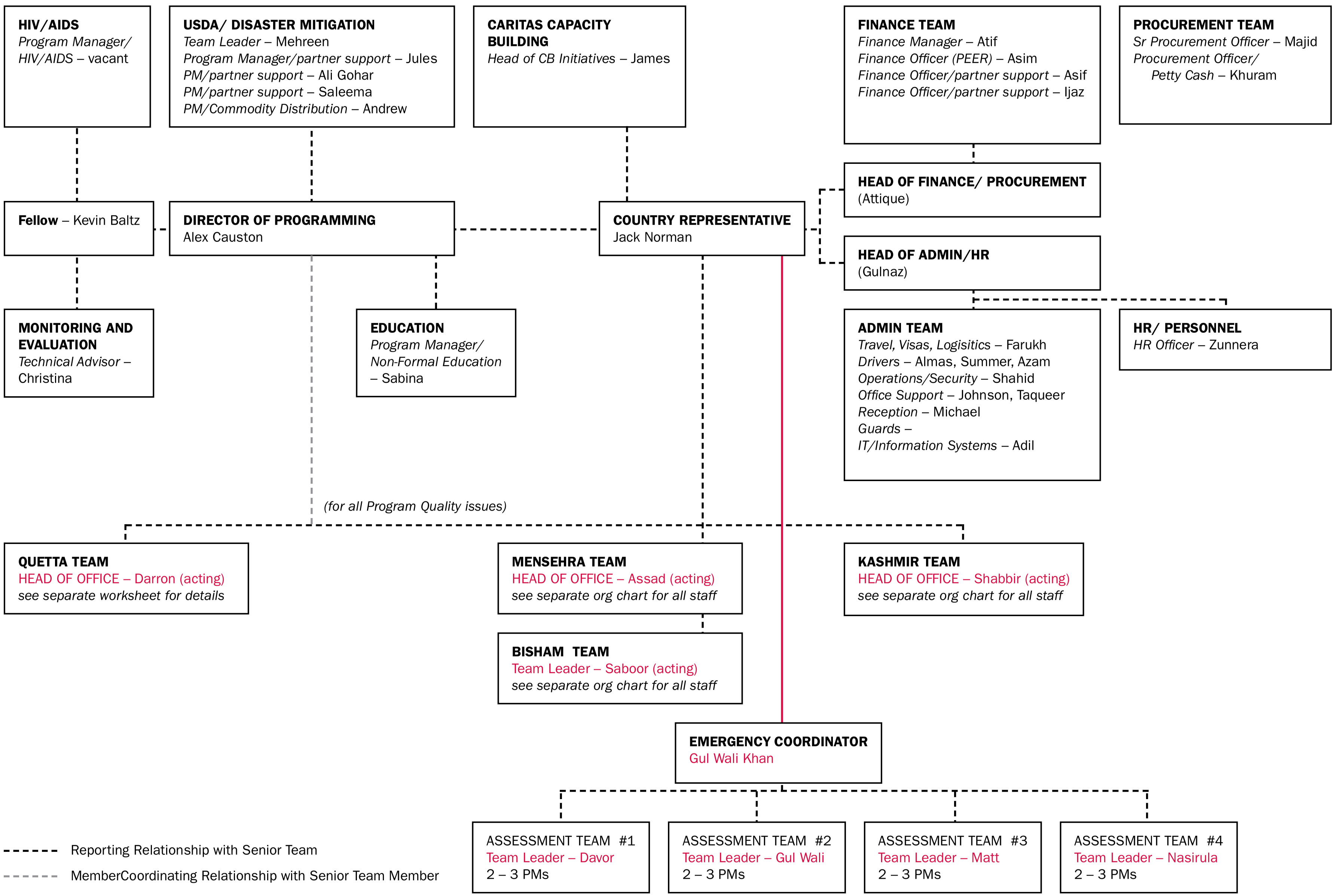


- - - - - Reporting Relationship with Senior Team

- - - - - MemberCoordinating Relationship with Senior Team Member

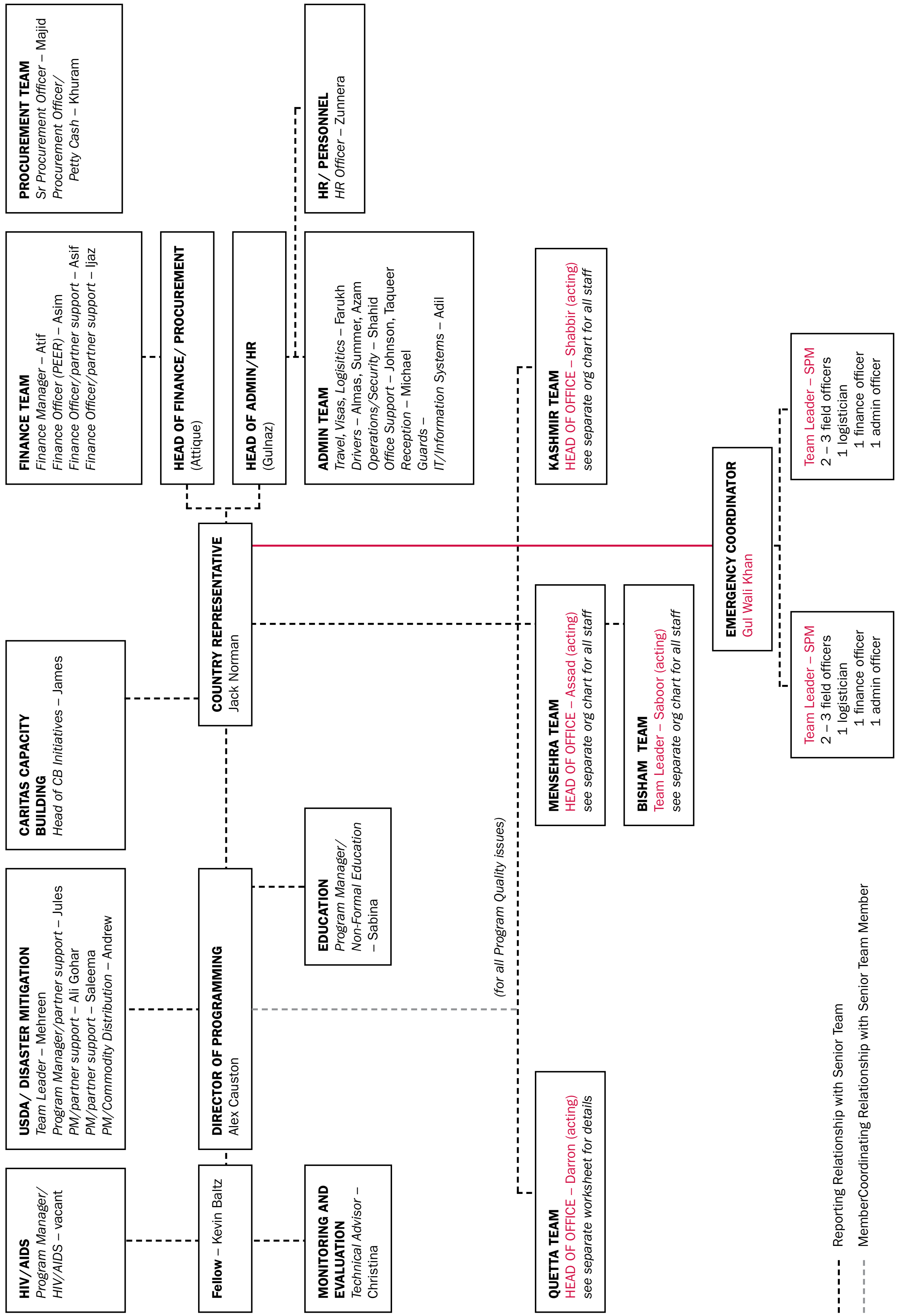
NOTE:
This is a organizational chart that reflects roles and relationships; it is not intended to reflect all reporting relationships nor exact job titles. It does not necessarily include or reflect all Emergency Program TDY and consultant positions; to be reviewed by CR and updated as needed.

ANNEX 6.2: FIRST 24 TO 48 HOURS



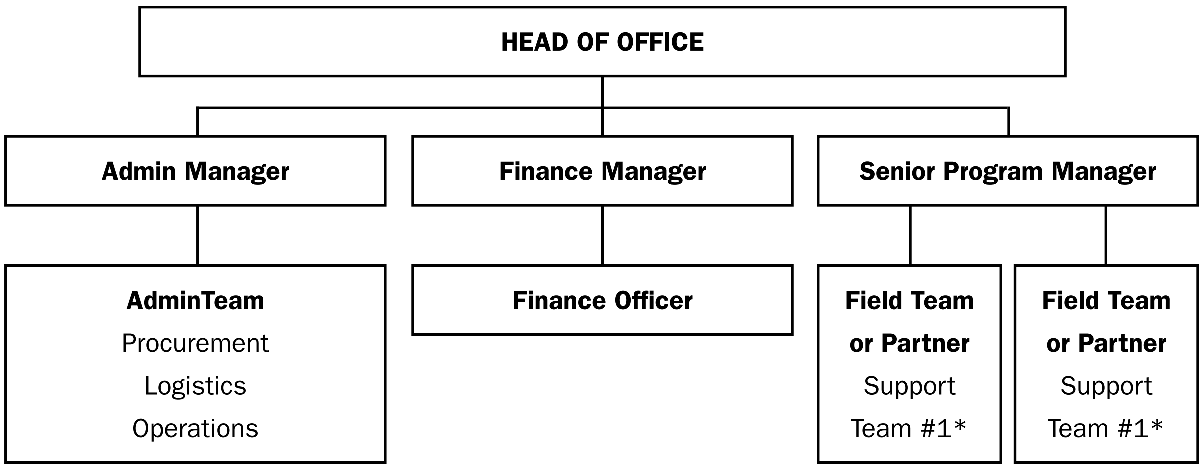
NOTE:
This is a organizational chart that reflects roles and relationships; it is not intended to reflect all reporting relationships nor exact job titles. It does not necessarily include or reflect all Emergency Program TDY and consultant positions; to be reviewed by CR and updated as needed.

ANNEX 6.3: FIRST 2 TO 4 WEEKS



NOTE:
This is a organizational chart that reflects roles and relationships; it is not intended to reflect all reporting relationships nor exact job titles. It does not necessarily include or reflect all Emergency Program TDY and consultant positions; to be reviewed by CR and updated as needed.

ANNEX 6.4: FIELD OFFICE



* size and number of team depends on level and type of intervention; may be organized by sector, partner or geographic area

ANNEX 7: CRS PAKISTAN – EMERGENCY ACTION PLAN

ANNEX 7.1: FIRST 48 HOURS

		ISLAMABAD (LEAD)	FIELD OFFICE OR BACK UP	REGION	ERT	TDY	HQ
Staffing	Recruit additional staff as needed – technical staff and multi-taskers	Jack		Kevin			Glenn
Staffing	Send regional team	Gulnaz		Kevin			
Staffing	Identify TDY staff from region for admin and finance			Kevin			
Staffing	Plane, Visa and cash to get ready to go (regional team)	Gulnaz		Rekha			
Staffing	Contact ERT immediately	Jack		Kevin			
Staffing	Contact other RDs for their staff			Kevin			
Media & Comm	Press release	DMT		Caroline			
Media & Comm	Write talking points	DMT		Caroline			
Media & Comm	Establish spokesperson (# information)	GW		Caroline			
Media & Comm	Get communication person on ground	(Jim)		Caroline			
Fundraising	Contact OFDA	DMT		Kevin			
Coordination	Coordinate with partners and organization	DMT		Kevin			
Coordination	Telecon with CI/Rome	Jack		Kevin			
Coordination	Contact primary CI partners bilaterally	Jack		Kevin			
Assessments	Form joint assessment team (CRS and partners) – request support from region as needed	DMT	HOO	Kevin			

ANNEX 7.2: FIRST 3 WEEKS

		ISLAMABAD (LEAD)	FIELD OFFICE OR BACK UP	REGION	ERT	TDY	HQ
Staffing	Bring in strong grant writer	Alex		Dominique			
Staffing	Staff tracking “matrix”	DMT		Kevin			
Staffing	Determine external TA needs, ERT, region	DMT		Kevin	Dane		
Staffing	Bring in recruiter (incl. salary survey)	Gulnaz		Kevin			Glenn
Staffing	Recruit international TDYers	Jack		Kevin			
Staffing	Establish “emergency” compensation package	Jack / Gulnaz		Angela			
Staffing	Finalize staff-care policy (R&R, etc.)	Jack / Gulnaz	HR mgers	Angela			
	Prepare for high level visits from HQ	Jack/Gulnaz		Kevin			RR
	Receive VIP visits	Jack		Kevin			RR
	Baltimore teleconferences	Jack		Kevin			RR
	Issue timely announcement about $ xxx	Grants Manager		Caroline			RR
	Assess / respond to any community reaction to CRS presence	GW		Caroline			
	Secure interviews / pitch angles as response evolves; take reporters to sites	Matt		Caroline			
	Update talking points regularly	DMT		Caroline			
	Anticipate media value for high-profile visits, pitch interviews as relevant, document visits			Caroline			
	Send information regularly to web/fundraising	Christina		Caroline			Media Unit
	Write concept note for external donors	Alex		Dominique			
	Seek other donor funding opportunities	DMT		Kevin			RR
	Donor contacts and negotiations	DMT		Kevin			
	Negotiate additional funds from HQ	Jack		Kevin			RR
	Meet with CI members (geographical areas, second staff)	Jack		Kevin			
	CI teleconferences	Jack		Kevin			
	Assign a person to ERST	Jack		Kevin			
Partnership	Do partner organizational assessment	PM	PSO	Cassie	Dane		
Partnership	Capacity-building planning	PM	PSO	Cassie			
Partnership	Basic Sphere training for CRS and partners	GW		Cassie	Dane		
Partnership	Joint assessment, joint analysis, joint proposal (CRS, partners, people we serve)	PM		Cassie			
Assessments	Assess cultural issues (sensitivity)	GW		Cassie	Dane	TDY	
Assessments	Designing targeting assessment	Alex		Cassie	Dane	TDY	
Assessments	Orientation for assessment team	GW		Cassie	Dane	TDY	
Program Strategy	Conduct after-action review – check sector, targeting; start thinking about our impact	DMT	HOO	Cassie	Dane	TDY	
Program Strategy	Train field staff in monitoring and reporting forms	Ghufran	Sherzada	Cassie	Dane	TDY	

ANNEX 7.3: FIRST 3 MONTHS

		ISLAMABAD (LEAD)	FIELD OFFICE OR BACK UP	REGION	ERT	TDY	HQ
Staffing	Staff care policy and implementation: R&R, staff rotation, proper housing, health care, etc.	Gulnaz	HR Mgers	Angela			
Staffing	Review current TDY roster, move to permanent positions	DMT		Kevin			
Staffing	Identify long-term international staff/negotiate with RDs, CRs	DMT		Kevin			Glenn
Media & Comm	Media strategy	Christina		Caroline			
Media & Comm	Issue announcements/contact reporters at landmarks, milestones in response			Caroline			
Media & Comm	Compile media clips – send to CP			Caroline			
Fundraising	Write full proposals/reviews; respond to donor comments			Dominique			
Program Strategy	Do another after-action review (strategy, funding)	DMT		Cassie			

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