

Module Nine

Planning, Monitoring, Reporting and Volunteers Management

Total hours needed – 08 hours

Total days needed - 01

Table of Content

Each session Comprises of

1. The Topic
2. Objectives of the session
3. Session Plan (includes time, sub topic and methodology)
4. Tools and Resources required
5. Actual Content

The Topic and the content elaboration

1. Basics of planning
2. Contingency Planning
3. Basics of Monitoring and Reporting
 - a. Monitoring by FMR
 - b. What to monitor in a crisis situation?
 - c. Why there is a need for monitoring and usage of data?
4. Volunteers, Management in emergencies

Basics of Planning, Monitoring and Reporting

Objective of this session

To have a common understanding of the Planning and importance of planning

Session Plan

Time	Topic	Methodology
60 minutes	Definition and Importance of Planning	

Tools and Resources required

Flip charts, Cut pieces of cards, Markers, Tape, chart stands and LCD projector

Key Messages

Spending 15 minutes in Planning actually saves an hour in the field

Content:

Definition of Planning:

Planning (also called **forethought**) is the process of thinking about and organizing the activities required to achieve a desired goal. Planning involves the creation and maintenance of a plan. As such, planning is a fundamental property of intelligent behavior. This thought process is essential to the creation and refinement of a plan, or integration of it with other plans; that is, it combines forecasting of developments with the preparation of scenarios of how to react to them. An important, albeit often ignored aspect of planning, is the relationship it holds with forecasting. Forecasting can be described as predicting what the future will look like, whereas planning predicts what the future should look like. The counterpart to planning is spontaneous order.

Importance of Planning

The importance of the planning function should have be clear to you. We can outline the importance of planning function as follows:

Provides Direction: Planning provides a clear sense of direction to the activities of the organization and to the job behaviour of managers and others. It strengthens their confidence in understanding where the organization is heading and what for, how best to make the organization move along the chosen path, and when should they take what measures to achieve the goals of the organization.

Provides opportunity to analyze alternative courses of action: Another source of importance of planning is that it permits managers to examine and analyze alternative course of action with a better understanding of their likely consequences. If managers have an enhanced awareness of the

possible future effects of alternative courses of action, for making a decision or for taking any action, they will be able to exercise judgment and proceed cautiously to choose the most feasible and favourable course of action.

Reduces uncertainties: Planning forces managers to shake off their inertia and insular outlook; it induces them to look beyond those noses, beyond today and tomorrow, and beyond immediate concerns. It encourages them to probe and cut through complexities and uncertainties of the environment and to gain control over the elements of change.

Minimizes impulsive and arbitrary decisions: Planning tends to minimize the incidence of impulsive and arbitrary decisions and ad hoc actions; it obviates exclusive dependence on the mercies of luck and chance elements; it reduces the probability of major errors and failures in managerial actions. It injects a measure of discipline in managerial thinking and organizational action. It improves the capability of the organization to assume calculated risks. It increases the freedom and flexibility of managers within well-defined limits.

King-pin function: As stated earlier, planning is a prime managerial function which provides the basis for the other managerial functions. The organizational structure of task and authority roles is built around organizational plans. The functions of motivation, supervision, leadership and communication are addressed to implementation of plans and achievement of organizational objectives. Managerial control is meaningless without managerial planning. Thus, planning is the king-pin function around which other functions are designed.

Resource Allocation: Planning is means of judicious allocation of strategic and scarce resources of the organization in the best possible manner for achieving strategic goals of the organization. The strategic resources include funds, highly competent executives, technological talent, good contacts with government, exclusive dealer network and so on. If the organization enjoys a distinct advantage in possession of such resources, a careful planning is essential to allocate them into those lines which would strengthen the overall competitive position of the organization.

Resource use efficiency: For an ongoing organization, planning contributes towards a more efficient functioning of the various work units. There is better utilization of the organization's existing assets, resources and capabilities. It prompts managers to close gaps, to plug loopholes, to rectify deficiencies, to reduce wastage and leakages of funds, materials, human efforts and skills so as to bring about an overall improvement in resource use efficiency.

Adaptive responses: Planning tends to improve the ability of the organization to effectively adapt and adjust its activities and directions in response to the changes taking place in the external environment. An adaptive behaviour on the part of the organization is essential for its survival as an independent entity. For a business organization, for example, adaptive behaviour is critical in technology, markets and products and so on.

Anticipative action: While adaptation is a behaviour in reaction and response to some changes in

the outside world, it is not enough in some situations. In recognition of this fact, planning stimulates management to act, to take hold initiatives, to anticipate crises and threats and to ward them off, to perceive and seize opportunities ahead of other competitions, and to gain a competitive lead over others. For the purpose, some enterprises establish environmental scanning mechanism as part of their planning systems. Thereby such enterprises are able to direct and control change, instead of being directed and controlled by the pervasive external forces of change.

Integration: Planning is an important process to bring about effective integration of the diverse decisions and activities of the managers not only at a point of time but also over a period of time. It is by reference to the framework provided by planning that managers make major decisions on organizational activities, in an internally consistent manner.

Resource Materials:

1. PowerPoint presentation '1. Incident and event planning'

Contingency Planning in disasters and emergencies

Objective of this session

To have a common understanding of the importance and steps involved in developing contingency plan.

Session Plan

Time	Topic	Methodology
60 minutes	Understanding contingency plan – Concept, need, responsibility and linkage with overall plan	self reading, group presentation, pair presentation, recall, specialized topic recall, group activities, role play
90 minutes	Five steps of contingency plan	self reading, group presentation, pair presentation, recall, specialized topic recall, group activities, role play
60 minutes	Understanding different scenarios, challenges and approaches	self reading, group presentation, pair presentation, recall, specialized topic recall, group activities, role play
30 minutes	Contingency planning framework and elements of ... (in different disaster scenario)	self reading, group presentation, pair presentation, recall, specialized topic recall, group activities, role play

Tools and Resources required

Flip charts, Cut pieces of cards, Markers, Tape, chart stands and LCD projector

Presentation, Contingency Plan template, IFRC Contingency Plan Guide and Sample Contingency Plan

Key Messages

- Contingency planning is the responsibility of all levels of the organisation
- CP is an on going process and the planning is often as important as the plan itself
- CP should always be undertaken when there is a high risk/probability that a disaster or emergency situation may occur
- Ideally a focal person from the Disaster Management Team, who is familiar with disaster response and planning, should lead the process. Alternatively a task force, committee or working group comprised of DM members and members of other sectors can be formed.
- Template to develop contingency plan
- Contingency plans are necessary at national, regional and local levels, to ensure effective coordination and response to large-scale disasters.

Understand the Importance of Contingency Planning



Duration: 60 minutes



Purpose: To ensure that participants are familiar with the terms and concepts of contingency planning



Learning Participants are able to list what is and what is not a contingency plan

Objectives: Participants recognize the importance of contingency planning

Participants are able to describe when and where to start the contingency planning process

Participants are able to describe the links between contingency planning and Disaster Management (DM)



Suggested Activity 1: What Is Contingency Plan; What Is Not Contingency Plan?

Activities: Activity 2: When to Do Contingency Planning?

Activity 3: Why Contingency Planning?

Activity 4: Who Will Initiate Contingency Planning Process?

Activity 5: Linking Contingency Planning Process to Disaster Response Plan



Suggested Quiz, individual reflection, brainstorming, question & answer, case study, paired discussion, plenary discussion, power point presentation

Methods:



Material: Flipcharts, markers, white boards, multimedia, strip cards

Activity 1: What is Contingency Plan; what is Not Contingency Plan?

10 min

Material: flipchart or white boards, markers, coloured strip cards

Suggested Methods: paired discussion, refer to contingency planning guide

Ask participants:

- To define contingency.
- Explain that contingency is a possibility or eventuality. It is a specific situation or event that is foreseen, which may or may not happen. In other words, it is a back-up plan.

Next, ask participants:

- to pair up (someone on the left or right of each participant)
- to define contingency planning in their own words



Allow 2 minutes.

Ask each pair to present the definition. Write their responses on a flipchart and compare responses.

Next, explain that contingency planning has various definitions but for the purpose of the workshop and in the Red Cross Red Crescent, contingency planning:

- Is a process, in anticipation of potential crisis, of developing strategies, arrangements and procedures to address the humanitarian needs of those affected adversely by crises?
- Is a management tool used to analyze impact of potential crisis?
- Results in a contingency plan as one of the outputs of the process.
- Is a routine and has been carried out in many NS across the globe.

Prepare 2 flipcharts or whiteboards in front of the room. One flipchart/white board reads 'What Is Not Contingency Plan?' The second reads 'What Is Contingency Plan?'

Divide participants into groups. Give two strip cards of different colours to all the groups. Ask each group to write about what contingency plan is on one strip card and what contingency plan is not on another strip card.



Allow 5 minutes for groups to write on strip cards.

Ask a group representative to place these cards on the designated boards or flipcharts.

Begin with the list of 'What Is Not Contingency Plan'. Recap by saying contingency plan is:

- disaster preparedness
- the sole responsibility of disaster management team
- a one-off activity

Next, go through the list of 'What Is Contingency Plan'. Recap by saying contingency plan is:

- part of disaster preparedness framework

- a management tool involving all sectors
- a consultative and continual process

Explain that contingency plan is used for all types of emergencies conflict, complex, natural and environmental related emergencies.

Activity 2: When to Do Contingency Planning?

5 min

Material: none

Suggested Methods: plenary discussion

Discuss in plenary when to initiate a contingency planning process. Possible answers:

- For NS without a formal or written contingency plan, this could be when there is an emerging or anticipated crisis.
- For NS with a formal/written contingency plan, this could be to review the process. Early warning tool may be used to determine the need of a more detailed or revised plan.
- When there is an allocation of resources (funds especially) to develop a contingency plan.

Contingency planning process may be initiated at any given time, provided it is linked to the overall Disaster Management plan and not treated as a stand-alone activity.

Remind participants that their NS initiated the contingency planning process in xxx due to xxx and is now in the stage of 'actual development of a contingency plan' through this workshop.

Activity 3: Why Contingency Planning?

30 min

Material: flipchart, markers, handouts of case study, Principles and Rules for Disaster Relief

Suggested Methods: question and answer, group work and plenary discussion

Start by asking participants the mandate of their organization. In which document/s is the NS mandate found? Elicit responses from participants. Ask a volunteer to read out the mandate aloud. Briefly discuss what the mandate means.

Possible answers:

- National Societies have mandate in disaster response and often is the only organization in the country that works alongside government when responding to disasters.
- Mandate of RCRC is also found stated in Principles and Rules for Disaster Relief. Ask participants to refer to this document especially point 9 that states about NS preparedness.
- The NS must prepare itself to assume the responsibility in the case of disaster. It must establish its own plan of action and such plan must be regularly reviewed and capacity further developed in the light of experience.
- Disasters beyond the capacity, thus the NS should therefore make preparations for receiving and managing international assistance provided by the Federation.
- NS should endeavour to obtain from the government exemption from all taxes and customs.

Give participants Case Study Handout 1 (attached). Ask participants to work in groups. Purpose of the case study exercise is to reaffirm the fact that unanticipated disasters when unplanned causes chaos and duplication of resources which leads to ineffective delivery of services.



Allow 15 minutes.

- Ask one group to present output and other groups to add if there is any additional information.
- Ask the next group to present responses of the next question.
- Debrief group responses.

Possible Responses:

- Multiple stakeholders with different agendas causing severe lack of planning and coordination.
- Absence of a strong lead agency that could assist with planning and coordination.
- Agencies were totally unprepared for the disaster – there was no back-up plan in any of the agencies to cope with the emergency.
- A contingency planning process involving the various stakeholders may have reduced the chaos and significantly improved service delivery. Roles and responsibilities of each stakeholder may have been clarified through this process, hence reducing duplication of efforts and resources.

Optional Exercise

Prepare a flipchart with 3 columns: disaster, anticipated, unanticipated.

Ask participants to state all the disasters that have occurred in the country in the past 10 years (small to large scale, natural disaster or conflict related). For each disaster type, ask if it was anticipated or not anticipated. Ask if NS/Communities/International Federation (whoever the target audience of the training is) were fully prepared or taken by surprise. Ask participants to list the challenges when responding to the disaster.

Record the responses on the prepared flipchart.

Emphasize that NS is expected to provide quality service effectively and efficiently.

Emphasize, that contingency planning, ensures that adequate arrangements are made in advance to respond in a timely and effective manner to serve the most vulnerable people.

Say: Effective response is influenced by 3 key elements:

- level of preparedness and planning
- capacity to respond
- resources available

Reiterate – contingency planning will assist in improving quality of response. Contingency planning is important to:

- manage the time pressure faced during disasters
- identify constraints in advance

- provides an opportunity to understand roles, responsibilities and capacity of relevant stakeholders
- improve working relationship and coordination with the relevant stakeholders
- develop common understanding when responding to disasters
- reinforce and clarify coordination roles and responsibilities

Activity 4: Who Will Initiate Contingency Planning Process?

5 min

Material: multimedia

Suggested Methods: question & answer or power point presentation

Ask participants who will lead the contingency planning process?

Possible responses:

National Society, Government, Federation, ICRC, Partner NS, Communities, Sectors, Branches

Probe, who in NS is responsible to lead or facilitate this process? Confirm if this is the case in the NS where workshop is being held?

Remind participants this is a step that is undertaken before the workshop and is part of the initial discussions between NS and the key stakeholders. Explain that it is important to note the difference in those who are leading or facilitating in the process than those who are developing or involved (directly or indirectly) in this contingency planning process.

Ideally, the contingency planning process should be led by a focal person that comes from Disaster Management team, who is familiar with disaster response and planning. Alternatively, the process may be led by a Task Force or Committee or Working Group that are represented by DM members and members of other sectors. The choice is dependent on NS context and availability and commitment of people. Reiterate the approval and 'sign off' by the senior NS representatives is crucial to the success of the contingency planning process. Refer to the ToR developed and agreed upon prior to the workshop.

Next, discuss who should be involved in the contingency planning process. Explain that participation and inclusiveness right from the beginning would benefit the process greatly. Among others the stakeholders to be considered for this process include:

- Beneficiaries/communities
- Federation
- ICRC
- Partner National Society
- Military or Government Authorities
- Other NGOs or agencies

Explain that there are different levels of engagement with different target audience:

Provide examples for the different levels of engagement in contingency planning process as below, if possible.

- Inter-agency contingency planning process

- Sector-wise/cluster contingency planning process (watsan, health, etc)
- Community level
- District level
- Provincial level
- National level
- District level
- Global level

Conclude by confirming the level of engagement used in this particular workshop.

Refer to power point presentation.

Activity 5: Linking Contingency Planning Process to Disaster Response Plan **10 min**

Material: flipchart, markers, wall charts, multimedia

Suggested Methods: group work, plenary discussion

Explaining this session will attempt to provide the big picture, ie. linking contingency planning process to the overall DM Framework. The below diagram will be used to describe this link.

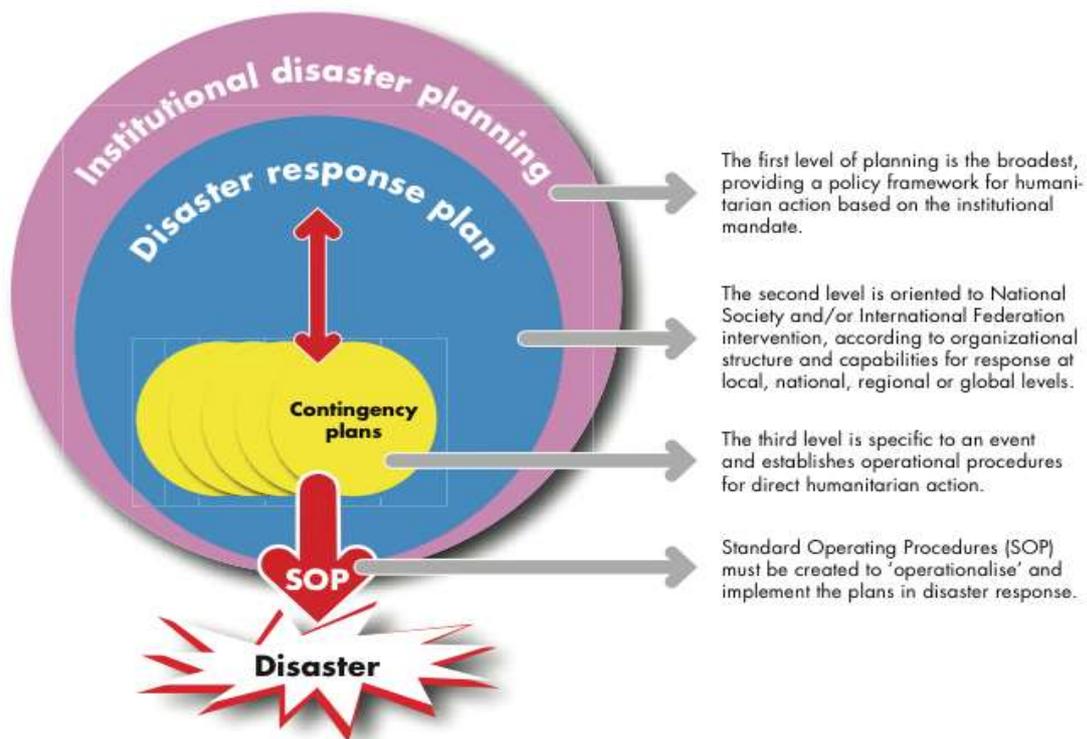


Figure 1.1 Connections between response and contingency planning and the overall relationship to institutional planning

Explain,

- There are various levels of disaster response and contingency planning. Typically there are four levels of planning as illustrated in the diagram.

- The first layer starts with the broadest level which provides NS with the policy framework for humanitarian action based on the institutional mandate. Make reference to the earlier discussion on mandate and reiterate how the mandate sets out the framework for the humanitarian actions carried out by the NS.
- The second layer which is more common is oriented to NS and/or Federation intervention at various levels local, national, regional or global. One of the key outputs of planning at this level is a disaster response plan. Confirm if NS has a disaster response plan.

To elaborate this level, take participants through an exercise as below:

- Divide participants into groups and ask each group to the different levels a disaster that could occur.



Allow 10 minutes.

Next, refer to the diagram again and explain that the third level is specific to an event and establishes operational procedures for direct humanitarian action. This will be followed by the final level which focuses on standard operating procedures (SOP) which is developed to implement the plans in disaster response.

In conclusion, reiterate:

- Disaster response plan is general and multi-hazard and contingency plan is very specifically related to a single hazard.
- Most NS will produce only one plan, and the planning process is dependent on funding availability besides commitment from the leadership.

Next, ask participants the differences between a disaster response plan and a contingency plan.

Refer to power point presentation. Explain the differences. Continue with slide show and show the link between contingency planning and wider DM Framework.

Conclude that “time spent in contingency planning equals time saved when a disaster occurs” Share an example or ask participants to share an example.

Remind participants of the objectives and check if objectives are met.

Case Study (Handout 1)

Scenario

A major cyclone strikes a coastal city of 300,000 inhabitants. About 1,000 people are killed, three times that are injured and tens of thousands are left homeless. The worst hit are the poorer neighbourhoods. Housing built on hillsides is washed away by water or blown away by wind. There were no early warning systems or evacuation plans for this community, especially for senior citizens.

The basic infrastructure of the city breaks down. The government has little or no airlift or boat capacity for this type of disaster.

Many may have died because they did not know the storm was coming or simply went in the wrong direction once it hit. Those who do make it to high ground are forced to set up crude shelters, toilets and washing facilities on limited space. There is no clean drinking water and people are beginning to drink the polluted water that surrounds them. The elderly and infants are severely affected. Some drowned and others die of exposure to the elements. The survivors lack the physical capacities to protect themselves, to establish makeshift shelters or mobilise themselves sufficiently for food and water.

Initial response

The military, Government Ministries and the National Red Cross Society are deployed to manage the crisis. However, their standards and operating procedures vary widely. Arguments soon develop as to which agency should take the lead, who will coordinate transportation/rescue efforts and who should be responsible for communications. The media criticises both the government and Red Cross for not responding rapidly and meeting human needs. Dozens of foreign rescue teams, military and civil, arrive, although most do not speak the local language. These relief volunteers become bottlenecked at the capital or the main airport. The Municipal authorities are being inundated with requests from the media, Central Government, the Red Cross, local and international agencies with lists of their needs. There is no coherent or authoritative list of what resources are available and what is needed. Aid workers who do find their way to the flooded area often show up with inappropriate equipment. For example, they bring vehicles without fording equipment, incompatible radio systems, rubber boats with no motors.

Camps are established at the periphery of the flood on high ground for those who are lucky to make it to these locations. Some camps are 'five star' while others have truly miserable conditions. There is a feeling that certain ethnic groups are getting second-rate care. There is no coordination on how to rescue people trapped inside the flood area. Feelings of competition among aid providers, especially international providers, and feelings of resentment among the affected population grow rapidly.

Some families have received airy family tents which are modern, spacious, water proof, fully ventilated, high enough to walk upright in and with built in ground sheets. Others have received only the UN standard 5m x 5m plastic sheeting, while some have been coping with torn sheets of packing plastic nailed to bamboo sticks. Community leaders are incensed by the perceived injustice of the shelter distribution. Meanwhile children are becoming ill with gastro-intestinal diseases.

Few Red Cross staff and volunteers have experience of how to manage the thousands of tons of food and domestic items that have been sent to the region. Inappropriate clothing and other unsolicited items clog the system. Even much needed items such as water purification tablets sit in warehouses. The overflowing warehouse of the Red Cross is ransacked by an unruly crowd who can see mattresses, water containers and food parcels which have not been distributed.

*** Case Study may be distributed prior to the workshop to allow adequate time for participants to read and digest the scenario.*

Instructions

1. Read the case study.
2. In your group, discuss the things that went well and the things that did not go so well, especially focusing on planning and coordination issues.
3. For things that did not go so well, explain how they could have been avoided.
4. Present your outputs in the plenary. Use flip charts to record your outputs.



Allow 15 minutes for this group exercise.

5 Steps of Contingency Planning Process



Duration: 90 minutes



Purpose: To familiarize participants with the contingency planning process



Learning Objectives: Participants are able to describe the contingency planning process



Suggested Activities: Activity 1: Introduction

Activity 2: Sequencing Contingency Planning Process

Activity 3: Unpacking the 5 Steps of Contingency Planning Process

Activity 4: Hazard and Risk Analysis



Suggested Methods: Brainstorm, quiz, group exercise, power point presentation

Methods:



Material: Laminated strips of statements, audio visual

Activity 1: Introduction

20 min

Material: flipchart, markers, quiz, multimedia

Suggested Methods: brainstorming, quiz

Start the session by stating the learning objectives of the session on a flipchart. Explain that it is important to have the same level of understanding of contingency planning.

Ask who has been involved and how they have been involved in the NS contingency planning process before the workshop? Allow them to share their experience briefly.

Explain,

- The contingency planning process started in xxx.
- A ToR was developed to facilitate the contingency planning process and define roles and responsibilities of the main stakeholders. Make available copy if required.

- The workshop is one component of the contingency planning process. A lot of preparatory work was carried out prior to the workshop. Reference will be made to the preparatory work during the workshop.

Provide participants with quiz Handout 2 (attached). Explain the quiz is to gauge participants' level of understanding. The Facilitators are expected to clarify and support any knowledge or skills gap in contingency planning.



Allow 15 minutes to complete quiz. Collect quiz papers. Discuss answers.

Activity 2: Sequencing Contingency Planning Process

10 min

Material: multimedia, flip chart and markers, prepared chart of 5 Steps in CP process

Suggested Methods: group work, power point presentation

State the learning objectives of the session. Carry out the following exercise:

- Prepare 4 envelopes containing laminated strips of contingency planning steps (attached)
- Ask each group to take an envelope
- Ask each group to sequence the contingency planning process on the table
- Walk around to see the results of this exercise
- Go through each step and ensure groups adjust or modify the steps if incorrect
- Allow for questions and clarifications



Allow 5 minutes for sequencing exercise and 5 minutes for debriefing.

Explain,

- There are 5 main steps in a contingency planning process.
- They include: *preparation* for a contingency planning process and *analysis* that needs to be carried out prior to the actual *development* of the plan. Once plan is developed, the next step is to *implement* the plan, followed by *reviewing* and updating the plan.
- Explain that each step will be explored in the following sessions.

Finally, place the prepared chart of contingency planning process steps on the wall for ease of reference. Make reference to each step on the chart when explaining the steps in depth.

Activity 3: Unpacking the 5 Steps of Contingency Planning process

30 min

Material: multimedia, 5 strip cards listing each step

Suggested Methods: brainstorming, plenary discussion

Explain you will spend a few minutes discussing each step in detail.

- Divide participants into 5 groups.
- Give each group a strip card of one step (ex. give one group 'preparing for contingency plan').

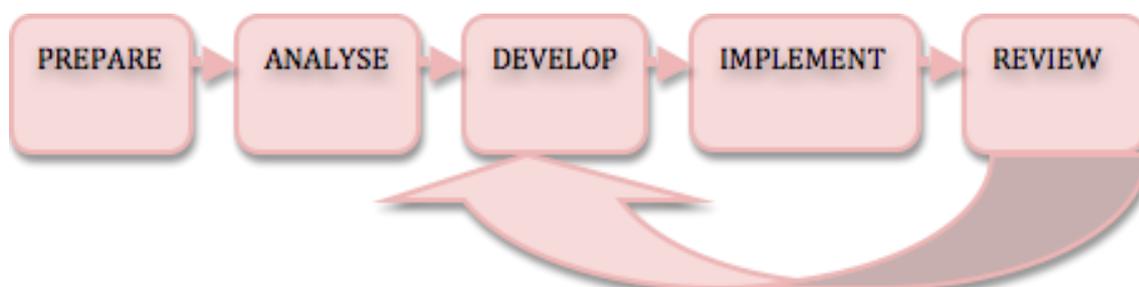
- Ask each group to brainstorm possible areas (or sub-topics) that will be covered under each step. For example, under analysis could be hazard analysis or risk analysis.
- Ask each group to share outputs in order of priority. Begin with the group that worked on “preparing for contingency planning process”.
- Summarize all the steps again.
- Allow for questions and answers.

 Allow 5 minutes for brainstorming and 15 minutes for debriefing and summing up. Next, explain that there are common challenges in a CP process. Ask participants:

- when a CP process would work
- when a CP process would not work

Allow 10 minutes for discussion. Sum up by saying that preparation is the key to an effective CP process.

Refer to power point presentation for summing up.



Activity 4: Hazard and Risk Analysis

30 min

Material: multimedia, handout on hazard & risk analysis template

Suggested Methods: power point presentation, practical exercise, plenary discussion

Note: NS expected to have the data ready during the workshop. For NS that does not have updated data or has not conducted this exercise, the following guidelines may be provided prior to the workshop.

Purpose of this session is to provide an overview and take participants through the steps required to develop a contingency plan.

Explain to participants:

- Early Warning System is a subset of hazard and risk analysis, therefore it is an important component of contingency planning process.
- Early warning system helps in gathering data on hazards and how to quantify the risks. Sources of data include meteorology departments, scientific institutes, academic and government sources, reports, websites, etc. on everything from food security to hydro-geological and seismic data. Some of these are part of early warning systems, some not, but

in establishing what the main hazards are what are the risks of them occurring (and then the risks to the population of them happening) these are sources.

- Meaning of risk analysis

Next go through the below early warning checklist:

- Has NS developed an early-warning procedure with meteorological, geological or scientific institutions with expertise in the area?
- Has Federation established an early-warning procedure with regional meteorological, geological or scientific institutions?
- Has NS & Federation office established a procedure to provide information to DMIS?
- Have the local RC branches established early-warning information procedures with HQ?

Capture the responses on a flip chart.

- Discuss some of the challenges faced by NS in early warning system within the country. Highlight the need for coordination between all agencies involved & clear understanding of roles and responsibilities. Emphasize there is no one size that fits all solution.
- If the early warning system is not adequate, remind participants that the contingency plan should define ways to provide the population with emergency warnings- and indicate the people responsible for doing it.
- Systems should be put in place to monitor disasters such as establishing a system for initiating the disaster response. Who and how is early warning being monitored and communicated should also be clear.
- For involvement of volunteers, stipulate which structures to notify, how and who is responsible.
- However, these measures may be discussed & agreed when developing the preparedness plan & activities.
- Share an example of collaboration between NS, government authorities and media on this matter.

Next, divide the participants into 4 groups. Give each group flipcharts and marker pens. Ask each group to:

- Debate and agree on a list of the top five hazards facing the community.
- Ask the groups to present their outputs.
- Agree on an overall list of top 3 hazards.
- Write these on the flipcharts and keep them on display throughout the training.

 Allow 5 minutes for group discussion and 5 minutes for debriefing and agreement of top 3 hazards and 15 minutes for risk matrix exercise

Use power point presentation or use flip chart to illustrate the below diagram

Risk

Analysis



Ask participants to:

- I. Write in the first column all possible disasters to strike the area under consideration.
- II. In the remainder of the columns, numbers are assigned on a scale from 1 – 10. 1 is considered low and 10 is high.
- III. In Column A (Hazard), assign a number from 1 – 10 depending on the maximum severity of the disaster were it to occur.
- IV. In the next Column B (Vulnerability), assign a number which corresponds to the degree to which people are susceptible to loss, damage, suffering and death in the event of this particular disaster.
- V. In Column C (Probability), assign a number according to the likelihood that this disaster will occur.
- VI. In Column D (History), assign a number according to the frequency of this disaster in the past.
- VII. The total risk is determined by A+B+C+D.

Conclude:

- Mention that risk analysis may be summarized in an illustration.
- Show the point of highest risk as illustrated on the diagram.
- Conclude by listing the 3 agreed upon hazards according to the highest risk.

Exercise 2.4.2 Using the Risk Matrix

This exercise is to be done in small working groups. Select one person from the group to draw up the final matrix on a flipchart for review in plenary. The exercise is best done by following the proposed steps below.

Step 1: Start with the list of hazards that were developed in the brainstorming session just completed. Transfer the hazards listed to individual cards or large “post-it” notes so that they can be positioned (and repositioned) on the hazard matrix.

Step 2: Draw a large risk matrix on your flipchart paper or whiteboard and then, as a group, place the hazards from your list on the matrix.

Step 3: Analyse the results of your completed matrix. Determine which hazards are highest priorities for preparedness planning. **Finally, choose one hazard to develop into a disaster contingency plan.**

HAZARD RISK ANALYSIS MATRIX

PROBABLE DAMAGE LEVEL resulting from the event if it occurs

CATA- STROPHIC					EXTREME DISASTER RISK
CRITICAL				HIGH DISASTER RISK	
SEVERE			SOME DISASTER RISK		
MODERATE		LOW DISASTER RISK			
MINOR	VERY LOW DISASTER RISK				
	RARE	UNLIKELY	POSSIBLE	LIKELY	IMMINEN T

LIKELIHOOD of event occurring in the country

QUIZ (Handout 2)

This short quiz is to gauge your knowledge level on Contingency Planning process. Upon completion, the answers will be self-corrected by participants with the assistance of the Trainer/s.

Section A: For each statement, circle the most appropriate answer (true or false).

1. Contingency is a specific situation or event that can be foreseen, that may or may not happen.	True	False
2. Contingency planning process is completed when a contingency plan is drafted and approved.	True	False
3. Contingency plan is also known as response plan.	True	False
4. Contingency planning process only involves Disaster Management component/program.	True	False
5. Contingency plan is emergency preparedness.	True	False
6. Contingency planning is a tool of emergency preparedness.	True	False
7. Contingency planning may be initiated at community level.	True	False
8. Sector or cluster level contingency planning defines how agencies will work together to achieve sector-specific objectives.	True	False
9. Early warning is an important tool to help determine when to engage in a more detailed contingency planning process.	True	False
10. Hazard analysis is one of the last steps in a contingency planning process.	True	False

Section B: Select one of the given choices.

11. Following are the questions to ask when developing a contingency plan, except...

- A. Why did the disaster happen?
- B. What would be the impact on the affected people?
- C. How would agencies or organizations work together?

12. Who should ideally lead the contingency planning process in a National Society?

- A. Disaster Management Department
- B. Governing Board
- C. Secretary General

13. Why is it important to initiate a contingency planning process?

- A. To get more funding from donors.

- B. To identify constraints and focus on operational issues before a crisis.
 - C. To compete with other agencies in responding faster to disasters.
14. List the main steps of contingency planning process in order of priority:
- A. Implement contingency plan, enhance preparedness activities, risk analysis, develop contingency plan.
 - B. Enhance preparedness activities, develop contingency plan, risk analysis, implement contingency plan.
 - C. Risk analysis, develop contingency plan, implement contingency plan, enhance preparedness activities.
15. What is risk analysis?
- A. Process of identifying and measuring the nature and scale of potential losses and damages.
 - B. The conditions determined by physical, social, economic, environmental and political factors or processes, which increase risk and susceptibility of people to the impact of hazards.
 - C. A life threatening situation that puts people at risk of death or severe deterioration, which has the potential to outstrip the normal coping capacity.
16. What is not a main element of a contingency plan?
- A. Scenarios
 - B. Resource needs and capacities
 - C. Past challenges
17. Which statement does not describe a scenario?
- A. Scenarios are sets of informed assumptions about a situation that may require humanitarian action.
 - B. Scenarios are descriptions of worst cases and bad practices during a disaster.
 - C. Scenarios are descriptions of situations that could occur.
18. How to avoid a scenario trap?
- A. By including as much detail as possible when developing scenarios.
 - B. By not setting any time frame when developing scenarios.
 - C. By admitting that you will never be completely right and accurate when developing scenarios.
19. A good contingency plan will include...
- A. Standard Operating Procedures
 - B. Names of all senior staff in the organization
 - C. Disaster management plan

20. Simulation exercise is conducted...
- A. Before developing a contingency plan
 - B. Half way through the process of developing a contingency plan
 - C. After developing a contingency plan

Material for 5 Steps Exercise

PREPARATION
ANALYSIS
DEVELOPING THE CONTINGENCY PLAN
IMPLEMENTING THE PLAN
REVIEWING & UPDATING THE PLAN

Developing Scenarios



Duration: 60 minutes



Purpose: To increase participant's knowledge and skills in scenario development.



Learning Objectives: Participants are familiar with different approaches to scenario development.
Participants are able to list the steps to scenario development.



Suggested Activities: Activity 1: Getting to Know the Scenario
Activity 2: Scenario Development Approaches
Activity 3: Challenges in Scenario Development
Activity 4: Developing a Scenario



Suggested Methods: Power Point Presentation, Group Work



Material: Laminated Strips of Statements, Audio Visual

Activity 1: Getting to Know the Scenario

10 min

Material: multimedia, flip chart and markers

Suggested Methods: brainstorming

State the learning objective of the session.

Explain that there are two basic questions that need answering in scenario development. These are:

- i. What is going to happen?
- ii. What are you going to do?

Before that, let's ensure we are on the same platform when discussing scenario development.

Ask participants:

- What is a scenario? Listen to their responses.

- Mention that scenarios are descriptions of situations that could occur & they are informed assumptions about a situation that requires humanitarian action.
- Explain that when responding to a crisis, one of the first actions performed by an organization is to conduct an assessment. The assessment strives to answer what has happened, where & why, how many people have been affected and for how long. When developing a contingency plan, the answers to these questions are unknown. Therefore, contingency planners use scenarios as a basis for planning.

Next ask participants:

- What are the elements of scenario development/building?

Explain that:

- Scenario development is sometimes known as scenario building or scenario planning; it is a process of developing a scenario in anticipation of a disaster. For the purpose of the workshop, we will use the term scenario development.
- Scenario development should be based on experience and early warning indicators.
- It is one of the most important aspects of a contingency planning process and creates the basis of planning in the absence of an initial assessment during unanticipated disaster.
- There are various approaches to scenario development.

Activity 2: Scenario Development Approaches

15 min

Material: flip charts / table charts of 4 approaches, multimedia

Suggested Methods: question & answer, self reading, power point presentation

Explain, as participants will be exposed to 4 different scenario development approaches as follows:

1. Best, Most Likely & Worst Case Scenario
2. Augmentation Approach
3. Timeline Approach
4. Operationally Representative Approach

- Explain that the overview of these approaches is placed on their table.
- Conclude that for the purpose of this workshop, only one approach will be used which is the Best, Most Likely & Worst Case Scenario.

Insert below sample table charts as in presentation.

Example:

Next, explain that whichever approach used, there are 5 main methods to take into consideration when developing scenarios:

1. EXPERT OPINION
2. HISTORICAL ANALOGY
3. FIELD ASSESSMENT
4. PROJECTION AGAINST BASELINE
5. RESPONSE ANALYSIS

Explain,

- Expert opinion is when scenarios are developed by collective consensus among relevant, available experts. This is a common method when there is no good historical base for developing scenarios. This method is useful when the scenarios deal with social hazards such as conflict.
- Historical analogy uses the history of past crises to develop future scenarios. Secondary sources are analysed to review previous crises.
- In field assessment, baseline information is collected, key informants are interviewed and scenarios are discussed. This method is useful when little information is available.
- Projection against baseline is when key assumptions about the impact of a crisis are made and then tested against baseline data. The result is the projection that can be quantified. This is useful in population displacement or food security field.
- Response analysis is a method used to generate operationally representative scenarios. This method works well when similar situations are faced regularly.

1 BEST, MOST LIKELY AND WORST CASE SCENARIO

- Describes differing levels of severity of the same contingency

Advantages

- Provides basis for planning of different scales of potential crisis
- Most common
- Easy to understand & discuss

Best Use

- Planning for a single situation
- When scenario development involves many actors

Activity 3: Challenges in Scenario Development

15 min

Material: multimedia

Suggested Methods: lecture, power point presentation, group work

Mention that whichever approach or techniques used, there are bound to be challenges in developing scenarios.

3 key challenges are as follows:

- Scenario trap
- Lack of flexibility or adaptability
- Lack of focus on impact of disaster on lives/livelihood

Next:

- Ask each group to discuss in their groups ways to overcome one of these challenges.
- Ensure each group has one challenge only.
- Ask group to provide output and ask other groups to add in additional points.



Allow 5 minutes for group to discuss; 10 minutes for debriefing; appoint someone to assist.

Conclude by emphasizing the need to appoint someone to assist the group in keeping track of the discussion and not falling into *scenario trap* or other challenges mentioned.

Critical queries the appointed person should ask:

- Do we have enough details, do we need more?
- What is the impact of the disaster on lives & livelihood?
- Have we spent sufficient time developing scenarios?

Agree on how the appointed person will draw group's attention when the group is stuck (use bell, or clap, or something funny).

Activity 4: Developing a Scenario

20 min

Material: multimedia, flip chart and markers, template, VCA and risk analysis data

Suggested Methods: plenary discussion, practical use of templates, group work, power point presentation

State the learning objective of the session.

Confirm the 'hazard or hazards' that the group would have pre-identified. Ensure division of groups according to the hazard/s identified. For instance, if more than one hazard was identified (branches may have identified 2-3 hazards that would affect them differently from natural disaster to internal conflict), ensure groups are divided in such a way that they can work collectively on a hazard that is most relevant to their location or position.

Next, explain that in developing scenarios the following questions should be answered:

- What is going to happen?
- What are you going to do?
- How many people are affected?
- What is the damage and the worst affected scenario?
- What are the assumptions?
- What are the triggering factors?

Explain that worst-most likely-best case scenario method will be used for developing scenarios. Share example of how this would look like. Refer to the presentation.

Ask participants to develop worst-most likely-best case scenarios using the pre-identified hazard. Ensure that impact of the event (physical, economic, social, structural, educational, health, etc) is clearly defined. Record on flip chart or use multimedia to project the suggested scenarios. Get consensus from the plenary. Note that more than one scenario may be developed. Limit the number of scenarios to maximum 5; ideal number of scenarios is 2-3.

Ask participants to refer to their VCA and risk analysis data. Explain that the scenario should reflect the following:

- number of people at risk; including specific vulnerable groups
- geographical location
- potential impact
- climate
- topography
- main source of livelihood
- safety and security concerns

Take participants through the below questions in detail. This may be done in plenary or group exercise:

- What is planning assumptions
- Explain that planning assumptions highlight specific aspects of a possible emergency that are critical in planning the response. This includes specific projection of humanitarian needs.
- Share examples of planning assumptions. Refer to power point presentation M2-S3.
- Explain that triggers identify circumstances of events that are likely to indicate changes in the situation. Identifying potential triggers as part of early warning should assist in initializing the emergency operation. Ask participants for examples of triggers.
- Ask participants how likely the scenario is to occur? Refer to the risk analysis and compare information to identify the consequences should the scenario unfold.
- Ask participants to refer to the scenario development template (attached). Ask participants either in group or plenary to go through the template and complete it accordingly.

Alternative Activity 4: Matching Scenarios, Objectives and Response

20 min

Material: Cut outs of statements

Suggested Methods: group work

State the learning objectives of the session.

Carry out the following exercise to assist participants differentiate a scenario, objective and a response:

- Prepare in advance small pieces of paper (same number as participants), with either a scenario, objective or response (matching). Refer to Handout (attached)
- Ask participants to stand up and gather around.
- Give a piece of paper (with one statement) to each participant.
- Participant has to read his/her statement and find two other participants with matching statements. Example. If a participant gets a paper on a scenario, then he/she has to find 2 matching statements on objective and response, related to the same point.
- When participants find each other (trio) they have to explain which statement represents a scenario, an objective and a response.
- Ask a few groups to read out their statements.



Allow 10 minutes for this exercise & 5 minutes for debriefing

Handout 3

DRAFT SCENARIO DEVELOPMENT TEMPLATE

- 1. Describe the current situation & baseline info**
 - No. of people affected/location/status/conditions
 - Description of current NS operations
 - Overview of NS capacity
 - Other capacities (Federation, regional or global response tools) make link to earlier session
- 2. Define scenarios**
 - state which variables could affect the country (ex. security, conflict, political, economics, etc)
 - provide a general scale to rank the situation
- 3. Select scenarios for further development (maximum 2-3 scenarios)**
 - Consider the probability of each scenario happening
 - Eliminate those with lowest probability
 - Eliminate those that have no bearing or implications on NS/Federation
- 4. State assumptions for scenarios**
 - Highlight specific aspects of a possible emergency that are critical in planning the response.
 - Highlight specific projection of humanitarian needs.
- 5. Identify triggering events for each scenario**
 - List what would set your preparedness or operations plan in motion

Checklist Scenario Development Checklist

This simple checklist does not need to be developed by the whole working group, but should be circulated for comment and consensus once those with access to population data and previous experience have proposed numbers for this part of the scenario.

Question: If the hazard you are planning for occurs, how many people will likely be affected? You can consider this question on three levels shown in the table and insert the numbers as appropriate for each level. If there are any special situations or subgroups that may need a unique response please explain in the notes area.

	Number of people affected by the hazard (population in geographic area of impact)	Likely number of those affected needing assistance of any type.	Likely number of <u>families</u> needing assistance (i.e. shelter, relocation, or relief)	Notes:
Best Case scenario				
Most likely scenario				
Worst Case scenario				

Material for Alternative Exercise for Activity 4

Following are statements that reflect a scenario, objective and a response. There are 12 pieces of sample statements. Cut out each piece and mix them. Prepare more if there are more than 12 participants. First statement is a scenario, followed by an objective and response. Use this as guide for answer.

Increased conflict in the region will result in the displacement of an estimated 100,000 people. Most of these people are expected to cross the border. Half will stay with host families, while will be without shelter.

Meet the shelter needs of 50,000 refugees.

Provide plastic sheeting for 10,000 households.

As a result of drought, pastoralists will migrate to areas with limited water and pasture resources. The increased number of animals around water points is likely to lead to increased animal disease and ultimately livestock deaths.

Improve or maintain curative and preventative veterinary care for livestock, especially breeding stock.

Immunise 200,000 head of livestock. Provide essential medicines and veterinary support for 25,000 diseased animals

Food insecurity will lead to high levels of malnutrition in the affected population, especially among children

Maintain the nutritional status of children and other at-risks groups.

Distribute a dry take-home supplementary food ration through health centers to feed 125,000 malnourished children for six months.

As a result of the spoiling of wells by combatant groups, affected communities will not have access to potable water.

Ensure adequate potable water for affected communities.

Implement a water tinkering programme for 175,000 people for six months.

Elements of a Contingency Plan



Duration: 30 min



Purpose: To draft a contingency plan.



Learning Participants are able to list main elements of a contingency plan.

Objectives: Participants draft a contingency plan.



Suggested Activity 1: Elements of a Contingency Plan

Activities:



Suggested Group Work, Power Point Presentation

Methods:



Material: Multimedia, laptops for each group

Activity 1: Elements of a Contingency Plan

30 min

Material: refer to contingency plan framework in the contingency planning guide, completed WPNS, laptops made available for each group

Suggested Methods: power point presentation, practical use of the guide, group work

Remind participants of the 5 steps in a contingency planning process. Highlight that we are at Step 3. State the learning objectives and inform participants that the overall purpose of this session is to have some idea about developing a contingency plan. Ask if there are any clarifications from previous modules before starting this session. Remind participants that they need to keep the discussion focused.

Divide participants into groups. Depending on the context, groups may be divided according to sectors such as health, support services or representation such as Federation and PNS, branches, etc. Ensure each group has access to a laptop.

There are two suggested methods of drafting the contingency plan.

- Electronically - where the template or format of the contingency plan is projected using multimedia. As each section is discussed, focal person or any other assigned person will capture discussion either in bullet points or statements. In addition, each group will capture their own discussion points for assigned sections and this will be compiled by the focal person.
- Manually - in absence of a multimedia or laptops or inability to use laptops (especially if working at community level), flip charts may be used for recording discussion points or notes may be taken by the focal person. Focal person or task force group may develop the draft immediately after the workshop.

Explain that there are various ways of presenting a contingency plan. To date, different formats have been used in different National Societies in different regions. However, with the revision of the contingency planning guide it is expected that there will be a harmonized way of presenting a contingency plan. The suggested structure is expected to serve that purpose.

Write the following questions on the flipchart and explain, in a nutshell, what this session seeks to answer:

- What will our response be? (In other words, this is the strategy, purpose and objectives)
 - How will we manage it? (In other words, this is the management issue including internal management structure, HR, assessment, logistics, communication, finance, etc)
 - How will we work with others? (In other words, this will focus on internal and external coordination matters)
 - How will we guarantee an appropriate and effective response? (In other words, this is about quality and accountability; principles of response)
- Go through each section briefly. Explain that participants will be provided with templates for some of these sections.



Allow 15 minutes for introducing elements of a contingency plan and going through initial sections.

Next,

- Ask if there are any clarifications or comments on each section.
- Say that some points/data were discussed in the earlier sessions or before the workshop, therefore will now be incorporated into the draft contingency plan.
- Each section will be discussed in-depth with guidance from the facilitator and focal person.
- Remind participants that the Introduction section basically describes the country context and goal of the contingency plan.
- *Introduction section* will be the similar for all participants even if the hazard or scenario is different. Slight contextual differences may be evident, depending on the differences in hazard and scenarios presented by each group.

Next,

- Ask participants in a plenary, the *Goal of the Contingency Plan*.
- Typical response include to increase Red Cross & Red Crescent Societies effectiveness in disaster response, and to provide support to the most vulnerable people.
- Capture the responses and select the most appropriate goal. Ensure all participants are clear of the stated goal.
- *Goal of the Contingency Plan* will typically remain the same for all groups of participants despite the contextual differences, if any.
- Ask participants to repeat the principles that will guide the operations. Ask a volunteer to repeat the mandate as a reminder to all. Ensure focal person writes this down in the template.
- Remind participants the mandate was discussed in earlier session. Ask a volunteer to repeat the mandate as a reminder to all. Ensure focal person writes this down in the template.

Next,

- Ask participants to refer to the following section, Disaster Scenario/s
- Refer to the earlier exercise on scenario development. Ask participants to complete the section by filling in the type of hazard, duration, early warning indicators, impact of the disaster, needs, and the scenario.
- If the whole group is working on one scenario, this section may be completed in a plenary session
- If the groups are working on different hazards and scenarios, group exercise to complete this section may be carried out. Each group will work on completing the section with support of the facilitator and focal person. Each group will capture their outputs electronically, if not on a flip chart.
- Depending on the size and number of groups, each group should present their outputs in plenary. Facilitator may facilitate session and ensure the section is completed satisfactorily. Opportunities for feedback and comments from other groups will be provided.
- Groups will ensure feedback is incorporated and changes made to this section.

Conclude this exercise. Now that the basics are completed, tell participants the following sections would require participants' 'strong imagination' as the anticipated needs, resources, objectives etc would need to be based on the 'anticipated situation'.



Allow 15 minutes.

Contingency Plan Framework

1. Introduction

- Country context
- Goal of contingency plan

2. Disaster scenario/s

- Hazards and risks
- Vulnerabilities and capacities
- Role, mandate and capacities of the National Society
- Best case, most likely and worst case scenarios

3. Operational response

- Strategy (e.g. search and rescue, relief, recovery), purpose and objectives (including numbers targeted)
- Areas of intervention (technical and geographical)
- Emergency assessment
- Management structure
- Logistics (movement, procurement)
- Communications and IT
- Media and information

4. Coordination

- Movement including use of international tools (FACT, RDRT, ERU)
- External including government, UN, donors, NGOs

5. Quality and accountability

- Standards
- Principles

6. Implementing the plan

- Approval of the plan and dissemination
- Identification of gaps and areas that require strengthening
- Stocks and logistics
- Human resources, training, simulation, volunteers
- Resource mobilisation
- Review plan

7. Annexes

- Standard operating procedures
- Maps, hazard and risk analysis, VCA.
- Organisation structure and authority in disaster, disaster response diagram
- Lists of contacts
- Relevant reference documents (MoUs etc)

Resource Materials:

2. PowerPoint presentation '2. Contingency Planning'

Importance of Monitoring and Reporting

Objective of this session:

To have common understanding of importance of planning, monitoring, reporting in an emergency situation

Session Plan

Time	Topic	Methodology
60 Minutes	Basics of Monitoring and reporting	Brain storming, Plenary and power point
90 Minutes	Tools of monitoring and reporting	

Tools and Resources required

Flipcharts, Markers and LCD

Key Messages

- What is monitoring and reporting?
- What is the need of monitoring and reporting?
- What are the tools for monitoring and reporting?

Contents

Discussion and explanation of planning, monitoring and reporting

1. Discuss the meaning of monitoring.

Definition

What is Monitoring?

Monitoring is the regular observation and recording of activities taking place in a project or programme. It is a process of routinely gathering information on all aspects of the project.

To monitor is to check on how project activities are progressing. It is observation; – systematic and purposeful observation.

Monitoring also involves giving feedback about the progress of the project to the donors, implementers and beneficiaries of the project.

Reporting enables the gathered information to be used in making decisions for improving project performance.

Monitoring is the systematic and periodic collection and analysis of information as a project/task progresses.

Example – Marks of student in weekly, monthly and quarterly examination.

Good monitoring plan helps to identify if we are on right track or no. If our objective is to train 100 trainers in six months and we found that after three months there is no plan for training, no curriculum, no dates then we know that we are slow. In this case we need to review our plan, that is, to reassess if our planning was unrealistic or we are short of human/technical/financial resources.

If we find that our plan is unrealistic we need to discuss with stakeholders and redraw the plan. On the other hand, if there is a shortfall in our resources (human/technical/financial) then we need to discuss with stakeholders how to get more of those. So it helps to take decision and to improve project performance.

What is purpose or need of monitoring?

Monitoring is very important in project planning and implementation. It is like watching where you are going while riding a bicycle; you can adjust as you go along and ensure that you are on the right track. Monitoring provides information that will be useful in:

- Analysing the situation in the community and its project;
- Determining whether the inputs in the project are well utilized;
- Identifying problems facing the community or project and finding solutions;
- Ensuring all activities are carried out properly by the right people and in time;
- Using lessons from one project experience on to another; and
- Determining whether the way the project was planned is the most appropriate way of solving the problem at hand.

There are different methods of monitoring, such as, observation, observation with checklist, reports, document review, periodic meetings, interview with participants and planners.

Periodicity of monitoring varies from project to project and is more dependent on the project duration. However, a monthly monitoring is important to understand the situation.

Monitoring mainly helps to make mid-course correction and points out whether we are in right direction or no.

2. Discuss the generic meaning of reporting

What is a report?

A document containing information organized in a narrative, graphic, or tabular form, prepared on ad hoc, periodic, recurring, regular, or as required basis.

Reports may refer to specific periods, events, occurrences, or subjects, and may be communicated or presented in oral or written form.

For example, event report could be on Tsunami, Ethnic Conflict, Epidemic, etc.

For example, subject report could be program or financial report, trip or Republic day parade report.

For example, occurrence report could be on bomb blast in Mumbai or Delhi.

Reports is a documented evidence, important source of taking decision, act as a reference document of future and source of information for new comers.

There are different formats of reporting. It is always good to agree on a format before writing a report.

A good narrative report should have Summary/ executive summary (key findings and recommendations), introduction (situation analysis, problem statement, issue dealt with), method of information collection (how, from whom, tools used to collect information), results (main findings) and discussion (what can be done based on the findings – recommendation).

3. Discuss sample format for monitoring and reporting

This format captures information on the community wide meeting in a project.

It has generic information – date, community name, code, duration, venue, responsible IPS (Integrated Programme Specialist)

Details of participants – IPTs (Integrated programme technicians, community facilitators, community committee leaders, community members.

Specifies purpose of meeting – The community wants to build a small warehouse to store things to be used during any emergency.

Decision taken – Whether this was accepted or rejected and reasons will be specific

Follow up – Who will do what?

Expenditure – Amount required to complete this activity. It is always not necessary to have this but if meeting is regarding an activity which requires finance then it is desirable to add financial details.

Resource Materials:

3. PowerPoint presentation '3. Monitoring & Reporting'

Volunteers Management

Objective of this session

To identify various steps in utilizing volunteers skills in pre/during/post emergency period

Session Plan

Time	Topic	Methodology
30 minutes	Understanding three situation –pre/during/post emergency	Discussion
60 minutes	Role of volunteers in three situation	Group work
60 minutes	Discussion on role of volunteers and volunteer management in three situation	Plenary and discussion
60 minutes	Experience sharing in management of volunteers	Participants to share experiences on volunteers management

Tools and Resources required

Flip charts, Cut pieces of cards, Markers, Tape, chart stands and LCD projector

Key Messages

- Understanding of three situations – pre/during/post emergency
- Volunteers management is a continuous process and not at the time of emergency
- Roles volunteers can play at the time of pre/during/post emergency
- At every level, there should be a person for volunteers' management

Content

1. Volunteers are very important for Red Cross work. RC volunteers are present thorough the length and breadth of India. They are available on short notice. They are knowledgeable about local context, local community, local events and add great value by contributing through their time and expertise.
2. At every level there should be a focal person for volunteers' management. S/he should have understanding on basic volunteer management steps, emergency volunteering and also update volunteers list preferably every quarter, develop plan

to recruit new volunteers from schools, colleges, community, etc. To formalise volunteer relationship with RC branch, there is a need to complete a form.

3. A core group of volunteers should be invited to branch regularly and provided update on issues related to pre/during/post emergency
4. Explain three situations (pre/during/post emergency) to the group and divide them into three sub-groups. Explain relationship between branches and volunteers.
5. Ask each group to identify what tasks can be done by volunteers in pre, during and post emergency situation.
6. The group will list the tasks and support required and present in plenary for discussion.
7. Identify three participants who want to share experience of managing volunteers in pre, during and post emergency period.
8. Guide them for better understanding on these situations, if needed.

Resource Materials:

4. PowerPoint presentation '4. Volunteers Management'

Questions for pre-test

1. What are the five steps in contingency planning?
2. What are the three purposes of reporting?
3. What are the three purposes of monitoring?
4. What are the guiding principles for monitoring and reporting