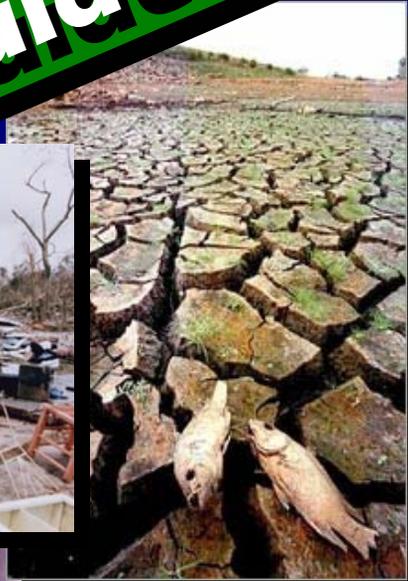


# *Rapid Environmental Impact Assessment in Disasters Workshop*

## **Trainer's Guide**



Prepared by InterWorks for  
CARE International and Benfield Hazard Research Centre

November 2003

# ***Trainer's Guide***

**for the**

## **Rapid Environmental Impact Assessment in Disasters (REA) Workshop**

Prepared by InterWorks  
For CARE International and  
Benfield Hazard Research Centre

December 2003

## COVER PHOTO CREDITS

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# Workshop Agenda

This workshop may be presented in a number of formats, depending on the training needs assessment of the audience or the objectives for the training event. This first model agenda is based on the case of an audience that includes individuals with little or no experience in disaster management, environmental management and/or disaster assessment. For this audience, a three-day agenda may be the most appropriate.

If the audience is experienced in each of the above areas, then a two-day agenda would be adequate. And if the audience is only interested in the organization level methodology (skipping the community level assessment and the consolidation stage) then 1 ½ day workshop would work.

## Three-Day Agenda

### Day 1: Background and Overview

0830	<b>1.1</b>	<b>Welcome</b> , introductions, and workshop objectives.
9000	<b>1.2</b>	<b>The environment – disaster connection</b>
1015		Break
1030	<b>1.3</b>	<b>REA conceptual framework</b>
1200		Lunch
1300	<b>1.4</b>	<b>Disaster management context</b>
1430		Break
1415	<b>1.5</b>	<b>Rapid assessment in disasters</b>
1545	<b>1.6</b>	<b>Participant feedback</b>
1600		Adjourn

## Day 2: REA at the Organizational Level

0830	<b>2.1</b>	<b>Review of Day 1</b>
0845	<b>2.2</b>	<b>Module One: Context statement</b>
0930	<b>2.3</b>	<b>Factors influencing environmental impacts</b>
1015		Break
1030	<b>2.4</b>	<b>Environmental threats of disasters</b>
1130	<b>2.5</b>	<b>Unmet basic needs</b>
1215		Lunch
1300	<b>2.5</b>	<b>Unmet basic needs, continued</b>
1345	<b>2.6</b>	<b>Negative environmental consequences of relief activities</b>
1445		Break
1500	<b>2.7</b>	<b>Participant experience</b> in disaster/emergency situations
1530	<b>2.8</b>	<b>Review</b>
1600		Adjourn

## Day 3: REA Process: pulling it all together

0830	<b>3.1</b>	<b>Review of Day 2</b>
0845	<b>3.2</b>	<b>Module Two: Community Level Assessment</b>
1015		Break
1030	<b>3.3</b>	<b>Module Three: Consolidation and Analysis</b>
1200		Lunch
1245	<b>3.3</b>	<b>Module Three, continued</b>
1315	<b>3.4</b>	<b>Module Four: Green Review of Relief Procurement</b>
1415		Break
1430	<b>3.5</b>	<b>REA implementation issues</b>
1530	<b>3.6</b>	<b>Evaluation and closing</b>
1600		Adjourn

## Two-Day Agenda

### Day One

0830	<b>Welcome</b> , introductions, and course objectives.
0900	<b>Introduction to the REA.</b> Objectives and outcomes of REA; when, how and who can use the REA; use of REA for monitoring and evaluation.
0930	<b>Disaster management.</b> Presentation on disaster management, the phases of preparing for and responding to disasters with an emphasis on the assessment process; the roles and responsibilities of individuals, disaster managers, governments and society.
1015	<b>Break</b>
1030	<b>REA conceptual framework.</b> The session will be structures around a presentation covering: 1) The environment/disaster interface and how environmental issues translate into catagorizable assessment needs reflected in Module One; 2) How the <u>Guidelines</u> are designed and structured; 3) The four REA modules and their outcomes; 4) How discussing the process in the Organization Level module is easier than using the Community Level module. Group discussion on will be used to highlight the role of each Module and components in the assessment process
1130	<b>Module One: Context statement.</b> Following a presentation covering each of the six questions and describing how each one is addressed and answered, a completed Context Statement element will be presented and discussed by participants.
1230	<b>Lunch</b>
1300	<b>Factors influencing environmental impacts:</b> A brief presentation on purpose, process and outcome for this Module One element, including rating scale issues and options. Group activity will involve assigning each factor to a different participant and asking each where to collect the information required to answer the factor. The implication of each factor will also be discussed.
1400	<b>Environmental threats of disasters.</b> A brief presentation on the purpose, process and outcome for this Module One element will be made, focusing on links between disaster events and environmental consequences. Participants will be asked to identify environmental threats which might be linked to specific hazards and compare results to the form in <u>Guidelines</u> . A short presentation on impact scoring will be followed by a small group exercise and reporting back to the larger group.
1445	<b>Break</b>
1500	<b>Unmet basic needs.</b> Following a brief introduction, participants will be divided into small groups, assign one sector per group and then ask them to fill out Form #3 for their sector based on a description of disaster. Each group will report back to their results and these results will be compared with a field test.
1600	<b>Negative environmental consequences of relief activities.</b> Following a brief description of the purpose, process and outcome for this element, participants will complete the rating of one or more activities based on a one page description of a relief program. The results of each group will be presented and discussed.
1715	<b>Review of Day 1</b> and Preview of Day 2.
1730	<b>Adjourn</b>

## Day Two

0830	<b>Review</b> of previous day and introduction to Day 2.
0900	<b>Module Two: Community Level Assessment.</b> A presentation on why and how the REA is implemented at the community level will be followed by discussion on information collection options as well as questionnaire versus focused discussion options. Participants will role play an example of implementing the questionnaire/focused discussion.
1000	<b>Break</b>
1015	<b>Module Two: Community Level Assessment, continued.</b> Participants will follow the REA process to fill in the Community Assessment Summary Form. An exercise will be based on a completed community questionnaire from an actual field test.
1045	<b>Module Three: Consolidation and Analysis.</b> A brief presentation will be made on the purpose, process and outcome for this module, and include discussion on how the different parts of the REA can be included in this module. As an exercise, participants will be divided into two groups, provided with results of Organizational and Community assessments and tasked to complete the Consolidation form. The results of this exercise will be presented to the larger group and the process discussed. At the close of the session, participants will be led through the process of analyzing the consolidation results and developing a prioritized list of issues and actions.
1230	<b>Lunch</b>
1300	<b>Module Four: Green Review of Relief Procurement.</b> The facilitator will introduce the definition and concept of green procurement. Four areas in which green procurement criteria can be applied to emergency procurement will be reviewed. Participants will be asked to brainstorm examples of green procurement for each of the questions in the checklist and review examples provided as to how some specific procurements has not been green, or a green as possible.
1400	<b>Participant experience.</b> Participants will be asked to present their own experiences with disaster and environment issues and explore how the REA process could have been useful in those situations.
1445	<b>Break</b>
1500	<b>REA implementation issues.</b> A combination of presentation and discussion will be use to highlight challenges to a successful implementation of a REA and how to address these challenges.
1545	<b>Outstanding Questions</b> and Review of REA process. Participants will be asked to raise any outstanding questions about the REA, the course or other aspects of disaster-environment linkages.
1615	<b>Evaluation and closing.</b>
1645	<b>Adjourn</b>

# Workshop planner

**Why this workshop planner?** This planner is designed to help you plan and tailor the workshop to meet your specific training needs. While these trainer's notes suggest one way to conduct the workshop, you are encouraged to analyze your own situation and adapt the course as necessary. Since each training situation is different, it is important for you to consider your specific course goals, training and learning objectives and time constraints.

## I. Overarching workshop objectives

What are your overarching or broad reasons for holding this workshop? What do you hope that this workshop will accomplish? Reasons can include "pure" learning objectives, as well as objectives related to networking, team building, program promotion or political reasons. For each reason, list how this will be accomplished. List your reasons below.

Reasons for this workshop	Ways this will be accomplished
<i>Example: To improve project planning skills</i>	<i>Participants will get opportunity to practice and apply planning techniques.</i>
<i>Example: To build organisational links between National Society and civil defense disaster preparedness unit.</i>	<i>Invite participants from each organisation and use small work groups consisting of National Society and civil defense participants.</i>

## II. Training objectives and methods

A. Next, develop the specific objectives that you have for this training. To do this, ask yourself the following questions: After taking this workshop,

1. *What should participants know about conducting an REA that they don't know already?*

2. *What should participants do differently?*

In order to answer the above two questions, you must have an idea of your trainees' experience and knowledge of the REA concept and methodology. *How will you assess your trainees' knowledge during the training design phase?*

B. In the table below list your specific training objectives related to learning, knowledge acquisition and skill development. In the second column list the training methods that you will use to meet each objective.

Training objectives	Training methods
<i>Example: Discuss the roles and responsibilities of disaster management actors</i>	<ul style="list-style-type: none"> <li>• <i>Participants generate list of all disaster management actors</i></li> <li>• <i>Participants create a list of all activities corresponding to each disaster management role</i></li> </ul>

**III. Workshop or session plan**

Based on your course and training objectives, you will need to determine how best to schedule your time. The following table is a useful way to draft your workshop agenda. The questions are useful to think about as you decide on the timing and methods to be used.

Time	Session theme, key points and procedures	Materials required

## **Additional points to consider**

- Have you varied the workshop methods? (For example, it is better to follow a presentation with a good group exercise than with another presentation.)
- Have you built in practical activities where participants can apply and discuss what they have learned or heard in a presentation?
- If networking is an important course objective, have you allowed enough time for participants to meet informally during breaks and meal times?
- Have you prepared the materials (handouts, exercise instructions, flip charts, etc.) that are required?
- Will translation be necessary? Who will translate the material? Who will check the accuracy and precision of this translation?

## **2-3 month planning checklist**

- Establish workshop objectives
- Plan the workshop programme
- Invite or select participants
- Review the resource / training materials and develop new material if necessary
- Confirm training team and responsibilities
- Determine if translations are required, and how the translated documents will be verified for accuracy
- Identify characteristics of the audience (language ability, background, gender, level of knowledge or experience with the topic, etc.)
- Discuss equipment needs and arrange to rent or borrow
- If field visits are planned, visit workshop and field visit sites and confirm arrangements. Seek permission if required.
- Prepare workshop budget, programme and logistics (date, venue, time)
- Clarify arrangements for lodging, meals, coffee breaks, cost, etc...

# General recommendations for REA workshop facilitators

The experience of conducting REA workshops has led to the recommendation that facilitators review each of the following items before conducting a workshop. These items were identified as potential or recurring problems and issues regarding the REA in general or conducting the REA workshop in particular. The facilitator is well advised to be familiar with these issues and anticipate dealing with them in a workshop.

## Things to do before the workshop

The following pre-workshop actions should be taken in order for the workshop to flow smoothly.

1. Print an adequate number of workshop materials: *REA Guidelines*, *Participants' Workbook*, and *Trainer's Guide*.
2. Make one set of paper copies in color of the PowerPoint file "1.5 A Cyclone Inez" to use in the exercise for session 1.5.

## Local case study

The Trainer's Guide and Participants' Workbook contain a case study to use as a vehicle to facilitate learning the REA. However, it is strongly recommended that a country-specific case study be developed for each workshop. This will require the facilitator or workshop planners to identify such a case, organize the information to correspond to the flow of the workshop design and write up the elements to substitute in the text. It also requires that the facilitator anticipate how the forms will be filled in to ensure that the participants in the workshop are on track by identifying the right information and processing it correctly.

## Disaster managers vs. environmentalists

Participants' training needs and the reaction to the training program differs, depending on the orientation and experience of the participants. Participants with an environmental focus need more information about disasters and participants with disaster management experience need to learn more about environmental issues. The facilitator therefore may need to adjust the emphasis of a workshop presentation depending on the composition of the audience.

## Human vs. environmental emphasis of the REA

An audience of environmentalists may object to the emphasis of the *REA Guidelines* and the workshop on the human needs of disaster survivors. They may ask for a greater emphasis on developing a disaster response plan that focuses on protecting and repairing the environment. The facilitator is encouraged to maintain the "human focus" for the workshop and suggest that an environmental organization can feel free to modify the REA process to focus on environmental programming.

### **Tailor workshop agenda to the audience**

If presenting this workshop to field people familiar with disasters and disaster response, it might be possible to cut down the first day presentations. For example, one could merge the sessions “Link between disasters and the Environment” and “Disaster Management”, and/or reduce the session “Introduction to Disasters Management”. Similarly, some audiences may elect not to focus on the community level assessment and therefore the workshop could skip over modules 2 and 3.

### **REA terminology**

Even though a glossary is provided, many participants get stuck on some terminology, especially if English is their second language. The facilitator needs to keep checking with the participants to ask if they understand the terms. If not, take a minute to define and illustrate the terms.

### **Adapt content to local conditions**

Training materials and exercises need to be based on local conditions if possible. An REA training in Antigua, for example, used a landslide in western Guatemala which occurred during the workshop as a real situation for use of the REA. This was a good improvisation.

### **Post the REA process**

The REA methodology and process is composed of several components with multiple relationships. For participants learning of it for the first time, it can be confusing to keep all of the names and elements straight, and to know how they fit together. It is recommended that the facilitator make a big flip chart or poster of the REA process and post it at the front of the meeting room for the entire workshop. It will be convenient to refer to this poster to demonstrate where you are in the process at any place along the way. (See the last 10 pages of the Trainer’s Guide to photocopy for possible use in a classroom.

### **Keep track of useful information**

Many discussions bring up useful or critical information relevant to the REA assessment, but that the current form being filled in does not accommodate this information. The facilitator should create a “parking lot,” such as a dedicated flip chart or piece of paper, where these ideas are recorded and then included on the Issues Consolidation Table, Annex I

# Recommendations for the practical experience simulation

Additional considerations when the full five day program is implemented include:

1. Select the communities that will participate in the simulation. There should be at least four in order to have a range of issues that require analysis and consolidation into priorities.
2. These communities must agree to become partners in this training experience. The communities should have suffered a disaster in the recent past and the process of implementing an REA community assessment should neither become a burden for the community nor raise expectations that the process will result in additional aid.
3. A question that may come up in the simulation is whether or not the experience is simulating the period immediately after the disaster or is it “real time,” i.e., reflecting current conditions. It would be too artificial to ask community members to role play themselves during the actual disaster. The assessment will be more realistic if the community members discuss current conditions.
4. Similarly, the Context Statement should be written for the current reality and not recreate a previous point in time, near the occurrence of the disaster.
5. Identify in advance a person from among the participants who will be the REA leader for the two day simulated exercise. This person should be identified before the workshop begins and encouraged to read the *REA Guidelines* as part of the preparation before the workshop.
6. Additional materials need to be prepared in advance. They are identified below under “Tips for REA Leaders.”

## Tips for REA Leaders

1. Read the *REA Guidelines* before the workshop begins.
2. Read the simulation materials before the workshop begins.
3. Become familiar with the computer-based tools to record the results of the assessments.
4. Prepare adequate copies of all forms needed for the simulation.
5. Decide how you will break the participants into groups – depending on how many participants there are overall.
6. Be ready to discuss the metrics you will use, e.g., 1 to 10; 1 to 5, 1 to 3; low to high, etc.
7. Be ready to define Small, Medium and Large regarding the Form 2 area of disaster.
8. Be prepared to clearly explain the process for completing each Form or assessment process before undertaking each step of the assessment.
9. Regarding the Community Level Assessment, inform participants that a failure to complete the data collection Form means that the information collected would be lost to the organization.

10. Regarding the Consolidation and Analysis Module, make sure the coping strategies section of the Community Assessment Summary Form is completed.
11. The consolidation and analysis process goes easier if several people work on the process together (e.g., one recording results while the other works with the group). This needs to be planned ahead of time.
12. If possible, arrange to have a computer and printer available in the conference room so that information transcribed from flip charts or forms can be made available to participants without delay.
13. Issues listed in Consolidation and Analysis tables should be kept as simple and focused as possible. Issues can be further consolidated at a later stage if this is necessary.
14. It is important to keep in mind that the action plan output is only the suggested actions from the assessment and not an attempt to design a new project.
15. Do not forget Step 10, the review of the Form 4 a second time to look for negative environmental consequences for the proposed actions of above.
16. Remember to encourage participants to regard “advocacy” as a legitimate action – especially when a problem has been identified but the agency’s mandate or resources won’t allow addressing that problem through a project. Then the organization can become an advocate for other organizations to address the problem.

# Welcome

## **Session at a glance**

Content	Approx. Time	Instructional Activity
Welcome	5 minutes	Presentation
Introductions	10 minutes	Participant discussion
Workshop objectives and plan	20 minutes	Presentation with discussion
<b>Total Time</b>	<b>35 minutes</b>	

## **Main objectives**

After completing this session, participants will be able to:

- Identify the overall objectives for the workshop
- Describe the linkages between REA, disaster management, environmental management, and the assessment process

## **Supplies**

Four flip chart and markers (during the course of the workshop, the small group exercises will require a minimum of four flip charts and marker sets)

Computer with data projector or overhead projector and screen

Applicable overheads

## Session Activities

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### **Welcome**

*5 minutes*

The workshop host should open the workshop by welcoming the participants. He or she might wish to cite specific highlights from current events to illustrate the need for this kind of workshop and to encourage colleagues to make the best use of their time at the workshop. The host should introduce the workshop facilitator who may make opening remarks.

### **Introduction of participants**

*10 minutes*

Participants should be asked to introduce themselves by identifying their name, current position, what their experience has been in relation to environmental programming, disaster management and/or conducting assessments. Lastly, they should be asked to describe their expectations for the workshop. The facilitator should note down the participant's expectations on a flip chart. **Emphasize the need to be brief!**

## **Workshop objectives**

15 minutes

The facilitator may wish to open this activity with the PowerPoint slide for this session.

The facilitator should present the planned objectives for the workshop and reference the objectives listed by the participants. If there is a close match everything is fine. If there are gaps between the objectives of the group and the agenda for the workshop, then the facilitator and participants need to work together to modify the agenda so that key elements can be added in. The overall workshop objectives are as follows:

*After attending this workshop, participants should be able to:*

- *Describe the purpose and rationale of the REA*
- *Describe how disasters and the environment are interconnected*
- *Be able to implement all four modules of an REA in an emergency situation*
- *Be able to make recommendations on disaster response programming that take into consideration REA results*

The facilitator should place an emphasis on these objectives, ensuring that the significance of each is communicated and understood.

The facilitator can now describe the plan and structure for the workshop. The intent is to

1. Introduce what is the scope and rationale of the REA
2. Describe the context of disaster management and how it relates to REA
3. Describe the scope of conducting assessments and how it relates to REA
4. Discuss the interface between disasters and the environment
5. Enable participants to conduct each of the four elements of the REA (through a practical application exercise). Note: the practical exercise is a two day optional extension of the basic workshop.

The facilitator should ask for questions about the workshop program before proceeding to the next session. Review the Participant's Workbook and point out its structure and contents. Point out the evaluation that needs to be turned in at the end. Suggest they fill it in each day. This would also be the time to announce that there will be a final exam at the end of the course – if you decide to include it in your plan.

This is also the appropriate time to discuss the plan for involvement of the participants in presentation of their case studies, or personal experience in the area of REA, including Green Procurement. In the case of the latter, the facilitator might ask if there is a participant who has experience in implementing Green Procurement that is willing to facilitate the session on Day 3 on Green Procurement. Make arrangements to meet with these participants to plan their contributions.

If this workshop includes the two-day simulation practical application exercise, describe at this time how that will work and emphasize everything they learn regarding the 4 REA modules will be applied during that exercise.

# The environment – disaster connection

## **Session at a glance**

Content	Approx. Time	Instructional Activity
Introduction	5 min	Slides and oral presentation
Environment - Disaster links	10 min	Guided discussion with slides
Exploration of the links	45 min	Small case study analysis in groups
Cost of failure to recognize links	10 min	Guided discussion with slides
Conclusions	5 min	Slides and oral presentation
<b>Total Time</b>	<b>75 minutes</b>	

## **Main objectives**

After completing this session, participants will be able to:

- recognize the links between disasters and the environment
- recognize the importance of “secondary” disaster effects on the environment
- discuss the potential costs of ignorance of environmental aspects of disaster affects and disaster response
- illustrate the need for “best practice” in assessing environmental effects of disasters and designing environmentally sound disaster responses

## **Supplies**

Flip chart and felt tip markers on each table

Computer with data projector or overhead projector and screen

Applicable overheads

The Case Studies for this session are printed in the Participant’s Workbook. The facilitator might prefer to create other cases that he or she feels is more useful for their audience and print them out separately.

## Session Activities

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### **Introduction**

*5 minutes*

This very short introduction outlines the objectives of the session and simply clarifies the terms "disaster" and "environment" (where needed) before looking at the links between these two concepts. Use the first two PowerPoint slides as a guide.

## **Presentation**

*10 minutes*

This segment is part presentation and part discussion. The PowerPoint slides present questions and a few answers that might be considered concerning some links between disasters, their primary humanitarian impacts, and so called "secondary environmental impacts". The objective is to quickly establish the "framework" or conceptual basis for considering typical disaster events and then thinking through possible secondary environmental impacts that each may entail.

It is not important in this segment to completely make the case for considering these links or to convince the group of their importance, which will be done in the next segment using the mini case studies. It is important that the participants are guided in this discussion to think broadly about the wide range of possible environmental links to disasters.

N.B. In the past, participants have had a difficult time understanding "secondary effects" of disasters. Take time to explain this concept, i.e., disasters may trigger additional events that also become disasters. The initial disaster, e.g., floods, may cause an outbreak of cholera, a secondary disaster.

## **Mini - Case Studies Exercise**

*40 minutes*

The mini cases should be prepared ahead of time. If you do not use the cases printed in the Participant's Workbook, copy enough for each participant to receive an individual copy. You should print the A and B parts of each case separately so that you can distribute each part separately as the cases build towards recognition and importance of some of the environment/disaster links. The facilitator should select no more than FOUR of the six cases. There won't be time for more.

Divide the participants into four groups. Assign each group ONE of the case studies. (Do not assign more than one case study, as it will take too much time.) Inform the group that they will have only 5 minutes to answer the questions. Then ask each group to report their findings to Part A of the Case. The facilitator should encourage a discussion that draws out a wide range of possible answers. Then ask each group to study Part B of their same case study, giving them 5 more minutes for small group discussion. Repeat the reporting back to plenary.

The cases should be reviewed fairly quickly – refer to the estimated time allocations for each case below. The cases are described below and each can be dealt with in 15 minutes or so, particularly if the group is small and language does not pose a problem.

**Put the group number and the case study number on a flip chart for easy reference and to avoid confusion.**

Case 1: Chelyabinsk: The Most Contaminated Spot on the Planet	<i>Parts A &amp; B</i>	<i>Est. time 15 min</i>
Case 2: Hurricane Hugo in St. Croix, 1989	<i>Parts A,B&amp;C</i>	<i>Est. time 20 min</i>
Case 3: Santa Clara I Arsenic Spill	<i>Parts A &amp; B</i>	<i>Est. time 15 min</i>
Case 4: Indonesian Forest Fires - 1997	<i>Parts A &amp; B</i>	<i>Est. time 15 min</i>
Case 5: Hurricane Mitch, 1998	<i>Parts A &amp; B</i>	<i>Est. time 15 min</i>
Case 6: Orissa Drought	<i>Parts A &amp; B</i>	<i>Est. time 15 min</i>

### **Guided Discussion: The Cost of Failure to Recognize the Links**

*10 minutes*

This part of the session is devoted to underscoring the importance of the links between disasters and environment. While no hard data is provided, the point is to show that – while typically not measured – the cost of ignoring such links can be great. Use the prepared PowerPoint slides to guide the discussion. Call on the participants to provide their own illustrations of this concept from their experience. The first slide after the group exercise asks participants to identify avoidable negative environmental impacts in a disaster. Be prepared with some ideas of your own to stimulate this discussion.

### **Conclusion**

*5 minutes*

Use the final PowerPoint slide to make the conclusions that:

- There are important links between disasters and the environment
- “Secondary” disaster effects on the environment are important
- The potential costs of ignorance of environmental aspects of disaster are high
- We need to establish “best practice” norms in assessing environmental effects of disasters and designing environmentally sound disaster responses

**Instructions:** Read the following short disaster descriptions. Answer the questions provided as you read through each case. Discuss key aspects for the case with your partner(s) before agreeing on your answers.

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### **Case 1A: Chelyabinsk: The Most Contaminated Spot on the Planet**

The complex officially known as Chelyabinsk-40 is located in Chelyabinsk province, on the east side of the southern Urals. It is situated in the area around Lake Kyzyltash, in the upper Techa River drainage basin among numerous other interconnected lakes. Between Lake Kyzyltash and Lake Irtyash is Chelyabinsk-65, the military-industrial city called Sorokovka - "forties town". Construction was started on the first buildings of the new city in November 1945. This is where they built the first plutonium production reactor in just 18 months. The people of the Chelyabinsk Region have suffered from several nuclear disasters related to this complex ever since.

For over six years, the complex systematically dumped radioactive waste into the Techa River, the only source of water for the 24 villages that lined its banks. The four largest of those villages were never evacuated, and only after 35 years did the authorities reveal to the population why they strung barbed wire along the banks of the river during that period. Recently, as a result of Kyshtym-57's (a local environmental group) fight for radiation victims, a new law was introduced which allowed residents of a village to resettle themselves elsewhere. Unfortunately, the new law was limited to only one village.

In 1957, the area suffered its next calamity when the cooling system of a radioactive waste containment unit malfunctioned and exploded. About two million curies spread throughout the region, exposing to radiation over a quarter million people. (One curie relates to the activity of one gram of radium, which is about 37 billion disintegrations per second.) Less than half of one percent of these people was evacuated, and some of those only after years had passed.

**Q. What are the possible effects of this type of human-made disaster on the environment?**

Some answers from workshops: disrupt settlement patterns; migration; poor security, malnutrition and health; genetic impact resulting in mutations; loss of vegetation; change of climate; more toxic pollution in river and land

**Q. 10 years later a serious drought struck the region. Can you foresee any effects that this natural disaster might have on this situation?**

Some answers from workshops: Need for more water – but it's contaminated

## **Case 2A: Hurricane Hugo in St. Croix, 1989**

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SEPT. 18, 1989 - Hurricane Hugo slammed the Virgin Islands and Puerto Rico with heavy rain and winds of 200 kph today before turning northwest toward the southern Bahamas. Unofficial counts placed the death toll in the Caribbean area at more than 20, with tens of thousands reported homeless

In the Virgin Islands, according to amateur-radio reports, between 50 and 80 percent of the homes on St. Croix were destroyed. An operator in St. Thomas reported that work crews had started clearing debris but that at least five days would be needed to restore electric power and telephone service.

Q. What other damage might you expect from this storm?

Q. What response activities should be carried out?

Q. What possible environmental impacts may be expected?

## Case 3A: Santa Clara I Arsenic Spill

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A large Panamanian ship, the Santa Clara I, got caught in a fierce coastal Atlantic storm Jan. 3, 1992, 30 miles off the coast of New Jersey in the US. Part of the vessel's cargo, a poisonous chemical, washed overboard during the storm into a major shell fishing area. The vessel was transporting tractor-trailer-sized containers of arsenic trioxide from New York City to Baltimore by way of the Delaware Bay. Arsenic trioxide is extremely poisonous. It is used to manufacture glass, enamel and weed killer; as a rodent and insect killer; and for preserving animal hides.

Four of the large containers, each holding 108 100-liter drums of arsenic, washed overboard in the storm-tossed waters. After several days of searching, the U.S. Coast Guard, using a helicopter with sonar, located three containers in waters 35 meters deep. The Coast Guard searched a 175-square-kilometer area before giving up on the fourth container. It was not found. According to district investigators who handled the case, some of the 100-liter drums had imploded because of the water pressure, releasing small amounts of arsenic into the ocean.

Q. What is the possible effect of this disaster on the environment?

Some answers from workshops: The contamination affects sea life and the livelihoods of fishers.  
Might affect water table of coastal area. Destroy coral reef.

Q. What should be done immediately?

Some answers from workshops: Raise awareness of people on coastline  
Continuous monitoring of sea food  
Cleaning and disposal of dead fish, limit arsenic contamination  
Technical measures or arsenic control  
Filters in drinking water  
Medical team to treat affected persons  
Try to contain any further leak

## **Case 4A: Indonesian Forest Fires - 1997**

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Indonesia - 1997, Uncontrolled forest fires devastated huge areas of Indonesia. The event was widely described as a devastating natural disaster.

Q. What are the possible environmental effects?

Q. Who is most likely to be affected?

## **Case 5A: Hurricane Mitch, 1998**

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Honduras – On 30-31 October 1998, Hurricane Mitch produced torrential rains, resulting in catastrophic flooding and landslides throughout Honduras. In southern municipalities, extensive flooding reportedly destroyed pesticide factories. On 26-28 November, the International Medical Corps, in collaboration with the Honduran Secretariat of Health and the Center for the Study and Control of Contaminants, requested assistance from the US Centers for Disease Control and Prevention's (CDC) National Center for Environmental Health in conducting an environmental exposure assessment and in evaluating potential health effects related to chemical contamination of potable water and soil.

Q. What environmental assessment might be required, and where would you start?

## Case 6A: Orissa Drought 2000

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More than 10 million people in the eastern Indian State of Orissa were affected by a severe drought. Officials say the state incurred a huge loss in its paddy crops worth more than 7bn rupees (US\$150.7m approx.). This calamity comes after a powerful cyclone over a year earlier that killed close to 10,000 people and affected 15 million others.

The Orissa Minister for Revenue told the BBC that close to 12,000 villages in 19 of the state's districts had been affected by drought. He said this calculation was made on the basis of reports from district collectors who assessed the possible loss of crops due to the failure of rainfall in the last season.

### **Government action**

The minister said that the government had taken all the measures it could to ensure food is available to those affected. The state government has also decided to waive land rents and exempt tuition fees for students in villages that have been hit by the drought. The state has asked the federal government for around 4bn rupees (US\$86.1m approx.) as relief money. Delhi has already released 100,000 tons of food grain to assist the state launch Food for Work programmes.

### **Q. How did this disaster likely affect the environment?**

Some answers from workshops: Food and security; land degradation; water level reduced; food insecurity; loss of vegetation; human and animal loss – dead bodies creates problems; rivers will dry up; increasing salinity; loss of seeds; migration to cities worsens the environment of the cities

### **Q. How might human-made effects have affected the scale of this disaster?**

Some answers from workshops: Deforestation; loss of topsoil due to erosion (loss of cover); food for work; change of food production; human habitation and over crowding; use of pesticides; installing bore holes lowered water table.

## Case 1B: Drought and Chelyabinsk

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The complex had been using Lake Karachay as a dumping basin for its radioactive waste since 1951. In 1967, a significant drought reduced the water level of the lake, and gale-force winds spread the radioactive dust throughout twenty-five thousand square kilometers, further irradiating half a million people with five million curies.

Q. Describe the links between the environment, the Chelyabinsk complex, and disaster.

Q. What should have been done?

Case material is from <http://www.logtv.com/chelya/cheldis.html> -This page consists of excerpts of an article "A First Look at the Soviet Bomb Complex", by Thomas B. Cochran and Robert S. Norris

## Case 2B: Some Environmental Issues in St. Croix

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Most of the coral reefs around St. Croix are shallow fringing reefs that parallel the islands' coastlines. Extensive barrier reefs with well-defined lagoons do not occur around St. John or St. Thomas, but such reefs are found around Buck Island Reef National Monument north of St. Croix and along the island's southeastern shore.

Fifteen to twenty years ago it was possible to find entire stands and impressive, isolated colonies of Elkhorn coral around Buck Island, but few large, live colonies can be found there now. The primary culprit appears to have been white band disease, first observed in the U.S. Virgin Islands in the early 1970's. At Buck Island, white band disease and physical destruction from Hurricane David and Tropical Storm Frederic (1979) reduced the live coverage of elkhorn coral from 85% to 5%. In 1989 Hurricane Hugo led to even further declines. Numerous new colonies of elkhorn coral, which had developed from sexually produced larvae and from branch fragments, were seen at Buck Island in the summer of 1995. A few months later, Hurricanes Marilyn and Luis destroyed several of these.

A refinery on the island of St. Croix suffered serious damage during the passage of Hurricane Hugo in 1989. In addition to other damage, several petroleum storage tanks were damaged which led to a significant oil spill and aerosol disbursement of oil onto numerous crops, open areas, and roofs on the island. A fuel oil tank at a nearby water treatment plant ruptured, leading to a serious oil spill in Christiansted Harbor after secondary containment also failed.

Q. What is the possible effect of this damage on the environment and what might be done in response?

Q. What environmental assessment measures might be taken in understanding environmental vulnerability to storms in St. Croix?

## Case 2C: Some Vulnerability Issues in St. Croix

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Recent history demonstrates the potential for significant damage to chemical and petrochemical structures in strong hurricanes. Are the structures truly designed for hurricane wind speeds? A commonly held perception is that if an engineered structure is "designed to code" then it will withstand all but perhaps the most intense hurricane with very minimal damage. Current design standards have significant limitations that are not always appreciated. They are primarily life safety codes. Factors such as environmental damage and economic impact are often not considered. One of the primary wind damage mechanisms is debris impact, but only recently have the standards begun to address that issue. Most significant of all, the codes and standards do not address some of the structure types most commonly found in chemical plants.

The aerosol distribution of oil from the damaged storage tanks in St Croix resulted in fouling of roofs across the island in the downwind path of the tanks. All houses in St Croix are required by local building codes to be designed to collect rain into household cisterns for drinking water. One of the responses to Hurricane Hugo in St. Croix was the systematic cleaning of roofs and household cisterns due to the contamination of the drinking water from the wind-disbursed oil.

Q. What environmentally related programs might be put in place to reduce future environmental impacts from storms in St. Croix?

Case material is taken from: <http://biology.usgs.gov/s+t/SNT/noframe/cr134.htm>  
***Coral Reefs of the U.S. Virgin Islands***

*And Michael York* - Washington Post Staff Writer  
Tuesday, September 19, 1989; Page A01 - The Washington Post

## Case 3B: Santa Clara I and the Oysters

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An eight-square-kilometer area surrounding where the containers were found was closed to commercial fishing May 15. Commercial fishing resumed Aug. 11, 1992. Because this form of arsenic dissolves slowly in cold water, the leaking containers posed no immediate danger to swimmers or consumers. However, it was theoretically possible for the chemicals to contaminate area clam, oyster and scallop beds as well as other marine life such as shrimp, crabs and fish.

This made inspection of seafood caught in the area urgent. Before the cleanup even began, government inspectors worked with several food, health and environmental agencies to determine if the chemicals posed any threat to consumer seafood products. To make sure no contaminated seafood had already found its way into stores, the inspectors spoke with many Cape May shellfish harvesters to find out where they had fished after the accident. The team also collected 17 boxes, each containing 22 samples, of ocean quahogs (large clams used in chowder), scallops, and surf clams harvested in the wreckage area and tested them for arsenic. None was found.

The Coast Guard and a salvage company cleaned up the spill using remotely operated equipment. They used robots to put the 25-gallon drums into larger 55-gallon drums and pump marine cement around them. This stabilized the small drums so they could be brought to the surface without further contamination.

Q. What further environmental questions should be answered in response to this situation?

Case materials is from - <http://www.fda.gov/bbs/topics/CONSUMER/CON00177.html>

## Case 4B: The Haze - 1997

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Malaysia – In 1997, the uncontrolled forest fires in Indonesia resulted in severe smoke pollution in seven countries throughout Southeast Asia. Peak episodes occurred in September 1997 and again in March-April 1998 when ambient concentrations of fine particulate matter increased more than tenfold. During those same periods, respiratory-related hospital admissions increased significantly. Principal findings of studies that the World Health Organization compiled indicated that the haze episodes presented a substantial health risk to the public. In Malaysia, haze concentration levels exceeded ambient air quality standards and guidelines for particulate matter in most exposed areas of the country.

Q. What environmental assessment could have been useful in responding to the haze disaster?

In February 1997, the Ministry of Science and Technology of Malaysia requested the U.S. government's assistance in assessing short- and long-term public health impacts of haze. The Health Studies Branch and the Air Pollution and Respiratory Health Branch of the Centers for Disease Control and Prevention's (CDC) National Center for Environmental Health were given the assignment. In collaboration with the Ministry of Health, the team evaluated the feasibility of conducting 1) an environmental exposure assessment, 2) a study of children under 12 years of age and selected health outcomes related to the constituents of haze, and 3) a study of maternal exposure to haze during pregnancy and birth outcomes.

Case material from: From CDC <http://www.cdc.gov/nceh/hsb/emergency.htm>

## Case 5B: Hurricane Mitch, 1998

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The Center for Disease Control and Prevention's Health Studies Branch (HSB) conducted an investigation in the neighborhood of Istoca in the department of Choluteca. HSB selected this community of approximately 3,100 residents in 440 households because it was severely hit by the hurricane and because 300-400 barrels of pesticides were known to have been released in the neighborhood. The investigation consisted of an environmental exposure assessment—including environmental and biological monitoring among 45 children aged 15 to 18 years—and a subjective questionnaire assessment of 155 households to identify potable water sources and potential health effects in Istoca.

HSB later worked with the International Red Cross to provide post-disaster long-term follow-up of the changing needs among Latin American populations affected by Hurricane Mitch.

Q. What pre-disaster steps are required for agencies and organizations to be able to prioritize response related to possible environmental damage from disasters?

From CDC <http://www.cdc.gov/nceh/hsb/emergency.htm>

## **Case 6B: Orissa Drought 2000**

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Orissa relies heavily on rainfall for its paddy crops, which cover more than half of the state's cultivated area. Tens of thousands of people have migrated to other parts in the country looking for work. Experts say the drought has essentially been the result of human-made factors.

A leading state environmentalist Behari Das told the BBC that the state receives more than the national average range of rainfall and yet suffers from drought. He said that the unremitting destruction of forestland and the lack of a water conservation policy were two key factors.

Q. What environment-friendly responses might be included as part of the overall humanitarian response to the drought?

Case material from - [http://news.bbc.co.uk/2/hi/south\\_asia/1120626.stm](http://news.bbc.co.uk/2/hi/south_asia/1120626.stm)  
BBC News - By Nageshwar Patnaik in Bhubaneswar

# REA conceptual framework

## Session at a glance

Content	Approx. Time	Instructional Activity
Overview of REA	45 minutes	Presentation and small group exercises
Implementation basics	25 minutes	Exercise
Key points	5 minutes	Presentation
<b>Total Time</b>	<b>70 minutes</b>	

## Main objectives

After completing this session, participants will be able to:

- Describe the concepts and outcomes of REA
- Describe the REA process and the four modules that define/comprise it
- Identify when to do an REA, who should do them and the time/personnel requirements
- Describe the links between REA and formal environmental impact assessments as well as monitoring and evaluation

## Supplies

Flip chart and markers for each table

Computer with data projector or overhead projector and screen

Applicable overheads

Print the REA Flowchart at the end of this Trainer’s Guide before the workshop and have ready to post during the exercise

## Session Activities

### Presentation

*40 minutes*

Show PowerPoint presentation slides to introduce the purpose and scope of REA as being a process to systematically identify the issues and prioritize those that require attention and action. Allow for participant questions to clarify the discussion.

When you get to the slide on “Key REA Terms” the facilitator should bring up each word one at a time and then ask participants what they propose for the definition. Do this for each of the words listed and allow for discussion of these meanings.

## **Exercise**

*25 minutes*

As a relief to the slides, after the slide titled “The REA process,” involve the participants in an exercise using the Guidelines. Divide the participants into six groups (the groups can be as small as 1 or 2 persons if there are few participants).

*Group one* will be asked to report on “When to do a REA.”

*Group two* will report on the “link to formal environmental impact assessments.”

*Group three* will report on who are the “users of REA.”

*Group four* will report on the “Personnel requirements to implement an REA.”

*Group five* will report on “how to achieve diversity in an REA.”

*Group six* will report on “REA contribution to Monitoring and Evaluation.”

There will be blank slides with the titles of each group. As the small group reports, the facilitator can type in their comments on the slide. (See slide notes for reminder of what their text contributions should include.)

At the end of the day ask a participant to prepare a five minute summary of today’s session to present in the morning.

## **Presentation**

*5 minutes*

Conclude the session by reviewing some Frequently Asked Questions (FAQ) and the materials being used for this workshop, namely the Guidelines and the Participants’ Workbook. Review the contents of each, pointing out the location of the Rating Forms and other REA tools. Place an emphasis on the Key Resources in Annex A of the Guidelines. If you have time review the contextual differences between conducting an assessment during “normal times” and a “disaster.”

# Disaster management context

## **Session at a glance**

Content	Approx. Time	Instructional Activity
Introduction to disaster management	30 minutes	Presentation and discussion
The disaster management game OR Who are the disaster management actors, their roles and responsibilities	30 or 45 minutes	Small group exercises and plenary discussion
Linking disasters to development	15 minutes	Presentation and discussion
<b>Total Time</b>	<b>90 minutes</b>	

## **Main objectives**

After completing this session, participants will be able to:

- Describe the main concepts of what constitutes and causes disasters
- Identify the aim and scope of disaster management
- Discuss the roles and responsibilities of the disaster management actors
- Describe the linkages between disasters and development

## **Supplies**

Flip chart and markers

Computer with data projector or overhead projector and screen

Applicable overheads

## **General guidance**

This session seeks to introduce the concept of disaster management. There will only be time to identify the key issues. In order to engage an audience new to the field, the strategy in this session design is for the participants to focus on what disaster managers do, allowing the participants to imagine their own role. This is placed in context with an overview of disasters, their causes and effects.

Be advised that this session, implemented in all details will take more time than allotted. Choose where to place your focus. For an audience of people with disaster management field experience, you may decide to reduce it to a quick review of key points or to eliminate it entirely.

# Session Activities

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## **Introduction to disaster management**

*30 minutes*

Start with a brief PowerPoint presentation about the definition and scope of disaster management. Illustrate the Disaster Crunch model, the underlying causes of disaster and the disaster phases and the characteristics of disasters. Continue the discussion through the definition of ‘Disaster Management.’

## **Exercise: The disaster management game**

*30 minutes*

In the preceding presentation, the facilitator discusses four disaster phases: preparedness/early warning, emergency response, rehabilitation/reconstruction, and mitigation/prevention. Now, divide the participants into four teams. Each team is instructed to gather around a flip chart. They are then told to write down as quickly as they can three examples of a disaster preparedness/early warning activity. The first team to get three correct answers is awarded two points. The facilitator should then review the entries of the other teams and if they can give three correct answers of different activities, they can get one point.

Continue with the other three disaster phases, **but be clear that you are not going in a predictable order**, otherwise clever groups will begin writing answers to the next disaster phase before you give them the start signal. At the conclusion of the exercise, add up the scores, and give the winner a big round of applause. (The facilitator is encouraged to come up with a more “glamorous” prize, such as chocolate bars.) This exercise is a good energizer and perhaps a good change of pace from sedentary activities.

## **Alternate Exercise: Who are the disaster management actors, their roles and responsibilities?**

*45 minutes*

Prompted by the slide “Who are the disaster managers,” the facilitator at a flip chart asks participants to identify all of the players in disaster management. S/he records them on the flip chart and posts the list on the wall for future reference. The list should include all stakeholders, from members of the affected community, to local, regional and national government, civil society, NGOs and INGOs, IOs, donors and media. Tape the list to a wall as participants will need to access this list to complete the next exercise.

The facilitator should review the phases of disaster management, not emphasizing the continuum concept, but rather emphasizing the tasks of each phase.

Using the slide “Disaster management for phase...” now, break the participants into four groups and assign each group one of the following disaster phases: mitigation, preparedness, emergency response, and rehabilitation/reconstruction. Ask each group to list on a flip chart the actions required of disaster managers on the left side of the page and to write which stakeholder is responsible to implement that action on the right side of the page. Allow about 15 minutes for this part of the exercise.

The facilitator should now ask each group to report their findings. There are likely to be gaps in the small group report, so the facilitator, through a discussion, should pull out of the overall group more actions and actors until all the key issues have been referenced. After all four groups have reported, the facilitator may choose to summarize or review the discussion with slides containing these points. Allow 20 minutes for this step.

### **Presentation**

*15 minutes*

Continue the slide presentation with a brief discussion of the linkages between disasters and development.

# Rapid assessment in disasters

## Session at a glance

Content	Approx. Time	Instructional Activity
Characteristics and attributes of assessments	45 minutes	Group discussions and small group exercise
How to implement an assessment	15 minutes	Slides and discussion
Assessment case study practice	30 minutes	Small group exercise
<b>Total Time</b>	<b>90 minutes</b>	

## Main objectives

After completing this session, participants will be able to:

- Describe the characteristics and attributes of assessment (who, what, when, where, why, how)
- Identify techniques and methodologies for assessment implementation

## Supplies

One set of paper copies (in color) of the PowerPoint file “1.5A Cyclone Inez”

Flip chart and markers at each table

Computer with data projector or overhead projector and screen

Applicable overheads

## Session Activities

### Exercise

45 minutes

It may be helpful to ask the participants how many of them have undertaken assessments and what kind of assessments they were. This will give the facilitator an indication of the level of experience among the group and allow the experienced people to be drawn more into the discussion.

Introduce the topic by defining “assessment,” then “disaster assessment” and “environmental assessment”.

Rather than lecture the participants, the facilitator might ask the participants to answer the basic questions of conducting assessments. Divide the participants into 4 groups. Assign the following topics, one to each group.

1. Who conducts assessments
2. Why are assessments conducted (their purpose)
3. When are assessments conducted (referring to disaster and environmental assessments)
4. Where are assessments conducted

Give the groups about 10 minutes to prepare their answer. Then ask each group to report to plenary their conclusions. The facilitator can either write their comments on a flip chart or enter them into the PowerPoint presentation, which has slides set up for this purpose. **Proposed answers are written in the PowerPoint notes.**

### **Presentation**

*15 minutes*

Present slides and encourage discussion regarding the process of assessment, the tools, techniques, and methodologies of assessment. Demonstrate examples of each.

### **Exercise**

*30 minutes*

Divide the participants into three groups. Give each of them 2 or 3 of the slides from the PowerPoint file 1.5A Cyclone Inez. Give the group the following instructions: (also on a slide)

You are in charge of planning a response to the disaster impact (illustrated in your photos) caused by Cyclone Inez.

1. Given the situation illustrated in the photos, what do you need to assess? What information do you need to collect to plan your response?
2. How and where will you collect this information?
3. Who are the actors that need to know this information?

Give the groups 15 minutes to prepare their answers and allow an additional 15 minutes for reporting and feedback.

The point of giving each group only 2-3 photos is to demonstrate that each group is dealing with partial information. Once they have answered their three questions and reported, then the lesson is that they would need to combine all of their assessment plans and coordinate their actions to ensure coverage of all areas.

# Participant feedback

## ***Session at a glance***

Content	Approx. Time	Instructional Activity
Collection of feedback on the first day	15 minutes	Group discussion
<b>Total Time</b>	<b>15 minutes</b>	

## ***Main objectives***

After completing this session, participants will be able to:

- Explain what they found useful in the first day and what they would like to change about the workshop

## ***General guidance***

Ask participants in their small groups to discuss what they found useful from the first day and what they would like to change. This may include presentation style, content, seating, environmental conditions, or other aspects. One representative from each group should meet with facilitators to discuss the comments.

# Module One: Context Statement

## **Session at a glance**

Content	Approx. Time	Instructional Activity
Purpose for and output of developing a context statement	45 minutes	Presentation and discussion
<b>Total Time</b>	<b>45 minutes</b>	

## **Main objectives**

After completing this session, participants will be able to:

- Identify the purpose of preparing the context statement
- Identify the sources of information to inform the context statement
- Complete a context statement

## **Supplies**

Flip chart and markers for each small group/table

Computer with data projector or overhead projector and screen

Applicable overheads

## Session Activities

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### **Presentation and Discussion**

*45 minutes*

The facilitator should describe the purpose of why it is important to begin the REA with preparing a Context Statement, including a description of the intended outcome. Then review the process of how it is done. The facilitator may choose to use PowerPoint slides to guide this discussion.

One mechanism for managing a discussion of this REA Module 1 Section is to refer to the Context Statement in the Participant’s Workbook. The facilitator can ask the participants to deconstruct the Context Statement by asking how each of the six questions is addressed in this example of a context statement.

Note regarding Question #6 that Canada is one of the few countries that may require an environmental impact assessment for some disaster-related activities. That requirement should be met with the outcomes of a REA exercise.

Discuss how to implement this element with a group when implementing an actual REA, especially facilitation and group management issues.

# Factors influencing environmental impacts

## **Session at a glance**

Content	Approx. Time	Instructional Activity
Purpose and outcome of this section of the Organization Level module	15 minutes	Presentation and discussion
Implementing Rating Form 1	20 minutes	Group exercise
Filling in Form 1 case study	10 minutes	Exercise
<b>Total Time</b>	<b>45 minutes</b>	

## **Main objectives**

After completing this session, participants will be able to:

- Identify the purpose and outcome of this section of the REA Organization Level Module
- Complete Rating Form 1
- Rank the key factors that have an immediate impact on the environment

## **Supplies**

Flip chart and markers for each small group/table

Computer with data projector or overhead projector and screen

Applicable overheads

## **Session Activities**

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### **Presentation**

*15 minutes*

Using the PowerPoint slides, link this session to the previous session and show how it fits in relation to the Organization Level module. Discuss the purpose of this section and review the process (steps) of completing Rating Form 1. Discuss how to rank the factors that have been evaluated.

Discuss how the rating/ranking measures are used and how they can be changed.

## **Group discussion**

*30 minutes*

Ask the participants to turn to Rating Form 1 in their Workbooks. Assign each one of the factors (in the left hand column of the Rating Form) and ask each participant to prepare to answer the following questions:

1. Where would you find the information you need to make a judgment on the rating?
2. Do you agree with the “implication” (in the right hand column)? Or do you have questions about the meaning of the implication?

Discuss each factor in turn, taking time to answer questions participants may have about any aspect of the Rating Form.

Discuss methods to present the element in a group session. List ideas on a flip chart.

Refer the participants to their Workbook to study the Rating Form 1 as implemented in the Indonesia Field Test. Discuss how it was completed and how multiple organizational group results were averaged together and then ranked by priority factor. N.B. Although this example was produced by the Indonesia field test of the REA, it is renamed here as part of the ongoing Suremia exercise, in order to use the results in the Consolidation and Analysis exercise.

## **Exercise**

*10 minutes*

Ask participants to turn to the Rating Form 1: Results for Suremia Cyclone/Flood in their workbook. In this example of a field use of this REA form, the organization level met in two groups, each one filling in the form independently. To come up with a final result, it was necessary to combine their ratings. Because the REA is rapid (by definition) the quickest and most satisfactory means of arriving at a conclusion is simply to average the rating scores of the two groups.

This exercise, then, is to ask the participants to complete the form by calculating the average score for the two groups and then select the three priority factors. To help do this exercise more quickly (and not require all participants to do all of the math of all factors) assign each factor to a different person. Then go around the room asking each person to give his/her result and everybody can fill in the average score in the blank column. After all averages are recorded, ask the participants to identify the three highest scores. These three factors are then the same factors that will be used in the consolidation and analysis (module 3) process (to be used in filling in Annex I).

The completed form (answer guide) is the following two pages.

## Rating Form No. 1: Factors Influencing Environmental Impacts

(Roman numerals in parentheses indicate overall ranking of importance based on average value.)

Factor	Range	Rating (1 to 10)			Implication
		Group 1	Group 2	Average	
Number of persons affected (relative to total population in disaster area).	Few (1) to Many (10)	7,9	9,1	8 (III)	The greater number affected the greater potential impact on the environment.
Duration: Time since onset of disaster.	Short period (1) to Long period (10)	8,9	8,2	8,6 (II)	The longer the disaster the greater the potential impact on the environment.
Concentration of the affected population.	Low (1) to High (10)	3,5	8	6,7	The more concentrated (or dense) the living conditions of the victims, the greater potential impact.
Distance disaster victims have moved since the beginning of the disaster.	Short (1) to Far (10)	2,3	1,9	2,1	The further victims have to move, the greater the potential impact on the environment.
Self-Sufficiency: After the start of the disaster, the ability of victims to meet needs without recourse to additional direct extraction from the environment or external assistance.	High (1) to Low (10)	7	5,2	6,1	Low self-sufficiency after the disaster implies greater risk of damage to the environment.
Social solidarity: Solidarity between disaster victims and non-affected populations.	High (1) to Low (10)	5	3	4	Low solidarity may indicate the likelihood of conflict over resources and limits to the ability of victims to meet needs.
Cultural homogeneity: The level of cultural similarity among disaster victims hold similar cultural beliefs and with neighboring non-affected populations.	High (1) to Low (10)	4,5	2,4	3,5	A lack of common cultural structure may result in disagreement over resource use
Asset distribution: The distribution of economic and other assets within disaster affected population after the start of the disaster.	Generally Equitable (1) to Highly Concentrated (10)	4,6	4,6	4,6	Concentration of assets with one part of a population can lead to tensions with less-well endowed groups over use of environmental assets.
Livelihood options: The number of options that which disaster victims have to assure their	More (1) to Fewer (10)	7,2	8,3	7,8	The fewer the number of livelihood options indicates the disaster survivors may pose

livelihoods after the start of the disaster.					higher pressure upon fewer resources of the environment.
Expectations: The level of assistance (local and external) which the disaster victims expect to need to survive.	Low (1) to High (10)	6,7	8,4	7,6	In the absence of adequate assistance, high expectations can lead to high demand on local resources.
Availability of natural resources, or whether the available natural resources meet the needs of the disaster survivors in a sustainable fashion.	High (1) to Low (10)	7,5	6,6	7	Unsustainable natural resource use leads to environment damage. Relief can be used to reduce unsustainable resource demand or repair damage done to the environment. The resources in question are water (for human consumption and for other uses), forest resources (timber, firewood), agriculture land (soil and water quality), et cetera.
Capacity to absorb waste: The environmental, social and physical structures available to handle waste produced by the victims	Great (1) to Small (10)	7,3	8,2	7,8	Low waste absorptive capacity will lead to environmental damage.
Environmental Resilience: Ability of eco-system to rebound from relief and recovery activities which cause environmental damage.	High (1) to Low (10)	9,2	9	9,1 (I)	Low resilience likely means high fragility and greater possibility of long term environmental damage.

# Environmental threats of disasters

## Session at a glance

Content	Approx. Time	Instructional Activity
Purpose, process and outcome of this section of the Organization Level module	20 minutes	Presentation and discussion
Implementing Rating Form 2 and analysis of its significance	40 minutes	Small group exercise
<b>Total Time</b>	<b>60 minutes</b>	

## Main objectives

After completing this session, participants will be able to:

- Identify the purpose and outcome of this section of the REA Organization Level Module
- Complete Rating Form 2
- Identify which hazards/threats require immediate attention and action in a disaster

## Supplies

Flip chart and markers

Computer with data projector or overhead projector and screen

Applicable overheads

## Session Activities

### Presentation

*20 minutes*

Open the discussion by describing the purpose of this section of the Organization Level module and refer to the expected outcome. Present the process of implementing this step, i.e., completing Rating Form 2.

Recommend that before the assessment session is actually implemented, the REA leader should reduce the list of hazards to be considered to only the hazards which are related to the disaster being assessed.

## **Exercise**

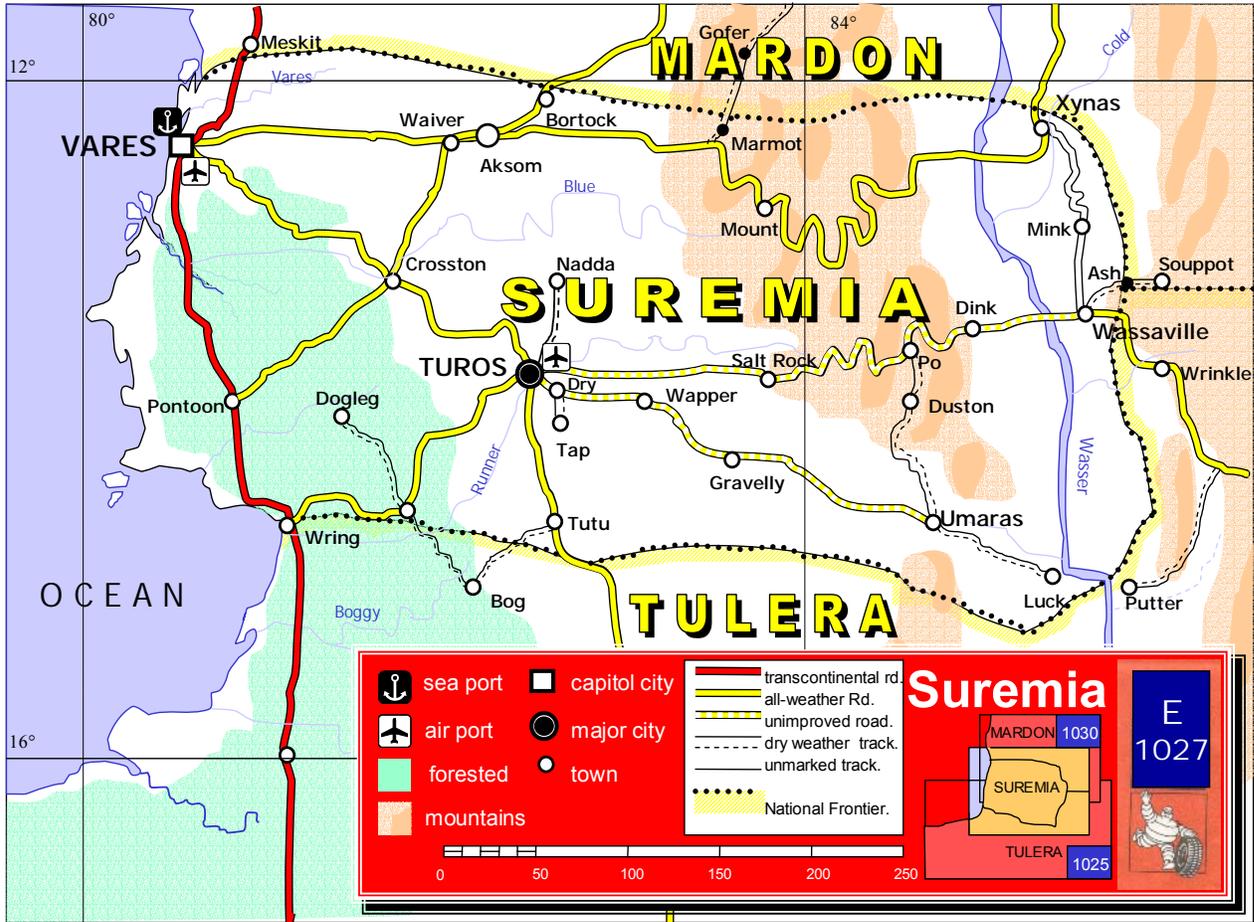
*40 minutes*

Ask participants to read the Suremia Cyclone disaster scenario. In small groups (at each table) the participants should determine which hazards and threats apply to the scenario and then fill in the Rating Form in the Participant's Workbook for one of the hazards. Each small group should elect to do a different hazard type. The facilitator will need to coordinate which group is analyzing which hazard.

Then ask each group to report to plenary their analysis of their hazard. As a group, calculate the ranking of the hazards. Turn to the Rating Form 2 in the Workbook of the Indonesia field test and discuss how this worked out in that setting.

Discuss how to present this element in a group session. Ask participants if they have any questions about this REA element, and discuss their concerns.

# Suremia: Cyclone situation report No. 4, November 1, 2003



## Background



On October 23, 2003, Cyclone Inez, began its sweep through Suremia, leaving some 300 people dead and another 3,500 displaced. This disaster has affected 15% of the country's area and over 20% of the country's population. Massive rains turned several normally placid creeks and streams into raging rivers dragging away everything in their path. In the worst affected areas, streets are filled with up to one meter of mud.

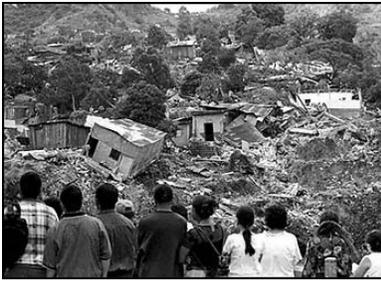
## Infrastructure, Economy and Agriculture

In one affected area, an estimated 25% of the water distribution systems are down. Another area reported damage to its hydroelectric power plant. Some of the affected areas and critical facilities may have increased vulnerability to continuing flood hazards due to the increased sediment load from landslides into the drainage networks.

Flooding of the Boggy River, cut new channels and scoured the land surface. This resulted in large deposits of sediment on the coastal plain and on agricultural fields, particularly those adjacent to the Boggy River. At least 15 percent of crops are destroyed. Some assessments place the immediate loss of productive land at 20% of the total productive land in the country. There were also reports of irrigation systems damaged beyond repair. The status of the three pesticide factories located along the Blue River, in the affected northern region, is not yet known. In one affected community, television coverage showed barrels of pesticides being dragged away by the raging river.

The status of the farmers' livestock remains unclear. Most small farmers raised a few milk cows and a few pigs.

### ***Displacement and health***



About 3,500 people have been displaced by the cyclone and now live in even more crowded and unsanitary conditions than before. Some of these displaced have moved into temporary public facilities such as schoolyards and sports stadiums. Others are living with relatives or in make-shift homes on marginal land. Alarmed by poor living conditions of the displaced, the Ministry of Health has warned that they are at significant risk of epidemic diarrheas, cholera, dengue, and upper respiratory infections. "Clean water has been scarce in some of the affected areas, and people lack fuel to boil dirty water," says Consuela Esteban, press officer for PAHO. "Chronic dysentery doesn't grab the headlines, but it is responsible for far more loss of life [than other illnesses in the region after the storm]," says James Moreno, health specialist for the Suremia Red Cross.

### ***Environment***



Cyclone Inez stripped vegetation from the westernmost areas of Suremia, and resulted in over 100 hectares of mangrove loss and erosion. Large areas of forest were decimated due to debris flows. In the affected West Coast, the cyclone damaged several coconut and palm tree plantations.

The Gulf of Guevara received indirect impacts related to extreme precipitation that fell within the large watersheds draining into the Gulf. The cyclone seems to have caused land erosion to the island and breakage of corral reefs off Suremia's north coast. Mainland river discharges also carried garbage, sediment and fallen trees out to these islands and corral reefs.

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### **Notes to Trainer**

Regarding the exercise, participants should note the category of "unknown" for Disease, Epizootia; as well as for Land Mass Movement. All of the flooding and wind categories have "known" damage. All other hazard types should be crossed off.

# Unmet basic needs

## Session at a glance

Content	Approx. Time	Instructional Activity
Purpose, process and outcome of this section of the Organization Level module, description of Sphere indicators	30 minutes	Presentation
Relate assessment data to Sphere indicators: begin exercise	15 minutes	Small group exercise and discussion
Lunch break		
Complete exercise	45 minutes	Small group exercise and discussion
<b>Total Time</b>	<b>90 minutes</b>	

## Main objectives

After completing this session, participants will be able to:

- Identify the purpose and outcome of this section of the REA Organization Level Module
- Complete Rating Form 3
- Identify which needs appear to require outside assistance to be met
- Identify which resources needed to provide assistance are sustainable or not

## Supplies

Flip chart and markers at each table

Computer with data projector or overhead projector and screen

Applicable overheads

## Session Activities

### Presentation

*30 minutes*

Present the slides that describe the purpose and outcome of Section 4: Identifying unmet basic needs of disaster survivors. Discuss the steps of implementing Rating Form 3.

Present the concept of how this section of the REA uses the Sphere project indicators as the basis for quantifying and rating basic needs. Caution is required as it is a large topic that can only be presented in

summary form. Limit the presentation to the bare bones topics that help illustrate the concept and application of indicators as a rule of thumb that allows non-professional assessors to get ballpark estimates of survivor needs.

Include time to discuss the alternate rating process, as discussed in the REA Guidelines, i.e., undertaking the analysis for all 39 Sphere indicators instead of the more general 13 categories of basic needs.

Allow time for Q&A.

### **Exercise**

*60 minutes*

Divide the participants into 5 small groups – probably organized by the table where they are located. Ask participants to read the disaster scenario in the Participant’s Workbook and the related assessment data. Assign each group two or three of the sectors and then ask them to complete those sectoral parts of Rating Form 3. All groups must also read the “Demographics” paragraph as part of their analysis. Inform the group that if they do not have quantitative data with which to fill in Form 3 that they should use qualitative information or inference to estimate their scores.

Then in plenary, collect the rating results for each need and determine priorities for action. Discuss the implications of the results to disaster response programming. Refer to the “Results of Group Assessment” from the Indonesia field test located in the Participant’s Workbook. Discuss the method of creating a single result from multiple groups’ input.

**N.B. At the end of the exercise is the Facilitator’s Guide to analysis of the exercise.**

## Exercise: Assessing unmet needs

Two weeks after the flooding caused by massive cyclone rains in Suremia, an NGO/donor assessment mission, seeking to fine-tune previous assessment findings, visits a number of temporary villages in the worst affected southern municipalities. At the schoolyard, local officials have opened up an adjacent field where temporary shelters have been set up to accommodate recent arrivals of flood displaced.

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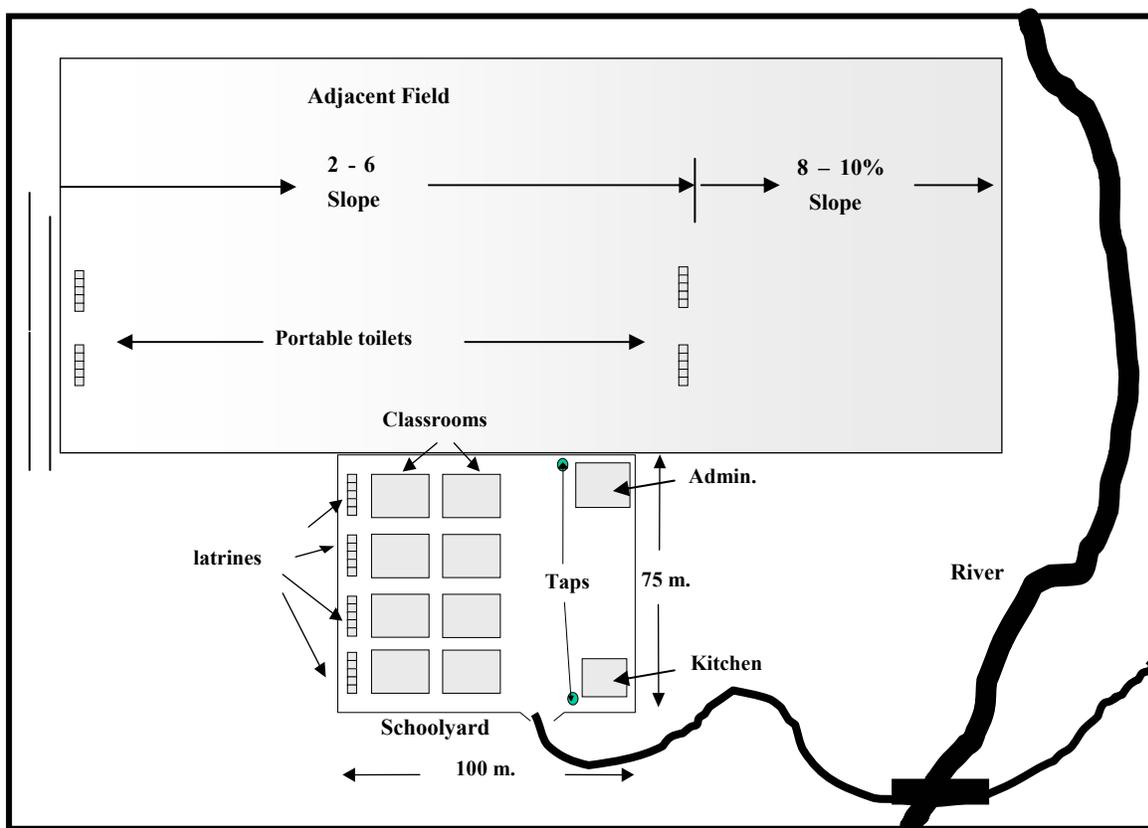
### Task:

1. Analyze the assessment information on the following page to determine whether or not the circumstances constitute emergency conditions – and, therefore, warrant an immediate, extraordinary response.
  - Which particular findings clearly determine whether or not there is an emergency?
  - Which findings indicate difficult conditions but clearly require additional data collection?
  - Would you recommend that additional needy people be sheltered at this site?

Demonstrate your analysis of this assessment information

Refer to the REA Guidelines and “Sphere Project Indicator Highlights” as needed.

2. Fill in Rating Form 3: Unmet Basic Needs as per your analysis for the sectors assigned to your group. (You will need this information later for the Consolidation and Analysis module.)



## Assessment Findings

### Demographics

- Village leaders claim there are about 2,500 disaster survivors in the schoolyard and field.
- From your brief tour around the schoolyard, the displaced appears physically healthy although emotionally distraught. The leadership seems well-organized and capable.
- Children under five years old seem to represent only about 4-5% of the flood-displaced population.
- Six deaths have been reported among the displaced population in the last two weeks.

### Wat/San

- Water sources are the two schoolyard taps and a local river.
- Long lines of people are waiting to use the schoolyard taps where water is running clean although water pressure is very low.
- The survivors tell you that it takes about a minute at a tap to fill a 10 liter container. However, the taps have water pressure only in the evening from sundown to around midnight.
- A water engineer tells you the river has a flow of at least 500 cu. m. of water per hour.
- The site looks clean, although foul odors are emanating from the school latrines. The 20 school latrines are supplemented by 20 portable toilets recently placed in the adjacent field. The portable toilets are just beginning to smell foul as well.

### Health

- Several cases of measles have been reported in the past few days.
- A report provided by a local nurse indicates the following:
  - 50% of all medical complaints at a nearby clinic used by the displaced relate to diarrhea.
  - 30% relate to acute respiratory infection
  - 20% relate to broken bones, snake bites and other miscellaneous health needs

### Site & Shelter

- The site is quite bare, and there are large areas of standing water in and around the schoolyard near the water taps, at the west end of the field, and near the washing areas.
- The eastern third of the field made available to the displaced has an 8-10% slope.
- The eight school classrooms, each measuring 20 m. X 15 m., are being used to shelter the displaced.
- During a quick tour of the adjacent field, the team counts about 75 tents, each of which measures 4 m. X 4 m.

### Food & Nutrition

- People in the schoolyard and in the field look thin, but relatively healthy. The amount people are eating from the food aid provided by a local NGO over the past 2 weeks totals about 600 - 800 kcal/person/day.

### Logistics & Distribution

- The road to the school has been badly eroded. Currently only a small 4X4 vehicle can make it across the bridge and up the hill.
- The school storeroom, located in back of the school kitchen, is leaking badly.
- Warehouse records obtained from the local NGO providing food assistance indicate a general daily ration of approximately 2000 kcal/person.

## Sphere Project Indicator Highlights

### Demographics

- A “typical” demographic profile of a population:

0-4 years:	12% of population
5-9 years	12%
10-14 years	11%
15-19 years	9%
20-59 years	49%
60+ years	7%

### Wat/San

- At least 15 liters of water per person per day is collected
- Flow at each water collection point is at least 0.125 liters per second
- There is at least 1 water point per 250 people
- The maximum distance from any shelter to the nearest water point is 500 meters
- Maximum of 20 people per toilet
- Toilets are no more than 50 meters from dwellings

### Health

- A death rate of less than 1/10,000/day
- Epidemics/diseases are controlled
- Measles vaccination coverage reaches more than 95% of all children 6 months to 12 years
- There is access to adequate food, water and sanitation facilities
- Interventions are designed to be responsive to the identified major causes of excess death, disease and injuries.

### Site & Shelter

- The covered area per person averages 3.5-4.5 sq. meters.
- If plastic sheeting is provided for shelter, it meets the specifications defined by UNHCR.
- The site provides 45 sq. meters for each person, including space for infrastructure but excludes land for agriculture
- The site gradient is not more than 7%.
- Social, health, sanitation and other essential facilities are safely accessible for everyone, and are lit at night if necessary.

### Food & Nutrition

- Minimum nutrition requirements: 2,100 kcals per person per day
- There is no increase in levels of severe malnutrition and/or there is no increase in numbers registered for therapeutic care.
- Severe malnutrition exists for children 6 months to 10 years who have less than 70% median weight for height ratio.

### Logistics & Distribution

- Adequate storage structures are in place and proper management of stores is conducted.
- Safe stewardship practices are maintained to ensure that all commodities are safeguarded until distribution to recipient households.
- People receive the quantities and types of commodities planned.

## **Facilitator’s guide to Session 2.5 exercise: assessing unmet needs**

Each of the following comments relates directly to each bullet under each category of information.

### **Demographics**

The population on site is the basis for calculating whether the site’s capacity is OK or a problem.

Regarding emotionally distraught people: a sign of health stress

Children under 5 are only 4-5% of population. “Normal” is 12.37% (page 83 Sphere handbook) indicating that there has been a huge death rate among children already. They need to think of what the causes of the death rate are.

If you had time to do death rate calculations, you have data here to figure it.

### **Wat/san**

The total water need for the community is 2,500 people times 15 liters/person/day. That equals 37,500 liters per day from all sources. Are the two sources adequate? No, in terms of potable water. They have to calculate how much water is available from taps and the rest is from the river, which has to be assumed to be non-potable unless treated – which it isn’t in this scenario.

Long lines indicate not enough water. More people would make it worse.

It seems there is only water for about 6 hours a day and the rate of flow is 10 liters/minute. The Sphere standard is 0.125 liters/second, which equals 7.5 liters/minute. So, that is theoretically OK in terms of flow rate. But the daily output from these two taps would be 10 liters/minute x 60 minutes/hour x 6 hours/day = 3,600 liters/day. From above we need 37,500 liters per day. In terms of water for drinking, we need at least 3 liters/person/day. That means we need 2,500 people x 3 liters = 7,500 liters per day. So, there is a big shortfall in potable water.

The river’s capacity converts to 5,000 liters per hour, or 120,000 per day. This is adequate for non-potable needs.

The foul odor indicates a maintenance problem that will discourage people from using the latrines. The Sphere standards are 1 latrine for 20 people. Therefore 2,500 people need 125 latrines. Therefore there is a big shortfall. Furthermore, the distance to a latrine should be no more than 50 meters so in the adjacent field, the distances are too great.

### **Health**

The mere presence of measles indicates an emergency. Health providers must immediately begin a vaccination program for all children under 12.

The presence of diarrhea and acute respiratory infections are two of the other big killers in emergencies. Immediate preventive programs have to be started.

## **Site & Shelter**

The bare site is a bad omen in terms of lack of vegetation cover. When it rains it will be very muddy. Standing water breeds mosquitoes and being near the water taps can mean the water supply will get dirty.

Each of the existing classrooms has a total of 300 sq. meters of space, enough to accommodate 85 people at 3.5 sq.m/person. So 8 classrooms can accommodate  $85 \times 8 = 680$  people.

The tents are 16 sq. m. and can accommodate 4 people. 75 tents can accommodate 300 people. All together we have 680 in classrooms and 300 in tents, = 980 people. This is a ridiculously serious shortfall of shelter needs for 2,500 people.

## **Food & Nutrition**

People need 2,100 kcals/day. They are getting 1,600 – 1,800 from NGOs. But we don't know how much food they are eating from other sources, such as their own reserves or what they have purchased on the market. But for safety's sake, we have to assume they are not getting additional food and therefore they are falling short of their needs.

## **Logistics & Distribution**

How much food do these people need? Using the rule of thumb of 0.5 kg/person/day, they need 2,500 kg/day or 75 metric tons per month. The road is bad, apparently not even good enough for a 5 ton truck, perhaps only a 1 ton truck. They therefore need 75 truck loads per month, a pretty bad situation. They need to improve the road to allow 5 ton trucks.

The storeroom has to be fixed as a weather-proof warehouse is essential.

The records show 2,000 kcal/person delivered per day, but less is consumed by the people. Therefore there seems to be corruption or stock losses at play.

# Negative environmental consequences of relief activities

## **Session at a glance**

Content	Approx. Time	Instructional Activity
Purpose, process and outcome of this section of module one	25 minutes	Presentation
Implementing this element of module one	35 minutes	Small group exercise
<b>Total Time</b>	<b>60 minutes</b>	

## **Main objectives**

After completing this session, participants will be able to:

- Identify the purpose and outcome of this section of the REA Organization Level Module
- Complete Rating Form 4
- Identify which needs appear to require outside assistance
- Identify which resources needed to provide assistance are sustainable or not

## **Supplies**

Flip chart and markers at each table

Computer with data projector or overhead projector and screen

Applicable overheads

## **Session Activities**

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### **Presentation**

*25 minutes*

Open the session by noting that relief programs can have both positive and negative environmental consequences. Cite an example of both to illustrate the point. Using PowerPoint slides, present the purpose, outcome and process of implementing this section of Module one: Negative Environmental Consequences of Relief Activities. Demonstrate Rating Form 4 and how it is filled in. Discuss how to analyze the results of the form.

**Exercise**

*35 minutes*

Refer participants to the case study in the Participant's Workbook. Ask them to read the project proposal and then fill in the Rating Form 4. Ask them to determine what course of action to take with the problems that are identified. The proposal only addresses the "intervention" type of "Construction, including shelter, public buildings and infrastructure." Allow participants 5-10 minutes to fill in the form and then about 10 minutes to discuss their conclusion. Guidelines to the facilitator to critique the project proposal are on the following page.

Review the Indonesia Field Test results of Rating Form 4 and discuss how it was completed and analyzed. Discuss issues of implementing this element with groups in the field.

## **Project Proposal to respond to the Suremla Cyclone**

### **Housing reconstruction programme**

An international NGO's early post-disaster needs assessment indicates a large need for reconstruction of housing. Approximately 2,000 homes were destroyed by the storm in two of the villages where it has worked in the past. The NGO proposes to reconstruct 500 houses for the poorest of the disaster survivors on municipally owned land adjacent to the Chico River.

The core house will replicate the local traditional home of wood frame with wood siding, 6 m x 6 m and corrugated steel roofing sheets. The project will utilize locally available lumber, harvesting as much as possible from trees felled by the storm. Some timber will also be harvested from the project land itself as part of the site clearance to prepare for the new construction.

The disaster affected population will also derive economic benefits as the project will hire unemployed local youth to build the houses, under the direction of an expatriate NGO project manager.

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### **Facilitator's guide to analysis of the project proposal**

The housing project proposed by CARE, though laudable in its intent, carries with it several inherent problems or concerns. **First is the site.** It is next to the river, the same river that just flooded. The land may be available because it is in the flood plain. So, the project should ensure that it is above the flood plain and that access to it is not compromised during a flood.

A related risk of the site is the stress that the environment would be subjected to by 500 new families. This is a large and poor population in one area, implying that many will look for the cheapest fuel for cooking and heating, probably what ever wood is within walking distance.

**A second issue** is using local wood for construction may be a good thing if the project can meet all of its demand from harvesting the trees that fell down in the storm. But if a considerable amount of trees must be cut to meet the need, then, perhaps a different house design should be considered. The proposal seems to make matters worse by removing the existing trees on the site in order to make site development easier. Instead, the proposal should be clear that it will seek to retain as many trees as possible.

**A third issue** is that many of the houses lost in the cyclone were probably destroyed because of poor construction techniques. Therefore, it is essential that new construction employ cyclone resistant construction technologies. But the proposal says it will rely on unemployed youth to be the builders, supervised by someone from outside the country. It is not likely that this team will be knowledgeable of cyclone resistant construction and would therefore rebuild houses in the same vulnerable fashion as those already destroyed.

# Participant experience

## **Session at a glance**

Content	Approx. Time	Instructional Activity
Case study presentations	30 minutes	Presentations by participants with Q&A
<b>Total Time</b>	<b>30 minutes</b>	

## **Main objectives**

After completing this session, participants will be able to:

- Discuss issues presented by their colleagues based on their experiences

## **Supplies**

Flip chart and markers at each table

Computer with data projector or overhead projector and screen

Applicable overheads

## Session Activities

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### **Presentation**

*30 minutes*

Volunteer participants who have prepared case study reports will be given about 10 minutes to present their experience. The suggested structure for the report was sent to participants in a pre-workshop package and is attached on the following page.

## Individual Assessment Example Preparation

A critical element of the workshop will be the application of theory to practice. We would therefore like you to come prepared to share your own experience with assessments in disasters and emergencies. Please use the reflective questions below to structure your thinking about an example. Your example will be used in group exercises during the workshop.

If you do not have personal experience in disaster response please read about a disaster that happened in the past in the area or country you are working in and apply the questions to that example. This exercise is meant to help you think about the realities of conducting an environmental assessment in disaster situations including the incorporation of environmental concerns into assessment formats, constraints that may be encountered and the resources needed to meet the needs identified.

Your example may demonstrate a particular lesson or best practice in relation to the assessments of environmental effects of disasters or other topics that will be discussed in the workshop. If you are willing to share your experience with the entire group as a 10 minute presentation, please notify the workshop facilitator as soon as possible so that the time can be allocated. Thank you.

1. What type of disaster or emergency occurred? How many people were affected?
2. What were the particular characteristics of the hazard involved?
3. What were the short-term adverse effects of the disaster? What were the potential long-term environmental effects?
4. How was the disaster assessment conducted? Was it a multi-organization effort? Was a formal Environmental Impact Assessment conducted?
5. What guidelines were used to conduct the assessment? Did the assessment address environmental concerns?
6. Were disaster management plans effective in preventing excess environmental damage? Did community members participate in the disaster planning?
7. Were the needs of the community articulated well through the assessment? Were any of their unmet needs likely to lead to environmental degradation?
8. Were protective measures put into place, by the government or communities to protect the environment before the disaster, including guidelines for assistance organizations? Please describe them. If no, what was the reason? What effects did any protective measures have?
9. What impacts may have been avoided or mitigated if environmental protection measures had been employed?
10. Were actions taken during or after the disaster to protect the environment? What prompted these actions? Were they effective?

Please bring maps and photos of the disaster, if they are available.

# Module Two: Community Level Assessment

## ***Session at a glance***

Content	Approx. Time	Instructional Activity
Introduction	5 minutes	Presentation
Presentation	25 minutes	Participant discussion
Group Exercise	50 minutes	Implement Community Assessment Summary form OR Discussion and presentation
Conclusion	10 minutes	Wrap-up of exercise
<b>Total Time</b>	<b>90 minutes</b>	

## ***Main objectives***

After completing this session, participants should be able to

- Describe the concepts and outcomes of the Community REA
- Describe possible methods for data collection and the time and resources needed
- Identify the benefits and constraints of conducting the Community REA
- Complete the “Community Assessment Summary Form” and consolidate results (if the first Exercise is used)
- Develop a plan to troubleshoot and facilitate the Community REA (if the Alternate Exercise is used)

## ***Supplies***

Flip chart and markers

Computer with data projector or overhead projector and screen

Applicable overheads

The M & E Toolbox from CARE Uganda (in Participant’s Workbook)

Handouts of Community Assessment Summary Form for Exercise

Group Exercise in Participant’s Workbook

## **General guidance**

Determine how many participants have rapid assessment or PRA experience. (This should be determined on the first day or through the pre-course questionnaire.) These participants may serve as special resources for the session or contribute to it by making a short presentation on methodology. One or more of them can be asked if they would like to make a short presentation on relevant topics. Reserve time in the session for the presentation(s). It will be important to convey a realistic impression of the time required to complete the Community REA. Refer to the field test from Indonesia for comments on timing.

If you find that the majority of participants are experienced in PRA or other forms of community information gathering, then you may choose to skip some of the presentation or to go over it quickly. In this case you can spend more time on discussing alternative data collection methodologies and more time on filling in the Community Assessment Summary Form.

## **Session Activities**

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### **Introduction**

*5 minutes*

Introduce the session by reviewing “where we are and where did we come from” as well as the objectives for this session.

### **Presentation**

*25 minutes*

Using the PowerPoint slides as guidance, cover the objectives and outcomes for the Community REA. Rather than present instructions, the presentation should prompt participants to analyze the rationale and to challenge the ideas if they seem to be unrealistic given the realities they face in their jobs.

Slide 2: Review the **goals** of the REA. The REA guidelines mention the Community REA as “needed” but the Organizational REA is considered to be the most essential. To what degree can community opinions be considered if the Community REA is not calculated into the analysis? What problems might occur if the Community REA is not factored in?

Slide 3: The **products** of the Community REA at the community level are not only completed forms but the outcomes should also be a relationship with the community. The objective is not merely to collect information but to involve the citizens in a process with a positive outcome for their environment.

Slide 4: The overview of the REA process slide showing the relationship between the Community Level Assessment and the rest of the REA.

Slide 5: This shows the top portion of the Community Assessment Summary Form. It is important to show this early in the session to emphasize that, at the end of the day, you want to collect information that will enable you to fill in this summary. You will later review various methodologies for data collection, but the point is that the REA team has to decide which is most appropriate for them. The REA *Guidelines* includes a proposed Questionnaire to use, but mainly as a fallback option for data collection.

Slide 7: Emphasize there are multiple ways of obtaining the information needed to fulfill the Community Level Assessment. Discuss the pros and cons of each of the three models on the slide.

Slide 8: **Methodology** - Discuss the recommended data collection methodology and alternatives, such as use of secondary information, and incorporation into other assessments. The questionnaire could be administered to families and individuals if there is adequate time, however, it is likely that the focus or community group approach is most feasible. Take some time to briefly skim the questionnaire without getting into the questions. (Participants could be asked to review the questionnaire the night before.)

Slides 9 – 11: This is a quick overview of the Participatory Rapid Assessment process, as a review for those who are familiar with it and to define it for those who are not.

Slide 12: Discuss situations where the Community REA is appropriate and when alternatives for collection of community opinions may need to be considered.

Slide 13: **Planning** - Coordination with other assessments being done by other groups is essential to avoid waste of time and resources. Ask participants how they see overlaps or gaps occurring in data collection.

Slide 14: **Team Preparation** - The number of people who are needed to conduct the REA depends on the geographic region to be covered, time and resources. The team should be able to interact with the community and convey the concepts behind the REA. The process should be one of giving understanding to the community rather than merely “taking away” information. Facilitation, negotiation, PRA and interviewing skills are essential.

Slide 15: **Inclusion** - What methods are useful to ensure that women and vulnerable groups are included?

Slide 16: **Reaching isolated and elderly** - Ask participants to suggest methods to include these groups.

Slide 18: **Data analysis and interpretation** - Refer to the community assessment summary form and describe how the information should flow into the consolidation and analysis phase.

Slides 19-20: A review of the Community Assessment Summary Form to review the need to focus information gathering to support the ability to complete this form.

Slide 21-21: **Key points** – emphasize the information on these slides as essential to successful implementation of the community level REA.

## **Group Exercise**

*50 minutes*

There are two exercises presented here. The facilitator will need to determine which is most useful for the specific audience. The first exercise focuses on the process of filling out the Community Assessment Summary Form, aggregating the information from a number of communities, and then ranking the questions on the Form.

The second exercise explores the issues of implementing the REA by troubleshooting possible scenarios and discussing a range of solutions to address potential obstacles.

### **Group Exercise: Completing the Community Assessment Summary Form**

The following are the instructions in the Participant's Workbook. The facilitator should review these steps and ensure they are understood.

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The purpose of this exercise is to become familiar with the Community Level Assessment process and with completing the forms used to facilitate the process. As noted in the *Guidelines* and the presentation, there are several methods to obtain the information you would need to complete the Community Level Assessment. This exercise is based on the premise that the information has been collected by one of your colleagues and your task now is to record that information on the Community Assessment Summary Form.

The following are the steps to complete this exercise.

1. Participants should divide into four groups. The facilitator will give one person in each group the results of a Community Level Assessment that was completed in one of the communities affected by the Suremia Cyclone.
2. Each person in each group will fill in the copy of the Community Assessment Summary Form, found on the next two pages. You will fill in the blanks for your community, that is, either community No. 1, 2, 3, or 4.
3. Select one person from your group to go to each of the other three groups and record the results on one copy of the Community Assessment Summary Form – there will be one completed form for each group.
4. In each small group, tabulate the results in the right hand column marked “Importance Ranking.”
5. Now, rank each question in the Form by identifying which questions had the highest scores. (You might look at the example in your book of the Form completed in the case of Indonesia, immediately after the Community Assessment Summary Form.) This reordering of the questions becomes the prioritized list and the first part of the report of the Community Level Assessment.
6. Collect all of the community relief/coping actions that are found on the Community Assessment Summary Forms and record them with the list of prioritized questions. This is the second part of the community level assessment.
7. You have now completed the Community Level Assessment report.

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On the following four pages are forms for the Community Level Assessment Exercise. They need to be photocopied and a copy of one community given to one team member from each of the four groups. This team member, in effect, plays the role of the team that conducted the field work to collect the community-based information necessary to fill out this summary form. The team will then implement the exercise as per the above procedure.

In addition to the four community forms, the facilitator is provided the “Answer Sheet” with all of the results compiled on one form. The participant's output for this exercise should match this composite summary sheet.

After the participants have completed the exercise, the facilitator should refer them to the following pages in the Participant's Workbook that reproduce the Community Assessment Summary Form produced in the field test in Indonesia. The participants will be able to see that it can be used for many communities as well as to note the “Importance Ranking” column.

### ***Alternate Group Exercise: Trouble shooting the REA process at the community level***

Divide the participants into four groups and assign each group one of the topic areas of the exercise: planning issues, preparation issues, implementation issues, data gathering and analysis issues. Among the groups someone should represent the opinion of the community, or alternatively, the facilitator can do this during the debriefing.

Review the instruction on the exercise sheet. Allow 25 minutes for the groups to generate their answers and write them on the flip chart. (If you are behind schedule at this point, you might assign only the first two questions of each topic area.)

Allow 25 minutes for each group to explain their answers and take questions from the other groups. The facilitator should encourage the participants to document the answers in order to retain the ideas presented by the groups.

### ***Conclusion***

*10 minutes*

Take 10 minutes to ask for questions. Write down outstanding issues that are not resolved in a “parking lot” (a flip chart page to be referred later in the workshop) and determine a method for getting some more information to the participants on these issues.

**On the following four pages are forms for the Community Level Assessment Exercise. They need to be photocopied and one copy each given to one team member from each of the four groups.**

## Annex E Community Assessment Summary Form<sup>1</sup> -- Community No.1

#	Item/Question	Community 1	Community 2	Community 3	Community 4	Importance Ranking <sup>2</sup>
<b>Context Questions:</b> Score Yes = 1 (“bad”) or No = 0. Corresponds to Sections One and Two of the <b>Organization Level Assessment</b> .						
1	Did the community report environmental concerns?	1				
2	Did the community report environmental problems?	1				
3	Are there unique areas near the community?	0				
4	Are a large number of persons affected by the disaster?	1				
5	Has the disaster been going on for a long time?	1				
6	Are the disaster survivors concentrated?	1				
7	Have the survivors moved a great distance?	0				
8	Is level of self-sufficiency low?	1				
9	Is social solidarity low?	0				
10	Is cultural homogeneity low?	1				
11	Are assets concentrated?	1				
12	Is livelihood base limited (not diversified)?	1				
13	Are expectations high?	0				
14	Is resource use unsustainable?	1				
15	Is capacity to absorb waste limited?	0				
16	Does the environment have limited resilience?	1				
<b>Disasters/Hazards, Yes = 1 (“bad”) or No = 0. Corresponds to Section Three of Organization Level Assessment.</b>						
17	Is drought a reported problem?	0				
18	Is wildfire a reported problem?	0				
19	Is conflict a reported problem?	0				

<sup>1</sup> Add columns equal to the number of communities or groups who participated in the assessment.

<sup>2</sup> The importance ranking is calculated by adding the number of similar answers based on one answer (e.g. yes) being 1 and the other 0.

20	Is animal disease a reported problem?	0				
21	Is human disease a reported problem?	1				
22	Are other hazards reported problems (note response for each hazard separately). FLOOD	1				
<b>Unmet Needs</b> No = 1 (“bad”) or Yes = 0. Corresponds to Section Four of the <b>Organization Level Assessment</b> .						
23	Are adequate supplies of potable water available for humans?	1				
24	Are adequate supplies of potable water available for animals?	1				
25	Is shelter adequate for local expectations?	0				
26	Is food adequate?	1				
27	Is fuel adequate?	0				
28	Are household resources adequate?	1				
29	Is personal safety adequate?	1				
30	Are human health conditions adequate?	0				
31	Is waste management appropriate?	1				
32	Is the control of insects and breeding sites adequate?	1				
32	Are pesticides used safely?	1				

**Community Relief/Coping Actions.** Corresponds to Section Five of the **Organization Level Assessment**<sup>3</sup>

<b>Strategy/Action</b>	<b>Indicate Positive (+) or Negative (-) Impact on Local Environment</b>	<b>Comments including whether the strategy is common for all or only a select number of communities or groups within the communities.</b>
People getting drinking water from the river	Negative, because of increased diarrhea	Common for most families

<sup>3</sup> Add additional rows as needed.

## Annex E Community Assessment Summary Form<sup>4</sup> -- Community No.2

#	Item/Question	Community 1	Community 2	Community 3	Community 4	Importance Ranking <sup>5</sup>
<b>Context Questions:</b> Score Yes = 1 (“bad”) or No = 0. Corresponds to Sections One and Two of the <b>Organization Level Assessment</b> .						
1	Did the community report environmental concerns?		1			
2	Did the community report environmental problems?		1			
3	Are there unique areas near the community?		0			
4	Are a large number of persons affected by the disaster?		1			
5	Has the disaster been going on for a long time?		1			
6	Are the disaster survivors concentrated?		0			
7	Have the survivors moved a great distance?		0			
8	Is level of self-sufficiency low?		1			
9	Is social solidarity low?		0			
10	Is cultural homogeneity low?		0			
11	Are assets concentrated?		1			
12	Is livelihood base limited (not diversified)?		1			
13	Are expectations high?		1			
14	Is resource use unsustainable?		1			
15	Is capacity to absorb waste limited?		0			
16	Does the environment have limited resilience?		1			
<b>Disasters/Hazards, Yes = 1 (“bad”) or No = 0. Corresponds to Section Three of Organization Level Assessment.</b>						
17	Is drought a reported problem?		0			
18	Is wildfire a reported problem?		0			
19	Is conflict a reported problem?		1			

<sup>4</sup> Add columns equal to the number of communities or groups who participated in the assessment.

<sup>5</sup> The importance ranking is calculated by adding the number of similar answers based on one answer (e.g. yes) being 1 and the other 0.

20	Is animal disease a reported problem?		0			
21	Is human disease a reported problem?		1			
22	Are other hazards reported problems (note response for each hazard separately). FLOOD		1			
<b>Unmet Needs</b> No = 1 (“bad”) or Yes = 0. Corresponds to Section Four of the <b>Organization Level Assessment</b> .						
23	Are adequate supplies of potable water available for humans?		1			
24	Are adequate supplies of potable water available for animals?		1			
25	Is shelter adequate for local expectations?		0			
26	Is food adequate?		1			
27	Is fuel adequate?		1			
28	Are household resources adequate?		1			
29	Is personal safety adequate?		0			
30	Are human health conditions adequate?		1			
31	Is waste management appropriate?		1			
32	Is the control of insects and breeding sites adequate?		1			
32	Are pesticides used safely?		1			

**Community Relief/Coping Actions.** Corresponds to Section Five of the **Organization Level Assessment**<sup>6</sup>

<b>Strategy/Action</b>	<b>Indicate Positive (+) or Negative (-) Impact on Local Environment</b>	<b>Comments including whether the strategy is common for all or only a select number of communities or groups within the communities.</b>
Cutting trees for fuel	Negative	Common for most families in the village

<sup>6</sup> Add additional rows as needed.

## Annex E Community Assessment Summary Form<sup>7</sup> -- Community No.3

#	Item/Question	Community 1	Community 2	Community 3	Community 4	Importance Ranking <sup>8</sup>
<b>Context Questions:</b> Score Yes = 1 (“bad”) or No = 0. Corresponds to Sections One and Two of the <b>Organization Level Assessment</b> .						
1	Did the community report environmental concerns?			1		
2	Did the community report environmental problems?			1		
3	Are there unique areas near the community?			1		
4	Are a large number of persons affected by the disaster?			1		
5	Has the disaster been going on for a long time?			1		
6	Are the disaster survivors concentrated?			0		
7	Have the survivors moved a great distance?			0		
8	Is level of self-sufficiency low?			1		
9	Is social solidarity low?			0		
10	Is cultural homogeneity low?			1		
11	Are assets concentrated?			1		
12	Is livelihood base limited (not diversified)?			1		
13	Are expectations high?			1		
14	Is resource use unsustainable?			1		
15	Is capacity to absorb waste limited?			0		
16	Does the environment have limited resilience?					
<b>Disasters/Hazards, Yes = 1 (“bad”) or No = 0. Corresponds to Section Three of Organization Level Assessment.</b>						
17	Is drought a reported problem?			0		
18	Is wildfire a reported problem?			0		
19	Is conflict a reported problem?			1		

<sup>7</sup> Add columns equal to the number of communities or groups who participated in the assessment.

<sup>8</sup> The importance ranking is calculated by adding the number of similar answers based on one answer (e.g. yes) being 1 and the other 0.

20	Is animal disease a reported problem?			0		
21	Is human disease a reported problem?			1		
22	Are other hazards reported problems (note response for each hazard separately). FLOOD			1		
<b>Unmet Needs</b> No = 1 (“bad”) or Yes = 0. Corresponds to Section Four of the <b>Organization Level Assessment</b> .						
23	Are adequate supplies of potable water available for humans?			1		
24	Are adequate supplies of potable water available for animals?			0		
25	Is shelter adequate for local expectations?			0		
26	Is food adequate?			1		
27	Is fuel adequate?			1		
28	Are household resources adequate?			1		
29	Is personal safety adequate?			0		
30	Are human health conditions adequate?			0		
31	Is waste management appropriate?			1		
32	Is the control of insects and breeding sites adequate?			1		
32	Are pesticides used safely?			1		

**Community Relief/Coping Actions.** Corresponds to Section Five of the **Organization Level Assessment**<sup>9</sup>

<b>Strategy/Action</b>	<b>Indicate Positive (+) or Negative (-) Impact on Local Environment</b>	<b>Comments including whether the strategy is common for all or only a select number of communities or groups within the communities.</b>
Out of work families moving to live with relatives in city	Positive	Common for the unemployed families, about a third of the village.

<sup>9</sup> Add additional rows as needed.

## Annex E Community Assessment Summary Form<sup>10</sup> -- Community No.4

#	Item/Question	Community 1	Community 2	Community 3	Community 4	Importance Ranking <sup>11</sup>
<b>Context Questions:</b> Score Yes = 1 (“bad”) or No = 0. Corresponds to Sections One and Two of the <b>Organization Level Assessment</b> .						
1	Did the community report environmental concerns?				0	
2	Did the community report environmental problems?				0	
3	Are there unique areas near the community?				1	
4	Are a large number of persons affected by the disaster?				1	
5	Has the disaster been going on for a long time?				1	
6	Are the disaster survivors concentrated?				1	
7	Have the survivors moved a great distance?				1	
8	Is level of self-sufficiency low?				0	
9	Is social solidarity low?				0	
10	Is cultural homogeneity low?				0	
11	Are assets concentrated?				0	
12	Is livelihood base limited (not diversified)?				1	
13	Are expectations high?				1	
14	Is resource use unsustainable?				0	
15	Is capacity to absorb waste limited?				0	
16	Does the environment have limited resilience?				0	
<b>Disasters/Hazards,</b> Yes = 1 (“bad”) or No = 0. Corresponds to Section Three of <b>Organization Level Assessment</b> .						
17	Is drought a reported problem?				0	
18	Is wildfire a reported problem?				0	
19	Is conflict a reported problem?				0	

<sup>10</sup> Add columns equal to the number of communities or groups who participated in the assessment.

<sup>11</sup> The importance ranking is calculated by adding the number of similar answers based on one answer (e.g. yes) being 1 and the other 0.

20	Is animal disease a reported problem?				0	
21	Is human disease a reported problem?				0	
22	Are other hazards reported problems (note response for each hazard separately).				1	
<b>Unmet Needs</b> No = 1 (“bad”) or Yes = 0. Corresponds to Section Four of the <b>Organization Level Assessment</b> .						
23	Are adequate supplies of potable water available for humans?				0	
24	Are adequate supplies of potable water available for animals?				0	
25	Is shelter adequate for local expectations?				0	
26	Is food adequate?				0	
27	Is fuel adequate?				1	
28	Are household resources adequate?				0	
29	Is personal safety adequate?				1	
30	Are human health conditions adequate?				1	
31	Is waste management appropriate?				1	
32	Is the control of insects and breeding sites adequate?				1	
32	Are pesticides used safely?				1	

**Community Relief/Coping Actions.** Corresponds to Section Five of the **Organization Level Assessment**<sup>12</sup>

<b>Strategy/Action</b>	<b>Indicate Positive (+) or Negative (-) Impact on Local Environment</b>	<b>Comments including whether the strategy is common for all or only a select number of communities or groups within the communities.</b>
Relying on traditional health practices more than usual	Neither + nor -	A large number of families are doing this.

<sup>12</sup> Add additional rows as needed.

## Community Assessment Summary Form<sup>13</sup> --Composite for all 4

#	Item/Question	Community 1	Community 2	Community 3	Community 4	Importance Ranking <sup>14</sup>
<b>Context Questions:</b> Score Yes = 1 (“bad”) or No = 0. Corresponds to Sections One and Two of the <b>Organization Level Assessment</b> .						
1	Did the community report environmental concerns?	1	1	1	0	3
2	Did the community report environmental problems?	1	1	1	0	3
3	Are there unique areas near the community?	0	0	1	1	2
4	Are a large number of persons affected by the disaster?	1	1	1	1	4
5	Has the disaster been going on for a long time?	1	1	1	1	4
6	Are the disaster survivors concentrated?	1	0	0	1	2
7	Have the survivors moved a great distance?	0	0	0	1	1
8	Is level of self-sufficiency low?	1	1	1	0	3
9	Is social solidarity low?	0	0	0	0	0
10	Is cultural homogeneity low?	1	0	1	0	2
11	Are assets concentrated?	1	1	1	0	3
12	Is livelihood base limited (not diversified)?	1	1	1	1	4
13	Are expectations high?	0	1	1	1	3
14	Is resource use unsustainable?	1	1	1	0	3
15	Is capacity to absorb waste limited?	0	0	1	0	1
16	Does the environment have limited resilience?	1	1	0	0	2
<b>Disasters/Hazards,</b> Yes = 1 (“bad”) or No = 0. Corresponds to Section Three of <b>Organization Level Assessment</b> .						
17	Is drought a reported problem?	0	0	0	0	0
18	Is wildfire a reported problem?	0	0	0	0	0
19	Is conflict a reported problem?	0	1	1	0	2

<sup>13</sup> Add columns equal to the number of communities or groups who participated in the assessment.

<sup>14</sup> The importance ranking is calculated by adding the number of similar answers based on one answer (e.g. yes) being 1 and the other 0.

20	Is animal disease a reported problem?	0	0	0	0	4
21	Is human disease a reported problem?	1	1	1	0	4
22	Are other hazards reported problems (note response for each hazard separately). FLOOD	1	1	1	1	
<b>Unmet Needs</b> No = 1 ("bad") or Yes = 0. Corresponds to Section Four of the <b>Organization Level Assessment</b> .						
23	Are adequate supplies of potable water available for humans?	1	1	1	0	3
24	Are adequate supplies of potable water available for animals?	1	1	0	0	2
25	Is shelter adequate for local expectations?	0	0	0	0	0
26	Is food adequate?	1	1	1	0	3
27	Is fuel adequate?	0	1	1	1	3
28	Are household resources adequate?	1	1	1	0	3
29	Is personal safety adequate?	1	0	0	1	2
30	Are human health conditions adequate?	0	1	1	1	4
31	Is waste management appropriate?	1	1	1	1	4
32	Is the control of insects and breeding sites adequate?	1	1	1	1	4
32	Are pesticides used safely?	1	1	1	1	

**Community Relief/Coping Actions.** Corresponds to Section Five of the **Organization Level Assessment**<sup>15</sup>

<b>Strategy/Action</b>	<b>Indicate Positive (+) or Negative (-) Impact on Local Environment</b>	<b>Comments including whether the strategy is common for all or only a select number of communities or groups within the communities.</b>
Relying on traditional health practices more than usual	Neither + nor -	A large number of families are doing this.
People are getting drinking water from the river	Negative, because of increased diarrhea	Common for most families
Cutting trees for fuel	Negative	Common for most families in the village
Out of work families moving to live with relatives in city	Positive	Common for the unemployed families, about a third of the village.

<sup>15</sup> Add additional rows as needed.

## Group Exercise - Session 3.2 Module Two

### Troubleshooting the Community REA<sup>16</sup>

**Objective:** Develop a strategy for implementing the Community REA, by anticipating common obstacles, so that the opinions of the communities are fully incorporated into the REA.

**Background:** Suremia has been plagued by a history of internal conflict and long-term environmental degradation. The north part of the country is currently experiencing a drought disaster. The population most seriously affected by the disaster is composed largely of 100,000 pastoralists who rely almost totally on livestock, mainly cattle, for food and income. The disaster is due to a combination of short- and long-term factors, including:

- Overstocking
- Overgrazing
- Rangeland deterioration
- A reduction in grazing areas due to commercial farming, urban expansion and conflict
- Dependence on a single-commodity resource base
- Inadequate pasture as a result of a lack of rain.

An early warning of the drought disaster was issued following a failure of the seasonal short rains. Five months later, livestock (primarily cattle) deaths in the 25 most affected communities and adjacent regions were widely reported and drew outside attention. Despite the attention, an EIA had not been undertaken and the disaster response was slow, for four reasons:

1. the results of poor rainfall affected livestock rather than crops, where most traditional concerns about food insecurity rest
2. the affected population were widely dispersed
3. government authorities were not fully able to articulate the scope and nature of the unfolding disaster
4. donors were unfamiliar with early warning implications for pastoral societies and thus did not react in a timely manner.

Increased levels of malnutrition were becoming documented through surveys, resulting in more concerted donor attention to problems in the most affected area and the larger region. The lack of water for human consumption was also emerging as a serious problem in some areas, while general relief and supplemental food aid was becoming generally available (although not always in quantities to cover all immediate needs).

Suremia has an emergency unit that has reported on the disaster since its onset and is about to conduct a general needs assessment. There are two international conservation NGOs in the country and numerous local NGOs have linkages with large international conservation groups. Only one of the large donors requires environmental impact screenings of assistance activities. Other donors indicate they did not have these procedures and most relied on NGOs, however, many NGOs also did not have standards and procedures. The office organizing the REA does not have an in-house environmental officer or advisor and environmental issues are considered at the activity implementation level but the process is not comprehensive. As yet, no formal consideration is given to how activities could have positive environmental impacts.

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<sup>16</sup> This exercise is based on problems encountered in the REA field tests in Afghanistan, Ethiopia and Indonesia.



## **2. Preparation issues**

2. A. Only two people on a team of six have had any training in environmental impact assessment procedures. Few have experience in conducting focus group interviews. The team members conducting the assessment are from different ethnic groups than the target population. Some team members are suspicious of the motives of pastoralists and believe that some are from insurgent groups. What training do you recommend for the team? How long do you estimate this training will take?

2.B. Of the 25 most affected villages, some of the villages are located in unique ecosystems with seasonal rivers. Some are composed of ethnic groups that have migrated from the neighboring countries. Some have a more educated population than others. A few are exceptionally impoverished and these are located furthest from the passable road. What will be your sampling strategy? How many villages will you visit?

2.C. Review the questionnaire – are there questions that need to be amended for this situation?

### **3. Implementation issues**

- 3.A. In the interest of being “Rapid” the assessment organizers are insisting the interviews take only three hours per village. However, sometimes greetings and formalities can take over an hour. The issues are expected to be of great interest to villagers who have been well aware of the problems for many years. What timing and procedures do you recommend to complete the assessment? What trade-offs can be expected?
- 3.B. In some of the villages, the center of town is visible to all. It is expected that large groups will congregate and wish to participate in the REA. Develop a plan for efficient data collection in this situation.
- 3.C. Some of the villages have received little assistance despite extreme need and being visited by a number of NGOs. It is possible that they may express hostility toward the assessment team. Some male villagers are armed with knives and AK-47s. How can the REA be conducted in safety for all? How can the tensions be eased?

#### **4. Data Gathering and Analysis Issues**

- 4.A. The pastoral society is male-governed and the group that shows up for the interviews is expected to be all males. Describe a plan to gather information from everyone, given that the population is semi-nomadic.
- 4.B. Because of the variation in situations you are likely to encounter, you may need to alter data collection methods in each village at the spur of the moment. How will you compile results when different approaches are used? How will you validate that the results are indeed representative?
- 4.C. In the larger villages, the level of formal education and views on environmental issues is more sophisticated than that of the typical pastoralist. The differences between the staff who will be conducting the assessment and the less educated pastoralists are also significant. Review the questionnaire and determine if the disparate levels of education and experience will impose problems.

# Module Three: Consolidation and Analysis

## **Session at a glance**

Content	Approx. Time	Instructional Activity
Welcome	5 minutes	Presentation
Presentation	30 minutes	Participant discussion
Consolidation practice	20 minutes	Individual practice
Practice implementation of the module OR Alternate exercise: Case example group work	50 minutes	Group exercise Group discussion
Conclusion	15 minutes	Short-list issues
<b>Total Time</b>	<b>120 minutes</b>	

## **Main objectives**

After completing these sessions, participants should be able to

- Describe the concepts and outcomes of the Consolidation and Analysis process
- Describe the process of consolidation and analysis and the time and resources needed
- Identify the constraints to the consolidation and analysis process and means to address them
- Develop a plan to facilitate the consolidation and analysis process

## **Supplies**

Flip chart and markers

Computer with data projector or overhead projector and screen

Applicable overheads

Computer files of analysis forms used for this session.

## **General guidance**

The agenda breaks this topic into two sessions. There are a total of 120 minutes available. If all of this time is not used, more time can be spent on Module Four. It is important that someone who has participated in the field tests explain how the Consolidation and Analysis (C and A) process goes in reality as it is difficult to see how conclusions are arrived at by reading the reports.

The facilitator should aim to create a clear impression of the utility of the REA, that is, how the information will result in positive and concrete actions by the organizations and communities. It will be

useful to have examples to illustrate actions that were taken, using REA or another method of environmental assessment.

## Session Activities

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### **Introduction**

*5 minutes*

Using the first slide, describe the objectives of the session. Address any lingering confusion from the previous session and identify cross-cutting issues that need to be discussed before the workshop ends. Suggest that the audience imagine themselves in the role of REA leader for the duration of this session.

### **Presentation**

*30 minutes*

Slide 2. Point out the relation of Module 3 to the rest of the REA process and that it consists of 4 steps.

Slide 3. Describe the three to four outputs of the REA process – this is a repetition of what was covered on the first day

Slide 4. Describe the products and refer the participants to the forms in their Workbook.

Slide 5. The key to the success of the process is making the results usable. Ask the participants to recall the users of REA information that were identified earlier in the workshop.

Slide 6. The actions to be taken by the organizations should be reviewed or clarified.

Slide 7. Ask participants to describe the use of the analysis, for example in project planning exercises, appeals for assistance, etc.

Slide 8. Planning the process should include those who conducted the assessments or others who are briefed on the process. Should community members be included? If not, who will represent the community point of view? These may be the people who conducted the community REA.

Slide 9. The degree of preparation will influence the total time it takes to complete the exercise.

Slide 10. The REA guidelines suggest methodologies. What other methods would work? Would group work on the issues be more productive and in-depth?

Slide 11. The facilitation techniques are applicable to all who participate and should be part of the ground rules introduced at the beginning of the exercise.

Slide 12. Step 7: Using the forms, review the procedures to fill them out. Since the process appears to be very simple, participants may have questions as they see past the process.

Slide 13. Step 7, consolidating the issues continued, discuss the additional details on the process.

Slide 14. Step 8: Introduce the form for “issues and actions”

Slide 15. Since relief should be a continuum into recovery, explain why the recovery issues are separated out.

Slide 16. Step 9: The prioritization may cause some questions on the impact of various problems and value judgments if quantitative impact data is not available.

Slide 17. Step 10: Point out that it is necessary to return to Rating Form 4 to revisit the planned relief activities. In light of the analysis completed by the REA, these planned activities need to be reviewed to ensure that they take into consideration the priority actions generated by Step 9.

Slide 18. Mention some options for dissemination/sharing of analysis results and getting feedback from other actors on the recommendations. The “validation exercise” mentioned in the Indonesia field test is important.

Slide 19. Review the key points.

## **Group Exercises**

*50 minutes*

Two exercises are presented. The first exercise is a simulated implementation of all four steps of the Consolidation and Analysis module. The second exercise explores issues around how to be successful in completing the C&A module. As with the last module, the facilitator will need to determine which exercise will be most useful to the target audience. Generally, the first exercise is intended for participants that have the least experience with REA. The second exercise is more geared to participants who have REA experience and wish to learn about being more effecting in leading the REA process.

### **Group Exercise Consolidation and Analysis**

The following are the instructions in the Participant’s Workbook, which should be self-explanatory for the facilitator.

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The purpose of this exercise is to give participants experience in implementing the consolidation and analysis process. This is accomplished through the following actions. **The first part corresponds to STEP 7 of the REA Process: Consolidate the Issues.**

1. Refer to the Case Study Context Statement from Session 2.2. Identify the top three issues that emerged from an analysis of this case study. Transfer those three items under the heading “Organizational Level Issues” on the Issues Consolidation Form that follows these instructions.
2. Refer to Session 2.3. Factors Influencing Environmental Impacts. Turn to the Case Study using Rating Form 1. Select the top three priority issues that were identified in the analysis of this form and transfer those three items under the heading “Organizational Level Issues” on the Issues Consolidation Form.

3. Refer to Session 2.4. Environmental Threats of Disasters. Identify those environmental threats that scored the highest on Rating Form 2 and transfer those items under the heading “Organizational Level Issues” on the Issues Consolidation Form.
4. Refer to Session 2.5. Unmet Basic Needs. Now select the three top issues identified in Rating Form 3 and transfer those items under the heading “Organizational Level Issues” on the Issues Consolidation Form.
5. Refer to Session 2.6 Negative Environmental Consequences of Relief Aid and to the exercise analyzing the potential consequences of the proposed housing construction project. Identify the top three potential negative consequences and transfer those items under the heading “Organizational Level Issues” on the Issues Consolidation Form.
6. Refer to the composite Community Assessment Summary Form you completed in Module Two: Community Level Assessment.

Note that Questions 1-3 corresponds to Section One of the Organizational Level Assessment (OLA), the Context Statement.

Questions 4-16 correspond to Section Two of the OLA, Factors Influencing Environmental Impacts.

Questions 17-22 correspond to Section Three of the OLA, Environmental Threats of Disaster.

Questions 23-32 correspond to Section Four of the OLA, Unmet Basic Needs.

And finally, Community Relief/Coping Actions correspond to Section Five of the OLA, Negative Environmental Consequences of Relief Actions.

Now, transfer the top three priority concerns from each Section of the Community Assessment Summary Form to the Issues Consolidation Form, found directly after these instructions. Enter this information under the column for “Community Level Issues.”

7. Develop a single list of issues by consolidating all duplicate and substantially similar issues listed in the two columns. Duplication can be:
  - Within each assessment, e.g., water being mentioned several time in the community assessment, or
  - Between assessments, e.g., water being mentioned in the organizational and community level assessments.

Duplicate items should be marked (e.g., with a star) as they indicate issues which have a higher frequency, and are likely more important in terms of disaster-environment linkages.

**ISSUES CONSOLIDATION FORM**

<b>Organization Level Issues</b>	<b>Community Level Issues</b>
<b>Context Statement</b>	
<b>Factors Influencing Environmental Impact</b>	
<b>Environmental Impacts of Disaster Agents</b>	
<b>Unmet Basic Needs</b>	
<b>Negative Environmental Consequences of Assistance</b>	
<b>Other Critical Issues</b>	
<b>Recovery Issues</b>	

## **STEP 8 OF THE REA PROCESS: IDENTIFY CRITICAL ISSUES AND ACTIONS.**

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1. Transfer the results of the consolidation process to the first column of the **Issues and Actions Form** that follows this page.
2. Identify simple and specific actions to address each issue using a rapid brainstorming approach. Actions fall into four groups:
  1. Redesign or re-orient an existing project or activity,
  2. Design a new project,
  3. Collect more information, or,
  4. Advocacy.

**The focus of the REA is not to completely resolve issues which have been identified**, but to identify how best to start addressing an issue. Avoid making this step more complicated than necessary.

Original assessment documents should be reviewed if there is a need to clarify the origin and nature of an issue. It is less of a challenge to identify actions for issues related to the physical tasks and activities. It is more of a challenge to identify actions for issues which are more conceptual in origin.

In most cases, conceptual issues (which generally come from the **Context Statement** and **Factors Influencing Environmental Impact** sections) are addressed by incorporating them into the manner in which relief and recovery assistance is provided. For instance, if self-sufficiency is identified as a critical issue, then relief and recovery activities should be designed and implemented in a way which promotes self-sufficiency.

The items listed under the **Recovery Issues** section should be covered a separate short report, to be passed to those involved in recovery planning and operations (as only a written document or also through a public information meeting.) Documentation and referral is important to ensure that information collected during the assessment is not lost and has a positive impact on recovery, reconstruction and development efforts following a disaster.



## **STEP 9 OF THE REA PROCESS: PRIORITIZE ISSUES AND ACTIONS**

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Prioritize the actions list on the above form based on the nature of the corresponding issues. The prioritization is based on answers to three questions:

1. Does the issue pose an immediate threat to life?
2. Does the issue pose an immediate threat to welfare? or
3. Does the issue pose an immediate threat to the environment?

**Issues for which the answer is yes to the first question are given top priority.** Among these issues, the ones involving the greatest threat to life are given the highest priority.

Issues with yes answers to the other questions have correspondingly lower priority for action, and can be ranked according to the level of threat to welfare or the environment, as appropriate.

**The prioritization process should give attention to issues which were mentioned more than once at the consolidation stage** (e.g. marked with a star). These issues are more likely to be of greater importance to communities and assistance providers and should be given priority within each priority category (i.e., threat to life, welfare or the environment).

## **STEP 10 OF THE REA PROCESS: ENVIRONMENTAL CONSEQUENCES OF RELIEF ACTIVITIES REVIEW**

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Once issues and actions have been prioritized, a second review of possible negative environmental impacts needs to be completed using the procedure set in **Module One, Section Five: Negative Environmental Consequences of Relief Activities**.

Planned actions should be changed, when possible, to reduce negative environmental impacts. If negative impacts cannot be avoided, then mitigation measures should be incorporated into relief or recovery activities.

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After completing these steps, ask participants what questions they may have about the process. Review the time required for this in an actual REA process: 3 hours to 2 days, depending on how many people are involved and how many communities may have been surveyed.

## **Alternate Group Exercise Consolidation and Analysis**

### **Step 1**

- Imagine that you have just returned from the field and have conducted the REA evaluations Module 1 and 2. Now your director has asked that you present a draft of your results based on Annex H of the Guidelines and your plan of action based on Annex I. Now form two teams.
- Team 1 = Organizational REA
- Team 2 = Community REA
- 20 minutes to identify the 3 most critical themes or issues for each section/category on Form Annex H, Issues and Consolidation Table.
- 20 minutes to consolidate the results of each group's team 1 and 2 and prepare Annex H, Issues and Actions Table.

### **Step 2**

- Select a facilitator for each team. Also select a time-keeper.
- Within your teams, you may want to subdivide responsibilities again. Two or three people on each team could review the critical issues for each category on form Annex H.
- If your team does not have enough information gathered for each form, imagine the situation and make assumptions about what the priorities would be for each category.
- If there is a significant difference of opinion within your group, submit it to a vote or some other fast way of prioritizing themes.

### **Step 3**

- After 30 minutes, both teams within the disaster group should get together, and place their flip-charts next to each other, in order to compare results for the organizational and the community assessments.
- Highlight and consolidate those priorities which both assessment teams have in common. This consolidation can be done horizontally and vertically.
- Again, when you are transferring your results to Annex H, Issues and Actions Table, if there is significant differences of opinion, take a vote on the most critical issues.

If there isn't enough time to implement the entire exercise, then it can be limited to each group exploring just the first 1 or 2 questions.

## **Conclusion**

*15 minutes*

This session is critical as it draws together all other sessions. The facilitator should review the methods to draw conclusions and the mechanisms that will bring the analysis to the users and any follow-up actions that should occur.

Any pressing issues and questions should be put in a parking lot and addressed in the final session.

On the following pages is the alternate exercise from the Participant's Workbook.

## **Exercise: Consolidation and Analysis<sup>17</sup>**

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### **Background**

The REA is taking place in the northwest zone of Suremia, which is emerging from 23 years of conflict and is now experiencing a drought. Due to the lingering climate of conflict, funding efforts remain focused on relief and short term rehabilitation, and longer term interventions have not yet gotten underway. Many of the agreed priorities include a development perspective but many donors are limited to humanitarian assistance at the moment. Only one of the donors requires an environmental impact screening for projects.

Local and external sources of information on environmental conditions in the country are limited. Most of the information that does exist is in the form of project documents with the exception of numerous maps and satellite imagery. There is limited access to the internet for many staff and communities. Many local environmental experts have left the country and the few remaining with experience in environmental issues now work for NGOs.

The REA is now in the consolidation and analysis phase. Some people who participated in the assessment are positioned to support certain actions that they strongly believe in. Those who have some expertise in environmental matters also have some strong preferences. Meanwhile, others feel obligated to support ideas that are being presented by donors that serve their own preferences.

Due to the emergency, staff members of all organizations are exceptionally busy. There are numerous meetings and staff are often on field trips. Staff reported that the REA process was very useful to help them to consider environmental impact, however, they are concerned about whether the process will have the desired impact on programs, given the time and resource constraints. Follow-up on the REA is likely to involve training staff, developing manuals and establishing procedures for environmental management.

Most of the assessment at organizational level focused on male-oriented issues. While two women participated in the organizational assessment, little direct attention was given to what could be considered female-oriented issues such as cooking, food quality or biologically sound food production. The community assessment produced priorities which differed from the organizations and many cross-cutting issues were highlighted such as effects of conflict and inequity. Some organizations have already established their programs based on their mandates and preferences of their donors.

The 5 communities involved in the Community REAs were extremely participative in the focus group interviews. The issues were of great concern to them as they are plagued with environmental problems on a daily basis and also are troubled regarding the future of their children. The other 20 affected communities have received very little or no information about the REA process.

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<sup>17</sup> This exercise includes problems identified through the REA field tests in Afghanistan, Ethiopia and Indonesia

## **Exercise Directions**

In your groups, read the questions that you are assigned by the facilitator and be ready to discuss the issues in 20 minutes.

### **Community issues**

1. How will you relay analysis results to the communities who participated and gather their feedback and/or validation?
2. What steps can be taken to include community feedback in the final analysis if it is held in a headquarters away from the affected areas?
3. How do you anticipate that the actors or organizations which did not participate in the community assessment will view the community priorities? What steps might be taken to facilitate their understanding?

### **Organizational issues**

1. How will you know if important environmental issues are missing from the analysis – such as unique ecosystems that were not identified by the communities participating in the assessment?
2. How might the assessment take into consideration the problems of women that did not become a priority?
3. How should the analysis prompt attention and action to related cross-cutting issues, particularly those that may be root causes of environmental degradation?

### **Process issues**

1. If assessment team members are too busy to participate in the consolidation and analysis process, do you have an alternative means of gathering consensus?
2. If a group size of 11-15 is considered optimal, and twice that many attend the C and A session, what process(es) is useful to reach consensus?
3. What mechanisms for follow-up (email, workshops, newsletters, etc.) would be the most useful to staff? To communities?
4. How can the REA results and process be figured into program designs?

### **Scoring issues**

1. How will you be prepared to address questions on the design of the qualitative data collection process?
2. What steps should be taken if the resulting priorities do not agree with environmental studies conducted by others?
3. If the interface of many issues between relief and recovery is very strong, what procedures can be used to screen out issues not directly related to the immediate problems facing the disaster survivors?

# Module Four: Green Review of Relief Procurement

## **Session at a glance**

Content	Approx. Time	Instructional Activity
Introduction	5 minutes	Presentation
Green procurement concept and practice	15 minutes	Guest speaker or participant discussion
Case examples or plenary discussion	40 minutes	Presentation with discussion or group discussion
<b>Total Time</b>	<b>60 minutes</b>	

## **Main objectives**

After completing this session, participants should be able to

- Describe the concepts and outcomes of the Green Review
- Describe the process of using the Green Review forms and the time and resources needed
- Identify the benefits of using the Green Review to organizations and the communities and the constraints to its use
- Identify steps which will be taken to facilitate incorporation of the Green Review into organizational assessments and procurement

## **Supplies**

Flip chart and markers

Computer with data projector or overhead projector and screen

Applicable overheads

Printed case examples prepared by participants or guest facilitators

Samples of green-procured products

Handouts of background information

## **General guidance**

The facilitator has to switch gears after 30 minutes from Module Three to Module Four and be mindful of the timing needed for Module Four.

It is highly recommended that a representative of an organization already using the Green Review and Green Procurement be invited to conduct this session. This should be arranged prior to the workshop to ensure that the person has enough lead time to prepare. The presenter should be asked to contribute regular slides or PowerPoint slides showing the effects of green procurement in disaster situations.

Alternatively, the lead facilitator may present the background and then organizational examples as described below, or a group exercise should take place. Participants should emerge from the session with a firm idea of the steps they will take to introduce the Green Review into their organizational practices and be sufficiently motivated to do this. In order to get to this point, they may need to explore the reasons why it may be difficult to do a Green Review or to implement its recommendations and how they can facilitate the process.

## Session Activities

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### **Introduction**

*5 minutes*

Using the first slide, explain the objectives of the session and introduce the guest speaker if there is one.

### **Presentation**

*15 minutes*

Slide 2: Again reference where we are within the REA process, i.e., at the end, Step 11.

Slide 3. Explain the concept of Sustainable procurement used by UNEP.

Slide 4. Ask the participants if their organization participates in green procurement or another similar exercise. Ask for some examples of emergencies where it was used. (You should have handy some examples from UNHCR, WFP and CARE operations.) Mention some cases where environmental pollution from emergency operations was extreme – the jerry cans in northern Iraq, etc.

Slide 5. Explain that the green practices do indeed have monetary benefits to organizations not to mention intangible results such as supporting the values of environmental protection and reducing social impact. Ask for examples of intangible results.

Slide 6. Discuss the tangible benefits of green procurement.

Slide 7. Ask participants to think of organizational and personal constraints to committing to sustainable procurement.

Slide 8. Explain the Life Cycle analysis process. An example would be useful.

Slide 9. Briefly describe the UNEP SETAC initiative (this may be given as a handout as well) and the standards supported by US EPA. Find out what initiatives exist in the participants' home countries or others that they know of.

Slide 10. Four areas are considered to be useful for green procurement in emergencies based on the experience of UNHCR, WFP and CARE among others. Ask participants to give examples of each area.

Slide 11. Refer the participants to the procurement checklist in the REA Guidelines. What is to be the outcome of the use of this checklist?

Slide 12: Present the Green Procurement Checklist, which is in the Guidelines.

Slide 13. Present some examples of green procurement used by some organizations. Ask participants to suggest others.

## **Interactive Exercise**

*40 minutes*

There are at least two ways to analyze the utility of the Green Review and Green Procurement. The goal of either of these exercises is for participants to emerge with concrete ideas on how they will promote the Green Review and green procurement.

1. **Case example presentation with plenary discussion:** A member of an organization who uses Green Procurement should present a case example which is structured to demonstrate problems that the organization faced and how they solved them, and/or lessons learned and best practices in promoting the use of the Green Review and green procurement. The four key areas should be touched upon: energy efficient equipment; waste reduction, recycling, and reduction of energy requirements.

The discussion of the example should encourage feedback from the plenary to bring out the following points. These points can be put on flipcharts or a writing board in an organized manner, under benefits, constraints, and immediate and long term steps.

- Why the green process is beneficial and what benefits can be expected
  - What constraints exist and how can they be overcome
  - What each actors role is in promoting the process (government, NGOs, UN, Communities)
  - What steps can be taken immediately to promote the process and what longer term steps can be taken
2. **Group Exercise:** Groups should be formed of participants who may face similar problems (identity groups), such as government officials, NGOs, UN, etc. One group may be designated to represent the opinion of the communities. During the discussion, the facilitator(s) may roam around to monitor and contribute to the group discussions. The groups should consider the four areas: Energy efficient equipment; waste reduction, recycling, and reduction of energy requirements. Each group should prepare a short presentation with the following points
    - What their role is in promoting the process (government, NGOs, UN, Communities) and what they would expect other actors to do
    - Why they do or do not see the green process as beneficial and what benefits/problems can be expected
    - What constraints exist and how can they be overcome
    - What steps can be taken immediately to promote the process and what longer-term steps can be taken

3. **Alternative Group Exercise:** (Note: To do this exercise, you will need to know what the environmentally friendly practices are in order to provide the appropriate advice. You can download information on typical equipment and products used in emergencies, from UNEP/IAPSO Product Criteria Database or from US Environmental Protection Agency's "Database of Environmental Information for Products and Services", as well as checking on the CARE, UNHCR and WFP websites.)

Ask participants to consider the four areas in which the procurement criteria can be applied: Energy efficient equipment, waste reduction, recycling, reduction of energy requirements. In the identity groups, ask them to think of current practices that are not "Green" or could be greener.

They should list these on a flip chart with ideas for realistic improvement (stopping short of troubleshooting the entire system). They should categorize them under "individual actions" that can be carried out by relatively simple steps taken by staff (like turning off lights when not in use) and organizational actions (such as paper purchasing standards).

To debrief the exercise, start with the first group and with each idea, see if any of the other groups thought of it and what solutions they can add.

### **Conclusion:**

In concluding the session, try to determine to what degree the information has been convincing. Ask selected participants what they personally will do to promote the Green Review and Green Procurement. If a number of participants seem unmotivated or not convinced, refer them to websites and/or make a plan for them to receive more information and or expertise from the organizations promoting the process.

# REA implementation issues

## **Session at a glance**

Content	Approx. Time	Instructional Activity
REA implementation techniques and methodology	15 minutes	Presentation and discussion
Participant concerns	45 minutes	Q&A
<b>Total Time</b>	<b>60 minutes</b>	

## **Main objectives**

After completing this session, participants will be able to:

- Determine which techniques for implementing the REA will be the most effective for specific conditions

## **Supplies**

Flip chart and markers at each table

Computer with data projector or overhead projector and screen

Applicable overheads

## Session Activities

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### **Presentation**

*15 minutes*

The facilitator can summarize the key methodologies and tools to help REA leaders implement the REA in the field. This may include recommendations on managing group processes, such as meetings as well as participatory rapid appraisal (PRA).

### **Discussion**

*45 minutes*

Open the floor to the participants to ask questions about the REA process and remaining concerns they have regarding REA implementation.

# Evaluation and closing

## Session at a glance

Content	Approx. Time	Instructional Activity
Final exam (optional)	20 – 40 minutes	Take the exam
Complete the evaluation	20 minutes	Individual task
Closing comments	10 minutes	Individual comments
<b>Total Time</b>	<b>30 – 70 minutes</b>	

## Main objectives

After completing this session, participants will be able to:

- Comment on the quality and value of the workshop
- Cite examples of how the workshop may impact on their professional work

## Supplies

Handout of the final exam

Evaluation forms should be bound in the Participant's Workbook

## Session Activities

### Final Exam – Optional

*20 minutes (20 more minutes if the test results are discussed)*

If the facilitator decides it is appropriate, the final exam could be distributed for each participant to take. If the purpose of the final exam is to learn how well participant's performed, then the facilitator will need to collect the exams and grade them. If the purpose is more of a device to reinforce the learning of the workshop, then the option is to go over the answers in plenary and each person would check and correct their own exam. This would add an additional 20 minutes to the session

### Evaluation

*20 minutes*

Remind the participants that the evaluation form is in the Participant's Workbook and that they need to fill it out before leaving the conference room. Allow 20 minutes at this time for them to complete filling in the evaluation form.

## **Closing comments**

*10 minutes*

Ask each participant to cite at least one example of how the material learned at this workshop will be implemented in their future work.

The workshop facilitators and the host for the workshop should offer closing remarks and expressions of gratitude for the support given to conducting the workshop.

# REA Workshop Final Exam

Name (optional) \_\_\_\_\_

Email address (if you want the results emailed to you) \_\_\_\_\_

1. What is an example of a secondary disaster effect on the environment?
2. Poverty was identified as one underlying cause of disaster. Name another underlying cause of disasters.
3. Identify at least one purpose for conducting disaster assessments.
4. What kind of information is included in a Module 1: Organisational Level Context Statement? (Give an example)
5. Rating Form 2 is about Environmental Threats of Disasters. Identify one example of such an environmental threat.
6. If disaster survivors have unmet basic needs, why might they turn to the environment to satisfy some of those needs?
7. If your organisation made plans to implement a relief activity and then discovered there were negative environmental consequences, what should your organization do?
8. Identify one information gathering technique appropriate for the community level assessment.
9. Identify one outcome of Module Three: Consolidation and Analysis.
10. Give one example of a disaster relief product or material that would meet the green procurement criteria.

# Step 1

## Module 1

**Research &  
draft context  
statement;  
Obtain  
consensus**

# Step 2

## Module 1

# Form 1: factors influencing environmental impact

**Step 3**

**Module 1**

**Form 2:  
Environmental  
Impact of  
hazards**

**Step 4**

**Module 1**

**Form 3:  
Unmet basic  
needs**

**Step 5**

**Module 1**

**Form 4:**

**Environmental  
consequence  
of relief**

# Step 6

## Module 2

# Community level assessments

# Step 7

## Module 3

# Consolidate the issues

# Step 8

## Module 3

# Identify critical issues and actions

# Step 9

## Module 3

# Prioritize issues and actions

# Step 10

## Module 3

# Review Form 4 (Environmental Consequences)

# Step 11

## Module 4

# Greenness procurement screening checklist