DM TRAINING GUIDEBOOK

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the philippine national red cross
DISASTER MANAGEMENT SERVICES

INSTITUTIONAL CAPABILITY BUILDING PROGRAM
disaster management
training guidebook

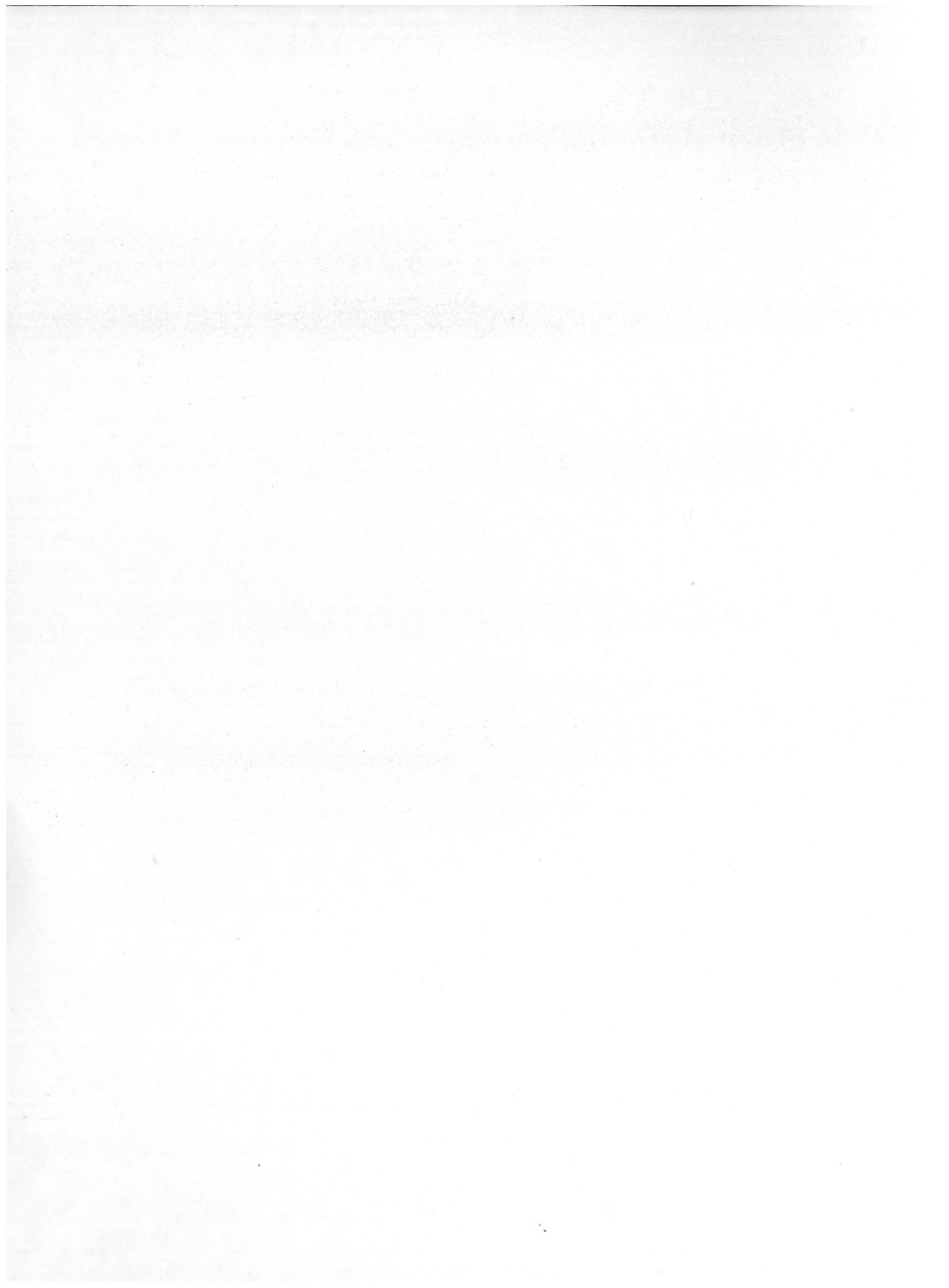# table of contents

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Acknowledgments

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Partnership, teamwork, and dialogue are just some of the words that describe how this material came to be.

Thanks are in order for those people who played pivotal roles in this book's birthing, as well as for those who lent significant amounts of their time, skills and effort to ensure that this guidebook would become reality.

Thanks to the PNRC's pool of consultants, each one an expert in their field, for fully committing themselves to seeing this guidebook through to its fruition:

Without them, this guidebook would have remained just another great idea.

We salute the perseverance of the people from the Disaster Management Service unit of the PNRC, especially their Manager, Mr. James Sian, Jim Catampongan, Emmeline Managbanag and Arvin Jumpay and the rest of the DMS staff. The road may have been long and bumpy but they were there every step of the way.

Isang Bagsak! to the representatives of Popular Education for People's Empowerment — to Briggs Brigoli, Perli Maniago, Thea Soriano and Arnold Tarrobago. This is the result of their attempt to gather into one guidebook material that normally would have filled dozens.

Finally, the Philippine National Red Cross wishes to express its sincerest gratitude to its Area Trainers and Volunteers and to the Communities around the country that they serve. They have been the inspiration that has sustained our humanitarian work throughout all these years.

We earnestly hope that all the loving and committed effort that was poured into the making of this guidebook will bear fruit, not for our own sakes but for theirs.

Introduction

The Philippine National Red Cross (PNRC) has always been involved in providing trainings on disaster management primarily through an 18-day module designed for office-based, professional Red Cross workers and volunteers. This time however, the Standard Disaster Management Course (SDMC) Guidebook aims to address the urgent requirement of its partner communities for basic knowledge on disaster management.

The Disaster Management Services (DMS) of the PNRC regularly works with communities that are prone to disasters: communities frequented by typhoons or drought, communities situated near fault lines, communities where there is armed conflict, etc. Aside from these usual interventions, PNRC also has to be constantly ready to respond to unexpected disaster events.

One thing that the PNRC realized in the more than 50 years that it has served the Filipino people is that it cannot do everything by itself — it needs the help of the communities themselves.

Hence this guidebook. Focusing on the conceptual aspects of disaster management, this five-day course does not include the practical training and exercises provided in the earlier module. It is therefore stressed that this guidebook is not intended for direct use by the community, rather it is to aid the trainings given to communities; trainings that are supervised by PNRC trainers who have completed the 18-day intensive course in disaster management.

In partnership with PNRC's pool of experts in the fields of meteorology, health, community, social work and training management, we at Red Cross hope that the participants become more empowered by having adequate working knowledge of DM.

The Guidebook is divided into four sessions:

Introduction to Disaster Management aims to familiarize participants with the overall DM framework. Subtopics tackle phases and elements of DM, a situationer on natural and other hazards, and the existing systems to address their adverse effects.

The session on **Disaster Prevention, Mitigation and Preparedness** highlights PNRC's new, pro-active stance to disasters. Discussion also turns to the more technical concepts and processes of DM such as hazards and risk assessment, capacity and vulnerability assessment and the importance of public awareness during times of disaster.

Emergency Response takes care of the intricacies in operations such as: (1.) Search, Rescue and Recovery Operations, emergency health management, emergency food aid, critical incident stress debriefing (CISD) and information management systems; (2.) Survey and Damage Needs Assessment; and, (3.) Operating a Disaster Operations Center.

Planning for Disaster Management integrates the learnings from all the previous sessions and serves as a test of the participants understanding of the entire process of DM. At this point, the participants will be asked first, to formulate several 'Counter-Disaster Plans.' Their theoretical inputs will be translated into practice as they bring the knowledge with them to their respective barangays. The next exercise will require participants to draft individual 'Re-entry Plans' to express what they will do after finishing the course. This activity seeks to find out the future plans of the group, the "threats" facing these plans and how they plan to maintain their commitment to the DM framework as individuals and as a team. The two activities are expected to gauge the effectiveness of the workshops, discussions and sharing sessions in imparting the DM knowledge and skills contained in this guidebook.

PNRC also hopes to change the negative impression of people toward the organization as being merely a relief-giver into that of an active partner of communities in disaster management. May this guidebook instill, in everyone who uses it, a greater appreciation for PNRC's commitment to Disaster Management as one of its cornerstone frameworks.

Our Education Framework

While it is true that training activities always involve many elements (i.e. the venue, training materials, method, etc.) we should acknowledge above everything else two vital parts that will decide whether the educational experience will be successful or not: *they are the participants to the training activity, and the trainers.*

This framework is based on the premise that trainers and participants are both historically situated and multidimensional subjects. We should strive to know as much as possible about the *context* of these individuals, because each would bring his own complex experiences into the training.

About the participants:

Who are they? Where are they coming from? We may derive answers to these questions through the profile format or the bio-data. We need, however, a deeper understanding of the participant's thoughts, politics, and personal perspectives on certain things that may be relevant to the training. Recognition and affirmation of the participant's context is an important first step towards their empowerment.

About the trainers:

We should also understand the trainers' context, as there should be balanced power relations between the trainers and the participants. Our educational framework rejects the traditional role of teachers or trainers as the only source of knowledge. In the same way, participants are not just passive depositories of knowledge.

How do both parties consider the coming training? Do they share the same expectations and needs? Both should be aware where the other is coming from, as this

information can be a source of confidence for both in the training process.

Then there are those other elements of the training that likewise relate (directly or indirectly) to the learning process. For instance, the venue may cause an external barrier to learning (the room may be too hot or cold, or the lights may be too bright). The trainer may also have distracting attributes (stuttering or mannerisms). Semantic barriers can refer to the training content—it may be too difficult or too easy for the learners, or training participants may have different interpretations on the topic presented. Internal barriers to learning, on the other hand, may refer to the participants' or trainer's emotions or state of mind. The way we focus on these matters and prepare for them will play a big role in determining whether the coming training will be effective or not.

Going back to the education framework. Educating people involves more than just the successful transfer of "facts." It is more than merely making them think like us. **Education is a process; it is a holistic appreciation of people's needs.** And in situations where there are imbalances between the educators and the "educatees," between the givers and the receivers — whether in their perception of, approach to or in the value they attach to education — true learning becomes even more difficult to achieve.

Likewise, education is never one-way. Though we as trainers possess certain knowledge that other people do not have, they, however, also know things we don't. Recognizing this truism makes it easier for trainers — and educators in general — to avoid the fatal mistake that most of us have been guilty of at one time or another, the mistake of feeling intellectually superior to our trainees. As trainers we are also trainees; participants learn from us and we from them.

Education involves facilitation; meaning, we should make the process of education easier. When facilitating a group discussion, a seminar, or a meeting, we want to smoothen the flow of ideas a bit. This is why, oftentimes, *trainer*, *educator* and *facilitator* take on the same meaning. As trainers, we want to facilitate the process of learning. We also want to make sure that ideas come from everyone and not from one person or group (this includes us) alone.

We must also remember that though we have a set agenda when conducting a training activity in a community, *the people participating also have their own reasons for attending.* Sometimes these two might conflict; oftentimes they are actually complimentary. But, conflicting or not, the point is to not simply dismiss the other. Acknowledge it. Process it.

Trainers, educators, or facilitators, whatever we wish to call ourselves, have a very big responsibility. We should know what our roles are.

For one, this means never being content with what we know. We must be aware that our, and other people's, capacity for learning is endless. Thus, everything that we do, in or out of training, must be geared towards learning, and helping others to learn, even more.

Remember that, in a training situation, we are only one source of knowledge. There are many others. As facilitators, we should make sure that all the other possible sources are utilized. We should be like telephone switchboards and connect participants with one another. Make them debate each other's ideas, analyze each other's statements and investigate each other's claims. Let them contest. But let them also agree. Let them validate and realize things on their own. In short, let them learn.

But the participants should leave the training with more that just a confusion of ideas and inputs in their heads. The essence should be found. *This is why we also have to synthesize everything that has been said and done.* We should highlight the salient points, emphasize the reasons for undergoing the training and point out the learnings that were arrived at. Don't let the participants go home saturated with information but with no idea of what to do with them.

Yes, we are teachers. We provide data and we demonstrate processes. We cite studies and we explain concepts. Though it is scary to do so, we can also claim that we illuminate reality.

We enlighten students by sharing with them our knowledge, skills and experiences — the way enlighten us by doing exactly the same thing.
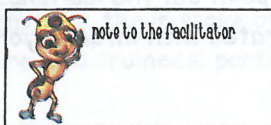
How to use this Guidebook

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This guidebook was prepared by the DMS-PNRC with you, the Red Cross trainer, in mind. The guidebook contains all the necessary information you will need to ensure the successful implementation of a disaster management training activity in your area.

The different sessions and their respective topics are all arranged sequentially and by order of presentation. You will find discussion guides, workshop instructions, materials lists and suggestions for synthesis.

Each session begins with an enumeration of objectives that refer to PNRC expectations on participants' learning. Objectives can be either intellectual or behavioral, or both. After this come the main topics for discussion.

For some activities, alternatives are offered to allow you to select the option most appropriate for your particular situation. Handy facilitation tips (presented clearly inside easy-to-spot *Note to the Facilitator* boxes) also appear regularly, especially at points where the PNRC feels facilitators might need extra instructions.

note to the facilitator

About teachers, unless it is stated otherwise, it is the PNRC trainer who will be presenting the contents of this guidebook. Also, it is assumed that Speakers and Resource Persons are already identified and assigned earlier, and everyone have confirmed to attend.

In this guidebook, there is a conscious attempt to balance serious inputs with fun and interesting activities. As a result, most topics have activities attached either as
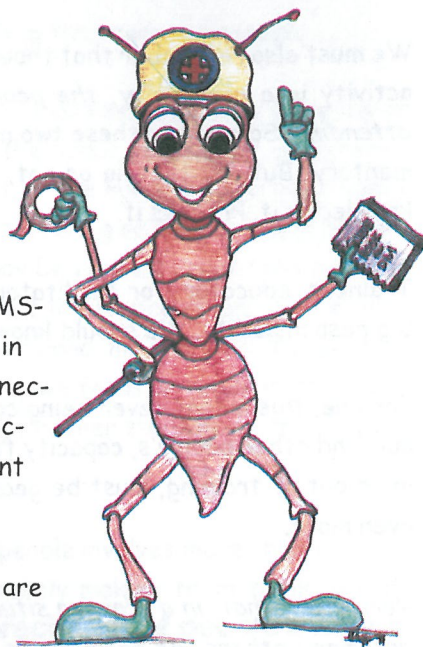
"icebreakers" or as introduction to the next topic. Not only are they a more interesting way of sending messages across to the participants they also build rapport among them. After all, the more stress-free, interesting and fun a learning environment is, the easier it is for learning to happen. However, keep in mind that these activities are just suggestions; you can devise your own.

At the end of each session, review and synthesis pointers are presented. Again, these aren't meant to be followed to the letter; rather, they are there merely to provide you with patterns on how best you could go about synthesizing the recently concluded discussion or workshop. They also offer ways on how to connect the just concluded topic to the next session.

Finally, whenever it is needed, a glossary of technical terms is included at the end of the session. This provides the facilitator with easy reference to word meanings and also presents the standard word definitions adopted by the PNRC. Reference lists will also aid you in accessing other information or data to supplement those already contained in this guidebook.

There is a reason why this material took on the form of a guidebook instead of that of a manual. Manuals, experience shows us, can sometimes be rigid and oftentimes stifle the creativity of facilitators using them. Guidebooks, in contrast — while also having patterns and samples — do something more, they tell their users to be flexible. Guidebooks show an implicit respect for their users' abilities for innovation and creativity.

Looking at it that way, the PNRC, through this SDMC guidebook, not only empowers our communities by bringing the knowledge of DM closer to them; it does so while empowering their local trainers at the same time.

Some tips on Training Management
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TRAINING TEAM
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NUMBER of PAX
MATERIALS
EQUIPMENT
RESOURCE PERSONS
VENUE
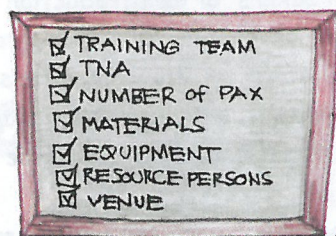
Careful planning and sufficient preparation are the keys to a successful training activity. For a five-day, community-based, live-in training activity, several important matters need to be done beforehand. Assuming that all preparations pertaining to participant and venue selection had already been taken care of, the trainer still has other things to keep in mind. The following tips could help you, the Red Cross trainer, make the coming training as smooth, effective and fun as possible.

First of all, are you prepared? Within one's self is usually the best place to start preparing for a training. Anyone using this guidebook should have gone through all the topics contained inside, taking care to review those points that require special preparation. Remember that extra research never hurt anybody.

Aside from the obvious cerebral preparations, physical, emotional and spiritual preparation is also very important. Make sure that you spend the days prior to the training wisely. For one, taking care of those things that need to be done at home or in the office can greatly reduce your anxieties during the five days that you're at the training site.

Find out who the participants are. Where are they from? What is their language? What do they do? What is the situation in their communities? Know their contexts — this can give you ideas on how best to approach the training. Browsing through the participants' profiles is one way of doing this. Also, it is advisable to update yourself on the goings-on in the different communities represented in the training.

Check if all the needed materials are on-hand. Trainings usually mean production of materials, lots of them: handouts, visuals, participants' kits, programs, IDs, registration sheets, etc. Make sure that all are prepared, segregated, and are available in sufficient quantities.

Oh yes, have you prepared your training supplies? What do you need: masking tapes, thumbtacks, marking pens, bond paper, colored paper, craft paper? Are there activities that require special materials? Did any resource speaker request for special preparations to be made?

What equipment will be used? Check each to see if all are in working order and be sure to familiarize yourself on their operation. Do you really know what that little red button on the slide projector is for?

Know your resource persons and guests. Have you briefed them on the upcoming training? Have you told them about the participants? Do they have special requirements? Do you have copies of their material? Do they know what is expected of them?

Who will be helping you? Naturally, you can't be expected to implement an entire five-day training all by your lonesome. You'll need help. Identify the members of your training team. Who will be the ones to record the training? Is there a substitute facilitator? Who will be cooking? Who is in charge of preparing and cleaning the venue? Who will be your official *gofer?* (Go *fer* this. Go *fer* that) Are all tasks clear to everyone in the team?

Finally, try to take a look at the venue sometime before the training begins. Get a feel of the area. Will it be too hot? You might need extra fans or window blinds. Does it get too noisy? You might want to request for a *karaoke* to be set up. Is the floor area wide enough for certain games or will you have to forego some wilder activities?

Though these things do not guarantee that your training activity will be a roaring success, doing them will nevertheless significantly reduce your and your team's headaches and anxieties during the actual training.

Things to remember when working with groups:
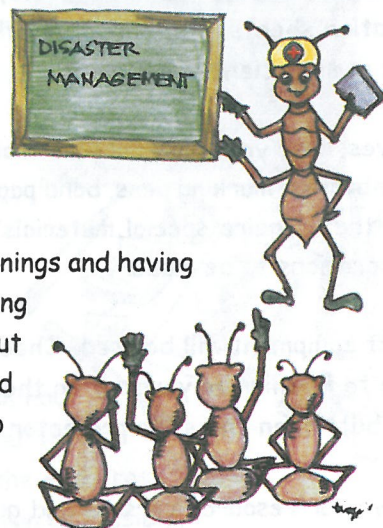
Workshops are usual fare during trainings and having workshops mean, first of all, forming groups. This may sound easy but forming groups is actually a little more complicated than simply saying, "you, you and you, you're group one."

Groups have to have a rationale, a reason for being. The members of a group should logically belong with one another. Groups have important things to do — things that usually can't be done by individual participants alone.

So just how do I go about forming a group, you ask. Well, simple, by starting at the beginning. Remember these things whenever you are tempted to say, "alright, you, you and you...."

What is the group for anyway? If it's just for a game or for an icebreaker then all one needs to worry about is whether the men and women are distributed evenly or if the number of members per group is equal.

However, if the group is required to do something more substantial than simply singing, jumping, or running, then several other factors will have to be considered. Listed below are just some of the things you might want to think about when forming a group:

1. How many groups have to be formed? Some workshops will work better if there are fewer members per group, for others, well, "the more, the merrier."

2. Who should be the members of a group? Is gender distribution a factor? Does the workshop require groups to be age-based? Should members be selected on the basis of their opinions, skills, jobs, the departments they belong to or what organization they represent? Would it be better to have the groups composed of participants coming from the same place or would it be better to make group members as geographically diverse as possible?

3. How long will a group be working together? In some trainings —owing primarily to the nature of the workshops contained therein — groups often have to be formed then dissolved then reformed again. For others, group formations can last until the end of the training. Some might even require that groups formed during the training last long after that training ends.

When the groups already have members, it's time to assign tasks. Even before they start to do anything, have the group members elect from among themselves a leader, a facilitator, a documentor and a reporter. Make sure that those elected know what is expected of them.

During workshops, be sure that every member of every group understands the instructions or directions. Sometimes, some members do not bother to clarify the instructions with the facilitator, relying instead on their leader's interpretation of the instructions. This would be ok *if* the leaders had understood the instructions correctly. But what if they didn't?

When groups go their separate ways to do the required tasks, make sure that you get to visit each group at least once. Make rounds, they won't resent you for it. You might even find that there are more questions being asked now than during the plenary when all groups were present.

When calling the different groups back to the plenary have them settle down first before proceeding with their reports and/or presentations. Also, always establish the order of reporting.

During reports make sure that everyone has agreed on the time for commenting. Can they comment immediately after a group has finished reporting or do all groups wait until after all have finished?

About the discussions after the reports, though congruencies are very much desired it is the differences in opinions that make a discussion lively. However, be sure that the objectives of the discussion are clear to you. When you feel that the debates have accomplished what is required or if the discussion is going astray, it may be time to end the discussions and move on to the synthesis portion.

A note of caution: Settle all disagreements satisfactorily before proceeding. However, those contentions that fail to be resolved must not be left behind. Note these down for discussion at a later, more appropriate point.

Synthesizing discussions and workshops

One way to commence synthesizing workshops and/or discussions is to begin where the participants have left off. Present a clear picture of the different workshop results. *What points were brought up in the course of their reports and discussions?* List these down on the board. *What were the different contentions that arose?* List these down too. Do the same for *resolutions the group may have agreed upon.*

Give them ample time to look at the overall results. Validate all points with the plenary. Who knows, maybe some contentions will get resolved immediately. Either that or other more interesting points will come out.

Try to remember what the objectives of the workshop are. What does the workshop intend to accomplish? What things have to be settled before everyone can move to the next topic? How do you connect the previous workshop-discussion with the next one?

Workshops, like the people who participate in them, are largely unpredictable. So too are their results. Accomplishing more than what is intended can happen as often as the opposite: accomplishing too little or accomplishing something totally unexpected. Any of these three situations will test the mettle of the trainer-facilitator.

For now, the best "tip" we can venture for the trainer-facilitator is for you to stay as focused as possible on the flow of the course. Knowing exactly where things are

relative to the overall program will help you avoid those nasty surprises that normally come up during trainings.

Whatever the results of the workshops may be, be they on-target or far from what was intended, it is the trainer-facilitator, *you*, who will be the one to make things "clear" again.

Simply put, your syntheses will have to show the participants what happened, how and why hey happened, what will happen next and how all of these things fit together.

To the Facilitator

In the five days of this basic DM course, *you*, the Red Cross trainer, will be playing numerous roles: resource person, training manager, friend and confidant to many of the participants and *punong abala*. However, no role will be as critical or will be played as often as that of *facilitator*.

As facilitator you are expected to accomplish the following things:

1. Ensure that the workshops and discussions progress generally in accordance to the objectives of the training;

2. Ensure that all ideas, aside from yours or the PNRC's, are heard; and,

3. Make the training as successful as possible.

Facilitation means making things easy. In a group discussion or debate, we want to know where the exchange of ideas is going so we can make the situation easier for others to participate. How do we make facilitation easy? By looking at our hands of course!

Our hands make living a lot easier. Eating, driving or cooking, any kind of work is made easier with the help of our hands. Even the word "handy" means something that is easy to use or something useful or helpful. Our hands can teach us how to make facilitation less difficult.

With constant practice, the following *hand actions* — when applied to facilitation — can make that task a little bit easier to do. Think of them as our **"handy" tips for making facilitation a breeze.**

Grasp firmly: Have a good grip on the subject matter. Set the discussion in motion but make sure you know where it is going. Try to avoid being surprised.

Be open: Create an atmosphere conducive to learning and sharing, where everybody feels welcome and important. In setting the tone of the discussion, the facilitator should exude an attitude of openness and sincerity.

Know your reach: Know the scope and coverage of the subject matter. Know your and the participants' limitations. What is achievable by the discussion and what is not should be clear to you at the onset. If the discussion has moved on to matters that are clearly outside its scope, stop it.

Watch for the point: To prevent the discussion from going every which way you, the facilitator, should clearly see the different points of convergence and divergence that arise. Pilot the discussion using these points as guides, building on the points of convergence and steering away from divergent points.

Learn to count: Have a good sense of numbers; after all, though many will say otherwise, quantity and quality should still go together. Count how many participants are responding to your questions, how many of them are sleepy, how frequently they are leaving the room, etc. These things can tell you whether it's time to take a short break from the discussion, or whether it's time to shift to another topic entirely.

Watch you wrist(watch): Efficient time management is a skill and an attitude that all facilitators (and trainers) should possess. Time management is subjective. Too tight and rigid and any discussion will seem like a military drill. Too lax time handling can result in discussions that are very much like the energizer bunny commercial — it just keeps on going and going and going....

That artistic touch: Facilitation is also an art. For a long time, educators have been devising creative approaches and techniques for doing their work. Know how to tailor-make your own approach to facilitation. You can do it. Your experience and common-sense will show you how.

Learn to traffic: Since facilitators set the discussion in motion, she or he must also be the one to direct its flow. One must know when to say "stop", "wait a while" and "go." And remember, as is true also in the streets, polite traffic enforcers are well liked by the public.

Know when to salute: What does to salute imply? Well, giving due recognition, for one, and encouraging others. It also implies being attentive, alert and snappy. All these things should be applied to facilitation. Sincere appreciation for the contributions of participants is the best way to keep a good discussion going.

Sources:

PEPE Training Archives

Canlas, Mamerto, *Handy Tips for Facilitators*. Basic Popular Education Training (BPET) Handout. PEPE Archives