

TRAINING SYLLABUS
FOR
THE UNHCR EMERGENCY MANAGERS TRAINING WORKSHOP
DISASTER MANAGEMENT CENTER
UNIVERSITY OF WISCONSIN
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INTRODUCTION

This package of materials presents descriptions of the suggested learning modules for the UNHCR Emergency Management Training Workshop. The package is divided into two parts.

Part I contains descriptions of the individual learning modules.

Each of the core modules is numbered according to the sequence in which it should be presented. A "C" suffix indicates that it is a core module and should be given by an experienced instructor. (Note: an asterisk indicates that a lecture has been previously videotaped; this video may be used if a suitable instructor is not available.) A "P" suffix indicates that the module is a group discussion or may be presented by a knowledgeable participant. These "P" modules are presentations or exercises that will enhance or reinforce the information provided in the core modules and should generally be presented on the same day, immediately following the core course to which it is referenced. A "D" suffix indicates materials that are generally presented by staff of the DMC or the University.

Each learning module is presented on two pages. The first page gives a general description of the modules; describes the objectives, content and handouts that will be provided; and lists additional references for participants who wish more detailed information. This page may be photocopied and used as a handout for the students.

The second page of each learning module consists of notes for the instructor or group leader. It includes a description of the teaching or learning method that should be used, suggested exercises for the participants, a list of the audiovisual aids that may be used by the instructor, a description of the desired results and, for core modules, a list of key points that will appear on the tests.

Part II consists of three tests. The first is a self-evaluation of knowledge about emergency management. It should be given out on the initial day in conjunction with Module 1C. The test should take approximately 30 minutes. The test will not be graded, nor should it be discussed in any great detail.

Test number 2 is a more detailed self-progress evaluation. It consists of 40 questions and should take approximately one hour to complete. All materials and notes from the Workshop may be used as references. At the end of this test, a 45-minute debriefing should be carried out by one of the course organizers.

Test number 3 is a detailed scenario of a developing emergency. Test questions are designed to give the students a chance to put the knowledge they have gained in the course to practical use and to work problems similar to those they might encounter in the field. This test takes approximately three hours and should include a two-hour debriefing. THIS IS AN OPEN BOOK TEST. Students may use their notes, the course workbook or any references that are available to them from the Emergency Manager's Tool Kit.

It is important to keep in mind that, in order for tests 2 and 3 to be clearly understood, instructors must cover the material. To help the instructors identify the information that must be presented, each question on the instructor's version of the test is accompanied by a number which references the learning module where that information should be presented. The number of the learning module may be found in parentheses below the number of the test question. Only information that is presented in the core modules is included in the test.

UNHCR - 1C
Time: 1 hour

KEYNOTE
PRINCIPLES OF EMERGENCY MANAGEMENT

- Objective: - To introduce the basic concepts of emergency management, to establish the framework for the course, and to explain the principal concepts and terminology that will be used in the course.
- Content: - The role of UNHCR in emergencies;
- Defining an emergency;
- Emergency management concepts;
- The key elements of emergency management;
- Common terms and their meaning;
- Overview of learning methods to be used in the course;
- Introduction to the phases of an emergency, and appropriate actions in each phase;
- Introduction to the principles of emergency management, with special reference to UNHCR's mandate and policies in emergencies.
- Handouts: - UNHCR Handbook for Emergencies
- DMC EMTW Workbook
- Emergency Manager's "Tool Kit"
- Glossary
- Additional References: - Principles of Management (DMC text).
- Aim and Scope of Disaster Management (DMC text).
- UNHCR Emergency Handbook.
- Disasters and Development (F. Cuny, Oxford University Press).

INSTRUCTOR'S NOTES

Teaching

Methods:

- Lecture*, exercises, test

Exercises:

- Self-Audit of Emergency Management Knowledge;
- Characteristics of a good emergency manager.

A/V Aids:

- Definitions transparencies
- Disaster Continuum transparency
- Elements of Emergency Management transparency
- Refugee Operations Continuum transparency
- Aspects of Refugee Management transparency

Anticipated

Results:

- Participants should become familiar with general vocabulary, understand what will be expected of them during the course, and become familiar with the learning process.

Points to

Test:

- Definitions of an emergency
- Determinants of an emergency situation
- Phases of an emergency
- Importance of recognizing patterns and indicators
- Key terms and definitions
- Key elements of emergency management (decision-making, knowledge, leadership)

UNHCR - 2S
Time: 1:30

SIMULATION EXERCISE

- Objective:** - To introduce participants to the emergency preparedness concepts, the role of preparedness in improving response, and the activities that can be taken to prepare a Branch Office for emergencies.
- Content:** - Introduction to preparedness;
- Concepts of preparedness;
- Common preparedness activities;
- Auditing for preparedness.
- Handouts:** - Self-audit checklist
- References:** - "Emergency Preparedness and Response: Recommendations" (F.C. Cuny).

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecture, participatory exercise

Exercises:

- Prepare a list of preparedness activities for a BO

A/V Aids:

Anticipated
Results:

- Participants should be aware of the importance of preparing for all types of emergencies; specifically, participants should be able to list:
 - . Steps that can be taken to prepare an organization;
 - . Steps that can be taken to prepare a branch office;
 - . Steps that can be taken to prepare individually.
- At the end of the session, participants should have a clear idea of steps they can take in a branch office or in their section to improve response to emergencies.

Points to
Test:

- Preparedness activities that should be undertaken at the branch office level.

UNHCR - 3C
Time: 2 hours

EARLY WARNING AND FORWARD PLANNING

Objective: - To provide the participants with guidance on how to recognize an impending emergency as it develops and how to begin planning to meet specific emergency needs of refugees.

Content: - Part I: The first part of the presentation will explore some common causes and effects of refugee migrations and identify indicators that an emergency is building, triggers that may propel people into flight, and thresholds that mark the beginning of an outflow of refugees. The presentation will include a review of work currently in progress to systematize early warning for natural disasters that could have additional impact for monitoring potential refugee emergencies.

- Part II: The second part of the presentation will focus on steps that should be taken to prepare for an immediate influx of people. Emphasis will be given to remote detection, early procurement of food supplies, site selection, and preparing for admittance and protection.

Handouts: - "Remote Detection" (RP Manual).
- "Calculating Food Needs" (DMC).
- "Practical Early Warning" (F.C. Cuny).
- "A Checklist for Forward Planning" (INTERTECT).
- Crisis Early Warning Bibliography (J. Parker)

Additional References: - Assessing Refugee Emergencies (RP Manual);
- Refugee Assessment (UNHCR);
- The Use of Economic and Social Information in Famine Prediction and Response (Peter Cutler), Food Emergencies Research Unit;
- "Early Warning. An Analysis of Approaches to Improving the International Response to Refugee Crises" (RPG)

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecture and class exercises

Exercises:

- Prepare a list of early warning indicators;
- Prepare a list of forward planning actions for a BO and counterpart;
- Develop a method for estimating food needs;
- Estimate warehouse requirements.

A/V Aids:

- Refugee Assessment transparencies
- CN Formula transparency
- Video: "Managing Refugee Emergencies: First Steps"

Anticipated
Results:

- At the end of the session, participants should be able to clearly identify the importance of different types of situations, and to identify and distinguish between underlying causes and indicators, triggers and thresholds. Students should also be aware of the fact that refugee influxes usually build up over a period of time and that it is possible for people in the neighboring country, and especially people on the border, to identify when crises are building by monitoring indicators and patterns as they occur. Participants should also clearly understand that a refugee influx will occur in waves and not generally all at one time.

Points to
Test:

- The differentiation between indicators, triggers and thresholds, and points at which forward planning actions should commence.

UNHCR - 4C
Time: 3 hours

EMERGENCY ASSESSMENT

- Objective:** - To provide participants with guidance on how to determine specific emergency needs of incoming refugees.
- Content:** - Presentations will focus on how to conduct general assessments and more detailed needs and resources assessments, and how to establish and carry out epidemiological surveillance.
- Handouts:** - Selected Sections from RP Manual
- Additional References:**
- Assessment Manual for Refugee Emergencies (RP Manual)
 - Refugee Assessment (DMC text)

INSTRUCTOR'S NOTES

Teaching

Methods: - Lecture*, class exercises

Exercises: - Calculating death rates

A/V Aids: - Refugee Assessment transparencies

Anticipated

Results: - At the end of this session, participants should know how to organize an assessment mission, understand the priority factors that need to be assessed, understand the importance of monitoring death rates, understand how to calculate death rates, know how to utilize the assessment materials distributed, and know at what points different investigations should begin.

Points to

Test: - Calculation of death rates;
- Interpretation and analysis of death rate information;
- Points to begin assessment of food and nutrition problems.

UNHCR - 5P
Time: 1 hour

PROTECTION OF INCOMING REFUGEES

- Objective:** - To give an overview of the most common protection problems likely to be encountered in the first stages of a refugee influx, and to discuss some strategies for dealing with each problem.
- Content:**
- Review of common protection problems;
 - Review of common protection strategies;
 - Roles and responsibilities of Field Officers;
 - Orientation for volags and non-UNHCR relief workers.
- Handouts:**
- Additional References:**
- "Problem Analysis Worksheet #11: Protection" (RP Manual)

LEADER'S GUIDE

Teaching
Methods:

- Group discussion

Exercises:

A/V Aids:

- Film on emergency protection?

Anticipated
Results:

- At the end of this session, participants should clearly understand specific steps that must be taken to guarantee protection for incoming refugees. Among the items that must be brought out in discussions are:
 - . Granting of asylum;
 - . The importance of establishing a presence in areas where protection may be a problem;
 - . Instructions to border guards;
 - . Separating ethnic groups that may be in conflict;
 - . Location of camps a safe distance from the border;
 - . The need to disarm combatants as they cross the border.

UNHCR - 6P
Time: 1 hour

INCOMING REFUGEES: SOCIAL AND PSYCHOLOGICAL PROFILE

Objective: - To give an overview of the psychological status of refugees as they enter the country, their social structure, and their emotional and social needs.

Content:

- Review of what is known about refugees during mass migrations;
- Review of individual psychological needs;
- Review of group social needs;
- Review of ways refugees cope with adversity during flight;
- Review of ways refugees cope with a new environment.

Handouts: - "A Psychological Profile of New Arrivals" (INTERTECT)

**Additional
References:**

LEADER'S GUIDE

Teaching
Methods:

- Skit, Lecture, Participatory class exercises

Exercises:

- Word association exercise: adjectives to describe new arrivals. The purpose of the exercise will be to show how most people think of refugees only in negative terms and how that may color our perceptions of refugees' needs, their ability to cope and their ability to participate in decisions regarding their tenure in the camp.

A/V Aids:

- Flip charts or blackboard.

Anticipated
Results:

- At the end of the session, participants should understand the individual psychological problems that refugees may be facing, the disorganization that may be prevalent in the society, and the need they have for participating in activities that will help them to cope with their situation. Participants should also be aware of the impact that certain types of activities in the emergency setting might have on helping refugees to recover more quickly psychologically, and of activities that can be carried out in the camp to help bond new temporary social structures. This discussion should lay the groundwork for an understanding of refugee assistance as a participatory process.

UNHCR - 8C
Time: 1:30 hours

IMMEDIATE INTERVENTIONS

Objective: - To introduce the participants to the initial actions that need to be taken to gain control of a refugee emergency.

Content: - Presentations will suggest a step-by-step process for gaining control of an emergency. Emphasis will be given to:

- . The proper sequence of interventions;
- . "Packages" or combinations of actions to gain control of an emergency;
- . The importance of water, food, vaccinations and sanitation as the key elements of initial response;
- . The importance of an ORS program;
- . The importance of a supplementary feeding program;
- . The importance of preventative vs. curative health approaches.

Handouts: - "Immediate Interventions" (paper in preparation)

Additional
References:

UNHCR - 7P
Time: 1:30 hours

OVERVIEW OF THE REFUGEE RELIEF SYSTEM

- Objective: - To familiarize participants with the key organizations in the international relief system, their roles and capabilities, and their principal strengths and weaknesses.
- Content: - A series of presentations on each of the following organizations will be made by a participant familiar with the agency:
- . UNHCR (organization in the field)
 - . ICRC
 - . volags
 - . WFP
- The moderator will summarize the strengths and weaknesses of each and add brief information about other key agencies and voluntary organizations.
- Handouts: - Summary sheet of principal IOs, NGOs
- Additional
References: - Disaster Preparedness and the United Nations: Advance Planning for Disaster Relief (Barbara Brown, Pergamon Press, 1979).

LEADER'S GUIDE

Teaching

Methods:

- Individual presentations by designated participants; Summary.

A/V Aids:

- Transparency: The International Relief System
- Transparency: The Relief System in the Field

Anticipated

Results:

- By the end of the session, participants should be able to understand more clearly the roles and capabilities of each of the major international refugee assisting agencies and to identify the areas where problems in emergency assistance to refugees may occur.

INSTRUCTOR'S NOTES

Teaching
Methods:

- Video, lecture.

Exercises:

A/V Aids:

- Video: "Managing Refugee Emergencies: First Steps"

Anticipated
Results

- At the end of this session, participants should have an overview of the immediate steps that should be taken to gain control of an emergency. They should clearly understand that it takes combinations of activities in order to control death rates; and they should understand, generally, the importance of various interventions and the necessity of carrying them out in the proper sequence.

Points to
Test:

- Elements of a "Get Well" program;
- Elements of the "Hygiene Loop";
- Results of contamination in the Hygiene Loop;
- Importance of vaccinations, especially for measles;
- Importance of making early decisions about the amount of food to be procured;
- Importance of establishing and maintaining a cold chain;
- Importance of establishing epidemiological surveillance.

UNHCR - 9C
Time: 2 hours

PROGRAM PLANNING

- Objective:** - To provide a framework for comprehensive planning.
- Content:**
- Developing an Operations Plan
 - EDM (Emergency Decision-Making)
 - EMC (Emergency Management Coordination [Command and Control])
 - Span of Control
 - Line and Staff Roles
- Handouts:**
- Outline for an Operations Plan (F.C. Cuny)
 - Outline for job specifications
 - Operations Planning (DMC Manual)
- Additional References:**
- Use of job specifications;
 - Analysis of an organization chart to determine the proper span of control;
 - Analysis of an organization chart to differentiate between line and staff responsibilities;
 - Importance of developing an operations plan;
 - Importance of establishing clear objectives in an operations plan.

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecture*

Exercises:

A/V Aids:

- Transparency: Gap identification worksheet
- Transparency: Outline for an operations plan
- Transparency: Tables of organization and span of control
- Outline for job specifications

Anticipated
Results:

- At the end of the session, participants should be familiar with the steps in developing an operations plan, recognize the proper sequencing of activities, understand how to plan and organize the staff of an organization, understand the importance of job specifications, understand how to assign responsibilities according to the principle of span-of-control, and understand how to differentiate between line and staff roles.

Points to
Test:

- Use of job specifications;
- Analysis of an organization chart to determine the proper span of control;
- Analysis of an organization chart to differentiate between line and staff responsibilities;
- Importance of developing an operations plan;
- Importance of establishing clear objectives in an operations plan.

UNHCR - 10D
Time: 1:30 hours

LEADERSHIP

Objective: - To familiarize participants with different leadership styles and what constitutes effective leadership in an emergency.

Content: - Introduction to leadership
- Characteristics of an effective leader
- Leadership styles
- How to lead in a high-pressure environment
- Determining the participants' own best leadership qualities.

Handouts: - "Leadership", Chapter from Principles of Management (DMC text).

Additional
References:

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecture, individual exercise and small group exercise

Exercises:

- Individual: "Determining Your Leadership Style"
- Group: Determine the best style for working with local counterparts.

A/V Aids:

Anticipated
Results:

- At the end of the session, participants should have a greater awareness of the role that leadership plays in emergency management. They should be able to define their particular leadership abilities, the strengths they may have as leaders and understand those areas which need to be strengthened in order to provide effective leadership under pressure.

UNHCR - 11P
Time: 1 hour

EMERGENCY ADMINISTRATION

Objective: - To explore HQ and BO roles in supporting an emergency in the field, and to present some techniques for improving administration at the upper levels of the organization.

Content: - Concepts of emergency administration;
- Roles of HQ in an emergency;
- ELOIs and emergency authority.

Handouts:

Additional
References:

LEADER'S GUIDE

Teaching

Methods:

- Lecture and group exercises

Exercises:

- Emergency administration exercise

A/V Aids:

Anticipated

Results:

- Participants should have a greater awareness of the role that supportive administration can have in facilitating emergency response. They should understand more clearly the relationship between the branch office and headquarters and the strains are likely to occur. HCR participants should also be familiar with the emergency letters of instructions (ELOIs) and the parameters of the authority that they delegate during emergencies.

UNHCR - 12D
Time: 1 hour

DECISION-MAKING

- Objective: - To improve participants' skills in making decisions during crisis situations.
- Content: - Introduction to decision-making;
- Emergency Decision Making (EDM);
- Overall strategies for improving decision-making;
- Framework for making decisions.
- Handouts: - "Decision-Making" Chapter, Principles of Management (DMC text).
- Additional
References:

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecturette, group exercises

Exercises:

- Using "decision string" theory, identify and describe, using diagrams, situations or scenarios that require early decisions and the point at which decisions become least worst choices.

A/V Aids:

Anticipated
Results:

- At the end of the session, participants should have a broader understanding of the need to make decisions early in an emergency operation, and should be able to understand the importance of evaluating decisions in terms of cause-and-effect relationships. The class exercises should give participants a greater understanding of the specific scenarios relating to different situations and the points at which decisions must be made in order to derive the most value.

UNHCR - 13D
Time: 3 hours

NEGOTIATION

Objective: - To improve participants' skills in negotiation.

Content: - DMC negotiation course

Handouts:

Additional
References:

UNHCR - 13D

INSTRUCTOR'S NOTES

Teaching
Methods: - Lecturette, individual exercises

Exercises:

A/V Aids:

Anticipated
Results:

UNHCR - 14C
Time: 1 hour

COMMUNICATIONS

- Objective: - To introduce the participants to communication networks and procedures.
- Content: - Overview of communications;
- The role of communications in emergency coordination;
- Overview of electronic communications;
- Introduction to communications nets;
- Methods of effective communicating.
- Handouts: - Communications in emergencies
- Additional
References: - Communications chapter from Relief Operations Guidebook (INTERTECT).

INSTRUCTOR'S NOTES

Teaching

Methods: - Lecture, class exercise

Exercise: - Planning a comnet

A/V Aids:

Anticipated

Results: - At the end of the session, participants should be familiar with how to set up a communications network, the importance of establishing communications discipline, limitations of electronic communications, and generally how to be more effective in communicating using voice and teleprinter communications.

Points to

Test: - Allocation of radios;
- Effective communications procedures;
- Limitations of single-side band radios.

UNHCR - 15C
Time: 3 hours

HEALTH PROGRAMS

Objective: - To familiarize the participants with overall health needs of refugees, to establish health priorities, and to present an overview of the programs normally used to respond to disease and health problems.

Content:

Handouts:

Additional
References:

INSTRUCTOR'S NOTES

Teaching

Methods:

- Lectures*, individual exercises, group discussion

Exercises:

- Analysis of health charts,
- Analysis of vaccination records
- Analysis of death rates
- Analysis of morbidity data.

A/V Aids:

Anticipated

Results:

- Participants should understand the importance of key health interventions, including:
 - . The importance of ORS,
 - . The key elements of a health program.
- Participants should be able to quickly scan medical records to determine:
 - . If a proper surveillance system is functioning;
 - . If health records are being maintained;
 - . If there is any attempt to conduct an outreach program;
 - . If there is a proper balance between preventative and curative health approaches;
 - . If there is a balanced program to lower death rates.

Points to

Test:

- Recognition of preventive health interventions as the most effective response;
- The importance of surveillance;
- The importance of controlling the death rate;
- How to evaluate the relative importance of various diseases;
- How to evaluate health records;
- How to evaluate immunization records.

UNHCR - 16C
Time: 3 hours

FOOD AND NUTRITION

- Objective: - To familiarize the participants with overall nutritional and food needs of refugees, to identify the groups most at risk from nutritional deficiencies, to establish food and nutrition priorities, and to present an overview of the programs normally used to respond to nutritional deficiencies.
- Content: - Introduction to nutrition;
- Identification of common nutrition problems;
- Identification of groups at risk (vulnerables);
- Review of common food programs and strategies:
 . Food Basket
 . Supplemental Feeding Programs
 . Intensive (Therapeutic) Feeding Programs
- Review of common problems in feeding programs.
- Handouts: - Practical Guide to Selective Feeding (OXFAM)
- Additional
References: - Supplemental Feeding Programs for Refugees (DMC text)

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lectures

Exercises:

- Analysis of nutritional data from a supplementary feeding center;
- Analysis of disease rates relating to nutritional deficiencies.

A/V Aids:

- Various transparencies.

Anticipated
Results:

By the end of the session, participants should be able to evaluate a food basket, understand the importance of a balanced diet, understand the importance of rotating diets, understand the importance of supplementing diets with fresh vegetables, understand the nutritional causes of certain diseases or physical impairments (especially vitamin A and B deficiencies), understand why children under 5 are especially vulnerable, understand the importance of supplementary feeding programs and of closely monitoring children during supplementary feeding. Participants should also understand how to evaluate problems in the food pipeline and reasons why people sell food.

Points to
Test:

- Evaluation of a food basket;
- Identification of common nutritional disorders;
- Identification of the vulnerable groups;
- Description of why children are at risk;
- Components of a supplementary feeding program;
- Identification of a food pipeline problem;
- Reasons for selling food.

UNHCR - 17C
Time: 2 hours

LOGISTICS

- Objective: - To familiarize participants with refugee logistics.
- Content: - Introduction to logistics and logistics monitoring;
- Conceptualizing logistics;
- Identification of common problem areas;
- Introduction to assessment and monitoring techniques;
- Review of logistics controls;
- Warehouse management;
- Transport and vehicle selection;
- Commodity distribution.
- Handouts: - "Introduction to Logistics" (F.C. Cuny)
- Logistics system diagram
- Additional
References: - Case Study on Logistics in Somalia (Reprint from Disasters)
- Emergency Logistics, by ILO
- Guidelines for Operating a Vehicle Maintenance Facility (RDI)
- Volume V: Relief Operations Guidebook (INTERTECT)

INSTRUCTOR'S NOTES

Teaching

Methods: - Lecture, with slides

Exercises:

A/V Aids: - System Transparency
- Flip Charts
- Video: Emergency Logistics
- Transport Slide Series (INTERTECT)
- Slide series: Commodity Distribution (RDI)

Anticipated
Results:

- At the end of this presentation, the participant should be able to:
- Understand basic logistics concepts;
- Understand warehousing procedures, controls, and planning and allocation of space within a warehouse;
- Select vehicles appropriate to the logistics mission and the terrain;
- More effectively plan and monitor commodity distribution in various emergency settings;
- Diagram a logistics system, identify the key areas where problems are likely to occur, and understand how to initiate a logistics analysis.

Points to
Test:

- Importance of local procurement;
- Stages of a logistics operation;
- Identification of the controlling authority;
- Importance of waybills;
- Identification of problem areas in a logistics system;
- Importance of the traffic director;
- Limits of insurance;
- Importance of registration in third stage logistics.

UNHCR - 18P
Time: 1 hour
(Supplements 17C,
Logistics)

EMERGENCY PROCUREMENT

- Objective: - To help participants be more effective in procurement and in dealing with suppliers.
- Content: - Overview of procurement procedures;
- Review of common procurement problems at the:
. international level,
. local level;
- Procurement tactics at the local level.
- Handouts: - "Procurement Guidelines for UNHCR" (in preparation)
- UNHCR Guide to In-Kind Contributions in Refugee Emergencies
- Additional
References: - UNHCR policy manual on procurement

LEADER'S GUIDE

Teaching

Methods: - Lecturette, group discussion

Exercises:

A/V Aids:

Anticipated

Results: - At the end of the session, participants should be familiar with UNHCR procurement procedures for emergencies and with specific tactics that may be employed when procuring large quantities of food and other supplies locally.

UNHCR - 19C
Time: 2 hours

REFUGEE CAMP PLANNING

- Objective:** - To familiarize participants with techniques for planning refugee settlements and their related systems.
- Content:**
- Presentations will focus on the importance of good physical planning, techniques for planning, methods for estimating space requirements, and simplified standard approaches for camp layouts.
 - Emphasis will be given to:
 - . Site selection considerations
 - . Integration of sanitation into the camp plan
 - . Construction of critical facilities
 - . Lessons learned
- Handouts:**
- Refugee Camp Planning Handout
 - The Camp Requirements Estimator
- Additional References:**
- Refugee Camp Planning (DMC text)
 - Refugee Camps and Camp Planning: The State of the Art (F.C. Cuny)
 - Basic Questions and Answers for the Camp Planner (F.C. Cuny)

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecture

Exercise:

A/V Aids:

- Camp Planning Slide Series (from Sudan)
- Camp Planning Slide Series (from UW Text)
- Camp Planning Transparencies
- Camp Planning Video

Anticipated
Results:

- At the end of the session, participants should understand the importance of planning refugee camps in order to provide protection and a safe and healthy environment for the residents. A general awareness of the considerations for site selection, some simplified camp planning techniques, and the importance of the integration of water and sanitation in the overall camp plan should be clearly understood. Participants should understand some basic ways of helping people to adapt to the camp environment and use a physical plan to encourage a greater degree of bonding and social integration in the social structure of the camp.

Points to
Test:

- Principal site selection requirements;
- Space requirements;
- Physical arrangement of the site (community units, etc.);
- The importance of keeping village or social structures intact;
- Planning around a sanitation plan;
- Determining the number of supplementary feeding centers per camp.

HANDOUT: CAMP REQUIREMENTS ESTIMATOR

Estimating Space Requirements:

Total area = number of refugees multiplied by 40 sq. meters per person. (WHO recommends 30 sq. meters per person plus the necessary land for open space, agriculture etc.-- see page 59 UNHCR handbook).

Area required for 20-25,000 refugees is approximately 1 square km.

Open space, roads, firebreaks, etc. = 20% of surface area.

Administrative space (Offices, warehousing, medical buildings, feeding centers, etc.) = 10% of total surface area.

Shelter: UNHCR standard for shelters = 3.5 square meters per person

Latrines:

Water: Water points (taps)

Amount: 15-20 liters of water per person per day

UNHCR - 20P
Time: 1 hour

SOCIOLOGY OF REFUGEE CAMPS

- Objective: - To give an overview of the psychological status of refugees in refugee camps, to review how new social structures may evolve, and to review emotional and social needs attributed to living in a refugee camp.
- Content: - Review of what is known about refugees living in refugee camps;
- Review of individual psychological needs;
- Review of group social needs;
- Review of ways refugees cope with adversity in camp settings;
- Review of ways refugees cope with their physical environment.
- Handouts:
- Additional
References: - Sustaining Afghan Refugees in Pakistan and Survival Strategies for and by Camp Refugees (Hanne Christensen, UNRISD).

LEADER'S GUIDE

Teaching
Methods:

- Skit, Lecture, Participatory class exercises

Exercises:

- Review photos or slides of refugees and describe the images they evoke;
- List the social needs of refugees and rank according to priority of need.

A/V Aids:

- Slides of refugees (slides should show refugees in various situations, some active, carrying out self-help activities; some working on camp maintenance/operations; some at play; others gathering firewood; others getting water; others in hospitals; others at feeding centers. If possible, all should be from the same camp or refugee situation and photos should be taken at approximately the same time.)

Anticipated
Results:

- At the end of this session, participants should have a broader understanding of the ways that refugees cope with their environment, the social phases that a camp will go through, and the fact that not all refugees will be helpless and starving. Participants should also be familiar with problems relating to selection and rotation of leaders, the importance of protection, and the role that markets and other income-generating activities may have in people's adaptation to their situation.

UNHCR - 21P
Time: 1 hour

PROTECTION IN REFUGEE CAMPS

Objective: - To familiarize participants with common protection problems occurring in refugee camps and the methods for dealing with them.

Content: - Review of common protection problems;
- Review of protection strategies;
- Discussion of specific problems in the experience of the participants.

Handouts:

Additional

References: - "Further Problem Analysis: Protection and Security" (RP Manual)

LEADER'S GUIDE

Teaching
Methods:

- Lecturette, group discussion

Exercises:

A/V Aids:

Anticipated
Results:

- At the end of this session, participants should have a clear understanding of ways to protect refugees in refugee camp settings. They should be able to recognize indicators of particular problems and understand the actions that need to be taken to protect refugees under each special circumstance.

UNHCR - 22C
Time: 3 hours

WATER AND SANITATION (THE HYGIENE LOOP)

Objective: - To introduce participants to the importance of providing adequate supplies of clean water and good sanitation, and methods for carrying out a balanced water, sanitation and hygiene program.

Content: - Introduction to the hygiene loop concept;
- Introduction to water requirements;
- Introduction to water supply strategies;
- Review of commonly-used water supply systems;
- Introduction to sanitation requirements;
- Introduction to sanitation strategies;
- Review of commonly-used sanitation systems;
- Review of importance of integrating sanitation into overall camp planning;
- Advantages of the VIP latrine.

Handouts: - Diagram of the hygiene loop

Additional
References: - Water and Sanitation (DMC text)

INSTRUCTOR'S NOTES

Teaching

Methods:

- Lectures, class exercises

Exercises:

A/V Aids:

- Water and sanitation transparencies

Anticipated

Results:

- At the end of this session, participants should clearly understand the interrelationship of the various elements of the hygiene loop, the minimum requirements for water, how to evaluate water quality and quantity, the reasons for water standards, the need to integrate latrines into the camp plan, the importance of individual versus communal latrines, and basic siting considerations. In addition, participants should understand the most commonly-used water supply and sanitation systems and their relative value and workability. The advantages of the VIP latrine should also be clear.

Points to

Test:

- Understanding of the hygiene loop;
- Selection of a water supply system;
- Selection of a latrine system;
- Identification of the most effective water treatment methods;
- Understanding of the reason for minimal water standards;
- Understanding of the need to integrate latrines into the overall camp plan;
- Understanding of basic siting considerations;
- Advantages of the VIP latrine.

UNHCR - 23P
Time: 1 hour

PRACTICAL PROBLEMS IN WATER AND SANITATION

- Objective: - To give participants a chance to discuss their own experiences with water and sanitation; to explore practical problems and some means for overcoming them.
- Content: - Open discussion on participants' previous experiences with emphasis on overcoming misconceptions about water and sanitation priorities. Problems of providing sanitation in differing cultural settings will be emphasized.
- Handouts: - Guide to analysis of water and sanitation problems (from RP manual)

Additional
References:

LEADER'S GUIDE

Teaching

Methods:

- Group exercises and review with moderator.

Exercises:

- A review of slides that depict specific water, sanitation and hygiene problems followed by group work to suggest ways of eliminating the problems.

A/V Aids:

- Slides showing water and sanitation problems.

Anticipated

Results:

- During the exercise, students should use the assessment guidelines they have been issued to determine practical approaches to resolving water and sanitation problems. As a result of the exercises, participants should have a clear understanding of specific interventions for specific problems.

REFUGEE CAMP ADMINISTRATION

- Objective: - To give participants a clearer understanding of refugee camp administration and management, the roles of camp administrators, non-government agencies, and the UN system in providing high-quality assistance to refugees in camps and settlements.
- Content: - Presentations will focus on the specific roles of each individual or agency in camp management. Specific attention will be given to:
- . The role of the camp administrator;
 - . Techniques for in-camp needs assessment and monitoring;
 - . Registration of refugees;
 - . Meeting the needs of vulnerable groups;
 - . Management of food supplies and food distribution systems;
 - . Nutrition programs;
 - . Water, sanitation and hygiene (The Hygiene Loop);
 - . Disease control measures;
 - . Refugee participation, coping mechanisms, and social aspects and concerns of camp management.
- Handouts: - Camp Administration (F.C. Cuny)
- Additional
References: - Camp Management (DMC text)

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecture

Exercises:

A/V Aids:

- Camp Management Transparencies

Anticipated
Results:

- Each participant should be able to clearly understand:
 - . The roles of key organizations and individuals in the management of refugee settlements during emergencies;
 - . How to assess and monitor camp needs and services;
 - . How and when to use various registration systems;
 - . When and how to establish programs to meet the needs of vulnerable groups;
 - . How to establish, manage and monitor food programs;
 - . When and how to set up special nutrition programs;
 - . The importance of sanitation programs and how to establish and maintain a sanitation program in a camp environment;
 - . The workings of various health interventions and their applicability and limitations in different situations;
 - . The necessity for refugee participation and appropriate mechanisms for refugee involvement.

Points to
Test:

- Direct responsibilities of camp administrators;
- Indirect responsibilities of camp administrators;
- Importance of registration.

UNHCR - 25P
Time: 1:30 hours

REFUGEE PARTICIPATION

- Objective: - To review methods of involving refugees in meaningful participation in all phases of an emergency operation.
- Content: - Review of obstacles to refugee participation;
- Review of the importance of refugee participation;
- Discussion of ways to overcome the obstacles.
- Discussion of the limits to refugee participation.
- Handouts: - Refugee Participation (F.C. Cuny)
- Additional
References: - Establishing a Social Work Program in a Refugee Camp (SCF, Thailand)
- Income-Generating Activities for Refugees in the Sudan (UNHCR/ILO)

LEADER'S GUIDE

Teaching

Methods: - Lecturette, group discussion

Exercises: - Develop a plan for involving refugees in the decision-making process of a refugee camp.

A/V Aids:

Anticipated

Results: - At the end of this session, participants should clearly understand the need for refugee participation, the obstacles to participation, and how to determine if refugees are meaningfully involved in decision-making in the refugee camps. Participants should also understand the limits to participation and how to identify areas where participation should be restricted.

Points to

Test:

UNHCR - 26C
Time: 1:30 hours

FIELD MANAGEMENT ISSUES

Objective: - To familiarize participants with areas where management and coordination problems are likely to occur in field operations, and places where emergency services to refugees are typically weak or non-existent.

Content: - Coordination and management roles:

- . Typical assignments of management roles and responsibilities;
- . Typical problems of coordination.

- Field operations:

- . Typical assignments of roles and responsibilities at the field level;
- . Identification of problem areas;
- . Identification of service gaps;
- . Typical problem areas.

Handouts: - Gap Identification Worksheet

Additional
References:

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecture, class exercise

Exercise:

A/V Aids:

- Gap ID Transparencies

Anticipated
Results:

- By the end of the session, participants should be familiar with some of the principal management problems occurring at the branch office level in an emergency operation and some ways that these problems can be reduced.

Points to
Test:

- Identification of specific problems;
- Selection of approaches to overcome the problems;
- Staff organization.

UNHCR - 27C

Time: 1:30 hours

ASSISTANCE FOR SELF-SETTLED AND DISPERSED REFUGEES

Objective: - To familiarize participants with approaches for providing emergency assistance to self-settled refugees (living outside camps). Attention will be focused on refugees living in rural villages and those concentrated in urban squatter settlements.

Content: - Review of characteristics of self-settled refugees;
- Review of reasons why self-settled refugees live outside of camps;
- Review of the types of problems they might encounter (protection and assistance);
- Review of the types of emergencies they might face;
- Exercises to develop approaches for assisting self-settled and dispersed refugees.

Handouts:

Additional
References:

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecture, group exercises

Exercises:

- Following the review, participants will divide into groups to develop lists of assistance needs and to describe how they differ from the needs of people living in camps. Then the groups will explore ways that these needs can be assessed. Finally, the groups will develop specific programs for meeting the needs.

A/V Aids:

Anticipated
Results:

- At the end of this session, participants should be familiar with the differences between assisting self-settled refugees and refugees in camps. They should be familiar with different program assistance models, the types of emergencies that the refugees might encounter, and protection problems that may have to be addressed.

Points to
Test:

- Selection of appropriate assistance models for refugees living in rural areas;
- Selection of appropriate assistance strategies for refugees living in urban areas;
- Identification of protection problems specific to self-settled refugees.

UNHCR - 28C
Time: 1:30 hours

VILLAGE FEEDING PROGRAMS

- Objective: - To familiarize participants with commonly-used methods for distributing food to refugees living in villages. Emphasis will be given to feeding program models for use in areas where food shortages exist.
- Content: - Overview of strategies
- Review of planning assumptions
- Direct food distribution systems
- General village distribution system:
 . Advantages and disadvantages
 . Requirements
- Nutrition-based distribution system:
 . Advantages and disadvantages
 . Requirements
- Indirect food distribution systems:
 . Food-for-Work
 . Cash-for-Work
 . Coupon/stores
- Common problems and how to overcome them.
- Handouts: - Discussion Paper: "Food Distribution Strategies During Droughts and Famines" (INTERTECT)
- Additional References: - Publications on how to organize village feeding programs, food-for-work programs, etc.

INSTRUCTOR'S NOTES

Teaching

Methods: - Lecture (or video lecture)

Exercises:

A/V Aids: - Video: Village Feeding Programs (DMC)

Anticipated

Results: - At the end of the session, participants should be familiar with the different types of direct and indirect food distribution systems, the general planning assumptions for selecting a food distribution system, and the relative merits of general village distribution systems versus nutritionbased food distribution systems and when it is appropriate to use each one.

Points to

Test: - Selection of appropriate distribution system for food deficient areas;
- Selection of an indirect food distribution system for a particular situation;
- Identification of common problems and remedial actions.

UNHCR - 29P
Time: 1 hour

PROTECTION OF SELF-SETTLED REFUGEES

Objective: - To familiarize participants with requirements and methods for providing protection to self-settled refugees. Emphasis will be given to means of protecting refugees living in hostile environments and to situations where refugees are reluctant to register.

Content: - Overview of protection issues;
- Review of registration difficulties;
- Presentation of strategies for providing protection;
- Group exercises.

Handouts: - Description of the registration system used for displaced persons in El Salvador.

Additional
References:

LEADER'S GUIDE

Teaching

Methods:

- Lecturette, group discussions and exercises

Exercises:

- Explore alternative means of registering or providing defacto registration for self-settled refugees;
- Explore alternative ways to provide protection in areas where UNHCR cannot maintain a full-time presence.

A/V Aids:

Anticipated

Results:

- By the end of this session, participants should be aware of specific strategies for providing protection to self-settled refugees. Specifically, they should be aware of alternative strategies for assisting refugees who are not registered and be familiar with some options for providing indirect registration.

UNHCR - 30C
Time: 2 hours

PROGRAM TRANSITION

- Objective: - To familiarize participants with methods for shifting the assistance program from an emergency footing to more routine, long-term care and maintenance.
- Content: - Overview of the transition from emergency to routine operations;
- Review of differences in approaches to providing assistance;
- Issues in program transition;
- Changes in protection needs;
- Preparing for durable solutions;
- Increasing refugee participation and management of programs in camps.
- Handouts: - Program transition (adapted from UNICEF Chapter 7)

Additional
References:

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecture, class exercise

Exercises:

- Identify the protection problems that are likely to arise as a program shifts to longer-term assistance.
- Identify changes that should occur in the assistance programs, i.e., what are our objectives?

A/V Aids:

Anticipated
Results:

- By the end of this session, participants should be able to recognize the signs of change from an emergency into the longer-term care and maintenance phase. They should be familiar with the changes that will be necessary in the program and should be aware of how changes in protection and security may be affected by program transition. Participants should also be aware that decisions relating to assistance may affect the refugees' perceptions of the viability of various options regarding durable solutions.

Points to
Test:

- Recognition of changing protection problems;
- Modification of feeding programs;
- Modification of the level of activity by expatriate or service agencies;
- Recognition of changes to administrative organizational structures.

UNHCR - 31C
Time: 1:30 hours

VOLUNTARY REPATRIATION

- Objective: - To familiarize participants with the results of recent studies on voluntary repatriation and some of the operational issues that could arise during an ongoing relief operation.
- Content: - Brief (15 minutes) introduction to repatriation concepts:
 - . Overview of the history and experience of voluntary repatriation;
 - . Operational issues;
 - . Current issues;
 - . International legal issues;
 - . Pressures to expect;
 - . Protection in areas where no formal agreement exists.
- Handouts: - Discussion Papers: "Spontaneous Voluntary Repatriation: Unrecognized Opportunities" (Cuny)
- Additional References: - "Voluntary Repatriation" (Goodwin-Gill)
- "Prospects for and Promotion of Voluntary Repatriation" (Stein)
- "Refugee Repatriation" (Crisp)

INSTRUCTOR'S NOTES

Teaching
Methods:

- Lecturette, group discussions, debate

Exercises:

- Suggested topics:
 - . Should refugees be encouraged or allowed/assisted to repatriate if (1) warfare is still occurring; (2) the people wish to repatriate to rebel-held territories; (3) no formal agreement can be made between countries of origin and asylum?
 - . How can returnees be protected in Spon/Rep situations?
 - . What is UNHCR's role in Spon/Rep and how much, if any, assistance should be given?
 - . What measures can/should be taken now to anticipate voluntary or spontaneous repatriations?

A/V Aids:

- None

Anticipated
Results:

- Participants should understand more clearly the complexities of voluntary and spontaneous repatriation, and how operational decisions can affect repatriation options.

Points to
Test:

- The conditions under which UNHCR can assist voluntary repatriation;
- Indirect strategies for assisting and protecting spontaneous repatriants.