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Cover page image: <http://de.fotolia.com/id/31938300>
Printed in the Philippines – 2011

This facilitator guide has been produced with the financial assistance of the European Commission Directorate General for Humanitarian Aid and Civil Protection – ECHO and the Spanish Agency for International Development Cooperation – AECID under the project “*Mainstreaming Disability in Disaster Risk Management Initiatives in Indonesia and Philippines.*” The views expressed herein should not be taken, in any way, to reflect the official opinion of the European Commission.

Contingency Plan training

Inclusive Disaster Risk Reduction project

A Facilitator's Guide

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Contingency Plan Trainer / DRR project
Handicap International – Philippines Program
July 2011*

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*“History becomes more and more
a race between education and catastrophe”.*

Herbert George Wells

*“The only way that offers some hope for a
better future for all humanity is that of
cooperation and partnership”.*

Kofi Annan

*“What matters most is not to be a
person of action, but a person of useful action.
And the useful action only being with thinking”*

René Carbonneau

*“We must act like a man of
thought and think as
a man of action”.*

*Henri
Bergson*

About the Facilitator's Guide

This Facilitator's Guide has been developed to support a four-days training course on Contingency Planning. It focuses on organizational contingency planning with the aim to ensure staff security during natural disasters and ensure the responsibility of emergency response.

The Facilitator's Guide will provide trainers level practitioners with indications on the resources to produce.

The Facilitator's Guide was elaborated in detail providing a step-by-step training methodology with:

- Learning objectives
- Key messages
- Key steps and a process outline
- Suggested session times
- Materials needed
- Additional resources and materials to supplement learning

This Facilitator's Guide provides a broad outline of inclusive contingency planning through four topics. This guide will facilitate understand of the notion of contingency planning and provide key support and accompaniment steps to the development for such plans. As a trainer you may need to adapt and modify the session plan to the particular circumstances of your training – that is, participants' experience and needs as well as their availability and so on.

Additionally, further advices for trainers are provided in the appendices of the Guide.

The agenda for this course has been gradually developed, based on experiences from several workshops carried out in the Philippines between May and July 2011. Each topic provides insight into a specific issue with technical information and exercises. This help participant to get a clear understanding of the topics; but it is also possible to mix and match the material to adapt it to your training needs.

Please note that an educational background or experience in either disaster management or preparedness is a plus but is not required for this training.

Structure of the Course

Training Course Agenda

DAY 1	Topic 1	Introduction to Contingency Planning
DAY 2	Topic 2	General Contingency Plan
DAY 3	Topic 3	Specific Contingency Plan (<u>Preparatory Action</u>)
DAY 4	Topic 4	Specific Contingency plan (<u>Emergency Operating Plan</u>)

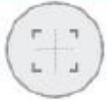
Topic

1

Contingency Plan

Introduction

Objectives



By the end of this topic, participants should be able to:

- => Understand and explain the **purpose of an inclusive Contingency Plan**.
- => Appreciate **the risk** notion.
- => Understand the importance of a good **coordination and partnership before, during and after an emergency**.
- => Ensure regular **monitoring and update** of the documents.



Key Messages

- a) This training is participatory and uses adult learning principles.
- b) The Philippines are prone to disasters. The frequency and severity of disasters is likely to increase in the future.
- c) Disasters affect everybody, but People with disabilities are some of the most vulnerable when natural hazards strike.
- d) Developing a contingency plan is a management process involving:
 - the analysis of risk (vulnerability and hazards) and potential impacts of crises;
 - The pre-establishment of procedures for timely, appropriate and effective responses.
- e) It is a tool to anticipate actions and resolve problems that usually arise during emergency intervention via developed scenario.



Time: 3h30 / 4h00



Materials:

PowerPoint "Introduction", projector, white board/black board, flipcharts and markers, A4 size paper and pens, evaluation forms



Method:

Key steps	Process
<p>1. Training introduction</p> <ul style="list-style-type: none"> - Welcome to the Course - Overview of the Course 	<p>20 – 30 minutes</p> <p>Conduct the introductory/inaugural session according to the situation and customs of the place. Welcome participants and all guests.</p> <p>Review the purpose of training and planning. Self introduction of participants (position, project, etc.). Common validation for schedules and breaks, etc.</p> <p><u>NOTE:</u></p> <p>If you feel that the atmosphere is a bit tense, that participants are not very cooperative, do not hesitate to propose an "ice breaker". There are various short activities such as group dancing, massage to the person sitting next to them, or even exchanges of out of context personal information (favorite food, number of languages spoken, artistic abilities, hobbies, etc.), that would allow to ease the atmosphere and communication)</p>
<p>2. Contingency Planning introduction</p>	<p>20 – 30 minutes</p> <p>Start - the Power Point "Introduction"</p> <p>Ensure that for each steps you answer participants' questions if they need clarification.</p> <p>=>Before clicking on slide #5 of the presentation you should ask participants to spend on average 5 minutes brain storming on the notion of "Contingency plan" and how to make it inclusive. The objective is to start thinking of the processes (before, during, after). => Slide #5 Ask participants about the difference between Prevention and Mitigation and between Response and Recovery. Continue with the slideshow following step by step. => Slide# 8, stop at the "Let us think together". In group work ask participants to prepare a definition of the notion of "risk". The next step is for groups to expose (through a representative) in 10 to 15 minutes their own definitions. Then move on to slide #9.</p>

Key steps	Process
3. Group Work	<p>2h00</p> <p>As it is expected now that participants have a good knowledge of a Contingency Plan, organize them in small groups of three to four people (although it depends on the total number of participants. Avoid as much as possible larger groups) and ask them to work on the following scenario. This activity takes 2 hours as it includes a lunch break.</p> <p>SCENARIO:</p> <p>“A typhoon category 5 is forecasted to pass over the area in the next 24 hours, tell me what you would do, how you would organize yourself before during and after the crises.”</p> <p>Why this exercise:</p> <ul style="list-style-type: none"> * Make sure that all participants understand the procedures, and the importance for partnership with national bodies, INGOs and local organizations. * Encourage sharing of understanding of Contingency Plan * Ask for participants to share experiences and ideas regarding Contingency Plan.
4. Restitution	<p>10–15 min / group work</p> <ul style="list-style-type: none"> * Restitution of the results of group works. * Analysis of the work, questions / answers / gaps / impressions * Use participants’ feedbacks to evaluate the level of understanding of the Contingency Plan concept. <p>NOTE: Be aware that most of the time participants will list activities to be covered "during" (emergency response) the crisis. You must make it clear to them that during the crisis the main objective is that they need to protect themselves. The exercise should also cover the activities "before" (preparedness) and "after" (recovery).</p>
5. Conclusion and evaluation	<p>15 minutes</p> <p>In conclusion:</p> <p>A contingency plans should be established in advance to provide adequate procedures for coordination and validations as well as defined scenarios. (It's important to remember that emergency action cannot be achieved without global coordination with UN agencies or national government as well as with other NGO and INGO).</p> <p>Contingency plan are divided in two distinctive documents that we will look into in the following topics. Both plans should be fully inclusive and ensure that in the long term all impairments are considered as staff and beneficiaries are changing frequently</p> <p>Evaluation: Use prepared format for the evaluation of the session.</p>



Handouts

PowerPoint outlines



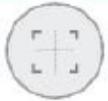
Additional Materials

Use PowerPoint presentation "Introduction"

Topic 2

Internal Contingency Plan

Objectives



By the end of this topic, participants should be able:

- * To **protect themselves and their families** during any natural disasters.
- * To have access to **natural disasters awareness tools** (distribution of individual leaflet for everybody => persons with disabilities or not).
- * To establish internal **procedures** for alerts.
- * To identify a **safety room**.
- * To prepare a safety box adapted to specific needs (keep in mind specific needs of staff with disabilities).



Key Messages

- It is important for you and your team to be as ready as possible (physically and mentally) and ensure safety for all members of your family in order to intervene in a potential emergency action.
- The preparation of your own family is a factor in reducing stress during disasters. It will act directly on the reduction of accidents or loss, and allow the whole family to take adapted and timely decisions for their safety.
- Increase awareness of the need to prepare for a possible disaster.
- Reduce the impact of disasters by ensuring that HI members work together more effectively in addition to reflecting on their ability to cope with disasters
- Ensure that HI staffs have adequate equipments to protect themselves and their family during any type of crises (i.e. emergency box, first aid kit, reinforcement kit for windows, etc. If some of your family members are persons with disabilities think about their specific needs.
- In a contingency plan, it is important to answer these questions:
 - What.....
 - Who.....
 - When.....
 - How.....



Time: 1 day (8 h)



Materials

Projector, white board/black board, flipcharts and markers, A4 size paper



Method

Key steps	Process
<p>1. Introduction</p> <p>Relating perceptions and experiences with knowledge and realities</p> <p>Safety procedures</p>	<p>30 minutes</p> <p>Ask participants if they have experiences of natural disaster emergency and if they can share it with the group (type, where, when, feelings, etc.) Compare these experiences, what were their needs (knowledge of the hazard type, things to do and not to do, etc.)</p> <p>=> How could they have been more prepared to live and manage these difficult times (either at work or home)? (Organize on a white board the answers provided according to their nature:</p> <ul style="list-style-type: none"> • National or local procedures or; • Related to their risks knowledge). <p>This process will introduce the issue of emergency internal procedures in the project. Are there already clear procedures for emergency situations? If so what are they?</p> <p>In most project areas (partners or HI offices), there are no existing emergency procedures. The staff manage “as they can” during crisis.</p> <p>Now the participants understand the importance to be prepared and to have adequate procedures in order to stay safe. It is important to note that the “risk zero” does not exist, even with the best preparation. The risk of casualties and damages decreases significantly when the level of preparedness is raised.</p>
<p>2. The safety room</p>	<p>30 / 45 minutes</p> <p>Let’s come back on the types of disasters that could affect work facilities. There are two categories of disasters:</p> <ul style="list-style-type: none"> • those we can forecast the time of "impact" and the intensity (e.g. typhoon, tropical storms, drought); • And those that are unpredictable (E.g. earthquake). <p>In both cases it is necessary to identify a “safe” area such as an office room with no or few windows, strong walls, presence of pillars, few or no objects able to hurt staff in their fall, few or no filing cabinets (preparedness activity: cabinets can be screwed to the walls) to minimize the risk of injuries. This room should also be big enough for the storage of the program “safety box”.</p> <p>EXERCISES:</p> <p>To identify a safety room, ask participants to show you around the office (interior and exterior). Visit all the rooms and for each of them work with participants on the reasons for validation as a safe room or not. Check with them outside for the presence of trees and branches near the office, the general conditions of the roof and gutters, drains around the office and in the streets outside the office to evaluate potential flooding, seismic resilience, etc.</p>

Key steps	Process
	<p>These details will guide the work to be done for more resilience but also to avoid physical and material accidents during a crisis.</p>
<p>3. The safety box</p>	<p>1h00</p> <p>Having identified the safety room, it is necessary to think about setting up a safety box.</p> <p>Why?</p> <ul style="list-style-type: none"> You need to have the necessary survival kit (first aid, water and food) as well as the necessary kits for staff with disabilities (and members of their family) ; It's also essential to have adequate means to keep informed (radio, phones, etc.) in a situation of confinement during a crisis. <p>EXERCICE:</p> <p>Ask participants to reflect on the safety box content (for the office and for their families). When thinking of quantities to include in the safety box staff should take into account the number of staff that would be present and are usually office based. They should ensure that people's needs are covered for a period of three days confinements. There is an existing fairly comprehensive list (Safety box content), but it is recommended to distribute it after the exercise is completed so that participants reflect on the needs for the office and their own family during emergencies without being influenced.</p> <p>NOTE:</p> <ul style="list-style-type: none"> * Do not forget about needs for family relatives (e.g. games for children, copies of important documents, photos, medicines, etc.) * Identify who within the staff will coordinate and monitor in the long term these boxes from the establishment of the box to the control of the use-by dates, replacement of outdated food and re-actualization of the box when it has been used during an emergency (in order to limit high cost, it is possible to set up an internal sales system for all food items two or three weeks before the per use-by date and buy new products with the money collected).
<p>4. Awareness tools</p>	<p>25 minutes</p> <p>After having worked on the safety room and safety box, organize a time for presentation of different tools created (video and awareness disaster). (In the Philippines: Watch the three videos "Disaster watch" in Tagalog.) They must be distributed to the group on USB Keys. If the original file is sent they can also be adapted, e-mailed to partners, families, used in educational tools, etc. All documents created must be posted in strategic locations in the office and in homes (announcement board, toilets or kitchens.)</p>

Key steps	Process
5. Handicap International Early Warning System	<p>2h00</p> <p>For those we can forecast the time of "impact" like typhoon it's important to have an organized early warning system:</p> <p>3 typhoon alert level: Orange, Red and Violet:</p> <p>Phase 1: An "Orange alert" means that for example a tropical typhoon (tropical storm or hurricane) represents a potential hazard with high impact expected. The team in charge or located in the area of impact needs to be in alert mode and follow the development of the typhoon as it might change direction or just fade. Their second task is to keep the management team informed of the evolution of the situation (Country director and Emergency Focal Point)</p> <p>Behavior: Prepare yourself!</p> <p>This preparation requires the mobilization and action of all staff. The logistician alone cannot store or set up everything. Everyone should be responsible for their office preparation and for gathering early warning signs (e.g. whilst implementing project activities).</p> <p>Phase 2: A "Red Alert" means that a tropical typhoon (tropical storm or hurricane) represents a hazard likely to mature shortly with relatively strong effects (high-impact), or mature a little further away but with intense effects (major typhoon) expected in the area.</p> <p>Behavior: Be ready!</p> <p>Phase 3: A "Violet alert" means that an intense tropical typhoon (major hurricane) represents an imminent danger to some or all of the territory, its expected effects are very important. Behavior: You are already in hibernation at home or in the office!</p> <p>It is essential to identify a resource person (Emergency Focal Point) to control the early warning system and inform the team on the situation. Another key responsibility of the resource person is to monitor the evolution of the hazard. This work begins at the orange alert phase. The analysis of the monitoring will then inform the validation for changes to other alert levels. This responsibility of validation should be handled by the country director.</p> <p>Participants must also work on an organizational chart, time sheet and content of each alert level (indicators of change, travel restraints, communication skills, relationship coordination, etc.)</p>
6. Start writing the draft General Contingency Plan / Evaluation	<p>Rest of the days</p> <p>Participants begin writing the draft synthesizing information and work requested. The day ends with an evaluation</p>
7. Conclusion and evaluation	<p>10 – 15 minutes</p> <p>In an internal contingency plan, activities to be developed are adapted to the local context but must remain in a common procedure for all HI project offices.</p>

Key steps	Process
	Evaluation are made at the end of each training day to determine participants' satisfaction in link with the topic (pedagogy, understanding) The evaluation: Use prepared format for the evaluation of the session.



Handouts

Evaluation form

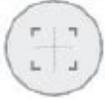


Additional Materials

Awareness Tools including
Emergency Kit and Safety box content

Topic 3

Specific Contingency Plan (Preparatory Action)



Objectives

By the end of this topic, participants should be able:

- * To begin to write their own Specific Contingency Plan
- * To understand each steps to built a Specific Contingency Plan
- * To know about HI's emergency process
- * To identify potential partners and places to get information.
- * To map vulnerabilities, hazards and make the maps inclusive.



Key Messages

- Identification and analysis
- Data updated
- Partnership



Time: 1 day (8h00)



Materials

PowerPoint “Emergency Process”, projector, white board/black board, flipcharts and markers, A4 size paper and pens, area map and national country map.



Method

Key steps	Process
<p>1. Introduction</p> <p>Introduce the topic and objectives.</p>	<p>25 – 30 minutes</p> <p>Provide an overview of the topic and outline the objectives.</p> <p>A Specific contingency plan is called “Specific” because it focuses on an identified disaster (E.g. Flood, earthquake), a specific geographical region and an adapted response. Its implementation requires developing two complementary phases:</p> <ul style="list-style-type: none"> * Preparatory Action (Topic 3) * Emergency Operating Plan (Topic 4) <p>Each of these phases’ requests specific disaster and vulnerability related data (i.e. mapping of the situation). The final specific contingency plan will be the result of the collection and analysis of the specific data as well as a synthesis of the strategic decision of the organization.</p> <p>The Specific contingency plan is a guide with scenario for potential emergency responses in a defined geographical area. It’s important to ensure that all participants are aware of the basic emergency response procedures. If participants have no experience of emergency response or knowledge of those procedures refer to PowerPoint presentation “Emergency Process”.</p> <p>The next training will present the framework in which the contingency plan will be built in as well as the key participants that needs to be involved in the process. Participants will be actively involved in this session as they will start working on their own draft of specific contingency plan.</p> <p>The aim of the two days is not to arrive at the completion phase but to ensure that all participants have a good understanding of the framework of the document and its relevance.</p> <p>NOTE:</p> <p>It is necessary to be very clear about the role of the trainer. He is not the one who will do the contingency plan. The trainer has a support and adviser role. His main objective is to ensure that the participants :</p> <ul style="list-style-type: none"> * understand, * adhere and, * get involved

Key steps	Process
<p>2. About emergency process</p> <p>Preparatory Action</p> <p>Group work</p>	<p>30–45minutes</p> <p>Deliver a PowerPoint presentation that outlines the “Emergency Process”. It’s important that participants remember:</p> <ul style="list-style-type: none"> * The importance of partnership and coordination. * They have to work on an exit strategy (which should be part of the contingency plan). * That the emergency response will be base on the assessment result and also on the scenario written before in the specific contingency plan in order to be as ready as possible. It is important to know in advance the historical and social context, environment, opportunities, etc. <p>Rest of the day</p> <p>The first phase of the work is to organize the data search, in order to answer:</p> <ol style="list-style-type: none"> a) Physical context and climate b) Political context c) Socio-economic context e) Vulnerability (i.e. food security, education, structural) f) Major, medium and minor recent emergencies g) Major hazards identified (classified according to their amplitude and frequency) h) Capacity of local adaptation and coping mechanisms. <p>These data can be searched on the web, but it is clearly "strategic" to move and reach out to structures that may have this type of data.</p> <p>Why Strategic? People that you meet can become partners, integrate HI with other groups, but also a very good opportunities to discuss actions, partners, objectives, the contingency plan, etc.</p> <p>Analysis of the data will provide a framework of possible actions and propose scenario for HI according to identified risks. Those risks are identified through data collection, VCA (i.e. mappings, interview, etc.) It’s important in this case to first contact local and national stakeholders to find out what tools are already available.</p> <p>Emergency response that Handicap International maybe involved will depend on:</p> <ul style="list-style-type: none"> * Human resources available (people already working within the DRM project, Having clear records of background & competencies of each staff). * The program strategic planning and available budget.
<p>3. Conclusion and evaluation</p>	<p>10 – 12 minutes</p> <p>Ask if participants have any questions or points that are not well understood. Make a summary of the work already done, difficulties encountered and, the work still to be done by the team.</p> <p>Evaluation of the day.</p>



Handouts

No handout

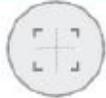


Additional Materials

PowerPoint presentation “Emergency Process”
 CP Table of Content + Contingency Plan Madagascar
 Evaluation form

Topic 4

Specific Contingency Plan (Emergency Operating Plan)



Objectives:

By the end of this topic, participants should be able to:

- * Understand the skeleton of a specific contingency plan.
- * Understand each step for a Specific Contingency Plan and make it inclusive
- * Know the different phases of an emergency and understand the responsibilities involved and validation processes.
- * Appreciate the general and operational objectives of the contingency Plan.
- * Identify the local organizations involved in emergency coordination and interventions.



Key Messages:

- Sets forth the lines of authority within Handicap International as well as the external emergency coordination structure.
- Identify personnel, necessary equipment, suppliers, and other resources needed for emergency response
- Create a scenario and anticipate what could be the strategy for emergency response.



Time: 1 day (8h00)



Materials:

Projector, white board/black board, flipcharts and markers, A4 size paper and pens



Method

Key steps	Process
1. Introduction	<p>5 minutes</p> <p>Ask participants if they have any questions about Topic 3 and training provided the day before. Explain the purpose of this second step on Specific Contingency planning.</p> <p>=> Emergency operating Plan: This plan assign responsibilities to organizations and individuals for carrying out specific actions at projected times and places in an emergency.</p>
<p>2. Coordination</p> <p>Group work</p> <p>Local & national level</p>	<p>4h00</p> <p>Compare the data & information that participants have collected. With this they can start writing a draft Organizational chart for local coordination.</p> <p>=> Who? (is in charge of, etc.) => What? (tasks, checks, etc.) => How? (is it validate, is it manage, is it decide)</p> <p>This includes coordination of HI with partners but also the internal procedures within the project and country program level (validation, tasks, etc.) The final validation of the organizational chart is the responsibility of the country director.</p>
<p>3. Partnership</p> <p>Clusters, coordination meeting</p> <p>Partners</p>	<p>4h00</p> <p>It's important to define:</p> <ul style="list-style-type: none"> * Who within Handicap International as the technical capacities to participate to the clusters? * Which clusters are relevant to our work? * And finally who in pre-emergency time can introduce us in those the clusters? <p>Usually, partners during emergency action are:</p> <ul style="list-style-type: none"> * UN agencies * NGOs (local, national or international) * Local or national institutions <p>Make a list of partners, which one could be relevant according to our scenario and objectives (predefined activities of intervention).</p>
4. Conclusion and evaluation	<p>Summary of the work already done and what needs to be done for completion of the Contingency Plan => develop a time schedule for each participant. Any questions? At the end of training, give your contact details for future questions. Evaluation</p>



Handouts

None

=> Start each day of training by recapitulating the previous day's topics.

=> If something is not understood or participants are confused, be prepared to clarify. This may require time, so plan some flexibility into your schedule or your approach.

=> Consider how you can best address such problems: eg. Provide clarification then-and-there, provide a summary or opportunity for discussion later-on, provide some additional resource or reference material. If other sessions are going to be impacted, negotiate with participants how best to address the situation. Also facilitate a process where other members of the group play the role to fill the gaps in learning and understanding.

=> When a task is presented to the group as an exercise, present it verbally and in written form.

=> Always ask participants if they understand the task.

=> As the exercise gets underway, monitor how it is going and provide further directions or guidance if required.

=> During the period of training, be sure to vary the composition of sub-groups.

=> End each session by asking if there are any questions or if anything remains unclear. Ensure people know where to go to get further information and/or assistance.

=> Parking Lot: If queries arise during a training that requires further attention or follow-up, write them up on a "parking lot" sheet. Review the list towards the end of the training to see what has been covered and what is still outstanding. Consider ways to address these – trainers and participants can share responsibility for how they might be addressed, during the course or after it.

=> Be prepared! Trainers should always be a few steps ahead of the participants. Be familiar with the topic and the materials and with the exercises. And anticipate problems. This will help you to sense when to give direction and guidance, and when to let participants work on their own.

=> When posing a question to the group, allow enough time for participants to suggest answers and ideas. If people are having difficulty in answering, rephrase the question or give hints to help them respond, rather than supplying the answer directly.

=> Trainers should help participants discover information.

Always be sensitive to the level of concentration and energy of the participants. If it drops or you feel some people are not paying attentions, stop and take a break or do a short 'warm-up' exercise. Time spent re-energizing is better than being wasted altogether through lack of 'engagement'.

=> Remember: How training is undertaken is as important as the content.

=> The learning experience and its subsequent application is determined more by how useful the training is for participants' lives and work than by the amount of information they were presented with.

People learn by doing: learn - practice - reflect - learn

Being well-prepared will help you relax and imbue you with confidence and clarity.

Ref: Adapted from Theis J and Grady H (1991) 'Participatory Rapid Appraisal for Community Development: A Training Manual Based on Experiences in the Middle East and North Africa', IIED/SCF

Slide 1



**INTRODUCTION TO
CONTINGENCY PLANNING**

Slide 2

Project:
Mainstreaming Disability in Disaster Risk
Management Initiatives in
Philippines & Indonesia





EUROPEAN COMMISSION
Humanitarian Aid and Civil Protection



Slide 3

Table of contents

- **Objective of contingency planning**
- **Common risk analysis and mapping**
- **Principles, strategies and coordination**
- **Response planning & gap identification**
- **Consolidation of the process, follow-up actions & ensuring its functioning**

Slide 4

Objective of contingency planning

=> Overall aim:

To reduce to the maximum extent possible adverse impacts of an anticipated disaster on the affected populations

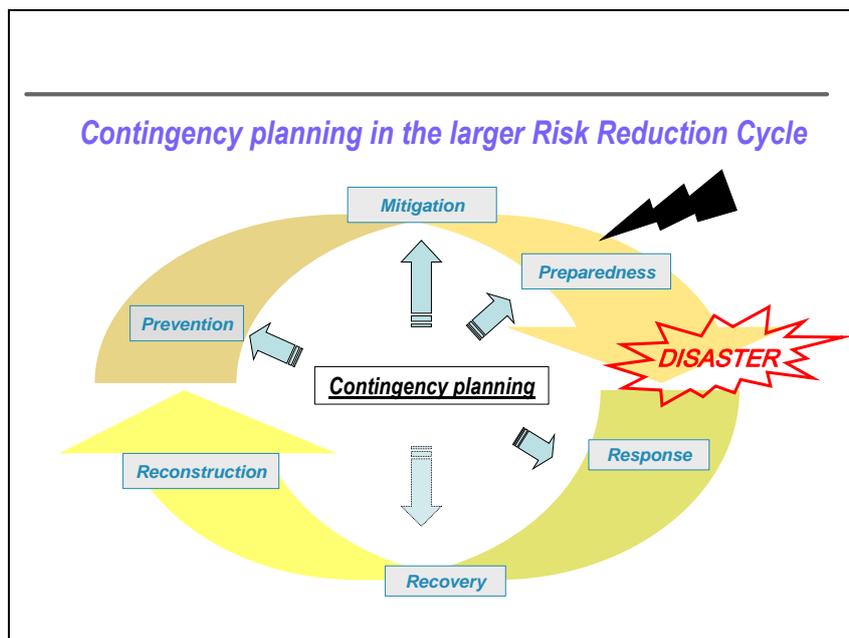
=> Why contingency planning?

To ensure that – when required – the humanitarian response is effective

=> How to make it effective and efficient?

By planning for a coordinated response which maximises existing capacities and minimizes gaps, duplications, delays and other constraints

Slide 5



Slide 6

The planning process

- => **Contingenc planning vs. contingency plan**
 - The **process** counts rather than the mere document
 - Building **networks, partnerships, relationships and mutual understanding** is an important part of the process
 - The process is an important means of **information sharing** between the actors
- => **Decision-makers, including donors, to actively participate in the planning process**
 - For the process to be effective, **staff with decision-making powers** need to be present

Slide 7

Common risk analysis and mapping

* Why do risk identification & mapping? What is the added value of it?

=> To be able to **prioritise risks** and focus together on the risk for which we aim to be prepared.

=> A contingency plan generally is made to plan for the eventuality of a **specific risk** materializing.

=> For this, the risk needs to be **identified and localized**.

Slide 8

* What does risk mean ?

Let us think together...

Disaster Risk = (Hazard x Vulnerability) / Response Capacity

=> **Hazard**: potentially damaging physical event, phenomenon or human activity

=> **Vulnerability**: characteristics of a person or a group in terms of their capacity to anticipate, cope with, resist and recover from the impact of a hazard

=> **Response capacity**: the capacity to provide assistance or other intervention during or immediately after a disaster to meet the life preservation and basic subsistence needs of those people affected

Slide 9

*** The risk analysis****=>Identification of the hazard/s**

What and where is the hazard/s, and what do we know about them: historical information, seasonality/cyclical factors, predictability, causes, slow-onset or sudden-onset, etc.

=>Assessment of vulnerability

Physical, social, economic and environmental factors, which impact on a community's exposure to the hazard/s.

=>Assessment of existing response capacity

All existing actors – including the potentially affected community – and their resources, respective expertise, presence in country, coordination arrangements, agreement with external actors for support when needed, etc.

Slide 10

Principles, strategies and coordination*** Principles, strategies and objectives**

=> Define overarching principles and strategies guiding the response under each identified scenario.

=> Define operational objectives

=> Consider exit strategies for each scenario

NB: the contingency plan should be complementary to the national plans.

Slide 11

*** Management and coordination arrangements**

Question: How should the response mechanism work?

=> Define operational roles and functions, responsibilities and accountabilities (i.e. cluster approach)

- who does what?
- who takes what decision?
- Who talks to whom?

=> Define coordination

- Links with Government
- Coordination with NGOs, UN,...
- Press contacts

Effective management and coordination

Slide 12

Response planning & gap identification

*Operational response plans.

The response plan is:

- => based on the **planning assumptions.**
- => based on **existing (and potential) capacities.**
- => should **highlight gaps.**

Slide 13

Operational response plans

Question: *who does..*

..what, where and how?

- => Agree on joint needs assessment template/
standard TORs for joint assessment missions.
- => Define sectoral objectives and activities.
- => Define sectoral management and coordination
mechanisms (i.e. clusters).
- => Determine criteria for setting up common
operational and support services (i.e. logistics,
transport, information management,
telecommunication services, etc.) .

Slide 14

*** Gap identification**

=> Identify gaps in the response capacity
according to the **planning assumptions and
existing capacities.**

=> **Assign responsibilities** for filling the gaps.

Slide 15

Consolidation of the process, follow up actions & ensuring its functioning.

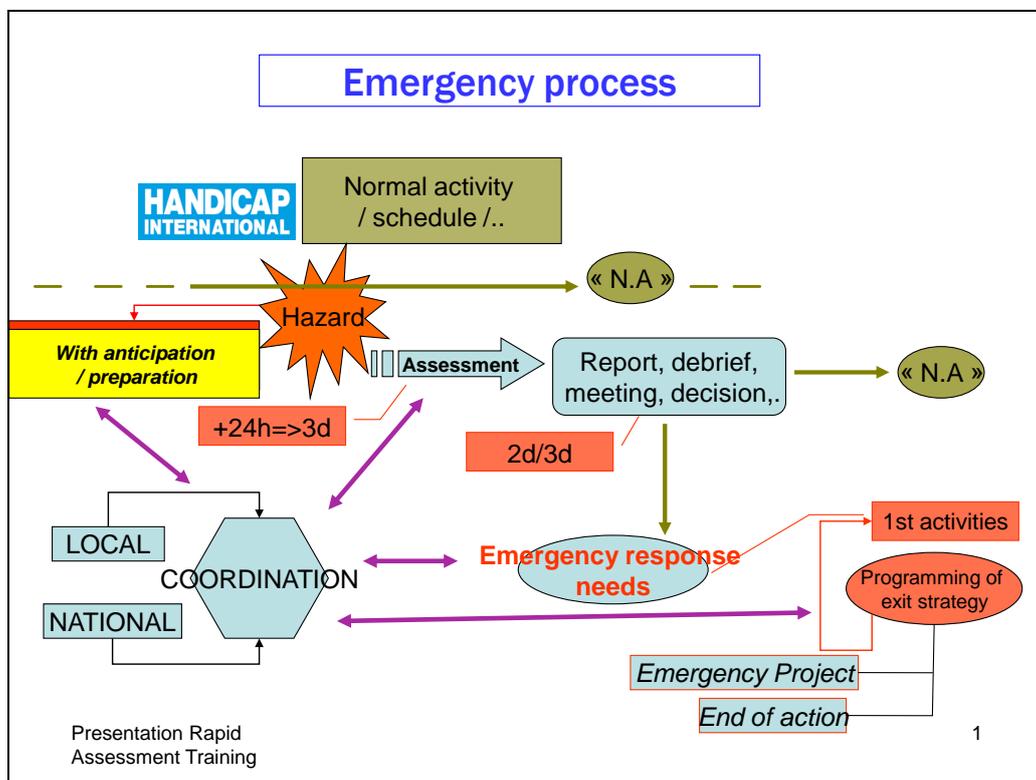
- => Triggering **indicators**, monitoring and **actual activation** of the plan needs to be agreed upon.
- => Plan **needs to be understood by all concerned** (i.e. possible simulation to be made).
- => Necessary **follow-up actions to be undertaken**, such as identified gaps to be filled.
- => The plan **needs to be kept « alive » to include potential modifications** of planning assumptions and progress in preparedness.
- => **Agree on procedure** for updating the plan (who, how and when?)

Slide 16

Thanks you....

Annex 3

Power Point “Emergency Process”





For more information please contact.

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