**Facilitation Guide**

**Emergency Preparedness Planning Workshop**

**Middle East**

**January 9-11, 2012**

**Objectives:**

1. A common understanding of the potential emergency scenario
2. A common understanding of the impact of this potential emergency scenario
3. Identify coordinated capacity to respond to an emergency
4. Identify resources which can be mobilized to support an emergency response
5. Identify priority response sectors
6. Clarify roles and responsibilities in a response
7. Understand what a coordinated response would look like
8. Prepare elements for a realistic and focused Emergency Response Plan

**Day 1**

**Session 1.1: General Introductions – 30 minutes (8:30-9:00)**

**Objectives of the session:**

1. Formally open the workshop
2. Ensure all participants understand objectives
3. Begin to know more about each other

**Materials:**

PowerPoint Presentation

**Facilitation**

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| Time | Method | Content |
| 30 mn | Powerpoint | * Welcome
* Introduce facilitators
* Introductions of participants
* Objectives of the 3 day workshop
* Explain groupings
* Weekly Schedule & Housekeeping
 |

## Session 1.2: Introduction to EPP - 35 minutes (9:00-9:35)

**Objective:**

* To understand the aim of the EPP workshop.
* To understand the importance of emergency preparedness planning given the regional context that may require humanitarian response
* To undertake to share workshop outcomes and commitments and ensure implementation of resulting action plan

**Materials:**

* PowerPoint presentation

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| **Time** | **Method** | **Contents** |
| 5 min | Presentation | Present the objective and output of EPP workshop. Objective: To improve our capacity to respond effectively to humanitarian needs.Outputs: - best practices for any needed emergency response* + action points to ensure elements of a successful response
	+ elements of an emergency preparedness plan
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| 10 min10 min5 min5 min | PresentationPresentationPresentationPresentation | Why EPP is needed? 1. Facilitator asks the group, **“why do you think it’s important to have an emergency preparedness & response plan?”**Assistant facilitator writes down the responses on flip chartExpected Responses (Facilitator should highlight these):1. Emergencies are likely to happen in our environment
2. Moral responsibility to provide support to the people in their communities
3. It is important to be prepared, so that can offer better support and humanitarian assistance
4. If a preparedness plan is in place, then can respond quicker!

*Facilitator should point out that being prepared for an emergency does not mean that we think emergencies will occur, it simply means that IF they do occur, then we are better prepared to provide support to our communities.* Explain how this planning process aims to achieve a state of readiness so we can respond in the event of an emergency. 2. Facilitator will highlight the steps of developing an EPP (these will be divided into workshop sessions), AND the link between the sessions* The possible emergency scenarios.
* The potential impacts of these scenarios on households & communities and the possible humanitarian response needs arising from the humanitarian crisis.
* The resources & capacity that exist that could be mobilized for the emergency response.
* Coordination of our response.
* The development of an EPP and the activities that need to be carried out by countries to be prepared to respond in an emergency and related resource needs.
* Regional planning and coordination

3. Explain the workshop methodology: Adult learning principles- learning from each other, learning from each other’s experience and perspectivesGroup work and exercise Reflecting on lessons learned and best practices and defining what actions that need to be taken now in order to be capable of implementing best practices in this response.4. Who is involved? (highlight the partnering aspect)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. |

Session 1.3: Setting the Scene: Part A (9:35-10:45)

Reflect on a Recent Emergency response

**Objective:**

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

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| **Time** | **Method** | **Contents** |
| 5 mins10 mins15 mins20 mins20 mins | PlenaryQ & APlenaryGroup workPlenary | 1. **Introduce the session objectives and outputs**

The facilitator introduces the session objectives. He/she explains the process for the session.Ask participants to recall a recent disaster: what happened, when, immediate needs and humanitarian response. The 2006 Lebanon humanitarian crisis might be a case that all participants can relate to. If it is too difficult to get the participants to identify a disaster that would serve the purposes of the timeline below, then just have each CP focus on best practices and lessons learned from a disaster they experienced.Draw a timeline representing the period of the initial emergency response. Mark on it when it was decided a) where to work b) how (operational, old/new partners) c) what sectors.Discuss how these decisions were made. What information was available? On what basis were these decisions made? What worked well? What were challenges? What should have been done differently?Point out that they should consider coordination, staff capacity, logistics, finances etc., if being overlookedPresentations and conclusions |

**Tea Break (10:45-11:05)**

Session 1.4: Setting the Scene: Part B**(1 hrs and 40 mins)**

**Develop an Emergency Scenario**

**Objective:**

* + To have a common understanding of the potential emergency scenario.

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| **Time** | **Method** | **Contents** |
| 5 min | Plenary | **Introduce the session objectives and outputs**The facilitator introduces the session objectives and expected outcome through flip charts/slides. He/she explains the process for the session.Output:1. A description of the potential humanitarian crisis.
2. Maps marked with the possible concentration areas and security hot spots.
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| 10 mins25 mins20 min25 mins15 min | Presentation in plenaryGroup workGroup work PlenaryPlenary  | **Discuss likely scenarios:**In plenary discuss likely scenarios in general Take about 5 responses ***Session Tasks:****Based on the possible scenarios discussed****Visualization exercise***The facilitator gives the following instructions; * Imagine you are a reporter from a media agency. You have to report back to you agency the situation on ground Week 1, after 1 month, after 3 months one date at a time and spend 5-10 minutes on each date.
* Take notes on a flipchart.
* Take 2-3 responses from each group

This section is mainly designed to try and get the participants to place themselves in the scenario. Impact will be discussed in more detail in Session 1.5***Mapping exercise****:* *The facilitator gives the following instructions: based on the scenario, each group should identify and mark on the MAP all* * *Concentration areas – areas where there will be high numbers of the population that need to be served*
* *Areas of conflict/No-go areas*
* *Areas of limited access/movement.*

The facilitator will explain the concentration areas, no-go areas and limited access areas.Facilitator to share the symbols to be used and explain how to use them. (Prepare symbols, share the symbols)**Presentation of group outputs**Each of the groups posts their map and flip chart (visualization) on the wall. Each group will present back and other groups will comment.**Summary**  Facilitator will ask the participants to describe the Key outcomes of the exercise – looking to summarize the following;* **Commonalities** between the different scenarios for each period
* Overall situation as a result of the crisis
* Areas of insecurity –
* Areas of limited access
* Listing of priority concentration areas in accessible areas – each group select 2-3. Can concentration areas be accessed?
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**Lunch Break – 1 hour (12:45-1:45)**

**Icebreaker - 10 minutes (1:45-1:55)**

**Session 1.5: Impact Analysis - 85 min (1:55-3:20)**

**Session Objective:**

* Understand the possible impacts on the affected communities in the emergency scenario

**Session Outputs:**

* A list of the possible impacts resulting from the (“worst case scenario”) on affected communities (prioritized concentration areas).

**Materials:** Flips charts, maps, markers, laptop (power point), projector

**Prepared Materials**

* Session objectives and outputs on power point slides/flipchart
* Task questions on flipchart or powerpoint

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| **Time** | **How**  | **Activities** |
| 5 min | Plenary  | 1. **Introduction of session’s objective and outputs**

***Taking into account the outputs from the previous session*** on the possible scenarios; – “in the previous session we identified how a humanitarian crisis might develop. Through the mapping and visualization exercises we have a good idea what the crisis might look like. In this session we want to examine how the crisis will impact communities and households”. **“In order to plan an emergency response you need first to identify the conditions the people are living in, the challenges they face and what they need to survive in a dignified way”.** “In this session wewill identify the mostly likely immediate impact the crisis will have on families/households” The facilitator reads out the objective of the session. |
| 30 min | Group work | 1. **Session Task:**
* Imagine you are one of the affected households – describe the conditions and challenges you are facing to survive.

(another way of asking – Describe the living conditions and challenges you are facing. Put yourself in the shoes of woman/mother, a child, a father – what are you experiencing? Considering looking at the impact from the point of view of different age groups and gender, measure impact for the perspective of a child, a mother, a father, an elderly person).* Optional: assign one person in each group the following roles: child under 7, child from 8-13, mother, father, elderly person
* Ask the groups to record the conditions/challenges (see example below)
* Make sure they don’t jump ahead to responses needed. Just focus on conditions of HHs and communities.

**Facilitator’s Note.** Facilitator should move around to the groups to provide assistanceThe participants should be considering the following areas: **Post slide after a while*** family assets (land, livestock, housing etc)
* Livelihood (source of income on daily bases, e.g. salaried job etc)
* Social assets (community support)
* Access to services (health clinics, markets, water etc)
* Security concerns
* Dignity

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| **Condition of households** |
| Beneficiaries vulnerable to security issues |
| Families have little or no water |
| Families are living and sleeping in the open |

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| 30 mins | Plenary | 1. **Presentation**

instructions: * Two/three groups will present their work in plenary on ways that they see families/households being affected by the worst case scenario. Meanwhile, other remaining groups will just add on what they think has not been mentioned.
* The facilitator informs the groups that they have five minutes to make presentation.
* The facilitator also informs the participants that there will be ten minutes for questions and inputs at the end of all the presentations, so please reserve questions for the end.

***Facilitator’s Note:****During the presentation the facilitator’s assistant will take notes (this should be written on flipchart) that will help him/her make a summary of ways in which families and individuals will be affected by the worst case scenario.**Be sure groups identify all the possible impacts* ***including human dignity,*** *security and protection issues for women & children.*  |
| 20 min | plenary  | 1. **Summary**

From the presentations the facilitators looks for **commonality** between the presentations and highlights the most critical areas of need (**should be done by asking the participants)**In plenary the facilitator links the conditions to typical humanitarian response sectors, such as health, distribution, education, protection, shelter, water and sanitation, psychosocial, cash for work/livelihoodsWrite the sectors on a flipchart Health, Water/Sanitation, shelter, distribution, protection (will need explaining), etc. |

**Tea Break (3:20-3:40)**

**Session 1.6: Community Group/Local Partner Capacity (3:40-4:45)**

**Session Objective:** Identify community group/local partner capacity to respond to an emergency

**Session Outputs:**

* List of community groups and local partners with potential to of deliver humanitarian aid.

**Material:** Flip charts and pens**,** maps**,** Flip chart

**Prepared Materials:**

* prepare session objective and outputs on powerpoint
* Session tasks on powerpoint
* Capacity matrix on powerpoint

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| **Time** | **How** | **Activity** |
| 5 min | Plenary | Introduce - session’s objectives and outputs |
| 35 min25 min | Group work Plenary  | **Session task (1) - Identify community group/local partner capacity**The facilitator asks the participant to divide into groups.Presents tasks:‘Using the table identify partner groups – established or volunteer- such as youth, women, coops, committees (health, development, income generating ,,,,,,) that can be mobilized to respond to an emergency Location – towns/ villages where groups are situated Number of members – record the total number of membersActivities – record main group activities Emergency response skills – in an emergency situation what do you think this group could do?

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| --- | --- | --- | --- | --- |
| **Group** | **Location** | **Number of members** | **Activities**  | **Emergency response skills (what could they do?)** |
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**Report Back:**In plenary the facilitator asks groups to highlight significant areas of human resource capacity in their communities. Transition to next session.  |

**Day 1 Wrap Up (15 minutes) 4:45-5:00**

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| 15 min |  | **Review Day and Preview next****Daily Evaluation.** Distribute ‘post its’ to the participants. Mark on flip chart:* What went well today?
* What could have been done better?

Ask the participants to post their comments under the relevant category.  |

**Day 2**

**Day 1 Re-Cap (20 minutes)** **8:30-8:50**

Good and bad summary from previous day

Review/Quiz on EPP Objectives

**2.1 Coordination (70 minutes) 8:50-10:00**

**Session Objective:**

* To recognize the importance of coordination in emergencies.

Recognize what other agencies/key actors plan on doing

**Material:** Flip charts and pens**,** maps**, (**printouts of questionnaire)**,** Flip chart

**Prepared Materials:**

* Gap analysis matrix handout

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| --- | --- | --- |
| **Time** | **How** | **Activity** |
| 15 min  | Plenary presentation  | **Introduce session objective and outputs**a) Imagine you received news about the possible need for an emergency response. What do you do? The facilitator notes ideas on the flipchart. The importance of contacting other agencies is highlighted.b) In plenary discuss why it is important to contact other agencies from the very first hours of a crisis.c) Ideas are shared and noted on flipchart:- Essential part of information gathering- Find out who knows what- Find out who is doing what- Maybe possibilities for sharing logistics etc- Let everyone know Caritas is an important actor |
| 30 min25 min | Group WorkPlenary  | Distribute gap analysis framework and ask the participants to form groups and fill in the matrix based on their knowledge of other actors’ programs in an emergency program in which they all share experience.**Report Back:**Each group presents their matrix. Look for commonalities amongst groups and then duplications and gaps in each matrix in terms of services that likely will be provided. |

**Gap Analysis**

Gap analysis shows whether other actors are already meeting the identified needs in a particular geographic zone. It is an important step to ensure you are not unwittingly planning to duplicate activities that are already underway. Gap analysis also ensures that your proposed activities are well coordinated with other interested parties.

Information on gaps may come from existing knowledge from staff, partners or stakeholders. The important questions to ask are:

**Who?** Identify other actors (INGOs, private sector, government, other) who have projects addressing the needs revealed in the needs assessment

**Where?**  Identifying geographic areas that these actors cover

**What?**  Gathering information on their existing and future project activities

**How?** Gathering information on their strategies, approaches and project beneficiaries

**Coverage?** Gathering information on the numbers of beneficiaries they will work with.

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| --- | --- | --- | --- | --- |
| Organisation | (Type of Project/Sector) | Geographic Area | Beneficiaries-number & type | Capacity of the organization –coverage ability |
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**Tea Break 10:00-10:20**

## Session 2.2: Resource Mapping- 95 min (10:20- 11:55)

**Session Objectives**

* Identify structural resources which can be mobilized to support an emergency response.

**Session Outputs**: Resource Maps

**Materials:** Maps, Flip charts, marker pens, projector, laptop.

 Handout of Structural resource Matrix

**Prepared Materials:**

* Objectives and outputs of session on flipchart/powerpoint
* Resource map key
* Flip charts prepared for each group with the matrix

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| Time  | How | Action Taken(Activities) |
| 10 min30 min20 min 20 min15 min | Plenary Group workGallery WalkPlenary  | **Session Outline:**1. Introduce session’s objectives and outputs
2. Session Task – resource mapping & resource matrix
3. Presentation of groups’ outputs
4. Summary
5. **Introduce session’s objectives and outputs**

The facilitator introduces the session by;* explaining the objectives and the expected output of this session.

The facilitator asks the participants *“what is a resource map”*?Using responses from the participants, the facilitator explains a resource map is used to help in identifying and mobilizing available resources for an emergency response.Groups should focus only on structural resources that can be utilized to serve beneficiaries in the previously identified concentration areas. This could be in the concentration area or near enough to the concentration area and accessibility between the structure and concentration area should be anticipated (e.g. Warehouse) Groups should only list structures that they know will likely be available for use and structure that they have an idea how they might be utilized to serve the response.***Facilitator’s Note****: The importance of a resource map is to identify areas of strength, weakness and gaps (e.g schools, Hospitals, Warehouses, Water sources, Community Centres, religious congregations, etc). For the exercise we are about to do we will be looking specifically at organization and partner resources that can be mobilized to support an emergency response.*1. **Session Task:**

Facilitator presents map key - symbols to be used in developing their resource map. The facilitator should verify if any resources/symbols are missing. **Part I** * Ask the participants to start their resource maps by identifying main cities, towns, road networks, rivers and any significant landmarks and natural resources.
* Then ask groups to identify other physical resources (community centers, schools, clinics, etc.)
* Ask the participants to identify any other major external resources that could be important during an emergency response (NGO clinics, Gov’t schools and warehouses, etc.)

**FN: Be sure to make reference to concentration areas, expected scenarios and anticipated programming responses so that the resource mapping is focused.** **Part II**After the groups have marked on their maps all the key resources, then ask them to prioritize and number the key resources on the map and then link them to a resource matrix that provides more details about each resource. See matrix design below: ***FN: it is important to give very clear guidance on this task and best to do an example with each group.***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Description of Property | Location | Current Use | # of Staff | How used during response | Contact & Tel. |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |

1. **Presentation of groups’ outputs**

Ask the groups to post their resource maps on the wall. * Participants walk around the room and one participant from each group remains with their map to explain their resource map to others.
* **The facilitator should examine all maps and look at points of clarity or gaps in resources.**
* In plenary facilitator should seek points of clarify with respective groups.

 *(****FN:*** *if during the exercise a group identifies a missing resource they should agree a symbol with the facilitator. The facilitator should then inform the other groups of the new resource/symbol).* ***FN****: Groups should initially focus on only their internal resources. Groups* ***might*** *not be able to identify all the “external” resources, and this information* ***might*** *have to be gathered in an additional “post workshop” assessment with other stakeholders (i.e., cities might be more challenging)*1. **Summary**

The Facilitator asks the participants to summarize where our key resource strengths are situated. Ask how these might be utilized during an emergency response. Important to link these strengths to concentration/security areas in previous mapping exercise. Take some time to do this.Look for common themes and priorities |

**Session 2.3: Staffing: What Needs To Be Done in an Emergency? 85 minutes (11:55-12:45)**

**Continue after lunch**

**Objective:**

* To identify everything that needs to be done

**Key Messages:**

* There is a huge amount to do.
* None of these tasks (e.g. communication) can be skipped “because it is an emergency”.

**Materials:**

* Have yellow and blue color A5 cards for groups 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 both periods under each header. (Don’t under-estimate the space needed!)

*Note: A co-facilitator needs to type or capture on a flip chart the tasks as they are read or from the wall display, in order to hand them out to the groups for the staffing exercise which follows. Organize by time period, with sub headings for each topic.*

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| 45 mins30 mins*Allow as much time as required to post all tasks*15 mins | PlenaryGroup work instructionsPlenaryRound robin by time periodGallery walk | a) Participants reflect on the emergency response scenario. 🡪 What are all the things that have to be done in the first week?”  Step 1: Spend **5 minutes** thinking individually about all that needs to be done and then work as a group for **15 minutes**. Keep the concentration areas and likely response sectors in mindWrite each task on a Yellow Card. Yellow for 1st phase, Blue for 2nd phase. If you already think of things which might be done later, use other cards to write them down & not forget them, but the focus for the first 15 minutes should be the first weekDon’t go into detail, just name the tasks or category of tasks, in order to get the most comprehensive list in 15 minutes. Step 2**: After 20 mn, announce that they should now look at what needs to be done in the first month**Continue to keep the concentration areas and likely response sectors in mindNow spend **20 minutes** on what more you need to do in this period. c) The facilitator asks each group to read out their ideas, starting first with 1st phase, then the 2nd phase. One participant from each group comes to the front to collect and post up the ideas under the following headings, where they feel they fit best: Staffing; Fin-Admin systems; Fundraising; Coordination (UN, govt, CI); HQ relations; Procurement; Assessments; Immediate Relief; Program Strategy; Partnership; Media & Communications, etc.Once all the ideas for the first phase are posted, repeat the process for the second phase.d) Gallery walk: Discuss, starting with the first phase.- Anything that has been forgotten or placed under the wrong time-frame?- Anything that is not necessary?- Any reactions, comments on this exercise? |

**Lunch Break 12:45-1:45**

**Ice Breaker 1:45-1:55**

**Session 2.3: What Needs To Be Done in an Emergency? (1:55-2:40)**

**Continuing from before lunch**

**Session 2.4: Capacity Analysis (2:40-3:25)**

**Session Objective:**

* Identify capacity to respond to an emergency
* Rank combined response programming strengths

**Session Output:**

* Identified the sectors where agencies and partners have the capacity to respond

**Prepared Materials:**

* Ranking matrix on flipchart or powerpoint

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| **Time** | **How** | **Activity** |
| 20 min25 min | Group workPlenary |  **Ranking capacity by sector**Prepare: Have sector matrix printed and have one large sector matrix on flip chart pasted to the wall or on powerpoint (refer to the template below). Task: Based on previous exercises which helped us identify our and our partners capacity and physical resources, we now want to identify what emergency response sectors (activities) we could undertake. * Facilitator distributes sector matrix to each group.
* In groups ask the participants to discuss and fill in matrix using the following key:

 (1 = good capacity, 2 = medium capacity and 3 = no capacity) List groupsSecret individual vote, then share and find agreement and prep group matrix.***FN: it may help participants if the facilitator walks one or two of the groups in plenary through the selection process ensuring the identified capacity matches chosen response sector.*** Reporting back: Based on your organization **AND** partner resources, human resources and potential response gaps, the facilitator asks each group to give top 3 areas (sectors) of potential emergency response. These are marked on the matrix flipchart on the wall. Once each group has done this then try and find common priority sectors that all groups can agree to**Summarizing** Facilitator identifies common sector strengths, verifying with participants reasons why these are strength areas. Refer back to Imapct analysis section and beneficiary needs to ensure your priority programming areas are meeting identified beneficiary needs |

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| Org./ Partner/CommunityGroup | Water Supply | Sanitation/Hygiene | NFI Distribution | Food Distribution | Livelihoods/Cash for Work | Protection | Shelter |
|  A |  |  |  |  |  |  |  |
|  B |  |  |  |  |  |  |  |
|  C |  |  |  |  |  |  |  |

**Tea Break 3:25-3:45**

**Session 2.5: Emergency Preparedness & Response Plan – 130 minutes 3:45-4:45**

**Start this afternoon and continue the next day**

**Session Objective:**

* Start the process of developing a country emergency response plan.

**Session Outputs:**

* A draft of a realistic and focused Emergency Response Plan for each country.

**Materials Needed:** Flip Charts, markers, masking tape, laptop, projector

**Prepared Materials:**

* prepare session objective and outputs on powerpoint
* Session tasks on powerpoint – matrix
* Response Plan example handout
* Response Plan Activities “cheat sheet”

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| Time | How | Activity |
| 10 min  | PPT slideObjectiveDefinition of Emergency Response PlanBullet points of what’s included in an ERP**Emmanuel**Flip charts from previous sessions should be on the walls | Session Outline1. Introduction - session objectives and outputs
2. Session task – Develop a Emergency Response Plan
3. Report back on groups’ outputs.
4. Summaries
5. **Introduction of session objectives and outputs**

The **facilitator recaps on what was achieved so far** and what we will achieve today. The facilitator introduces the objective of the session* The objective of this session is to create common understanding of how to develop an emergency response plan.
* An Emergency Response Plan is *a documented plan that takes into account the possible emergency/disaster scenarios and maps out exactly* ***how*** *an organization or institution could help those affected by the emergency/disaster.*
* An Emergency Response Plan should include the following:
	+ Possible emergency/disaster Scenarios (**Facilitator reminds the groups that we’ve already identified the scenarios**)
	+ Who might be affected by the emergency & what would be the most immediate needs of those affected (**Facilitator reminds the groups that we identified who might be affected and indicates the flip charts that should still be on the wall**)
	+ Information on all the existing resources in the community that could be used to help respond to the needs of those affected (**Facilitator reminds the groups that we have this information, as we mapped out the resources**)
	+ A detailed plan for exactly how we would be able to help meet the needs of those affected by the emergency (**This is what we’re going to develop in this session!)**

**Facilitator’s Notes**: * Refer to the flip charts (or a PPT slide) that shows the impacts and needs already identified by the groups
* Refer to the maps and the matrixes on the wall that show where we have highlighted strengths and potential capacity for humanitarian response
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| 70 min | PlenaryIn groupsUse Flip charts that have already been prepared with three columns and titles | **Session Task – Develop an Emergency Response Plan**Facilitator instructs the groups to do the following activity:* Refer to the “capacity matrix” that was completed in the previous session and identify what are the areas of strength
* In your group, discuss the possible emergency response activities that are in their sectors where you have knowledge and experience
	+ **for example**: in the Water & Sanitation sector, one emergency response activity would be “the provision of safe water”, another would be “construct emergency latrines”).
* After identifying the 3 “response activities”, then your group needs to discuss all of the step-by-step activities that are required to make each response activity happen
	+ **for example**: If the response activity is “the provision of safe water”, then some of the detailed activities would be, “conduct an assessment of water points”, “procure jerry cans”, “procure chlorine tablets”, etc.
* After identifying all of the detailed activities, then your group needs to think about what they need to do now, **before an emergency occurs**, so that they are prepared to immediately begin implementing the detailed activities and the overall response activity.
* After discussing each group will write down their responses in the columns on the flip chart paper (**Assistant hands out flip chart papers to the groups**)
* Each groups needs to nominate a writer and a reporter.

**Facilitators Notes:** See example below – this could be presented on a PPT slide or flip chart:

|  |
| --- |
| Sector: Water & Sanitation |
| Response Activity | Detailed Activities | Preparedness Steps |
| Provision of safe water | * Conduct assessment of water situation
* Identify water points
* Procure chlorine tablets
 | * Identify community volunteers to serve as an emergency response assessment team
* Prepare assessment template
* Train the team
* Identify vendors for chlorine tablets
 |

**Facilitators Note:** *The facilitator should circulate around to support the groups during their group work and to guide them on the exercise.* ***Please refer to the “cheat sheet” for a list of possible “response activities” per sector.*** **Facilitators Note***: should prepare the flip charts before the session, with the columns and the titles to guide the groups.*  |
| 30 min15 min5 min | Gallery/Plenary | Facilitator asks the groups to come back to plenary for reporting. Report back to the plenary, using their flip chart matrix. * The other groups will be asked to provide any “missing information”.

Facilitator invites feedback and comments from the plenary. Do the chosen areas of response reflect the capacity of CI agencies and diocesan partners – based on what we learned from previous exercises?Facilitator Summarizes the results of the Session |

**Day 2 Wrap Up (15 minutes) 4:45-5:00**

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| 15 min |  | **Day 2 review and day 3 preview -** **Daily Evaluation. -**Distribute ‘post its’ to the participants. Mark on flip chart:* What went well today?
* What could have been done better?

Ask the participants to post their comments and under the relevant category.  |

**Day 3**

**Recap of Day 2 - (20 minutes) 8:30-8:50**

* Review Evaluation notes
* Review/quiz on previous day’s work
* Identifying where we are in the planning process and remaining steps that need to be taken

**Session 2.5: Emergency Preparedness & Response Plan – 8:50-10:00**

**Continued from previous day**

**Tea Break 10:00-10:20**

**Session 3.1: Critical Action Points - 100 min (10:20-12:00)**

**Session Objective:**

* Develop Critical Action Points in order to be prepared to respond to an emergency.

**Session Outputs:**

* Identify 3 Critical Action Points that can be accomplished in 1-2 months - identify person(s) responsible, resources needed, and timeline – both action points that can be accomplished at with limited to no resources, as well as some that will need external assistance.

**Materials Needed:** Flip Charts, markers, masking tape

**Prepared Materials:**

* Action points tables on flip charts

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| Time | How | Activity |
| 10 min |  | **Session Outline:**1. Introduction – session objective and output
2. Session Task – identify critical preparedness actions
3. Share Action plans
4. Summary
5. **Introduction**

Facilitator states the Objectives of the Session: to create common understanding of how to develop Critical Action Points in order to be prepared to respond to an emergency* Facilitator defines “Critical Action Points” – these are the most prioritized “emergency preparedness activities” that can be accomplished within the next 1-2 months and that are absolutely critical in ensuring that the CRS and partners are prepared to assist with emergency humanitarian response.
* This session builds on the previous session” Emergency Response Planning”.
 |
| 40 min | GroupsFlip Charts with 4 Columns (“Critical Action Point”, “person(s) responsible”, “resources needed”, and “timeline”)PPT slides | 1. **Session task – Identify critical preparedness actions**

The facilitator asks the groups to return to their groups. The facilitator instructs that each group will do the following: * Look at the list of “emergency preparedness activities” in the 3rd column of the flip charts that were prepared in the previous session. ***Facilitator’s Note: The “emergency response plans” should be displayed on the wall for easy visibility.***
* Each group will highlight 3 of the “emergency preparedness activities” that they consider CRITICAL, AND that can be **realistically** achieved within the next 1-2 months.
* The groups will also need to identify the person(s) responsible for making sure each Critical Action Point is achieved.
* The groups also need to identify what resources & support are needed to achieve each Critical Action Point (i.e., personnel, training, etc.)
* Finally, the group needs to decide by what date each Critical Action Point will be achieved.

The facilitator hands out flip chart paper to each group with 4 columns on it – 1) Critical Action Point, 2) Person(s) Responsible, 3) Resources/Support Needed, and 4) TimelineThe facilitator instructs each group to fill in the columns on the flip chart paper as per the instructions given above. Facilitator’s Notes: example might want to be presented on PPT slide or flip chart***Note for Facilitator: prepare flip chart templates for each group beforehand.***  |
| 15 min15 min20 min | Gallery walkPlenary | 1. **Share action plans**

Facilitator requests each group to place their papers on the wall, and then everyone will “walk about” the room to review what each group has identified as their “Critical Action Points”. Facilitator requests everyone to take note of some of the most common “Critical Action Points” as they are walking about and reviewing the flip charts. Facilitator asks everyone to return to their group and ask if after reviewing the other groups is there any changes they would like to make to their action plans. The groups will be given 10 minutes to make the changes. Ask groups who made changes to highlight changes – and reason why? **d) Summary**The facilitator and then asks people to state what were some of the most common “Critical Action Points” that they saw written down.Facilitator makes note of the most common critical action points on the flip charts and ask participants if they have any additions or comments.  |

**Session 3.2: Regional Emergency Preparedness & Response Plan (12:00-12:45)**

**Start before lunch**

**Session Objective:**

* Start the process of clarifying and refining a regional emergency response plan.

**Session Outputs:**

**Materials Needed:** Flip Charts, markers, masking tape, laptop, projector

**Prepared Materials:**

* prepare session objective and outputs on powerpoint
* Session tasks on powerpoint – matrix

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| --- | --- | --- |
| Time | How | Activity |
| 85 mins5 min | Groups and Plenary | State ObjectiveWhat we’re going to do?Should be clear what the 2-3 priority sector areas for each CP will be at this point but make sure all are in agreement.Can/should 2-3 for the region be the focus?Where are we going to do this?Clarify concentration areas within each group?Regional mapping?Are there priority areas that we would serve first before others?Who is going to do this? Initiate discussion on key roles and responsibilities. More in next session. How are we going to do this? (30 minutes)Clarify structural resources map.What other resources are needed? – Personnel, financial, vehicles, NFIs prepositioned? Agreement amongst groupsWhat emergency response trainings should be prioritized? Agreement amongst groupsSolidifying coordination plan with other partners not at this workshopAre regional Critical Action Points needed in addition to country Critical Action Points?Facilitator Summarizes the results of the Session |

**Lunch Break 12:45-1:45**

**Ice Breaker 1:45-1:55 -**

**Session 3.2 Regional Emergency Preparedness & Response Plan (1:55-2:40)**

**Continue after lunch**

**TEA BREAK 2:40 -3:00**

**Session 3.3 Coordinating Regional Roles & Responsibilities (3:00-4:45)**

**Objectives:**

* To clarify who does what in the different stages of the response throughout the region
* To develop a draft of a coordination plan

**Key Messages:**

* Need for clearly defined roles and responsibilities between organizations.

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| --- | --- | --- |
| **Time** | **Method** | **Content** |
| 30 mins30 mins45 mins | Group work instructionsPowerPointPlenaryPlenary | Open with objectivesUsing the list of functions that we identified in the “Staffing: What Needs to Be done in an Emergency” session, this exercise looks at coordinating roles and responsibilities. Answer the following questions first for the tasks that have to be done within the first phase, then the second phase.* Go through the list of functions & assess your organization’s capacity in regard to that function. If it helps, draw your organization’s org. chart.
* Do your partners have strengths in certain areas that would complement your capacity gaps?
* What support do you need from elsewhere?

**Facilitator’s note:** Warn groups of not overestimating the capacity of their staff and not overburdening certain staff with too many responsibilities, common mistakes when developing staffing plans for emergenciesYou will be asked to present in plenary:-Where do you have strong capacity in regards to the functions and where do you have gaps-What about your partners?-Compare and discuss.Can better overall coordination effort be attained and clarified as opposed to just within each group-How can the organizations in the room (with their partners) best complement each other and support each other?-Should some functions have a lead organization coordinating the activities?-Should a steering committee/working group be formed with representatives from each organization? If so, should there be a terms of reference.-Decision-making/“Authority” matrix needed?-Coordination timeline?-Discuss ideas for the best way(s) to coordinate roles and responsibilities |

**Workshop Wrap-up**

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| --- | --- | --- |
| 10 min10 min10 min | PlenaryPlenaryPlenary | **Summarize Workshop and Highlight key points**Highlight priorities that cut across each groupFacilitators remind the participants that this emergency preparedness planning workshop was only the beginning of a process, and that agencies and partner staff need to fill in the gaps and finalize the plan. **Workshop Evaluation.** * What went well today, and during the entire workshop?
* What could have been done better?
* What should we change to make the workshop better?

**Certificate presentation****Photo –ops and autograph signings with Donal****Closing**  |