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Preface

The ILO InFocus Programme on Crisis Response and Reconstruction (IFP/CRISIS) has prepared this Crisis Response Trainer’s Guide to help design and facilitate training courses and presentations on ILO crisis response and prevention, with an emphasis on the centrality of employment and decent work.

Crisis response is not “Business as usual” because of the complexity of the crisis context and the problems to be tackled. Crises produce devastating effects on societies, taking the heaviest toll on those who can least afford them: developing countries, and vulnerable groups within them. Hurricanes, floods, wars, severe economic recessions cause enormous losses of human lives and disabilities, destroy vital production assets, natural and human resources, commercial networks, socio-economic infrastructures, and disperse families and communities. They are appallingly numerous and affect masses of people, particularly those already disadvantaged such as refugees, the elderly, disabled persons, youth, children and women. The magnitude, pervasiveness, international repercussions and alarming upward trend of such human tragedies cannot be ignored by any country or agency concerned with development.

Special approaches, tools and skills are therefore required. Working in such an environment therefore demands learning.

IFP/CRISIS is concerned about this issue because it was set up (in 1999) to develop an ILO coherent and rapid response to four types of crisis – natural disasters, disarmed conflicts, financial and economic downturns and difficult socio-political transitions – with an emphasis on areas in which ILO has comparative advantage. In particular, employment and decent work constitute a strong rope that can pull individuals and societies out of crises and put them on sustainable recovery and development paths.

Building crisis response and prevention capacity among ILO staff, constituents and other national and international players tackling these issues is at the core of IFP/CRISIS strategy. As the incidence and gravity of crises will not abate in the near future, and will have wider and wider repercussions, many actors need to consider them seriously in their work; mainstreaming efforts for their prevention, for preparedness, for tackling their adverse effects, and for their
resolution. IFP/CRISIS pursues this through two main avenues: training activities, and development and dissemination of crisis-response guidance tools.

This training package, based upon insights gathered from several training sessions undertaken by IFP/CRISIS, guides instructors through detailed session notes providing, for any given topic, the main ideas to be covered and how to present them for maximum impact, topics for discussion and examples of useful exercises, along with suggestions on session organisation, on time schedules for each training step, and concrete tips on how to stimulate participants’ attention and participation. The training approach used is highly participatory and interactive, involving participants in discussions, applying concepts, analysing situations, solving problems, individually or in groups. It is designed for maximum flexibility, in structure, content, delivery style and pace, for adaptation to very diverse contexts and audiences.

This is one of a series of guides IFP/CRISIS has been producing to provide orientation to crisis scholars and practitioners on core aspects and technical areas of crisis response. Other guides focus on “Generic crisis response modules”, “Rapid Needs Assessment”, “The role of cooperatives and other self-help organizations in crisis resolution and socio-economic recovery”, “Local economic development in post-crisis situations”, “Guidelines for establishing emergency public employment services”, “Guidelines for employment and skills training in conflict-affected countries”, “Gender guidelines for employment and skills training in conflict-affected countries” and “Training and employment options for ex-combatants”.

We are grateful to InterWorks, an international training and consulting group specialising in international disaster management training and consulting (www.interworksmadison.com), for preparing drafts of this guide; to ILO staff and representatives of ILO constituents who participated in the training workshops so far organized, for their valuable contributions to the preparation efforts; and to the IFP/CRISIS former and current team members, especially Janine Rodgers and Loretta de Luca, for their inputs.

Eugenia Date-Bah
Director,
InFocus Programme on
Crisis Response and Reconstruction
15.1.2003
ILO
Cover Page Photo Credits

1. Refugees in Kosovo: ILO
2. Campaign in Argentina: Alberto Raggio, Agencia Betha Periodistica
3. Worker in Cambodia: ILO
Purpose of the Trainer’s Guide

The trainer’s guide is your reference for designing and facilitating training courses and presentations on ILO crisis response and/or on the centrality of employment and decent work in crisis response. It provides a series of “Trainer Notes” consisting of session guidelines, instructions and resources to assist the course facilitator or trainer to make brief presentations, stimulate and facilitate analysis and discussion, and design and manage group work.

The trainer’s guide and the session trainer notes are designed for maximum flexibility since no two training situations will ever be the same. Although the trainer may choose to follow the proposed session structure exactly, each trainer is encouraged to use his/her creativity and resourcefulness to improvise and adapt each session to his/her specific situation and needs. This trainer’s guide is intended for:

- Trainers and course managers responsible for managing and designing training courses or presentations on ILO crisis response and/or on the centrality of employment and decent work in crisis response
- IFP/CRISIS staff and focal points responsible for providing training, orientation, presentations or advocacy to consultants, constituents and other partners
- ILO constituents and partners who design capacity building and awareness raising initiatives to advocate for the centrality of employment and decent work in crisis response
Training Approach

Interactive/Participatory Training

This training package advocates a participatory and interactive approach where participants are involved in discussing issues, solving problems, analysing situations and applying concepts. Participants are not required to memorize facts, but rather are challenged to think critically, use and develop planning skills, solve problems creatively and identify ways to apply their learning outside of the classroom. This approach assumes that participants bring expertise, experience and insights that can enhance the quality of a session. It also assumes that participants will learn better and be more interested in the training if they are given opportunities to participate actively through practical exercises, small group work and group discussions.

The training method advocated in the trainer notes represents an important shift in the teaching / learning relationship. This approach suggests a departure from the teacher-centred role, to a more learner-centred or more balanced approach, that recognizes that both trainers and participants bring useful knowledge, skills and expertise to the workshop.

Trainer and Participant Roles

Workshop facilitation is a demanding process. The trainer is called upon to play a range of roles. There are moments when s/he performs the role of teacher, offering or explaining information. At other times s/he acts as a guide, assisting participants through a task or exercise; at other times s/he is timekeeper and taskmaster; at other times s/he must provide leadership to advise the groups on group process and effectiveness. Sometimes the trainer must act as negotiator and mediator between different participant demands, viewpoints and needs. Participants also play different roles: that of student; resource person; experienced professional; group leader; recorder; group reporter; etc. The workshop training approach makes a lot of demands on the participants, and asks that they take responsibility for their own learning.
Trainer Notes: Icon Descriptions

Session Objectives
The objectives and specific themes covered in each session are listed under this icon.

Session Strategy
This is an outline of the suggested presentations, activities and timing for this theme.

Session Notes
Complete trainer notes, presentation description, talking points and instructions for conducting the session and managing groupwork activities.

Key Messages
Key messages are concepts or learning points that should be conveyed during this session. They also provide the hurried trainer a quick reference to the key messages to include in a presentation or discussion on the session theme.

Additional References
These consist of additional reading and website references for more in-depth review, understanding and examples of the key session themes and messages.

Session Support Materials
If the session notes direct the trainer to distribute to participants any handouts, case studies or instructions, this icon denotes where they can be found.

Overhead Transparencies
These are reproductions of the overhead transparencies prepared for the session and available on the CD-ROM version of the Trainer’s Guide.
## Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP</td>
<td>Consolidated Appeals Process</td>
</tr>
<tr>
<td>CCA</td>
<td>Common Country Assessment</td>
</tr>
<tr>
<td>DCFP</td>
<td>Designated Crisis Focal Point</td>
</tr>
<tr>
<td>DPA</td>
<td>UN Department of Political Affairs</td>
</tr>
<tr>
<td>DPST</td>
<td>Difficult Political and Social Transitions</td>
</tr>
<tr>
<td>DW</td>
<td>Decent Work</td>
</tr>
<tr>
<td>ECLAC</td>
<td>Economic Commission for Latin America and the Caribbean</td>
</tr>
<tr>
<td>FED</td>
<td>Financial and Economic Downturns</td>
</tr>
<tr>
<td>IDB</td>
<td>International Development Bank</td>
</tr>
<tr>
<td>IFP/CISIS</td>
<td>ILO InFocus Programme on Crisis Response and Reconstruction</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>LEDAs</td>
<td>Local Economic Development Agencies</td>
</tr>
<tr>
<td>LEEDs</td>
<td>Local Employment and Economic Development Networks</td>
</tr>
<tr>
<td>MDT</td>
<td>ILO Multi-Disciplinary Team</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>OCHA</td>
<td>UN Office for the Coordination of Humanitarian Affairs</td>
</tr>
<tr>
<td>POP</td>
<td>People Oriented Planning Approach</td>
</tr>
<tr>
<td>RNA</td>
<td>Rapid Needs Assessment</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNDAF</td>
<td>United Nations Development Assistance Framework</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children Fund</td>
</tr>
<tr>
<td>WFP</td>
<td>World Food Programme</td>
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<tr>
<td>WHO</td>
<td>World Health Organization</td>
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Session Objectives

General Objective

Introduce the ILO InFocus Programme on Crisis Response and Reconstruction (IFP/CRISIS), including: history, background, basic structure, scope of activities, and programme objectives. This session sets the stage for later discussions on IFP/CRISIS organizational, operational and coordination issues.

Specific Themes

More specifically, this session addresses the following themes:

- The key elements and objectives of the IFP/CRISIS strategy
- Mechanisms and means for IFP/CRISIS action
- Key expected activities and outputs
- Criteria for ILO involvement in crisis situations
- Basic structures of the IFP/CRISIS Network
- Some examples of ILO and IFP/CRISIS involvement in crisis situations around the world
Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Explain general purpose and procedures for this session.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Presentation</td>
<td>Present key points related to the history, background, purpose, goals, structure and strategy of IFP/CRISIS.</td>
<td>40 minutes w/ Q and A</td>
</tr>
<tr>
<td>Wrap-up</td>
<td>Summarize key points presented and discussed in this session.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**Trainer Tips**

This session may generate more questions than can be addressed during the allotted time. Many of the questions and issues will be answered in subsequent sessions. Some, however, will be important, yet unanticipated by the training team. If time runs out, you can deal with unanswered questions by asking participants to post them on a “Hot Issues” board. This should be a board, or flip-chart on which issues and questions written on cards are posted for later consideration and discussion. Each night, the training team, looks at this board and decides where and when it is most appropriate to address those issues and questions.
Opening

Estimated Time: 10 minutes

Objective

Explain the general objective and procedures for this session.

Procedures and Talking Points

A. Present the general objectives as well as the general session strategy. Tell participants that before you begin your presentation, you want to learn what they know about “IFP/CRISIS”.

B. Ask the following questions (or others similar to them. This will engage the participants in what you have to say, and will validate the knowledge that some already have):

   Q1. In what year was IFP/CRISIS established?  
       (Answer: October, 1999)

   Q2. Why was it established? To serve what purpose?  
       In response to what organizational need?  
       (Answer: to build up ILO’s crisis preparedness and capacity to respond in times of crisis)

   Q3. What are the types of crises to be attended by this programme? (Answer: Natural Disasters, Armed Conflicts, Financial Downturns, and Social/Political Transitions)

   Q4. How many of you have been involved in IFP/CRISIS activities? (Answer: Ask for show of hands)

C. Remark on their level of knowledge and familiarity with IFP/CRISIS. Explain that in this session you are simply providing an introduction to the programme so that all participants begin with the same basic knowledge about the programme. (You should allow plenty of time for questions, as well as be prepared to capture their questions on flip-chart paper or note-cards, so that you can come back to them throughout the course of the workshop)

D. Introduce the presentation that follows.
Presentation:
IFP/CRISIS, An Introduction

Estimated Time: 40 minutes

Preparation and Materials

- Overhead transparencies for this presentation
- Flip-charts and markers

Objective

To present key points related to the history, background, purpose, goals, structure, activities and experience of IFP/CRISIS.

Procedures and Talking Points

A. Introduce your presentation. Allow plenty of time for questions and comments from the participants. Decide whether you want to take questions at the end of your presentation, or during your presentation. Communicate this preference to participants.

B. Use the overhead transparencies to make this presentation.

C. Ask if there are any questions.

D. If questions remain at the end of this session, ask participants to write their questions on a flip-chart earmarked for this purpose, or on notecards that you distribute and collect. Compile their questions and decide when and where you can address them during the remainder of the workshop. Remember to address these questions at a later time.
Wrap-Up

Estimated Time: 10 minutes

Objective

Provide closure to the session and reinforce the key points discussed or presented; then link this session with the sessions or themes that follow.

Procedures and Talking Points

A. Summarize key points raised.
B. If there are unanswered questions, ask that participants write them on the “Hot Issues” board.
C. Introduce the next session or activity.
Key Messages

I. Not all participants will have a clear or similar understanding of the purpose, mandate and programme strategy of ILO’s InFocus Programme on Crisis Response and Reconstruction. Therefore, this session helps bring all participants to a common basic level of understanding about this programme.

II. IFP/CRISIS was created because the ILO has a critical role to play in promoting decent work in crisis prevention, response and reconstruction. This programme aims to address the employment-related social and economic challenges of armed conflicts, natural disasters, abrupt financial and economic downturns, and social or political transitions. It seeks to promote socio-economic reintegration of crisis-affected groups and to strengthen ILO’s capacity to respond in a timely, comprehensive and effective manner to different types of crisis situations. IFP/CRISIS was established, because the traditional ILO structure is not set-up to respond quickly to crises, nor to promote cross-technical and cross-sectoral approaches to crisis response. Crisis situations require new analytical and technical competencies to deal with the special challenges and impacts resulting from them. IFP/CRISIS’ mandate is to develop and provide those competencies.

III. See the overhead transparencies prepared for this session.
Additional References

1. ILO: *Tackling the Employment Challenges of Crisis* (Geneva, 2001). This document describes IFP/CRISIS objectives, structure, strategies, and key activities.

2. IFP/CRISIS Web page at:
Overhead Transparencies

1. In Focus Programme on Crisis Response and Reconstruction

2. ILO’s Response

3. Key Elements of the Strategy

   Development of intervention packages, including:
   - employment-intensive reconstruction
   - local economic development
   - promotion of social dialogue
   - social safety nets

4. Key Elements of the Strategy

   An implementation strategy, involving such activities as:
   - early warning systems
   - crisis preparedness
   - emergency assistance
   - rehabilitation and development interventions

5. Objectives

   Rapid Response Capacity:
   To develop a coherent ILO framework and comprehensive capacity to respond swiftly and in an effective manner to the different crises

   Socio-economic Reintegration and Poverty Alleviation:
   To promote socio-economic reintegration and poverty alleviation of crisis-affected groups

6. Objectives

   Awareness Raising:
   To increase awareness of the importance of tackling the employment, social inequalities and other social concerns in crisis situations and of the appropriate ILO expertise in this area

   Capacity-Building of ILO Constituents:
   To make them capable of playing a greater role in crisis monitoring, prevention and tackling of adverse consequences
7. **Means of Action**
   - ILO Crisis Network
   - Multi-disciplinary and inter-sectoral task forces
   - Collaboration between field and headquarters
   - Partnerships and synergies with other UN, non-UN, and constituent actors and programmes
   - Roster of Crisis Consultants
   - Rapid Action Fund
   - Contribution to crisis early warning systems and networks
   - Development of ILO crisis response tools

8. **Expected Outputs**
   - Generic Modules of ILO Responses
   - Building ILO Response Capacity: IFP/CRISIS Fiscal Point Network trained ILO Constituents in high risk countries trained
   - Crisis Interventions Undertaken:
     - East Timor, Mozambique, Venezuela, D.R. Congo,
     - Sierra Leone, etc.
   - Knowledge Development:
     - Research Network established
   - Advocacy:
     - ILO role in Crisis Response established
     - Extra budgetary financial support secured
     - Partnerships within UN and beyond strengthened

9. **Criteria for IFP/CRISIS Involvement**
   - Likely adverse impacts on employment, poverty, social exclusion and socio-economic security
   - Degree and level of concern/activity within UN system
   - Level of interest in an ILO response by crisis-affected government and ILO constituents
   - Capabilities of crisis-affected country to deal with rehabilitation and recovery
   - ILO’s own assessment of need, ILO comparative advantage, availability of resources, technical skills, etc.

10. **Structure of IFP/CRISIS Network**

11. **Some Examples**
   - Guatemala 1995
   - Armenia 1999
   - Timor 1999
   - Benin 1995
   - East and South East Asia 1998
   - Iran 2000
   - Natural Disaster
   - Venezuela 2000
   - D.R. Congo 2007
   - Micronesia 2008
   - Natural Disaster
   - South Asia 2008
   - Natural Disaster
   - South Asia 2008
   - Natural Disaster
   - South Asia 2008
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Session Objectives

Background

IFP/CRISIS is uniquely established as a streamlined and integrated operation involving a small core team and an active network of Designated Crisis Focal Points (DCFPs) in the headquarters technical departments, the regional Offices, MDTs and Area Offices. An important feature of the programme is shared but closely interrelated responsibilities between the core team, the focal points and the other ILO structures, to ensure a unified multidisciplinary ILO response (involving headquarters and field) to specific crisis situations. The purpose of this session is to review and respond to questions related to the roles and responsibilities of the IFP/CRISIS core team and office-wide network of crisis focal points.

General Objective

Clarify the roles and responsibilities of the IFP/CRISIS core team, the crisis focal points, and the various field and headquarters structures.

Specific Themes

More specifically, this session addresses the following themes:

- Structure of IFP/CRISIS
- Roles and responsibilities of the core team and network of DCFPs
- Internal partnerships
- Partnership with ILO constituents
Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and Discussion: Option 1</td>
<td>Present the topic, the objectives and procedures for the session. Introduce IFP/CRISIS structure and review key roles and responsibilities of IFP/CRISIS Core Team and DCFPs.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Presentation and Discussion: Option 2</td>
<td>The objective is the same as “presentation and discussion Option 1” except that this second option requires participants to consider the same issues in small groups, as opposed to in plenary.</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Wrap-Up</td>
<td>Summarize key points presented and discussed in this session.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**Trainer Tips**

These trainer notes contain two presentation and discussion options. The same issues are addressed in either option. However, Option 2 allows for small group work and more participation.
Session Notes
Presentation and Discussion: Option 1

Estimated Time: 45 minutes

Preparation and Materials

- Handout: Roles and Responsibilities of IFP/CRISIS Team, Focal Points and Field/Headquarters
- Overhead transparencies for this session

Objective

Present the topic, the objectives and procedures for the session. Introduce IFP/CRISIS structure and review key roles and responsibilities of IFP/CRISIS Core Team and DCFPs.

Procedures and Talking Points

A. Present the topic, the general objective as well as the procedures to be used for this session.

B. Present each transparency, illustrating with real case studies and/or examples.
   - Roles and responsibilities of IFP/CRISIS Headquarters Core Team
   - Roles and responsibilities of DCFPs
   - Roles and responsibilities of MDTs/Area Offices
   - Roles and responsibilities of Regional Offices
C. After each transparency, ask if there are any comments or questions about the points you have presented. Do participants feel comfortable with these roles and responsibilities, why or why not? Are there roles and responsibilities that overlap? During an ILO crisis response, how will these be resolved or coordinated? Clarify ambiguities, give examples to help illustrate how each role or responsibility would function in a pre-crisis, crisis and post-crisis situation.

D. Distribute the list of current crisis focal points.

E. Wrap-up and introduce the next session
Presentation and Discussion: Option 2

Estimated Time: 45 minutes

Preparation and Materials

- Copies of the handout “Roles and Responsibilities of IFP/CRISIS Team, Focal Points and Field/Headquarters”
- Flip-charts and markers

Objective

Present the topic, the objectives and procedures for the session. Introduce the IFP/CRISIS Structure and review key roles and responsibilities of IFP/CRISIS Core Team and DCFPs.

Procedures and Talking Points

A. Present the topic, the general objective as well as the procedures to be used for this session.

B. Distribute the handout: “Roles and Responsibilities of IFP/CRISIS Team, Focal Points and Field/Headquarters”.

C. Organize participants into three groups. Each group is to read and review one of the sections in the handout and then respond to the questions that follow.

- Group 1 reads and reviews Roles and Responsibilities of the IFP/CRISIS Core Team
- Group 2 reads and reviews the Roles and Responsibilities of the DCFPs at Headquarters and in the Field
- Group 3 reads and reviews the Roles and Responsibilities of the MDTs/Area Offices and the Regional Offices
D. Each group must respond to the following three questions:
   - What questions and concerns do you have over the roles and responsibilities listed for your group?
   - Now that you have read the roles and responsibilities for your group, what concrete actions and activities can your group take to implement them in your countries?
   - What kind of coordination and communication does your group need to have with the other groups?

E. Give them 60 minutes to respond to these questions. Each group should then select a spokesperson to make a 10 minute report back in plenary.

F. After the reports in plenary, the facilitator, or an IFP/CRISIS Core Team Member, comments on the presentations, and responds to the questions that each group raised.

G. If time runs short, highlight the unanswered questions and find a place (later in the workshop?) or a way (in writing?) to respond to them later.

H. Distribute the list of current crisis focal points.

I. Wrap-up and introduce the next session.
Wrap-Up

Estimated Time: 10 minutes

Objective

Provide closure to the session and reinforce the key points discussed or presented, and then link this session with the sessions or themes that follow.

Procedures and Talking Points

A. Summarize key points raised.

B. If there are unanswered questions, ask that participants write them on the “Hot Issues” board.

C. Introduce the next session or activity.
Additional References

Handout 1: Roles and Responsibilities of IFP/CRISIS Team, Focal Points and Field/Headquarters


Roles and Responsibilities of IFP/CRISIS Core Team, Focal Points, Field/Headquarters

IFP/CRISIS is uniquely established as a streamlined and integrated operation involving a small core team and an active network of DCFPs in the headquarters’ technical departments, the Regional Offices, MDTs and Area Offices. Closely interrelated responsibilities are shared between the core team, the focal points and the other ILO structures, to ensure a unified multidisciplinary ILO response (involving headquarters and field) to specific crisis situations. In each instance where intervention is proposed, the roles of IFP/CRISIS, headquarters’ departments and programmes, Regional Offices, MDTs and Area Offices will need to be clearly defined. At the same time, some general definition of roles and responsibilities is necessary and is given below.

There are some responsibilities that have to be common to the core team, the focal points and other structures, such as resource mobilisation, information dissemination, advocacy and observance of set criteria in the decision to respond to a crisis. In addition, there are responsibilities that are specific to the different structures. These responsibilities are spelt out below:
**IFP/CRISIS core team**

The roles and responsibilities of the IFP/CRISIS core team are to:

- Serve as a catalyst and spearhead, mobilising and co-ordinating ILO’s coherent, multidisciplinary/intersectoral and timely response from the field (MDTs, Area Offices and projects) and headquarters during the first 12 months of a particular country crisis
- Prepare relevant tools, criteria, best practices and operational modalities for ILO’s crisis response with inputs from the field and the other ILO technical departments
- Maintain dialogue and develop partnerships with all key players in crisis response
- Represent ILO at relevant UN and non-UN fora
- Undertake research on key issues, maintaining an active external research network and mobilising technical inputs from various parts of the ILO
- Develop and implement regular capacity building of ILO and constituents in crisis response in addition to providing relevant advisory services
- Negotiate and agree on rescheduling of resources for country activities to ensure rapid response to a crisis
- Provide the DG/CABINET with regular early warning information
- Prepare regular reports for the ILO Governing Body and the International Labour Conference on the implementation and progress of IFP/CRISIS and develop other standard reporting procedures
- Provide orientation to the crisis network of focal points and have direct communication with them
- Undertake advocacy, with the field and other ILO structures, on the employment and other socio-economic aspects of crisis and of ILO’s unique role in this sphere
- Regularly consult all relevant technical departments and field structures and also share information with them
- Develop fast tracking arrangements including potential revisions of administrative rules and financial procedures to make them flexible and conducive to rapid response
Establish, and work closely with, an office-wide crisis network of focal points at all levels of the ILO structures

Establish a hotline information service and develop and maintain a regular monitoring system for actual and anticipated interventions

Establish an interactive, e-mail-based information service for focal points

Provide technical backstopping to ad-hoc task forces set up to follow-up on crisis response

Compile a roster of appropriate consultants

Document relevant crisis response experiences and compile lessons gathered

Maintain IFP/CRISIS at the cutting-edge of new initiatives, ideas and approaches in crisis response

Promote crisis-solving culture and sensitivity, as well as common understanding throughout the office of steps, concepts and approaches to ILO’s crisis response

Maintain a regularly updated website with relevant field links

Disseminate information

Promote ILO’s participation in CAPs (Consolidated Appeals Processes) and other UN system-wide activities

Maintain links with donors and promote resource mobilisation for crisis response

**DCFPs at headquarters**

The DCFPs have the following roles and responsibilities:

Act as the first point of contact with IFP/CRISIS

Promote a culture of crisis responsiveness and knowledge among their colleagues

Provide IFP/CRISIS with regular reports on their interventions and activities in crisis-sensitive or crisis-prone countries

Participate in rapid needs assessment missions to crisis countries and/or suggest suitable colleagues/consultants

Collaborate with IFP/CRISIS in developing and updating manuals and other tools of response and in research, training and advocacy activities
**DCFPs in the field**

The DCFPs are assigned by their respective technical, Area Office or MDT Directors, who retain, organisationally, primary responsibility for their respective operations. The DCFPs and their nominated back-up person have the following responsibilities:

- Act as the first point of contact between the headquarters and the field
- Promote a local office culture of crisis responsiveness and knowledge
- Maintain a local library of key crisis response documents
- Establish a local database of key contacts, agencies, consultants and donors
- Report regularly on crisis-sensitive or crisis-prone countries in their area of geographical responsibility (early warning)
- Participate in and/or suggest suitable colleagues/consultants for rapid needs assessment missions in crisis countries
- Work with headquarters IFP/CRISIS core team in developing and updating manuals and other tools for crisis response
- Collaborate with headquarters on providing support to mutually agreed research work relating to crisis
- Maintain dialogue with the ILO social partners, donors and NGOs involved in crisis response work at local level
- Liase with UNDAC national systems and UNDMTs to ensure, where appropriate, ILO concerns and involvement in any UN crisis response initiatives
- Act as link to headquarters when local crisis taskforces are established for a particular intervention
- Contribute to advocacy work

**MDTs/Area offices**

The MDTs/Area offices have a responsibility to:

- Be at the forefront of early warning and collection of political intelligence on countries at risk in their subregions
- Participate in planning and implementation of rapid needs assessment and programme formulation missions by ILO and other key players within and outside the UN system
Mainstream crisis preparedness and response into their workplans, including resource allocations, and share responsibility with IFP/CRISIS core team when response to a particular crisis has to be undertaken.

Provide guidance and support to constituents in crisis response.

Identify subregional, national and other repercussions of crisis.

Identify relevant potential partners for ILO’s crisis response activities at the country level.

Contribute to identification of relevant local crisis response consultants and research institutions that ILO can collaborate with in its crisis response work.

Promote establishment of crisis response task forces (when needed in response to specific crises) involving the relevant expertise available in the region.

Collaborate with IFP/CRISIS in developing and updating manuals and other tools of response and in research, training and advocacy activities.

Represent the ILO at UN Consolidated Appeals Process (CAP) discussions and facilitate ILO inclusion in CAP meetings for crisis response where the ILO is committed to intervention.

Regional offices

The regional offices have a responsibility to:

Provide political support (in conjunction with CABINET) for specific ILO crisis responses.

Represent ILO and its interests in relevant regional fora on crisis issues and mobilisation of human and financial resources in collaboration with the relevant MDTs, Area Offices and the IFP/CRISIS core team.

Ensure consideration of the regional dimensions of crises in ILO’s crisis responses.

Mainstream crisis concerns into regional programming and budgeting of ILO activities and management of financial and technical resources.
Overhead Transparencies

1. IFP/CRISIS Structure and Focal Points Network
   Crisis Response and Reconstruction

2. IFP/CRISIS Structure and Focal Points Network
   Internal Partnerships

3. IFP/CRISIS Network
   Unified multidisciplinary response involving:
   - Small HQ core group
   - Designated Crisis Focal Points (DCFPs) in headquarters technical departments, Regional Offices, MDTs and Area Offices

4. Structure of IFP/CRISIS Network
   HG-based core team
   Technical departments
   Field structures

5. IFP/CRISIS Core Team
   Some Key Responsibilities
   - Spearhead, mobilize and coordinate ILO’s coherent, multidisciplinary/intersectoral and timely response from field and headquarters
   - Develop ILO crisis response tools, criteria and best practices
   - Develop partnerships with key international players in crisis response
   - Research and development of knowledge
   - Capacity building of ILO and constituents in crisis response

6. Designated Crisis Focal Points
   Some Key Responsibilities
   - First point of contact between HQ and the field
   - Promote office culture of crisis responsiveness and knowledge
   - Maintain local library of key crisis response documents
   - Establish local data-base of key contacts, egmories, consultants and donors
   - Coase with UNDAC national system and UNDMTs
   - Participate in rapid needs assessment missions
   - Maintain dialogue with ILO social partners, donors and NGOs in crisis response work at local levels
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Session Objectives

General Objective

This session serves as a dynamic preamble to more elaborate presentations and discussions on the topics of “crises” and “ILO crisis response” that will occur throughout the rest of the workshop. Since participants arrive with varying experiences, backgrounds and perspectives, it is important to engage them actively and early, and in such a way that draws them comfortably and quickly into the workshop topics and issues. This session is designed to do this by exposing them to crisis scenarios and soliciting their thoughts and opinions on a number of issues.

Specific Themes

More specifically, this session addresses the following themes:

- Impacts that crises have on populations, constituents and issues of concern to the ILO
- Special operational and organizational challenges that crisis situations pose for ILO and its constituents
- Value-added that ILO and its constituents bring to crisis prevention and response
- Are crises “business as usual” for the ILO?
- Participant perspectives and experience as it relates to crisis and crisis response
# Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td>Explain the purpose, objectives and procedures for this session, arrive at a definition of the term “crisis” and identify participants with crisis experience.</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td><strong>Activity:</strong> Either Option 1, Option 2, or Option 3 resulting in a lively discussion that triggers participant’s thinking and appreciation of crises, their impacts and populations affected by crises. It also serves to introduce the issues and themes that will be addressed throughout a lengthier crisis response workshop.</td>
<td>60 -75 minutes (depends on option)</td>
</tr>
<tr>
<td><strong>Wrap-Up</strong></td>
<td>Summarize key points, link this session to the broader purpose of the workshop and present the title of the next session.</td>
<td>5-10 minutes</td>
</tr>
</tbody>
</table>
Opening

Estimated Time: 20 minutes

Preparation and Materials

- Overhead transparencies for this session

Objective

Explain the general objective and procedures for this session, engage participants in thinking about the term “crisis”, and identify participants with crisis response experience.

Procedures and Talking Points

A. Introduce the session, general objectives and procedures.

B. Ask participants to identify four or five different types of crises occurring in the world today. Then note that there are different types of crises and causes of crises (financial/economic downturns, natural disasters, conflicts, social/political transitions).

C. Pose the question, “What do you think of when you encounter or hear the term, “crisis”?” (Write responses on flip-chart).

D. After this, pose the question, “So what is a crisis?” “How do we define the term “crisis”?” After a couple of responses, share the definition as presented on the transparency (taken from IFP/CRISIS module).

E. Explain that it is important for ILO and IFP/CRISIS to agree on the definition of crisis for policy purposes, for organization, planning and legislation.

F. Ask for a show of hands, and pose the question, “How many of you have been involved in crisis prevention or crisis response efforts?” Call on one or two of them to share “Why this response was or was not ‘business as usual’ for them?”
Discussion Activity: Option 1

Estimated Time: 75 minutes

Preparation and Materials

- 15-minute Video showing various types of crises, crisis-affected populations, and the impact that crises have on their lives, their livelihoods and their societies
- VCR machine and television monitor
- Flip-charts and markers

Objective

This workshop seeks ultimately to enhance ILO’s contribution to preventing and responding to crises that affect real people, their livelihoods and their societies. It is important at this early stage in the workshop to acknowledge and visualize crisis-affected populations, and the impact that crises have on their lives and livelihoods. This activity is designed to do just that and will draw on participant crisis perspectives and experiences in regard to crises, their impacts and ILO crisis response.

Procedures and Talking Points

A. Explain the objective and procedures for this activity.

B. Introduce the video and offer a brief outline of what they will see. Ask participants to number-off from “1” to “3”. As they view the video, each participant is then asked to respond to the question that corresponds to their number. For example, if your number is “1” then you answer question number “Q1.” If your number is “2” you answer question number “Q2.” (Write the following questions on the flip-chart, or use the overhead transparency.)
Q1. What are the impacts of these crises on issues and populations of concern to ILO and ILO constituents (i.e. on social stability, economic development, employment and income options, labour conditions and other indicators of social/economic progress)?

Q2. What unique challenges do these types of crises pose to ILO’s programmes and operations in the field?

Q3. What comparative advantage or value-added can ILO and its constituents bring to crisis prevention and response in these situations?

C. After the video, lead a discussion on each question, budgeting 10 minutes of discussion per question. Ask someone to write their responses on flip-charts. Allow those assigned their respective questions to answer first. Then ask if others have anything to add. Limit the amount of debate or discussion at this point. Reassure participants that these issues will be elaborated and discussed in future sessions. Here we are just trying to spark their interest, and recognize that ILO has a role to play, and must be concerned about crises and their impacts.

D. After the three questions have been answered, pose the question to the entire plenary, “So, after viewing this video and responding to these questions, ‘Is it business as usual for ILO?’ ‘How is it business as usual?’ ‘How is it not?’” Facilitate a discussion/debate on this issue and capture key points on the flip-chart. Call on those who have been involved in crisis prevention or response to share their views on why it is or isn’t business as usual.

E. Conclude this activity by reviewing the key points that were highlighted on the flip-chart and doing the wrap-up (see the wrap-up section).
Discussion Activity: Option 2

Estimated Time: 60 minutes

Preparation and Materials

- One 1-2-page article describing a current crisis occurring in the world, the people affected by it, and the impact this crisis has had on lives, livelihoods and societies. The attached article is offered as an example of the kind of article to include in this activity, and it can be used if a current article is not available.
- Flip-charts and markers

Objective

This workshop ultimately seeks to enhance ILO’s contribution to preventing and responding to crises that affect real people, their livelihoods and their societies. It is important at this early stage in the workshop to acknowledge and visualize crisis-affected populations, and the impact that crises have on their lives and livelihoods. This activity is designed to do just that and will draw on participant crisis perspectives and experiences in regard to crises, their impacts and ILO crisis response.

Procedures and Talking Points

A. Explain the objective and procedures for this activity.
B. Introduce the article and offer a brief outline of what is in it. Distribute the article and ask participants to number-off one to three. As they read the article, each participant is then asked to respond to the question that corresponds to their number. For example, if your number is “1” then you answer question number “Q1.” If your number is “2” you answer question number “Q2.” (Write the following questions on the flip-chart, or use the overhead transparency.)
Q1. What are the impacts of these crises on issues and populations of concern to ILO and ILO constituents (i.e. on social stability, economic development, employment and income options, labour conditions and other indicators of social/economic progress)?

Q2. What unique challenges do these types of crises pose to ILO’s programmes and operations in the field?

Q3. What comparative advantage or value-added can ILO and its constituents bring to crisis prevention and response in these situations?

C. After they have read and responded to the questions, lead a discussion on each question, budgeting 10 minutes of discussion per question. Ask someone to write their responses on flip-charts. Allow those assigned their respective questions to answer first. Then ask if others have anything to add. Limit the amount of debate or discussion at this point. Reassure participants that these issues will be elaborated and discussed in future sessions. Here we are just trying to spark their interest, and recognize that ILO has a role to play, and must be concerned about crises and their impacts.

D. After the three questions have been answered, pose the question to the entire plenary, “So, after viewing this video and responding to these questions, ‘Is it business as usual for ILO?’ ‘How is it business as usual?’ ‘How is it not?’” Facilitate a discussion/debate on this issue and capture key points on the flip-chart. Stimulate this discussion by asking, “what are the factors that compound or complicate ILO’s work in crises?” Call on those who have been involved in crisis prevention or response to share their views on why it is or isn’t business as usual.

Note: “Is it business as usual for ILO?” The answer is yes and no. Yes, it is business as usual because the normal ILO programmes will continue in crisis situations; but it is a new way of doing things because the pace of intervention in crises is different, there are competing priorities, partner institutions may not exist, information may not be available (data destroyed, traditional methods are not usable, statistics are unreliable), there is a need to deploy more skilled staff in crises situations, security conditions are different, time allocated for assessment and response is shorter, etc. (use transparencies to remind participants of the key points).
E. Conclude this activity by reviewing the key points that were highlighted on the flip-chart and presenting the wrap-up (see the wrap-up section).
Discussion Activity: Option 3

Estimated Time: 60 minutes

Preparation and Materials

- Flip-charts and markers

Objective

This workshop is not just an intellectual or analytical exercise, but one that ultimately seeks to enhance ILO’s contribution to preventing and responding to crises that affect real people, their livelihoods and their societies. It is important at this early stage in the workshop to acknowledge this, as well as the experience of participants in crisis situations, and in preventing and responding to crises.

Procedures and Talking Points

A. Explain that this session introduces the workshop and will solicit their experience and perspectives on a variety of issues related to crises, including ILO’s role in preventing and responding to crises.

B. The facilitator should select a number of questions that s/he will ask participants. The facilitator must allow adequate time for each question to be discussed. The objective is not to rush through the questions, nor even to answer all of them, but to facilitate a lively and dynamic discussion on one or more of the questions/issues listed below. The following questions are listed only as a suggestion of the kinds of question the facilitator may ask to guide the discussion:

Q1. In the last year five years, which types of crises have occurred in your country (or region) and in what ways did ILO and its constituents respond, or fail to respond?
Q2. What are the impacts of these crises on issues and populations of concern to ILO and ILO constituents (i.e. on social stability, economic development, employment and income options, labour conditions and other indicators of social/economic progress)?

Q3. What challenges do crises pose to ILO’s programmes and operations in the field?

Q4. What comparative advantage or value-added can ILO and its constituents bring to crisis prevention and response in these situations?

Q5. What new types of skills and knowledge might ILO staff and ILO constituents need to acquire to work effectively in crisis and post-crisis environments?

Q6. Which of these types of crises could engulf your country(or region) in the future? What impacts or implications might this have for your office, programme, etc...?

Q7. In crises and their aftermath, is it “business as usual for ILO?” why or why not?
Wrap-Up

Estimated Time: 10 minutes

Objective

All workshop sessions are reinforced with a “wrap-up” that summarizes key points discussed or presented, and which links this session to those that follow.

Procedures and Talking Points

A. Explain that ILO’s IFP/CRISIS was created in recognition of the ubiquitous occurrence of these crises throughout the world, their adverse impact on issues and populations of concern to ILO, and ILO’s contribution in preventing and responding to these crises and their adverse impacts.

B. Reiterate the purpose and mandate of the ILO Crisis Response Programme, and the importance of IFP/CRISIS focal points, trainers and animateurs. Relate this purpose to the objectives of the workshop.

C. Summarize and remark on some of the most important points that were made in the previous «discussion».

D. Present the theme and presenter/trainer for the next session.
Key Messages

I. Crisis environments are very different from traditional development environments. See the overhead “Why not business as usual?” and “Crises greatly deteriorate:"

II. IFP/CRISIS addresses the employment-related social and economic challenges of different types of crisis. It promotes socio-economic reintegration of crisis-affected groups and aims to strengthen ILO’s capacity to respond in a timely, comprehensive and effective manner to different types of crisis situations.

III. Because these environments are different, ILO must recognize a need to modify its standard operations and procedures when working in crisis and post-crisis situations.

IV. ILO staff and constituents must acquire a new set of knowledge and skills regarding crisis-affected societies in order to work effectively. This set includes: crisis analysis, early warning and preparedness, rapid assessments in crisis situations, crisis response operations and programmes, networking and partnering with other UN, NGO, donor and civil society organizations, launching rapid impact projects and conflict management.

V. Crises encompass disasters, emergencies and other events where the functioning of a society is seriously disrupted, causing widespread human, material or environmental losses which exceed the ability of the affected society to cope using its own resources. In crisis situations, there is a clear and marked deterioration in a community’s coping abilities and unusual activities or external intervention are required to support its ability to cope.

VI. Crises are often seen as aberrant events which lie outside of everyday reality. In actuality however, they are the reflection of the ways societies structure themselves economically and socially, and the ways that societies and states interact. Vulnerability to crises result from deep rooted structural societal factors including: poverty, overpopulation, unequal economic opportunities, the absence of social dialogue, and lack of resources and basic services.
VII. Crises are frequently the result of a complex interaction of underlying factors that may reach the crisis stage as a result of a trigger, or triggering event. In some crises, the effects may be compounded by downstream effects or aftershocks that may include: significant increases in unemployment or increased marginalisation of social groups. Further, an inadequate or inappropriate response to the immediate crisis may precipitate other types of crises.

VIII. The ILO InFocus Programme on Crisis Response and Reconstruction responds to crises resulting from natural disasters, financial and economic downturns, armed conflicts, and difficult social and political transitions.
Additional References


Numbers 2-4 can also be found in the ILO: *ILO Crisis Response Capacity Building Course Reader* (Turin, ILO, 2000).
Hurricane Mitch in 1998: The case of Honduras


For Honduras, Hurricane Mitch constituted an unprecedented catastrophe due to the devastation caused, the human and social toll and the losses and damages to its infrastructure and productive system. Nearly one third of the highway network was affected, with the consequent isolation of cities and productive zones; thousands of dwellings were destroyed leaving thousands of families homeless, many of them unemployed and with no source of income; there was likewise a negative impact on future production and exports, economic growth, employment and revenues. According to the National Emergency Cabinet, the hurricane caused the death of 5,657 people (without counting the 8,058 missing), injuring another 12,272 and initially affecting 1.5 million people (of the 6.2 million total population), but with the mitigation of the emergency, this last figure was reduced to 700,000, of which 283,000 remained in provisional shelters until the end of November. The preceding clearly portrays the human and social tragedy that Hurricane Mitch represented for Honduras. With respect to material losses, ECLAC estimated them at around US$3.8 billion, of which US$2.0 billion affected the social and productive capital of the country and the remaining US$1.8 billion on production. The prolongation of the hurricane effects on production, particularly agriculture, is expected to result in a 2% decrease in GDP for 1999.

Material losses

......ECLAC estimated that the hurricane produced direct and indirect losses of US$3.8 billion and that its effect on the economy will be felt with greater intensity in 1999. Agricultural production, measured at constant prices, fell by 7%, while the sectors that showed the most dynamism were those of construction, which grew by 17%, and financial services whose rate of growth was at 10%. The maquiladora industry continued to support the growth of the economy, generating
more than US$400 million in value-added and increasing employment with the creation of 9,200 new jobs.

The international price of coffee led to an increase in the value of its exports turning this commodity into the main export, displacing bananas. Nevertheless, the dynamism shown by other productive sectors was unable to compensate for the strong drop in agricultural activity, whose participation in production continues to be the most important in Honduras. …… As a result of the damage produced by Hurricane Mitch, levels of unemployment have risen, primarily in labor intense agricultural activities such as banana and melon. It is expected that the reconstruction programmes initiated in 1999 will contribute to a reduction in unemployment during the time it takes for economic activity to recover to historical levels.

……From the sectoral point of view, the greatest losses were found in the productive system (over US$2.6 billion, or 69% of the total), damages to the economic infrastructure (US$665 million), social infrastructure (US$440 million) and the rest are losses and damages to the environment and the irrigation and drainage systems (over US$70 million).

The agricultural sector sustained severe damages and a significant portion of several of the major crops which are cultivated for domestic consumption were lost. ……[The] high water levels of the Choluteca River which ravaged Tegucigalpa also wreaked havoc over the croplands, cattle, installations, machinery and tools in its path towards the Pacific Ocean. …… The high river levels and the floods kept some crops under water for an extended period, damaging not only the current harvest but also future harvests. In all, more than 80,000 hectares or 29% of the country’s arable land was affected. Bovine herds and the fishing industry were also severely damaged. 60% of the fowl population was lost in addition to the damages caused to chicken coops and dairies.

Damages in industry and commerce are estimated at almost US$600 million — 85% as direct damages — and consist of losses in infrastructure, machinery and production, as they were affected by the rains, floods, landslides and absenteeism during the weeks immediately after the disaster. The maquila industry, which produces goods for foreign markets, was affected, as were the national industries, producing goods for the domestic and Central American markets. Included in these losses are the minor losses to the tourist
industry as well as the severe damages to the city of Tegucigalpa, where a large portion of national commerce is based. ……

Landslides and floods adversely affected the supply of drinking water and disposal of wastes in urban and rural areas. In Tegucigalpa and Comayaguela, which has the country’s most important aqueduct, primary waterlines were destroyed and carried away by the river at 15 different cross-sections. …… In rural areas, 1,600 systems have been identified with serious problems (flooded, or with excavated wells for drinking water blocked or obstructed).

The social infrastructure suffered estimated damages of almost US$440 million, principally in housing (US$334 million) health services (US$62 million) and education (US$33 million). According to the Social Fund for Housing (FOSOVI), about 35,000 dwellings were destroyed and another 50,000 partially affected; ……

Reconstruction Plans

With significant damage to the economic and social infrastructure, a multi-annual reconstruction programme that will prioritize over time the investment needs will require the approval of reconstruction programmes and projects in amounts that can only be achieved through a decisive commitment from the international community of donors and multilateral development agencies. The programme agreed with the Government of Honduras for future loans from IDB emphasizes reconstruction and transformation. A loan programme is actively prepared which, in addition to the already approved Emergency for Water and Highway Infrastructure operation, includes one for Water and Sanitation, another for the Housing Sector, and one for Protection of Social Expenditures.
1. Overhead Transparency 1

2. Overhead Transparency 2

3. Overhead Transparency 3

4. Overhead Transparency 4

5. Overhead Transparency 5

6. Overhead Transparency 6
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Session Objectives

General Objective

Post-crisis recovery, lasting peace and sustainable development depend on a number of measures — social, economic and political. Critical among them is access to Decent Work (DW). According to the Report of the DG at the 87th Session of the International Labour Conference, Geneva, June 1999, “The primary goal of the ILO today is to promote opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity.” This session explores the concept of DW, as well as its meaning, universality, affordability, and applicability in crisis situations.

Specific Themes

More specifically, this session addresses the following themes:

- The content of “DW” in an ILO context
- Goals and rights associated with DW
- The universality and affordability of DW
- The importance of a coherent ILO DW approach
- Threats to DW posed in crisis and post-crisis situations
# Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening/Presentation</strong></td>
<td>Explain the purpose, objectives and procedures for this session, and arrive at an understanding of the concept “DW”.</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Discussion Activity</strong></td>
<td>Identify threats to DW posed by different types of crises.</td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Wrap-Up</strong></td>
<td>Summarize key points, link this session to the broader purpose of the workshop and present the title of the next session.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Session Notes
Opening/Presentation

Estimated Time: 20 Minutes

Preparation and Materials

- Overhead transparencies for this session

Objective

The opening should be used to explain the general objective and procedures for this session and engage participants in thinking about the term “Decent Work” (DW).

Procedures and Talking Points

A. Introduce the session, general objectives and procedures.

B. Ask participants to do a quick association with the concept “DW”. Ask several participants, “When you hear the term ‘DW’ what is the first word that comes to mind?” List their responses on a flip-chart.

C. After you have ten to fifteen responses, read them off. Explain that DW encapsulates all dimensions of ILO’s mandate and is the synthesis of ILO’s four strategic objectives. Present the overhead “Content of DW”, and then present ILO’s definition of “DW”.

D. Present key elements of DW using the overheads, “Work and employment”, “Basic rights at work”, “Social protection and security”, “Representation and dialogue”. Or just reveal the title of each overhead transparency, and ask participants to describe the elements of each.

E. Explain that crisis and post-crisis situations threaten to completely set-back and/or eliminate all of these DW goals, rights and principles. The next activity asks participants to consider these threats.
Discussion Activity:  
Threats to Decent Work

Estimated Time: 60 minutes

Preparation and Materials

- Cards with description of a role (employment specialist, child labour specialist, labour standards advisor, employer, trade-unionist, government official, NGO or donor representative, representative of UNDP, UNICEF, World Bank, etc.) and a type of crisis or crises (armed conflict, financial crisis, etc.)

Objective

Identify threats to DW posed by different types of crises.

Procedures and Talking Points

A. Introduce the objectives and procedures for this activity.

B. Explain that while achieving DW goals and rights is difficult in non-crisis situations, it becomes even more jeopardized in crisis situations. They are now going to do a mini-role play and identify threats to DW in crisis situations.

C. Form triads — (Groups of three participants). Distribute a card to each triad. Each card should describe a role (e.g. child labour specialist, employment specialist, workers’ activities specialist, micro-enterprise specialist, employer, trade-union representative, government official, NGO or donor representative, representative of UNDP, UNICEF, World Bank, etc.) and a type of crisis (e.g. financial crisis or armed conflict) or combined crises (natural disaster coupled with severe economic downturn).
D. Ask these triads to play their roles, read their cards and then discuss the following two questions. They have 30 minutes to complete this:

Q1. “Given your roles and the type of crisis written on your cards, what kind of DW concerns do you have? In other words, “In what specific ways does the crisis pose a threat to DW?” “What DW “goals, rights or principles” may be violated?”

Q2. “Given the crisis, and the threats to DW, in what ways can ILO respond to help minimize these threats and support DW?”

E. Ask each triad to report back by reading their card and sharing their answers.

F. Wrap-up the session.
Wrap-Up

Estimated Time: 10 minutes

Preparation and Materials

- Overhead transparency

Objective

All workshop sessions are reinforced with a “wrap-up” that summarizes key points discussed or presented, and that links this session with the sessions and themes that follow.

Procedures and Talking Points

A. Note the commonalities and differences in their responses. The overhead transparencies on “DW and Crisis: Sierra Leone – Conflict”, “DW and Crisis: Gujarat – Earthquake” and “ILO DW Response” can be used as a real case example that further illustrates these threats and possible ILO response options.

B. If time permits, present and discuss the overheads “Three Key Issues”, “Universality of DW”, “Affordability of DW” and “Coherence”. You may want to pose these as discussion questions to the group.

C. Present the theme and presenter/trainer for the next session.
Key Messages

I. The ILO defines DW as work that meets people’s basic aspirations, not only for income, but also for security for themselves and their families, without discrimination or harassment, and providing equal treatment for women and men. Access to DW is a basic human right and should also constitute a critical facet of the comprehensive strategy for achieving long-lasting peace and sustainable development.

II. The basic notion of DW is spelled out in the Director General’s Report to the 1999 International Labour Conference. The ILO has set for itself the goal of securing DW for women and men everywhere. This overarching objective embraces four strategic objectives: “Promote and realize standards and fundamental principles and rights at work; create greater opportunities for women and men to secure decent employment and income; enhance the coverage and effectiveness of social protection for all; strengthen tripartism and social dialogue”.

III. Crisis situations threaten the realisation of DW goals and principles—jeopardizing everything of importance to the ILO. For example, conflict and post-conflict situations are characterized by high levels of unemployment and under-employment, deterioration of employment conditions and erosion of incomes, which all reflect the absence of DW opportunities. Armed conflicts erode productive assets of both rural and urban informal sector workers, destroy informal and formal work places, weaken the labour market, training and other labour-related institutions. Conflicts reduce employment opportunities. They destroy crops and reduce productive lands through anti-personnel landmines.

IV. It is therefore essential in post-crisis recovery and reconstruction phases, that the ILO be at the forefront of advocacy, advisory services, research and country assistance to tackle the colossal employment problem in the post-crisis contexts. The ILO has developed over the years a number of relevant tools — guidelines, manual, etc. — for dealing with the employment and other socio-economic problems in the post-conflict contexts. Assisting
in post-crisis contexts demands ILO’s early involvement and collaboration with other international and national partners.

V. Post-crisis recovery, lasting peace and sustainable development depend on a number of measures — social, economic and political. Critical among them is access to DW. It helps to improve people’s material welfare and to reduce poverty, social exclusion and disintegration, which are often among the structural root causes, as well as the adverse impacts, of crises.

VI. The ILO’s InFocus Programme on Crisis Response and Reconstruction provides the ILO with an opportunity to pursue DW promotion in crisis settings in a systematic and comprehensive way through the Programme’s country-level programme formulation and implementation activities, research and tool development, advocacy and capacity-building interventions.

VII. DW has both policy and operational implications. At the policy level, DW presents not only a strategic compass for ILO’s work, but also a development paradigm for its member countries and for other international organizations. It calls for a policy commitment at the national and international levels to work towards decency in work. Implicit in this appeal is the view that work is not decent everywhere; that DW, where it exists, may be under stress in the process of globalization; and that there is a need to close the gap between the goal of decency in work and actual working and living conditions.

VIII. DW also has operational implications. DW is an integrative concept. It not merely encompasses various economic and social goals and policies, but integrates them. It urges consideration of the strategic objectives in common perspective. It stresses the interdependency of issues on the social and economic policy agenda, and the need to work towards integrated solutions of social and economic problems. For example, it suggests that social dialogue can help address national issues of employment, poverty, and social security. It points to linkages between labour standards and employment: how better working conditions can improve worker motivation and productivity; and how basic workers’ rights can enhance the effectiveness of antipoverty policies and programmes.
IX. The implications for the ILO are clear. Its four Sectors should integrate their policy formulation and technical cooperation activities as far as possible, emphasizing complementary and mutually supportive policies. The integration must be done on a conceptual level, but it must also be done in operational terms at the country level, involving ILO constituents in joint policy formulation and implementation.
Additional References


Handout: Policy Implications of Decent Work


The goal of the ILO

The ILO’s mission is to improve the situation of human beings in the world of work. Today, that mission finds resonance in the widespread preoccupation of people at times of great change: to find sustainable opportunities for Decent Work.

Securing Decent Work for people everywhere

The primary goal of the ILO today is to promote opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity.

This is the main purpose of the Organization today. Decent Work is the converging focus of all its four strategic objectives: the promotion of rights at work; employment; social protection; and social dialogue. It must guide its policies and define its international role in the near future.

The policy implications

Such a goal has several important policy implications, all of which are implicit in the mandate of the Organization. They now need to be made explicit and to be pursued.

A concern for all workers

The ILO is concerned with all workers. Because of its origins, the ILO has paid most attention to the needs of wage workers — the majority of them men — in formal enterprises. But this is only part of its mandate,
and only part of the world of work. Almost everyone works, but not everyone is employed. Moreover, the world is full of overworked and unemployed people. The ILO must be concerned with workers beyond the formal labour market — with unregulated wage workers, the self-employed, and homeworkers. The participation of the informal sector in total employment has reached almost 60 per cent in Latin America. In Africa the informal economy accounted for over 90 per cent of new urban jobs during the past decade.

Promoting rights at work

All those who work have rights at work. The ILO Constitution calls for the improvement of the “conditions of labour”, whether organized or not, and wherever work might occur, whether in the formal or the informal economy, whether at home, in the community or in the voluntary sector.

Promoting opportunities for work

Employment promotion is a central objective. The defence of rights at work necessarily involves the obligation to promote the possibilities of work itself. The ILO’s normative function carries with it the responsibility to promote the personal capabilities and to expand the opportunities for people to find productive work and earn a decent livelihood. The ILO seeks to enlarge the world of work, not just to benchmark it. It is, therefore, as much concerned with the unemployed, and with policies to overcome unemployment and underemployment, as it is with the promotion of rights at work. An enabling environment for enterprise development lies at the heart of this objective.

Ensuring Decent Work

The ILO is concerned with Decent Work. The goal is not just the creation of jobs, but the creation of jobs of acceptable quality. The quantity of employment cannot be divorced from its quality. All societies have a notion of Decent Work, but the quality of employment can mean many things. It could relate to different forms of work, and also to different conditions of work, as well as feelings of value and satisfaction. The need today is to devise social and economic systems
which ensure basic security and employment while remaining capable of adaptation to rapidly changing circumstances in a highly competitive global market.

**Protection against vulnerabilities in work**

Protection against vulnerability and contingency. As it is concerned with the human condition of work, the ILO has the responsibility to address the vulnerabilities and contingencies which take people out of work, whether these arise from unemployment, loss of livelihood, sickness or old age.

**Social dialogue as a means and an end**

The promotion of social dialogue. Social dialogue requires participation and freedom of association, and is therefore an end in itself in democratic societies. It is also a means of ensuring conflict resolution, social equity and effective policy implementation. It is the means by which rights are defended, employment promoted and work secured. It is a source of stability at all levels, from the enterprise to society at large.

**The way to Decent Work — the four strategic objectives**

The goal of Decent Work therefore requires to be pursued through each of the four strategic objectives of the ILO, as well as through a balanced and integrated pursuit of these objectives in their totality. It challenges all the constituents of the ILO alike. Governments, employers and workers have to accommodate their different interests in creative ways to respond to the demand for Decent Work placed upon them by individuals, families and communities everywhere.

Before turning to the operational implications of this goal, it is necessary to consider the wider context in which all of the ILO’s activities will be set in future.
Overhead Transparencies

1. Decent Work and Crisis

2. Decent Work - Defined
   - ILO defines “Decent Work” as work that:
     - meets people’s basic aspirations, not only for income, but also for...
     - security for themselves and their families,
     - without discrimination or harassment and providing equal treatment for women and men.

3. Content of Decent Work
   - Decent Work is the synthesis of ILO’s four strategic objectives:
     - Work and employment
     - Fundamental rights at work
     - Security and social protection
     - Representation and social dialogue

4. Work and Employment
   - Adequate opportunities for productive and meaningful work, in decent conditions
   - Quantity and quality of employment
   - Income and personal development
   - Formal and informal
   - Much work by women, especially in the home, is undervalued or invisible
   - Decent Work may also mean not working too much or the possibility of retirement

5. Basic Rights at Work: ILO’s Core Labour Standards
   - Freedom of association, right to organize and bargain collectively
   - Freedom from discrimination in employment
   - Freedom from forced labour
   - Freedom from child labour
   - These are basic enabling rights.
     As far as possible, the rights might be extended to cover other domains; a living wage, for instance, or a safe workplace (but no consensus).

6. Social Protection and Security
   - Employment and job security
   - Protection against accident and disease
   - Income security in unemployment and old age
   - Achieved through formal and informal systems of insurance or solidarity, or labour market institutions
7. Representation and Dialogue
- Formal organizations of workers and employers
- For work beyond wage labour, other forms of organization are important
- The institutional framework for collective bargaining or consensus building
- Social dialogue as a goal but also as a means to achieve progress in the other three dimensions of Decent Work

8. Three Key Issues
- Is Decent Work a universal goal?
- Is it affordable?
- How to achieve a coherent approach

9. Universality of Decent Work
- There is a floor, but no ceiling
- DW is a policy framework for continuous progress on the basis of common principles
- DW serves as a platform for dialogue with ILO partners
- Poor people need all the dimensions of decent work
- Informal economy is a challenge: progress is possible but needs new instruments

10. Affordability of Decent Work
The speed of progress depends to some extent on economic resources, but decent work is not a luxury because:
- DW is a productive factor for enterprises
- Where there are trade-offs, DW helps guide priorities
- Growth dividend too at the macro level (gender, democracy, etc.)

11. Coherence
Reasons for moving forward on all DW dimensions:
- They contribute jointly to societal goals such as social integration, poverty eradication and personal fulfilment
- Progress in any one dimension of DW reinforces progress in other dimensions
- Coalitions of different actors concerned with different dimensions of DW are a powerful political force for setting development goals
- Maintaining policymakers’ awareness of the need to consider both economic and social goals, e.g. in macroeconomic policy
- Integrated approach needed – entirely consistent with crisis response

12. DW and Crisis: Sierra Leone - Conflict
Threats to DW in Sierra Leone:
- Massive displacement of populations and destruction of villages and rural towns
- 70% unemployment; 80% of population living below the poverty line
- Vulnerable groups hardest hit: disabled, widows with children, displaced elderly, separated and orphaned children
- Collapse of social protection mechanisms
- Child labour, child soldiers and child prostitution
- Situation of co-battalions capable of undermining peace process
13.  

**Threats to DW in Gujarat:**
- 16 million people affected
- 30,000 deaths, 165,000 injured
- 330,000 houses destroyed; 750,000 damaged
- Social and productive infrastructure destroyed
- Property loss at US $4.6 billion
- Many women in informal sector/cottage hand hit
- Industries have suffered job loss (embroidery and handicrafts)
- Factories have shut down

14.  

**ILO Decent Work Response**
- Advocate for a labour market that maximizes labour absorption, remuneration and social inclusion
- Promote development of private sector, especially small and micro-enterprises
- Advise on policies to improve the information base of the labour market
- Advocate for employment-intensive infrastructure reconstruction
- Support training and retraining, and vocational rehabilitation of the disabled

15.  

**ILO Decent Work Response**
- Advocate for labour-intensive reconstruction projects
- Create consultative committee between ILO, Labour Department of Gujarat, Federal Unions and Labour Movements
- Support co-operatives and village groups through capacity building, vocational training
- Advise on micro-enterprise development
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Session Objectives

General Objective

Effective crisis prevention and response requires an understanding of the causes of crises and timely monitoring and early warning of crises. During this session, participants gain a clearer understanding of “crisis early warning”, discuss the structural and proximate factors that contribute to crises, and learn about existing crisis early warning networks and sources of information.

Specific Themes

More specifically, this session will cover:

- The definition and usefulness of crisis early warning
- Factors or indicators that can be monitored, which may indicate that a crisis is forming or that an existing crisis is worsening
- Structural and proximate factors that contribute to crises
- Crisis early warning networks and information sources
# Session Strategy

<table>
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<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
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<tbody>
<tr>
<td>Opening</td>
<td>The opening should be used to explain the general objective and procedures for this session, as well as to introduce the concept of crisis early warning.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Presentation 1:</td>
<td>Identify the factors that contribute to crises and differentiate between structural and proximate causes of crises.</td>
<td>20 minutes</td>
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<tr>
<td>Structural/Proximate</td>
<td></td>
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<tr>
<td>Causes of Crisis</td>
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<tr>
<td>Activity 1:</td>
<td>Identifying proximate and structural causes of a crisis familiar to participants.</td>
<td>2-3 hours</td>
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<tr>
<td>Group Work</td>
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<tr>
<td>Presentation 2:</td>
<td>Review and expand a list of web-based sources of crisis early warning, information and analysis.</td>
<td>15 minutes</td>
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<tr>
<td>Crisis Early Warning</td>
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<tr>
<td>Networks and Information Sources</td>
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<tr>
<td>Optional Discussion</td>
<td>Crisis forecasting and early warning: identifying indicators.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
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<tr>
<td>Wrap-Up</td>
<td>Summarize key points presented and discussed in this session.</td>
<td>5-10 minutes</td>
</tr>
</tbody>
</table>
Session Notes
Opening

Estimated Time: 20 minutes

Objective

The opening should be used to explain the general objective and procedures for this session, as well as to introduce the concept of crisis early warning.

Procedures and Talking Points

A. Present the general objective as well as the general session strategy.

B. Note that effective and timely crisis prevention and response requires monitoring of early warning signs and factors that contribute to crises. It is important for ILO and its constituents to develop their own internal capacity for crisis early warning, as well as to contribute their knowledge and expertise to other existing crisis early warning networks. Then present the purpose, objectives and your strategy for this session.

C. Present (or first ask participants) the definition of Crisis Early Warning (See transparency).

D. Early Warning is essentially dependent on monitoring and analysis of factors that contribute to increased social/political instability, increased human vulnerability, and escalation of crises. To answer the question, “What needs to be monitored?” we have to recognize two things, 1) that crises are caused by the dynamic interaction of a multitude of inter-related factors, and 2) that these factors have both structural and proximate dimensions. We should also recognize that early warning is by definition, a multidisciplinary activity.

E. Introduce the next activity.
Presentation 1: Proximate and Structural Causes of Crisis

Estimated Time: 20 minutes

Preparation and Materials

- Overhead transparencies for this presentation
- Flip-charts and markers

Objective

To identify factors that contribute to crisis and differentiate between structural and proximate causes of crises.

Procedures and Talking Points

A. Explain that Early Warning is essentially dependent on the monitoring and analysis of factors that contribute to increased social/political instability, increased human vulnerability, and escalation of crises. We also need to recognize that these factors have both structural and proximate dimensions. We must understand these factors and causes if we are going to respond effectively to a crisis.

B. Define structural and proximate factors (See transparencies). Give examples of each. Use the “iceberg” metaphor (or another appropriate metaphor) to help distinguish between proximate and structural. The concept of an iceberg helps us understand both the proximate and structural causes of crises, as well as their dynamic interaction. Draw an iceberg on the flip-chart. Draw a water line. If we are on a ship, in the icy waters of the North, looking at an iceberg, only 10% is visible to the eye, the other 90% is below the water. The visible 10% we can liken to proximate causes of crises, which are immediate and readily seen. The invisible 90% we can liken to structural causes of crises - those that are more systemic, deep rooted, and entrenched in a society.
C. Crisis early warning is a multidisciplinary task, and requires consideration of factors and indicators from a variety of disciplines. Consider causes and factors from several different broad categories (political, economic, etc.). Give examples of causes or factors from each category.

D. **Note:** Some participants may challenge the framework presented. Do not defend it. Acknowledge their point and note that this framework is meant to be illustrative, not final.

E. Present Activity 1.
Activity 1: Identifying Proximate and Structural Causes

Estimated Time: 2 hours

Preparation and Materials

- Optional: Articles or background reading material describing a crisis and its causes

Objective

To generate a list of proximate and structural causes of a crisis familiar to participants.

Procedures and Talking Points

A. Explain that now they will have the chance to reflect collectively on an existing or impending crisis that is familiar to them.

B. Form 3-5 groups according to their common familiarity with a crisis (for example AIDS), a country in crisis, or a region in crisis. In the absence of this familiarity, the facilitator may want to prepare “crisis packages” consisting of background reading on specific crises or countries in crisis. (See support material case study: “Sri Lanka”) The attached list of web sites can be searched to find articles and reports on contemporary crises.

C. In their groups, they begin reading any available articles on the crisis, and then describe the nature, players and key issues of the crisis that they are analysing. Next, they are to brainstorm a list of structural and proximate causes of this crisis and form a variety of categories (for example, economic, political, social, etc.). Allow 60-75 minutes for this group work.

D. Each group makes a 5-minute presentation back in plenary, with 10 minutes of questions and comments from other groups.
E. After all groups have presented, the facilitator can conclude by emphasizing the following points:

- Crisis early warning requires a consideration of proximate and structural causes of crises. Early warning analysis is usually best done as part of a multi-disciplinary or interagency team such as: ILO, UNDP, WHO, DPA, UNHCR, etc.

- Crisis response and prevention in the long-run requires addressing the root causes, or the underlying causes, of the crisis.

F. Introduce the next presentation or activity.
Presentation 2: Crisis Early Warning Networks and Information Sources

Estimated Time: 15 minutes

Preparation and Materials

- List “Sources of crisis information, early warning and analysis”
- Flip-charts and markers

Objective

To present web-sites that provide information and documentation on crisis early warning, information and analysis.

Procedures and Talking Points

A. Remind participants that many sources of crisis early warning information already exist. Distribute the list of sources of country and crisis early warning information (this is the attached handout “Crisis information sources on the Web”).

B. Refer to three or four sites on this list, and describe what kinds of information each site provides.

C. If time allows, and if you have internet access, you might ask each participant (or volunteers) to select one of the information sites listed, access it on the internet, and report back on its content and usefulness for crisis early warning. This research could be done over an extended break period.

D. You may want to take 5 minutes to brainstorm additional sources — both local sources, as well as electronic sources.

E. Introduce the next activity or discussion, or proceed with the “Wrap-Up”.
Optional Discussion Activity: Crisis Forecasting and Early Warning

Estimated Time: 45 minutes

Preparation and Materials

- Crisis forecasts (attached)
- Flip-charts and markers

Objective

Participants discuss what kinds of indicators provide early warning of a crisis and the value of crisis early warning to ILO and its constituents.

Procedures and Talking Points

A. Start by posing the question, “How do we know if a country is at risk of degenerating into crisis?” “How can we be alerted to impending crises, whether they be natural disasters, civil war, or financial downturns?” Hopefully, someone responds by saying that we need to monitor or study certain variables, factors, or indicators.

B. Explain that crisis early warning requires the monitoring of various indicators that together give a picture of a country’s stability or potential for crisis. Crisis indicators are simply data or information that reveal conditions or symptoms of a crisis, or that indicate the presence of factors that contribute to crisis. Taken together, indicators can give an indication of the general state of stability or crisis in a given society or situation. For example, conflict indicators may include: assassination of political opposition, existence of government supported death squads, economic or political exclusion for a certain ethnic group, etc.
C. Ask participants to number-off 1 to 6. After distributing the attached “Crisis forecasts”, tell participants that they are to read the forecast number that corresponds to their number and imagine that they have been asked to monitor and report on the progress of this situation over the next few years. Given this, ask them to brainstorm a list of 3-5 indicators that they would monitor to determine whether or not the situation is stabilizing or worsening. Give them 10 minutes for this exercise.

D. After 10 minutes, ask each group to present their forecast and their list of “factors, indicators”. Ask someone to note the responses on a flip-chart.

E. Conclude by summarizing key points raised in this session and by presenting the following:

   - The specific day, time, place and magnitude of a crisis is extremely difficult, if not impossible, to predict. However, as we have seen from our forecasts, current and future risks and general vulnerabilities of a society and a population can be determined.

   - Rather than focusing on “prediction”, we should focus on assessing and monitoring crisis-related indicators. Crisis monitoring is not a new endeavour. Businesses have long been using political/economic risk assessments to determine their investment risk, assist in anticipating adverse situations and implement measures to limit their exposure to such risks. Various organizations, including the World Bank, have “Watching Briefs” to monitor countries in conflict or at risk of conflict. ILO’s crisis prevention and response initiatives can be strengthened with crisis monitoring and early warning.
Objective

All workshop sessions are reinforced with a “wrap-up” that summarizes key points discussed or presented, and that links this session with the sessions and themes that follow.

Procedures and Talking Points

A. Ask participants, “What is the value or practical purpose of ‘Crisis Early Warning’ for ILO?” (Also ask the negative of this question, “What are the effects and challenges that arise without crisis early warning?”) After a few responses, you can refer to the overhead for additional ideas on benefits of crisis early warning.

B. Summarize and remark on some of the most important points that were made in the previous «discussion» and activities.

C. Present the theme and presenter/trainer for the next session.
Key Messages

I. A key aspect of ILO’s crisis response is to develop its own crisis monitoring and early warning capacity, to contribute its expertise in tracking employment and socio-economic dimensions of crises, and to ensure that employment dimensions are included in the existing early warning systems of other organizations and networks. Crisis monitoring and early warning is an ongoing and dynamic process of information collection, analysis and reporting for the purposes of a) anticipating the likelihood and severity of crises; and b) developing programmatic and strategic responses that mitigate or respond to the adverse consequences of these crises. Crisis monitoring and early warning are effective only if the information is accurate and credible, and results in timely and appropriate action.

II. Organizations and staff involved in crisis early warning, need to consider several questions in relation to the causes and potential of crisis in a country or region:

- What are the crisis risk and vulnerabilities that exist in this country or region?
- What are the structural factors, or root causes, that contribute to potential or existing crises?
- What are the proximate, or near-term factors, that contribute to these crises?
- What are potential triggering events that could precipitate a crisis?

III. ILO’s early involvement, already during the emergency phase, is required in view of the development and employment issues at stake. If ILO is to be involved early, then it must develop its crisis monitoring and early warning capacities. When linked to appropriate and timely response, crisis monitoring and early warning can yield the following benefits to ILO:

- Determine whether, when and how ILO might become involved in responding to a crisis
Identify those response opportunities and options with the greatest chance of contributing to averting a crisis and/or reducing crisis risks and impacts

Inform the design and implementation of normal ongoing ILO programmes so that they are resilient and dynamic in times of crisis

IV. If we are going to monitor and respond effectively to crises, we must be able to identify and monitor key factors that contribute to socio-political instability, increased human vulnerability and escalation of crises. Organizations and staff with responsibilities for crisis monitoring and early warning will need to collect and analyse information on factors (from a variety of disciplines) that a) can precipitate or mitigate the crisis; and b) can increase or reduce a population’s or society’s vulnerability to crises. We must also recognize the difference between structural, or systemic factors, and proximate causes of crises.

V. Crises are caused by the dynamic interaction of factors that have both structural and proximate dimensions.

- Structural factors are those factors which are endemic or systemic in a society. We may also call these “root causes” or “underlying factors”. These are long-term factors, that have existed for years, if not decades and centuries, and which will require a heavy investment in proper development, social reconciliation and good governance to overcome them. Factors such as “Poverty”, “Lack of education”, “Historical exclusion of a social group”, “Cheap or poorly constructed housing and building stock”, are examples of structural, or root causes

- Proximate or immediate factors are those factors which have occurred more recently. They are considered “near-term factors”, and usually consist of a series of recent events and/or sudden occurrences which interact with structural causes to throw a country into an extra-ordinary crisis situation. Factors such as “Bank closings”, “Layoffs”, “Relatively large, sudden and quick flight of investor funds”, “Earthquakes”, or “Floods”, can be considered proximate causes

- Early warning information should lead to closer monitoring of the situation to detect possible triggering events, i.e. those final critical occurrences that may rapidly precipitate a crisis
VI. Crisis early warning is a multidisciplinary activity, and thus requires consideration of a range of factors and indicators from a variety of sectors. For instance, in the case of hurricanes, crisis monitoring and early warning may include consideration of data and information related to climatic factors, demographic patterns, vulnerable populations, economic factors and housing/building methods. In the case of mass refugee movements, crisis monitoring may need to consider drought conditions, racial or religious tensions, ongoing geo-political disputes, oppressive legislation, politicians antagonistic to certain groups, recent crop failures, outbreaks of civil conflict, and national/international efforts to prevent conflict. The relative weight or usefulness of information within any category will depend on the specific context of the country or region being considered.

VII. Causes: Economy/resource access and allocation

- *Structural:* Unequal access by various social groups to resources (land, water, credit) or opportunities (military, government jobs, educational opportunities); Non-diversified economy; Neglect of certain regions resulting in relative underdevelopment; Bad economic and environmental planning; Non-modernized economy; Technological stagnation; Living patterns (e.g. poorer people living in flood-prone areas such as along riverbeds and in floodplains, makes them more susceptible to flooding than their wealthier higher-land neighbours)

- *Proximate:* Structural adjustment programmes; Major and sudden layoffs; Sudden banking crisis; Devaluation of currency; Sudden or severe shifts in economic systems; Sudden movements of working populations (due to distress); recurrent balance-of-payments and/or budget deficits; Massive youth unemployment; Weakening of the social safety net; Breakdown of social protection systems; Energy outages, due to insufficient supply

VIII. Causes: Political processes/governance, institutions

- *Structural:* Unrepresentative government; Tradition of authoritarian or military rule; Winner-takes-all politics (political group, ethnic group, military group); Tradition of corruption in governance; Lack of “modern” governing skills; Exclusionary political systems where one social group rules
and benefits over the others; Acceptance of violence as main
dispute resolution method; Corrupt or ineffective judicial and
legal systems; Colonial legacy on country’s politics and
governance

» Proximate: State arrests; Exile or murder of opposition leaders
or those critical of the government; Imposition of special
emergency laws; Electoral fraud; Referendums for autonomy;
Assassination of political leaders; Sudden and severe shift in
political systems

IX. Causes: Communal/societal relations

» Structural: Strong ethnic or social group cohesion combined
with historically strong hatred or distrust of other ethnic or
social groups; Arbitrary political boundaries creating arbitrary
states; History of violent inter-communal conflict;
Urbanization; Collective group memories of atrocities; Decisive
victories or humiliating defeats; Breakdown of cultural values
and traditions; Widespread discrimination against certain
groups based on race, religion, ethnicity, gender, geographical
location

» Proximate: Extremists glorifying their past while demonizing
other social groups; Perpetrators of ethnic or political violence
go unpunished; Decline in the rule of law; Assassinations of
ethnic or social group leaders; Exclusionary or discriminatory
laws; Existing or new wave of migrants, due to economic,
political, or disaster factors

X. Causes: Personal security and human rights

» Structural: System where police, paramilitaries and militaries
act with impunity; Violence has been used throughout history
to redress perceived wrongs; Political and social systems that
limit freedom of speech, freedom of assembly, freedom of
movement; Certain segments of society (ethnic groups, women,
children, etc.) are denied rights

» Proximate: Increases in violent crime; Coercive force used
against citizens by government, paramilitaries, security forces,
militant rebel groups; Arrests of human rights activists;
Banning of human and democratic rights; Indiscriminate
retaliation by security forces; Massacres; Increasing
disappearances of community and political leaders; Deliberate
destruction of cultural or religious symbols
XI. **Causes: Military, paramilitary, crime, arms build-up**

- **Structural:** Strong military-political-industrial accords; Upward trend in recruitment of military, rebel and security personnel; Ready supply of light weapons; Growth of illicit arms trade; Economic benefits of war economy

- **Proximate:** Sudden increases in deployment or visibility of security forces; Indiscriminate military crackdown; Internal deployment of military to a selected region; Military used on own people; Violent conflict or confrontation; Paramilitary incidents against civilians; Rebel incidents against citizens or government; Rise of warlords; Idle and armed demobilized combatants

XII. **Causes: Health and environment**

- **Structural:** Unequal distribution of wealth and access to health care; Poverty; Lack of immunity to diseases; Poor nutrition; Poor sanitation; Poor water quality; Crowded living conditions; Promiscuous sexual habits; No health infrastructure; Drug-resistant diseases, Illiteracy and lack of quality health education; Industrial and social practices that destroy the environment and deplete resources; AIDS

- **Proximate:** Health: Sudden epidemic; Politicization of health issues (e.g. AIDS in South Africa); AIDS; Environment: earthquake tremor, sudden rains, tsunami, tornado, sudden oil spill or chemical explosion

XIII. **Causes: Infrastructure/construction methods**

- **Structural:** Lack of knowledge or skill in building disaster-resilient structures; Inappropriate or non-existent legislation and regulation of construction methods; Poverty does not allow people to build strong structures; Weak regulation enforcement or oversight due to lack of resources or corruption

- **Proximate:** Destruction and damages to buildings, transportation, telecommunications and energy infrastructure due to a natural disaster or violent conflict. This devastation creates new problems
XIV. **Causes:** External influences: political, economic, military, humanitarian

- **Structural:** Colonial legacy; Cold War legacy and networks; Arbitrary national borders; Global economy and economic forces; External economic interests; External influence and power in internal affairs; Regional power; Ethnic and national diaspora

- **Proximate:** Regional conflicts; Foreign military occupation or intervention; Embargoes; Arms flows; Base camps for militant insurgent groups; Retaliatory trade barriers and diplomacy; Migration of cultural or political symbols, values, habits (recent example: Violence and opposition in India over Valentine’s Day)

XV. There are countless sources of information for crisis monitoring and early warning. Some of these are available locally, and some are available electronically, over the web. For example, to monitor potential refugee emergencies, and civil conflict, local sources are invaluable. Local sources (journalists, activists, union leaders, community leaders, villagers, leaders of government, factional or guerrilla leaders, NGO staff, university students, market vendors) can contribute information on social tensions, potential actions and reactions, as well as on their perceptions of the problem. ILO’s comparative advantage in crisis early warning includes collection and analysis of information on employment, wages and earnings of different groups in the labour market; information obtained from ILO social partners; information on the social insurance system, availability of microcredit, success and availability of micro-enterprise and micro-insurance schemes, women’s development programmes.

XVI. Crisis monitoring and early warning requires that ILO make use of this comparative advantage and complement it with information and analysis from other sectors. One does not need to be an expert in every discipline, nor does one have to collect and analyse all information oneself. A lot of crisis-related information and analysis is available electronically. Some of these sources are listed in the attached handout, “Crisis Monitoring and Early Warning Information Sources”.
XVII. Early warning has been integrated into preparedness planning for a broad range of circumstances, including floods, hurricanes, earthquakes, refugee influxes, and populations caught in civil conflicts. The ability to anticipate and monitor these crises varies greatly among the different types and from one region of the globe to another. Generally, early warning systems have been established much more firmly in relation to natural disasters than for political and military upheavals. For example, well established storm and tsunami warning systems are installed across the globe, and function properly. There is also an extensive network of earthquake and tremor monitoring equipment which has proven beneficial in providing early warnings of destructive earthquakes and volcanic eruptions in many instances.
Additional References


3. Relief Web found at www.reliefweb.int/resources/ewarn.html — This web site provides links to relevant early warning web sites. Country-specific early warning information, among other information, can be accessed via the By Country view from the drop-down menu or the left column menu on the ReliefWeb Home Page.
Case Study: The Sri Lankan Conflict: Broadening the Debate

To support Activity #1

(Article by Asoka Bandarage appearing in PeaceWork, October 2000, a monthly journal published since 1972 by the New England Regional Office of the AFSC. AFSC permission to use granted).

The on-going conflict in Sri Lanka is commonly interpreted as an ethno-nationalist conflict by the media, academia, and activist organizations both locally and internationally. It is presented as the expression of an antagonism dating from pre-colonial times, a deeply etched enmity exacerbated in the course of the current conflict. The ethno-nationalist interpretation of the conflict is not limited to extremist nationalism on each side: it also pervades liberal as well as what is left of Marxist thinking in the country. Thus, some international and local NGOs in the fields of human rights and peace activism focus on the transformation of consciousness and the creation of a new Sri Lankan cultural identity while the Marxists uphold national self-determination as the solutions to the present crisis.

However, narrow ethnically based analyses contribute to further ethnic polarization and hysteria. The framing of the present crisis as a local, primordial phenomenon prevents the development of broader analyses and deeper understanding of the multiplicity of social issues involved. Indeed, the dominance of psychologically-based interpretations, such as Cultural Studies, over political-economic analyses is not peculiar to the Sri Lankan case: it is a global phenomenon. Moreover, the preoccupation with single issues, symptoms of the problem, and immediate concerns such as refugees and humanitarian aid have also contributed to a relative neglect of deeper causes and long-term solutions.

1 Asoka Bandarage is author of Women, Population and Global Crisis: A Political-Economic Analysis (London, Zed Books, 1997) and Associate Professor of Women’s Studies at Mount Holyoke College. The article is based on a talk given at the Sri Lanka Symposium held by the Carnegie Council on Ethics in International Affairs and Asia Society in New York, 13 June 2000.
While I am not able to fully develop an alternative to ethno-nationalist thinking here, I would like to stress the necessity for a historical approach that locates the origins of the present crisis in colonialism and its evolution in contemporary processes of political, economic, and cultural globalization.

In Sri Lanka, as elsewhere in the European colonies, economic exploitation, import of plantation labor, the transformation of demographic patterns, the divide-and-conquer policies favoring minorities, and the privileges assigned to the English language and the Christian religion, among other policies, contributed to uneven and unequal development across regions, social classes, and ethnic and religious groups. Moreover, political structures inherited at independence, including an over-centralized state and an electoral system built on division and conflict, set the stage for continuous competition for power amongst elites within and across ethnic communities.

The post-independence state legislation sought to reverse some of the colonial policies in favor of the Sinhala Buddhist majority with regard to language, religion, and university entrance. These measures were opposed by English-educated upper classes of all ethnic groups, not only Tamils but also Sinhalese, Muslims, and Burghers, as well as the Christian minority. However, as is now well known, it was the opposition of the Tamil minority to these policies that was the most vehement and contributed to the demand for a separate state.

In the current ethno-nationalist debates on Sri Lanka, the impact of contemporary globalization patterns on the present conflict receives even less attention than its colonial origins. Economic inequalities accompanying economic liberalization have deepened poverty and exacerbated ethnic as well as religious antagonisms. Just as we need to ask how militarism contributes to poverty by draining resources from social development, we need also to see how poverty contributes to militarism: indeed, they reinforce each other.

In Sri Lanka, as elsewhere, increasing transnational corporate dominance, privatization, and dismantling of state welfare services have undermined local ecosystems and economies, destroying traditional employment and survival opportunities of the masses. Migration of labor to the Free Trade Zones and the Middle East and the influence of consumerism and western cultural homogenization have weakened family, community, and local cultures, contributing to
increasing alienation and despair, especially among the masses of youth.

Privatisation and cut backs in state social services led by the IMF and World Bank have increasingly reduced the government to the role of maintaining law and order while allowing a wide array of foreign funded NGOs to fill in the vacuum. Meanwhile, political authoritarianism of the state increased under the Open Economy, resulting not only in the suppression of organized labor and resistance movements but also resulting in even state-sponsored pogroms against both Tamil and Sinhalese populations, as seen in the anti-Tamil violence of 1983 and the anti-Sinhala violence in the late 1980s. Unlike the anti-Tamil violence, anti-Sinhala violence did not receive wide international attention.

Despite their ethnically-based political mobilization, the economic and political deprivation and cultural marginalization experienced by the Sinhala and Tamil youth are similar. The cadres of both the JVP and the LTTE have been drawn from similar social class backgrounds. In fact, the cadres of the state’s armed forces are also poor rural Sinhala youth without alternative economic opportunities. While middle and upper classes in both the Sinhala and Tamil communities have their own children in expensive international schools and universities in the west, they are promoting an ethno-nationalist war which has turned poor children into an expendable population trained to kill each other. Nowhere is this expendability and lack of respect for life more apparent than in the deployment of poor, young girls as suicide bombers by the LTTE leadership. This connotes not women’s liberation, but ultimate violence against women.

However, the creation of this expendable population cannot be attributed simply to internal class dynamics or the cult of martyrdom. It is a global phenomenon, a product of the widening economic divide between the rich countries in the North and the poor countries in the South. The increasing concentration of economic, political, and cultural power in a handful of transnational corporations underlies the turning of 1.6 billion or more people living in absolute poverty into a surplus population. The statistics are now familiar: the industrialized North which has less than 20% of the global population controls over 85% of the global income while the poor countries in the South with over 80% of the global population have access to 15% of the world’s income. These disparities are widening. The Sri Lankan crisis has to be understood in this broader international context.
Ultimately, this unequal global social order is maintained through militarism. The military is the biggest sector of the global economy. Not only is it a highly profitable industry, it also helps control the global population. While espousing human rights, freedom, and democracy, the industrialized countries and the US, the military super power, in particular, are pushing weapons on the Third World. These weapons coming from the west and from other small arms producers around the world end up in the hands of children who use them to kill each other. While we need to question the costs of war and who bears those costs, we need also to ask who benefits from war. The arms producers and arms traders and a small group of politicians and armed personnel benefit from war. They want to continue war. Today, in many war-torn regions, weapons are more readily available than food: an AK 47 can be exchanged for a chicken or even a loaf of bread.

Although economic inequality is the main issue, resistance around the world is most frequently being directed at the ethnic Other rather than the pinnacles of corporate power and the global military-industrial complex. This certainly helps unbridled corporate expansion without the constraints of ecological, social, or ethical criteria. In Sri Lanka, the preoccupation with ethnicity, cultural identity, and the war has diverted attention from the massive environmental, social, and cultural destruction associated with contemporary globalization.

We need to look at the usefulness or functionality of ethno-nationalist analysis for the maintenance of the global status-quo. It helps locate causes of social crises within the local population and in so-called primordial consciousness rather than in external sources and material circumstances. Likewise the solution offered which is frequently fragmentation of local political entities can be an effective tool of divide and conquer. Fragmentation weakens local resistance against the forces of global economic concentration.

It is in this context that local skepticism towards the hundreds of international NGOs and foreign-funded local NGOs in a country like Sri Lanka needs to be understood. Although NGOs can be important in safeguarding the rights of oppressed groups, they are not always impartial saviors providing the middle ground between the extremes. They may have their vested interests; they may also add further confusion in an already confused and complicated situation. Most NGOs are not in a position to challenge the economic fundamentalism of corporate expansion or develop alternative models of development.
Indeed, local people without literacy in English and other means of access to the outside world such as electronic media may be suspicious of attempts to change their thinking, seeing that as a neo-colonialist attempt to destroy their culture, especially when those attempts are led by Christian NGOs working in a predominantly Buddhist and then a Hindu country. This may be particularly so when there are attempts to introduce a new national identity at the expense of fundamental socio-economic changes. On the other hand, some individuals may in fact accept changes in cultural identity especially if they are accompanied by economic benefits. Indeed, for poor people struggling to survive, changing cultural identity—conversion to another religion, for example—may be a small loss compared to the burdens of economic survival. Cultural identities are not always as fixed as is assumed by dominant ethno-religious perspectives.

If we are truly committed to an ethical approach to international affairs, then we need to redress the economic divide underlying many of the so-called cultural and identity conflicts in the world today. If we are truly interested in ethics and peace, we need to stop the global arms trade and the pouring of weapons into a country like Sri Lanka. Nonviolence is not a precept just of Buddhism: it is a fundamental tenet of most of the world’s major religions. To separate realpolitik from ethics is a betrayal of all the religions.

In this regard, NGOs operating in countries like Sri Lanka need to approach the charge of imperialism sometimes hurled at them from a broader historical perspective and with a sensitivity to North-South issues. They need to join hands with citizen groups in their own countries in struggles to infuse ethical, social, and ecological criteria into corporate decision-making, including the shifting of investments from military to civilian sectors through shareholder resolutions, campaign finance reform, and the like. Such actions would have global repercussions.

However, Sri Lankans can no longer leave the responsibility of resolving the terrible crisis to outside forces or the Sri Lankan government and the LTTE, the two parties which have dragged the horrific war costing so many lives and so much destruction over the last two decades. Civilian groups need to come forward with creative, nonviolent alternatives to explore the shared burden and suffering of the masses. The Sinhala, Tamil, Muslim, and other people have all suffered from policies and actions of the LTTE, successive Sri Lankan governments, and global political and economic and cultural powers.
The Sri Lankan diaspora in the west can play an important role in this task of broadening the discussion beyond ethno-nationalism. Without playing into the arguments of primordial tribal enmity, we need to reinforce our historical traditions of co-existence, tolerance, and shared culture. We need to recognize that devolution is not a panacea: it could solidify rather than ameliorate nationalism. Regardless of political demarcations, we are bound together in one living breathing organism, the ecological entity that is the island of Sri Lanka.

Instead of sending hard-earned money to buy weapons to continue the killing, expatriates can send money to create alternative economic opportunities for the poor. The armed cadres need to be demobilized, their strength turned towards life-enhancing endeavors. Even if the war ends tomorrow, the pain and suffering unleashed will continue for generations. We owe it to the younger generations to stop the carnage. Let there be a future for all the children.
Optional Discussion Activity: Crisis Forecasting and Early Warning

1. Russia’s domestic conditions “bordering on social catastrophe”

*(Washington Post, 3 September 2000)*. Russia is beset by ruined agriculture, collapsing infrastructure and steady deindustrialization of the imploding economy. Russia’s domestic instability, military threat, and economic problems make Russia an extremely unstable state. Any number of things could happen that would cause a total collapse of its economy.

2. Emerging water shortages point to increased political instability and tensions

*(World Watch Institute 2001)*. With population growing rapidly in many of the most water-short regions, water problems are bound to worsen. The number of people living in water-stressed countries is projected to climb from 470 million to 3 billion by 2025, the study notes. Already many countries do not have enough water to meet domestic demands for food, creating a source of potential political instability. In five of the world’s hot spots of water dispute – the Aral Sea region, the Ganges, the Jordan, the Nile, and the Tigris-Euphrates – the population of the nations within each basin is projected to climb between 44 and 75 per cent by 2025. Some 260 rivers flow through two or more countries, but in most cases there is no treaty among all the parties that sets out how that river water should be shared. In the absence of water-sharing agreements, tensions are bound to rise.
3. Yugoslav Economy on Verge of Meltdown

(Economist, 31 October 2000). But while the political troubles have grabbed the headlines, the Yugoslav economy is on the verge of meltdown. Crippled by a decade of war and sanctions, things are so bad that everything from the health service to the education system has all but collapsed. Annual spending on education has dropped to $60 a head, one reason why 7% of Serbs can't even read. If things don't change, then Serbia could slide to third-world status.

4. Looming Earthquake disaster in Central Asia

(Urban Earthquake Risk Management Conference, Almaty, Kazakhstan, 22-25 October, 1996). There is a high probability that a severe earthquake will occur near the capital of one or more of the Central Asian Republics within the next 20 years, with consequences as devastating as or worse than those witnessed in Armenia in 1988. It is estimated that such an earthquake will result in a fatality rate of 5% of the exposed population and an injury rate of 20%. For a city the size of Almaty, this would mean approximately 75,000 deaths and 300,000 injuries. More than half of all residential buildings in the Central Asian capitals would likely collapse or be damaged beyond repair.

5. Hurricane forecasts for 2000

(Department of Atmospheric Science, Colorado State University). A year of above average hurricane activity and landfall probability as anticipated in our 8 December and 7 April forecasts – though somewhat less active than anticipated in our 6 June forecast. Total activity for the year 2000 Atlantic hurricane season is expected to exceed the long term average and is anticipated to be considerably more active than the mean for the recent period of 1970 through 1994. We estimate that the 2000 season will have 7 hurricanes (average is 5.7), 11 named storms (average is 9.3), 55 named storm days (average is 47), 30 hurricane days (average is 24), 3 intense (category 3-4-5) hurricanes (average is 2.2), 6 intense hurricane days (average is 4.7) and a Hurricane Destruction Potential (HDP) of 90 (average is 71).
Collectively, net tropical cyclone activity in year 2000 is expected to be about 130 percent of the long term average.

6. Zimbabwe social and economic crisis to worsen

*(BBC News Online, 16 November 2000)*. Zimbabwe’s finance minister has presented the country’s annual budget, painting a picture of serious economic decline and national debt. Many families, he said, could only afford one meal a day, and many of those who still had jobs had to walk to work because of rising transport costs. Mr Makoni said uncertainty over land reform, the perceived absence of the rule of law and the cost of Zimbabwe’s involvement in the DR Congo war had undermined the economy. International donors have suspended aid programmes to Zimbabwe over its spending in the DR Congo... inflation and interest rates are running at 60% a year and the budget deficit is rising. The economic squeeze is hurting the population and increasing popular opposition to the government - three days of rioting followed steep price rises in basic commodities in October.
# Web Sites Dedicated to Crisis Early Warning, Crisis Prevention, Conflict Management

<table>
<thead>
<tr>
<th><strong>Breaking News and Political Analysis</strong></th>
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<tbody>
<tr>
<td><strong>Reuters Alertnet</strong>&lt;br&gt;www.Alertnet.com</td>
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<tr>
<td><strong>BBC World News</strong>&lt;br&gt;<a href="http://news.bbc.co.uk/">http://news.bbc.co.uk/</a></td>
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<tr>
<td><strong>CNN.com World News</strong>&lt;br&gt;www.CNN.com/WORLD/</td>
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<tr>
<td><strong>DisasterRelief.org</strong>&lt;br&gt;www.disasterRelief.org</td>
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<tr>
<td><strong>Agence Français Presse World News Links</strong>&lt;br&gt;www.afp.com/english/links/</td>
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<td><strong>All Africa.Com</strong>&lt;br&gt;www.allafrica.com</td>
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### Country Profiles, Data and Analyses

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
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<tbody>
<tr>
<td>Economist Intelligence Unit</td>
<td>The Economist Intelligence Unit (EIU) has been a trusted source of analysis on the economic, political and business environments in 195 countries for more than 50 years. The EIU produces objective and timely analysis and forecasts of the political, economic and business environment in more than 180 countries. It provides some free information, as well as customizable services for paying clients.</td>
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<tr>
<td><a href="http://www.eiu.com/">www.eiu.com/</a></td>
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<tr>
<td>CIA World Factbook</td>
<td>The CIA World Factbook provides country profile information ranging from demographics, to economic information, government, geography, etc. Documents are free and reproducible.</td>
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<tr>
<td><a href="http://www.odci.gov/cia/publications/factbook/">www.odci.gov/cia/publications/factbook/</a></td>
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<tr>
<td>ReliefWeb</td>
<td>Reliefweb is a gateway to a host of country-specific on-line information sources covering: country profiles on the web, cultural information, development and disaster history, economics, geography, government and politics, military, weather, news, etc.</td>
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<tr>
<td><a href="http://www.reliefweb.int">www.reliefweb.int</a></td>
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<tr>
<td>World Bank Data and Maps</td>
<td>World Bank links to country maps, country data, world and country-specific development indicators, and world development reports.</td>
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<td><a href="http://www.worldbank.org/data/">www.worldbank.org/data/</a></td>
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### Conflict Early Warning Information and Analysis

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<th>Source</th>
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<tr>
<td>FEWER</td>
<td>The Forum on Early Warning and Early Response (FEWER) is a multi-sectoral and multi-disciplinary network, spanning Asia, Africa, North and South America, and Eurasia, that provides conflict early warning analytical and information services.</td>
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<tr>
<td><a href="http://www.fewer.org">www.fewer.org</a></td>
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<tr>
<td>EurasiaNet</td>
<td>EurasiaNet provides information and analysis about political, economic, environmental and social developments in the countries of Central Asia and the Caucasus, as well as in Russia, the Middle East, and Southwest Asia.</td>
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<td><a href="http://www.eurasianet.org">www.eurasianet.org</a></td>
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<tr>
<td>IRIN</td>
<td>IRIN, the Integrated Regional Information Networks, in partnership with ReliefWEB, provides daily updates and special reports, in French, English and Kiswahili, on a wide array of political, economic and social issues affecting humanitarian-related concerns in Africa and Central Asia.</td>
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<td><a href="http://www.reliefweb.int/IRIN/index.phtml">www.reliefweb.int/IRIN/index.phtml</a></td>
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<tr>
<td><strong>International Crisis Group: Crisisweb</strong></td>
<td>Crisisweb is the website for the International Crisis Group where ICG posts its country conflict analytical reports and recommendations for international action.</td>
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<td><a href="http://www.crisisweb.org">www.crisisweb.org</a></td>
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<tr>
<td><strong>INCORE - Initiative on conflict resolution and ethnicity</strong></td>
<td>INCORE is a global center for the study and resolution of conflict. Its website is a global gateway with information links to over 40 countries and conflict themes including: truth and reconciliation, religion and conflict, refugees, landmines, human rights, women and conflict, and children and conflict.</td>
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<td><a href="http://www.incore.ulst.ac.uk/home/">www.incore.ulst.ac.uk/home/</a></td>
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<tr>
<td><strong>Accord Online</strong></td>
<td>Accord Online breaks news related to conflict and conflict prevention in Africa, and links to recent online versions of ACCORD publications “Conflict Trends” and “African Journal in Conflict Resolution”.</td>
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<td><a href="http://www.accord.org.za">www.accord.org.za</a></td>
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<td><a href="http://www.c-r.org/accord/index.htm">http://www.c-r.org/accord/index.htm</a></td>
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<tr>
<td><strong>Children’s Rights</strong></td>
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<tr>
<td><strong>Children’s Rights Information Network</strong></td>
<td>CRIN is a global network of over 1,000 child rights organisations. By exchanging ideas, information and experience, it supports the promotion and realisation of children’s rights. CRIN’s network furthers the discussion on critical child rights issues such as child labour, children living with HIV/AIDS and children in armed conflict.</td>
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<td><a href="http://www.crin.org/">www.crin.org/</a></td>
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<tr>
<td><strong>Financial Crises, Economy and Poverty</strong></td>
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<tr>
<td><strong>Economist Intelligence Unit</strong></td>
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<td><a href="http://www.eiu.com/">www.eiu.com/</a></td>
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<tr>
<td><strong>Asia Recovery Information Center (ARIC)</strong></td>
<td><strong>ARIC</strong> monitors the social and economic impacts of the Asian crisis and the recovery process in the five countries most affected by the Asian crisis: Indonesia, the Republic of Korea, Malaysia, the Philippines and Thailand. More Asian countries affected by the crisis will be added in the future.</td>
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<tr>
<td><strong>World Bank Links</strong></td>
<td><strong>World Bank</strong> links to topics ranging from poverty reduction, to social protection, to debt relief for Heavily Indebted Poor Countries (HIPC). The website “SEARCH” function can be used to find information and publications on “economic downturns”, “financial crises” and “war to peace transition”.</td>
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<tr>
<td><strong>International Monetary Fund (IMF)</strong></td>
<td>From the <strong>IMF</strong> home page, you can connect to specific country financial and monetary information by clicking on “Country information” and then selecting the country of your choice.</td>
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<tr>
<td><strong>PovertyNet</strong></td>
<td><strong>PovertyNet</strong> is a World Bank Web site developed to provide resources for people and organizations working to understand and alleviate poverty. A database provides quick access to comprehensive poverty information. The second site listed here provides access to household surveys; poverty assessment summaries since 1993; participatory poverty assessments; social indicators; and links to other sites and research on poverty.</td>
</tr>
<tr>
<td><strong>Asian Economic Crisis</strong></td>
<td>This page, hosted by the University of Hawaii and entitled “<strong>The Asian Economic Crisis: Points of View</strong>”, provides a list of sources on the Asian Financial Crisis. This is a useful gateway to analysis of the Asian financial crisis.</td>
</tr>
<tr>
<td><strong>Global Macroeconomic and Financial Policy Site</strong></td>
<td>Global macro-economic and financial policy site including topical links to: Asia crisis, current global economic and financial policy news, international financial system, country links, and financial sector issues.</td>
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<tr>
<td><strong>Economic Commission for Latin America and the Caribbean (ECLAC)</strong></td>
<td><strong>ECLAC</strong> collects, organizes, interprets and disseminates information and data related to the economic and social development of the region.</td>
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### Food Supply and Famine Early Warning

<table>
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<tr>
<th><strong>GIEWS</strong></th>
<th>FAO GIEWS network (Global Information and Early Warning System on Food and Agriculture) provides regular bulletins, regional and country situation reports, information on food supply and demand, and warning of imminent food crises.</th>
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<tr>
<td><a href="http://www.fao.org/giews">www.fao.org/giews</a></td>
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<tr>
<th><strong>Famine Early Warning System Network (FEWS NET)</strong></th>
<th>FEWS NET provides food security monitoring and famine early warning for 17 drought-prone African countries. This site includes: satellite monitoring and analysis, regular field monitoring trips, vulnerability analysis, desertification and climate change monitoring, and market monitoring and analysis.</th>
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<tr>
<td><a href="http://www.fews.net/">http://www.fews.net/</a></td>
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### Health Epidemics and HIV/AIDS

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<tr>
<th><strong>UNAIDS</strong></th>
<th>UNAIDS website provides recent country-specific data on HIV/AIDS prevalence and incidence, together with information on behaviours (e.g. casual sex and condom use) that can spur or stem the transmission of HIV. Cosponsors of UNAIDS include: UNICEF, UNDP, UNFPA, UNESCO, WHO, UNDCP and the World Bank - From <a href="http://www.unaids.org">www.unaids.org</a> go to “HIV/AIDS by country” link.</th>
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<td><a href="http://www.unaids.org/">www.unaids.org/</a></td>
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<tr>
<th><strong>Communicable Disease Surveillance and Response (CSR)</strong></th>
<th>The World Health Organization (WHO) Weekly Epidemiological Record (WER) serves as an essential instrument for the rapid and accurate dissemination of epidemiological information on cases and outbreaks of diseases. Once a communicable disease outbreak has been confirmed, pertinent information is placed on the World Wide Web and can be accessed by the general public.</th>
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<tr>
<td><a href="http://www.who.int/emc/index.html">www.who.int/emc/index.html</a></td>
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<td><a href="http://www.who.ch/emc/outbreak_news">www.who.ch/emc/outbreak_news</a></td>
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### Humanitarian Assistance and International Relief

<table>
<thead>
<tr>
<th><strong>Disasterrelief.com</strong></th>
<th>Disasterrelief.com provides worldwide disaster aid and information via the internet. The “Earth Watch” link keeps an eye on the many different disaster events happening around the world. It is sponsored by the American Red Cross and CNN.</th>
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<tr>
<td><a href="http://www.disasterrelief.org/EarthWatch/">www.disasterrelief.org/EarthWatch/</a></td>
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<tr>
<td><strong>ReliefWeb</strong></td>
<td>ReliefWeb is a project of UN OCHA. It provides disaster emergency updates, situation reports, information on humanitarian relief efforts, and appeals for natural disasters and complex emergencies. It is updated around the clock.</td>
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<td><a href="http://www.reliefweb.int">www.reliefweb.int</a></td>
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<thead>
<tr>
<th><strong>Human Rights</strong></th>
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<tbody>
<tr>
<td><strong>Amnesty International</strong></td>
<td>Amnesty International is a worldwide campaigning movement that works to promote all the human rights enshrined in the Universal Declaration of Human Rights and other international standards. It has an Annual Report at <a href="http://www.amnesty.org/ailib/aireport/index.html">www.amnesty.org/ailib/aireport/index.html</a></td>
</tr>
<tr>
<td><a href="http://www.web.amnesty.org/">www.web.amnesty.org/</a></td>
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</tr>
<tr>
<td><strong>Human Rights Watch</strong></td>
<td>Human Rights Watch is dedicated to protecting the human rights of people around the world. Its 2000 annual report is found at <a href="http://www.hrw.org/wr2k">www.hrw.org/wr2k</a></td>
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<td><a href="http://www.hrw.org">www.hrw.org</a></td>
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<thead>
<tr>
<th><strong>Labour/Employment Issues</strong></th>
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<tbody>
<tr>
<td><strong>ILO</strong></td>
<td>ILO’s home page has links to all ILO programmes and departments, including an internal document search engine.</td>
</tr>
<tr>
<td><a href="http://www.ilo.org">www.ilo.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>International Confederation of Free Trade Unions (ICFTU)</strong></td>
<td>This ICFTU website posts news and updates on recent and emerging labour rights and disputes. It has an internal search engine and links on: child labour, equality, globalisation, trade and labour standards, trade union rights, and youth.</td>
</tr>
<tr>
<td><a href="http://www.icftu.org/">http://www.icftu.org/</a></td>
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</tr>
<tr>
<td><strong>LabourNet</strong></td>
<td>International Labour Solidarity Website. The LabourNet web site promotes computer communications as a medium for building international labour solidarity. It posts news related to current worldwide labour strikes and disputes.</td>
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<td><a href="http://www.labournet.org/">http://www.labournet.org/</a></td>
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<tr>
<th><strong>Natural Disasters</strong></th>
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<tbody>
<tr>
<td><strong>DisasterRelief.org</strong></td>
<td>DisasterRelief.org is a unique partnership between the American Red Cross, IBM and CNN, dedicated to providing information about disasters and their relief operations worldwide. The three-year-old website is a leading disaster news source.</td>
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<tr>
<td><a href="http://www.disasterRelief.org">www.disasterRelief.org</a></td>
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</table>
### ReliefWeb

**ReliefWeb** is a project of UN OCHA and provides up-to-date information on natural disasters and complex emergencies, as well as humanitarian relief appeals and organizational situation reports. It is updated around the clock.

**ReliefWeb (Early Warning) Natural Disasters Link**

This is **ReliefWeb's natural disaster early warning** page, with links to research and information centers specializing in research and information dissemination on various types of natural disasters, including earthquakes, tropical storms, etc.

**HazardNet**

**HazardNet** enhances the timeliness, quality, quantity, specificity and accessibility of information for those concerned with preventing, mitigating or preparing for large-scale natural and technological emergencies.

**Natural Hazards Observer**

**Natural Hazards Observer** is the University of Colorado's Natural Hazard Center's information gateway to university research centers and organizations specializing in research and information on various types of natural hazards and disasters.

### Refugees and Internally Displaced Persons

**Refugees Daily**

**Refugees Daily** is a global refugee news review. This summary of refugee news has been prepared by UNHCR from publicly available media sources.

**Internally displaced persons**

The **Global IDP Project** website is an independent website and information management service on internally displaced persons worldwide. It has profiles and data for over 20 countries.
Overhead Transparencies

1. Crisis Early Warning

2. Crisis Early Warning and Crisis Monitoring
   - A continuous process of collecting, monitoring, and analysing information that assists ILO and its constituents to identify actual or potential crises and to determine appropriate type and timing of an ILO constituent response.

3. Crisis Response
   - Early Warning and preparedness
   - Mitigation, prevention, development
   - Crisis
   - Reconstruction, recovery, rehabilitation, long-term response

4. Crisis Monitoring and Analysis
   - Objectives:
     - Understand the role and value of crisis monitoring to ILO
     - Identify those factors that need monitoring
     - Propose an analytical monitoring framework
     - Distinguish between structural and proximate factors

5. Value of Crisis Monitoring and Analysis
   - Anticipate and respond to crisis situations that may put your current programmes at risk
   - Plan and adjust your programming so that it is resilient in times of crisis
   - Determine whether, when and how to respond to a crisis (pre, during, post)
   - Plan responses relevant to the stage of the crisis, which address root causes of the crisis, and where you have comparative advantage

6. Root Causes: Characteristics
   - Deep-rooted in the social, economic, and political systems
   - Seemingly intractable
   - Existed for long periods of time
   - Require long-term development-oriented solutions (economic development, better governance, more equitable distribution)
   - Underlying problems and causes
7. **Proximate Causes: Characteristics**
   - Symptoms or manifestations of deeper problems
   - "Just the tip of the iceberg"
   - May trigger or accelerate tensions and violence
   - Remedied with short-term fixes (food aid, elections, peacekeeping forces, one-sided victory)
   - Near-term problems

8. **Root Causes**
   - Socio-economic deprivation and inequity
   - Weak states
   - Poor governance (judicial, administrative, regulatory)
   - Authoritarian and exclusionary governance
   - Political discrimination and exclusion (both structural and proximate)

9. **Proximate Causes of Violent Conflict**
   - Break-down of negotiations, peace process
   - "Entrepreneurs" who derive economic benefit from war, violence, conflict
   - Environmental changes/resource scarcity
   - Political/ethnic extremism, demonizing
   - Austerel economic reform measures
   - Proliferation of small arms and external military aid
   - Human rights violations

10. **Iceberg Analysis**
    - **Trigger**
    - Assessment of political or opposition leader
    - Unemployment
    - Political violence
    - Economic restructuring
    - Capital flight
    - Banning coal
    - External politics and media

    - **Proximate**
    - Single or multiple commodity losses
    - Trade embargoes
    - Food insecurity
    - Weak rule of law

    - **Structure**
    - Underdeveloped politics/communal relations
    - Underdeveloped national economy
    - Underdeveloped history
    - Underdeveloped economy

11. **What to Monitor?**
    - Economy and resource distribution
    - Political processes, governance and military
    - Societal and communal relations, migration
    - Personal security and human rights
    - Health, environment, infrastructure
    - External political, military, economic, social
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Session Objectives

General Objective

This session is designed to provide participants with a general understanding of vulnerable groups and their special needs during and after a crisis.

Specific Themes

More specifically, this session will cover:

- The definition and characteristics of “vulnerable groups”
- Categories of vulnerable groups affected by crisis
- Pros and cons of targeting assistance
- A conceptual approach for conducting needs assessments of special groups
## Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
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<tbody>
<tr>
<td><strong>Opening</strong></td>
<td>Explain the general objective and procedures for this session and engage</td>
<td>20 minutes</td>
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<td></td>
<td>participants in thinking about vulnerable groups in crisis situations.</td>
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<tr>
<td><strong>Discussion: Special Needs of Vulnerable Groups</strong></td>
<td>Identify vulnerable groups affected by crisis and their special needs in post-crisis situations.</td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Discussion: Targeting vs. Enlargement</strong></td>
<td>Debate the pros and cons of “targeting” assistance vs. “enlargement” of assistance programmes to the larger community.</td>
<td>30 minutes</td>
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<tr>
<td><strong>Wrap-Up</strong></td>
<td>Close the session.</td>
<td>5 minutes</td>
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</table>
Opening

Estimated Time: 20 minutes

Objective

Explain the general objective and procedures for this session and engage participants in thinking about the topic.

Procedures and Talking Points

A. Introduce the session, its general objectives and procedures.

B. Ask participants to do a quick association with the concept “Vulnerability”. Ask several participants, “When you hear the term “Vulnerability” what is the first word that comes to mind?” List their responses on a flip-chart.

C. After you have ten to fifteen responses, read them off. Using the overhead transparencies describe the characteristics and definition of vulnerability and vulnerable groups.

D. Explain that they will now identify vulnerable groups affected by crisis and their special needs in post-crisis situations.
Discussion Activity: Special Needs of Vulnerable Groups

Estimated Time: 60 minutes

Preparation and Materials

- Flip-chart paper and markers

Objective

Identify vulnerable groups affected by crisis and their special needs in post-crisis situations.

Procedures and Talking Points

A. Explain that crises affect different groups differently. For example, women are often over-represented in low-paid and precarious employment and the informal economy. Crises exacerbate these conditions, making many women’s situation even more precarious than before. It is important for us to take a look at how crises affect different vulnerable groups.

B. Introduce the objectives and procedures for this activity.

C. Ask participants to number-off “one through four”. Each group is asked to consider the vulnerable groups affected by one of the four different types of crises: natural disasters, armed conflicts, financial and economic downturns, and difficult social and political transitions.

- Pick one vulnerable group. How can ILO respond to the needs of this vulnerable group? Give examples.
Matrix

<table>
<thead>
<tr>
<th>Vulnerable groups before the crisis</th>
<th>Vulnerable groups after the crisis</th>
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D. Groups have 30 minutes to complete this assignment. After this, each group has 5 minutes to present their results in plenary.
Discussion: Targeting vs. Non-Targeting

Preparation and Materials

- Overhead transparencies

Objective

Debate the pros and cons of “targeting” assistance vs. “enlargement” of assistance programmes to the larger community.

Procedures and Talking Points

A. Explain that there is a debate regarding the “targeting” and “non-targeting” or “enlargement” of assistance programmes. Use the overhead transparencies to support this discussion.

B. Pose the question: “Should ILO employment promotion and Decent Work initiatives be targeted for “specific vulnerable groups” or should they be open for all? What are the arguments for and against this?” Ask a co-trainer or a participant to record arguments for and against on a flip-chart. The discussion will be more focused if you select a particular context, such as a post-conflict situation and the targeting of employment and retraining programmes for ex-combatants.

Some other questions to stimulate this discussion include:

- Is targeting of vulnerable groups necessary to ensure their re-integration?
- Will economic reconstruction automatically lead to reintegration of vulnerable groups? Why or why not?
- Will targeting lead to further disintegration due to categorisation and segregation of the exclusive approach?
C. Facilitate the discussion and keep track of the arguments. Ask a co-trainer or a participant to record arguments for and against on a flip-chart.

D. Conclude the session by reading the arguments for and against targeting and making any final comments necessary.

E. Wrap-up this session.
Wrap-Up

Estimated Time: 5 minutes

Preparation and Materials

- Overhead transparencies

Objective

Summarize key points discussed or presented, and link this session with the sessions and themes that follow.

Procedures and Talking Points

A. Review key points made and conclusions reached.
B. Identify points of agreement, challenges, and differences of opinion.
C. If helpful, review some of the key points presented on the overhead transparencies.
D. Present the theme and presenter/trainer for the next session.
I. Crises affect different groups differently. ILO defines vulnerable groups as those most at risk of socio-economic exclusion.

II. Vulnerable groups may include: women, disabled, internally displaced persons, refugees, ex-combatants, child soldiers, etc.

III. Groups that were vulnerable to socio-economic exclusion prior to a crisis become more vulnerable during and after a crisis.

IV. Unemployment is a root cause of armed conflict.

V. Crises increase the feminization of poverty. The role of men and women often change in times of crisis. Post-crisis reconstruction can be used to increase equality in gender.

VI. Needs assessments must disaggregate data based on predetermined social/demographic categories.

VII. Ex-combatants play a critical role in peace-building. Frustration in a fragile post-war context due to delays in demobilization or lack of training and employment opportunities can easily lead to resumption of violent actions. Therefore ex-combatants need particular attention in the reintegration process. At the same time, they sometimes share essential characteristics with other civilian conflict-affected groups in terms of capacities, needs and preferences. Furthermore, targeting ex-combatants can also be perceived by the other war-affected people as a form of discrimination. As will be discussed, the choice to implement a reintegration programme targeting ex-combatants exclusively is highly political and differs strongly from country to country. It is recognized that it is in some cases appropriate to target ex-combatants as a separate group in the emergency phase. However, this approach can also stigmatize and hamper a smooth reintegration of this group into civil society.

VIII. Arguments for targeting ex-combatants:

» Quick and effective integration of ex-combatants is a key step in the peace process. This group has priority for securing lasting peace
The peace agreements often give precise timetables for demobilization. Solutions should be available on the day of demobilization.

Ex-combatants and child soldiers have specific needs.

Donors are willing to fund these projects.

Projects for ex-combatants are transparent and easy to evaluate.

The first needs (mainly humanitarian aid) of other war-affected groups like refugees and displaced persons may appear less evident within the mandate of the ILO.

The profile of ex-combatants is more homogeneous, as well as their needs. It is counter-productive to target people with different needs and profiles in the same reintegration project.

IX. Arguments against targeting ex-combatants:

An inclusive approach can stimulate reconciliation.

Public opinion (depending largely on the nature of the war) often does not accept prioritization of former combatants.

Psychologically, it is impossible to reintegrate an ex-combatant into civilian life by first separating him/her.

The basic needs of war-affected people, as opposed to ex-combatants, are in general more urgent and dire. They have often suffered much more from the war and need to be addressed immediately.

Economic and social rehabilitation on a national level depends heavily on the dynamism of rural activities and markets. The success of reintegrating former combatants into an economically unhealthy society is doubtful.

When, as in Liberia, the policy is to emphasize community building, it is by definition impossible to target ex-combatants only. Discrimination is not possible.

In the Liberian case, ex-combatants are often difficult to identify as such because they are reluctant to reveal their pasts.

If the war was particularly devastating, as in Liberia, there are not enough operational communities in which to reintegrate former combatants.

From a quantitative point of view, ex-combatants are a minority and should not be favoured over the majority.
Additional References


Overhead Transparencies

1. Crisis and Vulnerability

2. Crisis and Vulnerability

3. Characteristics of Vulnerability

4. ILO Working Definition

5. Vulnerable Groups

6. Unemployed
7. Internally Displaced People (IDP)

- Crises often create a situation in which many people are moved away from their homes and their work places.
- They become therefore very vulnerable as they are strangers in the area they stay.
- Displaced people camps give a good opportunity to collect data, to train people and to prepare them for the work awaiting them upon their return home.

8. Disabled

- Pre-crisis disabled people often become more vulnerable as a result of the crisis.
- Crises, especially armed conflicts, create large numbers of physically and mentally disabled people.
- Although ILO promotes an inclusive approach, programmes have to ensure that their specific needs are addressed.

9. Minorities

- Although the ILO hardly ever targets minority groups exclusively, careful attention should be paid that they do not become more marginalized due to ILO interventions.
- Social exclusion of minority groups can lead to armed conflict. The ILO should therefore use its approach of social dialogue as a preventive measure.

10. Ex-Combatants as a "Vulnerable Group"?

A demobilised soldier is unemployed...

Unemployment is a root cause of armed conflict.

11. Gender Issues

- Crises increase feminization of poverty.
- Women are affected differently than men.
- Therefore, their needs may differ and must be taken into account.
- Roles of men and women often change in times of crisis.
- Post-crisis reconstruction can be used to increase equality in gender.

12. Consequences

DURING WAR
- No access to the fields.
- No access to workplaces.
- No trade possibilities.
- Social exclusion from families.

AFTER WAR
- Social exclusion.
- Extremely high numbers of female-headed households.
- Very high numbers of teenage mothers.
- Strongly reduced professional potential for victims.
**Session VI**

**Crisis and Vulnerability**

13. Should the employment promotion projects be only for a vulnerable group (like ex-combatants) or be open to all?

14. Targeting principles (example of armed conflict)
   - War-time categories should only be used for a short time
   - Peace-time categories

15. Targeting 3
   - We can choose...
   - Inclusive Approach
   - Exclusive Approach
   - Like all war-affected people
   - Like ex-combatants

16. Disaggregate data according to age, sex, family status, employment status, etc.
   - Specific needs and capacities must be assessed and addressed
   - AGE
   - GENDER
   - FAMILY STATUS
   - OTHERS
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Session Objectives

Background

If ILO is to have a significant impact in crisis response, staff must be able to plan and conduct assessments to analyse the relevant situational factors and players, identify their own comparative advantages, generate programming alternatives and plan field activities that are strategic, creative and leveraged for maximum effect. Staff must also have the skills and knowledge to do this assessment in a quick and expedient fashion, while applying methods to reduce common biases arising from these rapid assessments. This module is designed to equip participants with the rapid assessment strategies, methodologies and knowledge for conducting ILO crisis response rapid needs assessments.

General Objective

ILO's response to crisis-affected countries begins with a Needs Assessment mission. The purpose of this module is to familiarize participants with ILO crisis response assessment approaches and information needs, as well as basic methodologies for conducting rapid assessments.

Session Themes

More specifically, this module presents trainer's notes for:

- Introduction to Rapid Needs Assessment
- Issues of bias in assessment and ways to minimize this bias
- Tips for planning and organizing the assessment
- Sharing of ILO assessment experience
- Introducing and suggesting how to use the IFP/CRISIS Rapid Needs Assessment Manual
Session Strategy

<table>
<thead>
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<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Explain general objectives of the session, and introduce the concept of rapid needs assessment.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Presentation/Discussion 1</td>
<td>Introduction to Rapid Needs Assessment: Purpose, methodology, information sources.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Presentation/Discussion 2</td>
<td>Bias in assessment.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 1: Terms-of-Reference</td>
<td>Planning and organizing the assessment.</td>
<td>2 hours</td>
</tr>
<tr>
<td>Activity 2: Panel</td>
<td>ILO crisis needs assessment experience.</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Wrap-Up</td>
<td>Summarize key points presented and discussed in this session.</td>
<td>5-10 minutes</td>
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Tips for the Facilitator

Rapid Needs Assessment is a vast topic and can be designed as a 1-1/2 hour session, or a full day workshop. Therefore, these trainer’s notes are organized into shorter stand-alone activities and presentations that can accommodate different needs, time constraints and objectives. It is up to the facilitator to determine which content and presentation strategy is most appropriate given his/her audience, time available and objectives. To assist in designing and presenting this module, the facilitator should refer to the “Main Messages” section in this module, the transparencies, and the IFP/CRISIS Rapid Needs Assessment Manual.
Opening

Estimated Time: 20 minutes

Preparation and Material

- Handout: Crisis scenarios
- Overhead transparencies

Objective

The opening should be used to explain the general objective and procedures for this session, as well as to introduce rapid needs assessment.

Procedures and Talking Points

A. Present the general objective as well as the general session strategy.

B. Distribute one of the attached scenarios: either “Floods in Nanostan”, “Post-conflict in Turbania”, or “Earthquake in Gujarat”. Participants should read this and respond to the question: “How does ILO begin to formulate an appropriate crisis response to this scenario?” Answer: Before ILO can respond, it needs to conduct an appropriate needs assessment to determine the employment, social and labour-market impacts caused by the crisis, as well as priorities for ILO response.
C. Next ask, “What makes ILO assessments and response in these crisis response situations different from longer-term ILO project assessments in non-crisis situations?” or “What special challenges does ILO face in conducting assessments in these situations that it does not face in stabler, development-oriented environments?” (See the overhead, “Why different?”) One of the key differences is that the needs assessments must be done rather quickly, without complete information. In these situations, a rapid needs assessment approach can be helpful.

D. Next ask or present, “What do we mean by “rapid”??” and “Why rapid?” Use the overhead transparencies to support this point.
Presentation/Discussion 1: Rapid Needs Assessment

Estimated Time: 45 minutes

Preparation and Materials

- Overhead transparencies for this presentation
- Flip-charts and markers

Objective

To present the purpose and key elements of the Rapid Needs Assessment Approach.

Procedures and Talking Points

A. Use the overhead transparencies to present the following points:

B. What is the overall purpose of ILO crisis response rapid needs assessment missions?

C. What are the methods used in rapid needs assessment?

D. What sources of information exist pre-departure and in the field?

E. If there are trainers or participants who have conducted rapid needs assessment ask them to respond to the following questions:
   - What was the context and the purpose of the assessment mission?
   - Who was on the assessment team, and what was their objective?
   - What information collection methodologies did they use?
   - Who provided them with information? In other words, who served as their information source?
   - What lessons did they learn from this experience?

F. Link to the next presentation or activity
Presentation/Discussion 2: Bias in Assessment

Estimated Time: 20 minutes

Preparation and Materials

- Overhead transparencies

Objective

To generate a list of proximate and structural causes of a crisis familiar to participants.

Procedures and Talking Points

A. Use the overhead transparencies to present the following points:

B. Present the first transparency, with the picture of a seagull on it. Ask them, “What do they see?” “How many see a “seagull”?” “How many see a “rabbit”?” About 60% will see the duck, while 40% will see the rabbit. How can this be? The concept of “bias” explains why people see different things.

C. Bias refers to our particular beliefs, prejudices or outlooks that distort or influences the way we receive and interpret information. We all saw the same data in the picture, but we arrived at different conclusions as to what those data meant. Some believed the data they were viewing to mean “seagull”, while others believed the data to mean “rabbit”.

D. Discuss types of bias that may surface in ILO rapid needs assessment.

E. Discuss or suggest ways to minimize this bias and to cross-check reference.

F. Present the overhead, “Selecting Key Informants”.

G. Link to the next activity or presentation.
Activity 1: Planning and Organizing the Assessment

Estimated Time: 2 hours

Preparation and Materials

- Overhead transparencies
- Flip-charts and markers
- Crisis scenarios (attached)
- Terms-of-Reference planning worksheet
- Flip-chart and markers

Objective

Review key elements in planning and organizing the assessment, and practice developing an assessment mission terms-of-reference.

Procedures and Talking Points

A. Where appropriate, use the overhead transparencies to present the following points:

B. How does an ILO assessment mission get initiated? The request for ILO assessments comes from various sources: locally, from the ILO Area and Regional Offices and MDTs, constituents and structures, from ILO’s senior management; and from IFP/CRISIS team’s assessment of the timeliness of such assessments.

C. What is the first step in planning the assessment? First, clarify the purpose and objectives of the assessment. Develop the terms-of-reference and identify who should be on the assessment mission team.

D. Present the components to be included in a terms-of-reference.

E. Introduce the following activity and the instructions for completing the exercise.
Activity

A. Ask participants to number off “one to four”. Select two of the three scenarios in the handout. Distribute one of the scenarios, for example, the Nanostan Flood scenario, to groups one and two, and distribute the second scenario, for example, the “Turbania post-conflict” scenario, to groups three and four.

B. Distribute the “Terms-of-Reference” planner to all participants. Groups one and three are to complete Sections I, II, III, IV and V. Groups two and four are to complete Sections I, III, and VI. They have one hour to complete their tasks.

C. After they complete their tasks, each group should make a 5-minute presentation of their results. The order of the presentation should be groups one and two which worked on the first scenario, and then groups three and four which worked on the second scenario. Highlight and discuss differences and similarities in their approaches, team composition and information needs.

D. Present the IFP/CRISIS Rapid Needs Assessment Manual. Present or discuss how this manual can be helpful in an actual crisis response assessment mission.

E. Wrap-up by presenting the overhead, “Planning/Organizing the Assessment”.
Activity 2: Panel on Crisis Needs Assessment

Estimated Time: 1-1/2 hours

Preparation and Materials

- Panel members
- Written on flip-chart: Procedures and questions for the panel

Objective

Individuals who have been involved in ILO crisis response assessment missions share their experience and lessons learned.

Procedures and Talking Points

A. Prior to this session, the facilitator or workshop organizers will have invited and confirmed the participation of the panel members. See handout 3: Invitation letter for panel members.

B. Introduce this activity and the panel members.

C. Review the purpose, procedures and questions that will guide the panel presentations and follow-up Question and Answer period. Either the facilitator or a pre-assigned participant should moderate the panel and the follow-up questions.

D. The panel members should cover the following points:
   - Purpose and context of the assessment mission (When, where, why?)
   - Key assessment questions and objectives of the assessment mission
   - Key information gathering methodologies and sources of information during the assessment mission
Quick review of the assessment findings and recommendations

Two or three key lessons learned about conducting rapid needs assessments

E. Summarize key points and prepare to wrap-up the session.
Wrap-Up

Estimated Time: 10 minutes

Preparation and Materials

- Overhead transparencies

Objective

The wrap-up provides closure to the session, reinforces the key points discussed or presented, and links this session with subsequent sessions or themes.

Procedures and Talking Points

A. Present the transparency, “Important Reminders”.

B. Provide closure to this session by highlighting key themes, points or issues that were raised in this session.

C. Introduce the next session or activity.
Key Messages

I. ILO Crisis Response Rapid Needs Assessment

A. The starting point for determining an ILO response in a crisis-affected country is the Needs Assessment Mission. A needs assessment mission can take place at any stage of the crisis: pre-crisis, during crisis, and post-crisis. This will depend to a great extent on the crisis early warning system in place and the data available. The assessment mission is crucial for collecting relevant data on the nature and impact of the crisis and to determine the likely scope and focus of any ILO intervention.

B. The main objectives of ILO assessment missions are: to secure a clear understanding of the range of factors – social, political, economic and environmental – contributing to vulnerability; and to formulate programmes to help people and communities rebuild their livelihoods and find lasting solutions that uphold their rights and dignity.

C. Information is collected and analysed on the general situation, including causes and impacts of the crisis, sectoral concerns, and capacities and vulnerabilities of special target groups. The mission then identifies, with due consideration to the national and local priorities, and in line with ILO’s concerns and mandate, the interventions that are most feasible and likely to make a difference. The responsibility for mobilizing ILO’s response is shared between IFP/CRISIS, the ILO field structures and the ILO headquarters technical departments. This work is coordinated by IFP/CRISIS.

D. ILO can use rapid assessments to:

- Assess the overall impact of a crisis on employment, social and labour conditions and other ILO concerns
- Analyse the socio-economic and other implications and impact on all vulnerable groups, including gender dimensions of such impact
Determine whether or not the timing is right for an ILO response
Formulate appropriate recommendations, prioritise interventions and prepare programme proposals for an ILO response
Facilitate the inclusion of the “employment dimension”, in the overall international and local crisis response programmes
Generate ILO inputs in the Consolidated Appeals Process (CAP) of the UN, and other donor appeals as appropriate
Identify potential, and network with other international organizations and donors

E. The ILO Crisis Response Rapid Needs Assessment Manual provides a framework to help guide the assessment. The intended users of the manual are IFP/CRISIS staff, ILO crisis focal persons, other ILO staff and consultants, and constituents who may be asked to organize or participate in such needs assessment missions. The use of this manual will help to ensure that information collected is consistent, as complete as possible and relevant to the design of potential ILO programmes for response.

II. Rapid Needs Assessment

A. Background

1. Rapid Needs Assessment (RNA) is an information collection strategy that uses several methods concurrently to achieve an understanding of a crisis situation and its context. An RNA is conducted during a critical stage or opportune period in a crisis and is completed in a short span of time, usually within two to three weeks.

2. Crises, by definition, may demand immediate, early action and quick impact projects. Rapid assessments are used to establish a general framework for ILO response to crises and can lead directly to project formulation and commitments. The initial rapid assessment can be followed by more sophisticated and programme-specific investigations that lead to programme refinement and modifications.

1 Users will be referred to as assessors in this manual.
3. Rapid assessments can also be used to establish an early ILO presence and action in the country. ILO needs to be on the “ground floor” of the international response, or it will be ignored later on.

B. RNA Methodology

1. RNA methodology must be flexible and adaptable to each type of situation. RNA methods fall in between strictly qualitative, informal methods and quantitative, formal methods. Commonly used RNA methods include:
   - Key informant interviews
   - Discussions and consultations
   - Focus group interviews
   - In-depth interviews
   - Mapping
   - Direct observation
   - Surveys and questionnaires
   - Using secondary information

2. Each of these is explained more completely in Part II of the IFP/CRISIS Rapid Needs Assessment manual.

C. RNA Information Sources

**Prior to departure: Initial desk-based assessment**

Before undertaking the actual rapid needs assessment mission, an effort must be made to collate relevant information on the country, its population, the pre-crisis situation, and on the causes and effects of the crisis. A wealth of published and online information probably can be found for this purpose using the following sources:

- ILO departments, programmes and colleagues
- UN agencies and other international organizations involved in the affected area or country
- Government census/survey data
- Local NGOs, universities and research institutions
- International Organizations of Employers
- International Trade Unions
In-country information sources

Once in the country, ILO assessment teams have many different sources of information, including:

- National government structures and ministries
- Regional or local authorities
- International and regional development banks
- UN Coordinator for Humanitarian Assistance
- Staff of ILO, UNHCR, UNDP, UNICEF, OCHA, WFP, IOM, WHO in the country
- Other international organizations in the country
- Community groups and organizations
- Local NGOs
- Employers’ Associations
- Trade Unions
- Training and vocational education institutions
- Business and small enterprise owners
- UNDAC
- Bilateral agencies and embassies in the country
- Universities, research institutes
- Affected people, representatives of the affected groups
- Media
- Libraries
- Religious organizations
III. Bias in Assessment

A. Types of Bias

1. Bias refers to our particular beliefs, prejudices or outlooks that distort or influence the way we receive and interpret information. All data collection strategies are subject to the problem of bias. Bias can lead to misinterpretation or mistaken analysis that draws its conclusions from information which is not correct, not complete, or not representative of the affected population. Anecdotes abound of the effects of bias on programme design. If information is biased, programmes will not be well targeted and will waste resources. In the worst cases, programmes based on biased information have caused harm to populations they were meant to help, while also affecting agency reputation.

2. **Spatial bias** refers to bias that may occur when the assessors only go to areas that are easily accessible, or most convenient. It is important therefore, when possible and safe, that assessment teams travel beyond the main roads, to areas that are more remote and perhaps more vulnerable.

3. **Key informant** refers to the bias that may occur by interviewing leaders, or self-proclaimed spokespersons who “speak for others”. Key informants are not necessarily objective, and may skew their information to favour their political or economic agenda. Bias can result when assessors exhibit partiality to the opinions of elite key informants. Thus, the assessment team must make an effort to seek out and listen to individuals who are not in leadership or visible positions: minority groups, women, child soldiers, for example.

4. **Seasonal bias** occurs when assessments are conducted during periods of pleasant weather, or avoid assessing areas cut-off by bad weather. Assessment findings and conclusions should be verified continually.

5. **Mandate or specialization bias** occurs when assessors are so specialized that they fail to note linkages between different processes. For example, an economist so focused on creating economic opportunity, or income generation projects, may fail to notice the political or cultural ramifications or dimensions of a problem. If we are
economists, we may frame the problem as one of “income-generation”. If we are labour specialists, we may frame the problem as one of “employment-generation”. If we are community development specialists, we may frame the problem as one of “rural economic development”. We may all look at the same thing, but all come to different conclusions about the problem.

6. **Cultural or gender bias** occurs when incorrect assumptions are made based on one’s own cultural norms or gender perspective. Male assessors may not be sensitive to special issues or needs of females in an affected population. Female assessors may not be sensitive to special issues or needs of males in the affected population. Bias also results when assessors may fail to interview members of non-represented ethnic or minority groups.

7. **Interviewer or investigator bias** occurs when assessors concentrate on information that confirms preconceived notions and hypotheses, causing one to seek consistency too early and overlook evidence inconsistent with earlier findings.

B. Minimizing Bias in Assessment

1. When conducting assessments, it is crucial not to rely on only one method for collecting data or on a single measure of a problem. Increased reliability can be obtained by correlating data, by comparing accounts by different people and different agencies and cross-checking independent sources.

2. Triangulation is a means of correlating data through the use of different techniques or approaches or by using different indicators of the same phenomenon. The key to triangulation is to find and compare results from dissimilar methods or techniques that will not be subject to the same types of bias. For example, reports and interview results from different agencies should be compared, as well as the indicators they use to reach their conclusions. The information from various reports/interviews, when pieced together, may help to form a more complete picture. A team assessment, with members from various disciplines, can also be a method for triangulating data. Collecting information using different assessment techniques may be
another way to correlate data. Assessments conducted at different times using similar methodologies can also serve to confirm reliability of the initial assessment, or to monitor changes in a volatile and quickly changing environment.

3. Collect disaggregated data — People have different needs depending on their gender, age and family status. A profile of the affected population should indicate whether they are disproportionately young, old, female, etc. and whether cultural factors such as ethnicity and religion will play an important role in provision of assistance. The Capacities/Vulnerabilities approach can be used to establish a comprehensive and/or disaggregated picture of the material, social and motivational aspects of the affected populations. The Population-Oriented-Planning (POP) Approach helps remind assessors to avoid assumptions based on gender or cultural stereotypes.
Additional References

1. Floods in Nanostan

The recent August floods in Nanostan have dramatically devastated one of the poorest countries in the world. From the humanitarian side, the disaster has affected directly more than 800 thousand people who have lost practically everything: shelter, household possessions, jobs, relatives and communities. This situation has the risk of inducing a new wave of rural-urban migration especially to Mapaty, the capital city. This could enlarge the number of the very poor in the urban areas and also threaten the fragile social stability of the country. From the political side, this crisis has wiped away many of the post-civil war recovery efforts made by the Nanostanians, compromising the political equilibrium achieved. Economic activities have been totally destroyed. Most people have lost their productive assets, tools, agricultural production and businesses. Many roads have become impassable and some main railways are still closed. In a recent appeal, the Government of Nanostan (GON) Disaster Management Office estimates the cost of repairs to roads and bridges at $30.5 million, plus $5.95 million in repairs to railways. Additional estimates of required rehabilitation costs are $4.6 million for hydraulic structures, $950,000 for food balance measures, $4.5 million for electrical systems, and $3.5 million for resettlement programmes. Various donor countries, United Nations organizations, as well as large international NGOs have already responded with emergency assistance and/or are pledging their future support.

2. Post-conflict in Turbania

As you know, last October, a peace accord was signed in Turbania between the pro-Western government Torbana party, made up primarily of the majority Christian Tobo ethnic group, and the anti-government rebels, the “Turbany Freedom Coalition”, or simply “TFC”, made up of two minority Islamic ethnic groups. After five years of war, bloodshed, destruction and general political and economic turmoil, the peace process is a welcomed sign for Turbanis and for the
international community. It is a country rich in untapped oil and mineral resources. It lies in a strategic geographic region between Europe and Asia. During the war, regional crime syndicates and international arm dealers profited from the large shadow economy that blossomed. Inflation now stands at 150% per year. The already severe unemployment problem will be worsened by the demobilization of ex-combatants and the return of 800,000 displaced persons in the coming months. The war destroyed or damaged thousands of homes, businesses and government buildings. Furthermore, much of the country’s transportation and communication infrastructure is inoperable. ILO has been asked to join a UN team to conduct a post-conflict needs assessment, and to establish immediate and short-term recovery and reconstruction priorities.

3. Earthquake in Gujarat

As you know, a severe earthquake occurred on 26 January of this year, in western India. The state of Gujarat was affected very severely, with extensive damage to middle class high rise housing in the city of Ahmedabad. Many of you will recall that Ahmedabad, the once textile capital of India, is also the headquarters for SEWA, the Self-Employed Women’s Association. The affected population is estimated to be about 16 million, twice the population of Switzerland. The death toll is estimated to be around 30,000. More than 165,000 people were injured. The epicentre of the earthquake was the town of Bhuj, where most buildings, including hospitals, have been flattened; and the arid area of Kutch is also very badly hit, with most rural buildings having tumbled down. Initial reports on casualties were fairly low, but now that inspections have taken place the death toll is reported to be over 10,000. Given the nature of the disaster, traumatic injuries are widespread. It is estimated that some 300,000 houses have been destroyed, and another 700,000 have been damaged in the affected areas. Of these, 15% were in urban areas. While not yet recognized, we expect that one of the major and immediate impacts will be loss of employment and income-earning opportunities, and related social and economic distress for significant sections of the affected population. It is clear that as soon as the emergency phase is over, the main issues facing the area will be employment and housing. Most of the women in the ILO Kutch project worked in their homes, which are destroyed.
ILO's capacity to contribute right from the start, to relief and reconstruction, is still not widely known to the government, donors, nor to the international humanitarian agencies who normally respond in these situations. However, IOM, WFP and UNICEF have expressed some interest in working with ILO.
I. Background

A. Group Members: ____________________________________________
   ____________________________________________________________
   (List the names of the participants in this group)

B. Crisis Scenario: _____________________________________________
   ____________________________________________________________
   (Which crisis scenario is assigned to your group?)

C. Assumptions: _______________________________________________
   ____________________________________________________________
   ____________________________________________________________
   (List any assumptions you must make in order to complete this Rapid Needs Assessment Terms-of-Reference)

II. Scope of the Rapid Needs Assessment

Describe the specific purpose, objectives and location for this Assessment Team Mission.
III. Assessment Duration

Identify when the field-based assessment will begin, and how long it will last.

________________________________________________________________________
________________________________________________________________________

IV. Assessment Team Composition

Specify who you will include on your assessment team, limiting the number to four people. Justify their inclusion on the team.

<table>
<thead>
<tr>
<th>Assessment Team Member (Skill, Title, Position, Background)</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</table>

V. Reporting Guidelines

When will the report be due? Who will receive the report? What is the strategy for communicating the needs assessment results and recommendations?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
VI. Information Priorities and Assessment Methodologies

<table>
<thead>
<tr>
<th>Priority Information Needs and/or Key Questions for the assessment team to answer</th>
<th>Suggest sources and methods for collecting this information</th>
</tr>
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<tbody>
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</tbody>
</table>
Dear _________________

I would like to request your participation in a session of the ILO assessment workshop, being held on ____________(Date). In the afternoon of the second day of the workshop, we would like to have you make a brief presentation on one of your ILO Crisis response assessments missions. Two other panel members will also be sharing their experience. I expect these experiences to lead to a rich discussion with participants.

Each of you would have 20 minutes in which to present your experience and lessons learned on conducting rapid needs assessments in crisis situations. Your presentation should balance a review of the assessment process and methods you used, with the contents and recommendation of the assessment mission. As a suggestion, you might cover the following points:

1. Purpose and context of the mission and key assessment issues or questions that you were investigating

2. What assessment information collection methods, tools and sources did you use — Why were these approaches or methods employed, and with what success? What were potential limitations or biases?

3. What decisions or actions your assessment was intended to inform? And briefly, What were your assessment’s key findings or recommendations?

4. What two or three key lessons learned and/or recommendations can you share regarding the process and methods of conducting rapid needs assessments?
This session will be organized as a panel, and will last 1-1/2 hours, as follows:

- 20 minute presentation on Assessment Mission #1
- 20 minute presentation on Assessment Mission #2
- 20 minute presentation on Assessment Mission #3
- 30 minutes Q and A from and discussion with participants
  (trainers would moderate/facilitate discussion)

Please let me know before next week whether or not you can participate in this panel.

Regards,

Your name here
Rapid Needs Assessment

Overhead Transparencies

1. CRISIS Rapid Needs Assessment

2. Why Different?
   - Absence of data and reliable information
   - High level of ambiguity and uncertainty
   - High levels of societal volatility
   - Normal ILO partners may be killed or displaced (after armed conflict and natural disasters)
   - Needs are greater and more immediate
   - CNN Factor - Pressure to respond now!
   - Accelerated and shorter assessment and response time
   - Highly charged political/conflict environments

3. Rapid Needs Assessment (RNA)
   - Is conducted in critical or opportune period in a crisis
   - May lead to immediate, early action and quick impact projects
   - Is completed in short-time span: one to three weeks
   - Uses flexible information-gathering methods
   - Establishes a framework for assistance and response
   - Depends on more ongoing and intensive investigations
   - Establishes an early ILO presence and action in the country

4. Purpose of ILO Crisis Assessments
   - Assess the overall impact of the crisis on employment, social and labour conditions
   - Assess crisis implications and impact on vulnerable groups
   - Explore and formulate recommendations and plan of action for ILO crisis response
   - Network with potential donors and potential partners (UN-HCR, UNDP, IOM, etc.)
   - Advocate for employment dimensions, in overall international response
   - Generate ILO inputs into the Consolidated Appeal Process (CAP)

5. Rapid Needs Assessment Methods
   - Key informant interviews
   - Discussions and consultations
   - Focus group interviews
   - Workshops
   - Field visits, direct observation - visits to crisis-affected areas, towns and regions
   - Fly-overs and mapping
   - Surveys and questionnaires
   - Secondary information

6. Sources of Information: Pre-Departure
   - ILO departments, programmes and colleagues
   - UN agencies and other international organizations
   - International organizations and NGOs
   - International organizations of employers
   - International Trade Unions
   - Relief Web (www.reliefweb.int)
   - Country profiles produced by UN-HCR, The Economist, etc.
   - Embassies and donors
   - General Web search
Session VII

Rapid Needs Assessment

7. Sources of Information: IN THE FIELD
   - National government, regional and local authorities, opposition
   - International and regional development banks
   - UN Coordinator for Humanitarian Assistance
   - Staff in the country from other UN agencies, international and local NGOs
   - Community groups, associations, churches, etc.
   - Employers’ Associations and Trade Unions
   - Training and vocational education institutions
   - Business and small enterprise owners
   - Local media, market vendors, taxi drivers, religious leaders

8. Bias = an Inclination; a Prejudice
   Bias leads to misinterpretation or mistaken analysis that draws its conclusions from information that is not correct, not complete, or not representative of the affected population.

9. Mandate/Specialization Bias
   Employment needs generated by the crisis
   Political, economic and social context of the crisis

10. I am a red-fish specialist, so I only consider the opportunities and needs of the red fish. I forget that there are more fish that compete with or that could eclipse my red fish.

11. Types of Assessment Bias
   - Spatial/location
   - Cultural or gender
   - Key Informant
   - Interview or investigator bias
   - Seasonal
   - Mandate/specialty
   - Class/ethnic
   - Political
   - Others?

12. Minimizing Bias: Triangulation
   - Using different assessment techniques or different indicators of the same phenomenon
   - Varying the information sources
   - Varying the composition of the assessment team - multiple disciplines, perspectives represented
   - Ensure the team has a gender balance
   - Repeat assessment at different times
Rapid Needs Assessment

13. Selecting Key Informants
- Plan a carefully selected lower number and add others in the field
- Select from government, partner agencies, contractors, beneficiaries, and all other major stakeholders
- Target women, the poorest, the most remotely located, non-English speaking groups
- Find contentious people or complainers for a different point of view
- Talk to the skeptics

14. Disaggregate Data
- Gender
- Age
- Family Status
- Others

15. Gender-Sensitive G/N Assessment
- Physical/Material
- Social/Organizational
- Motivational/Attitudinal

16. Terms-of-Reference: Contents
- Purpose and specific objectives of the assessment mission
- Timeline or schedule for the assessment mission
- Team members and clarification of roles, if required
- List of questions and/or types of data and information to collect
- Administrative support for the assessment mission
- Reporting protocols

17. Important Reminders
- An assessment is only a "snap-shot" in time
- Information and its significance change over time
- Programme monitoring and responding to changes become more important than the field assessment
- What you can’t see, or don’t hear is as important or more important than what you do see or hear
- Assessment should be iterative over time - rolling model
- Plan the details of your assessment process

18. Planning/Organizing the Assessment
- Clarify purpose and audience for the assessment
- Identify the assessment questions
- Select appropriate methods of information collection
- Prepare a data collection and analysis plan
- Create a team and set expectations
- Identify and plan logistical requirements
- Identify reporting requirements and format
- Plan how findings will be disseminated
19. Coordinating the Assessment Team
- Review assessment purpose and audience
- Review background briefing and documents
- Review and revise scope of work
- Review data collection methods and expectations
- Review reporting expectations and requirements
- Discuss individual work styles and preferences
- Discuss effective mechanisms for working together (work hours, meeting times, decision-making)
- Discuss how the work will be divided

20. Planning Your Assessment
1. Clarify the purpose and decision being influenced
2. Prioritize specific data and information needs
3. Determine methods and sources for information collection
4. Hold team planning meetings, assign team roles, tasks, discuss procedures
5. Plan for team logistical needs
6. Draft a scope of work based on Steps #1 - #5 above

21. The Effective Assessor
- Maintains an open mind
- Recognizes own biases and assumptions
- Knows when and how to use established information collection methods and approaches
- Sees opportunities as well as deadlocks
- Possesses good communication and analytical skills
- Is sensitive to political, cultural and gender contexts
- Seeks out and listens to opposing voices, the skeptics, the critics
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Session Objectives

General Objective

This session will review ILO crisis response strategies, experience and value-added and identify or present reference documents describing this experience.

Specific Themes

More specifically, this module covers the following themes:

- Review of crisis stages and general priorities in each phase
- ILO comparative advantage and value-added in crisis response
- General strategy and activities in pre-crisis, crisis and post-crisis settings
- General criteria for ILO involvement in crisis response
- Potential roles for ILO constituents in crisis response
- Examples of ILO experience and involvement in a variety of crisis situations around the world
## Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Introduce the purpose, objectives and strategy for this session, and review the different stages of a crisis.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Optional Activity 1:</td>
<td>Identify and discuss potential roles for ILO and ILO constituents in different stages of a crisis.</td>
<td>75 minutes</td>
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<tr>
<td>Discussion/Group Work</td>
<td></td>
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<tr>
<td>Optional Activity 2:</td>
<td>ILO staff and constituents who have been involved in crisis response present their experience and lessons learned.</td>
<td>2 hours</td>
</tr>
<tr>
<td>Panel</td>
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<tr>
<td>Optional Activity 3:</td>
<td>A creativity exercise requiring participants to identify and discuss ILO and constituent roles and strategies in different phases of a crisis.</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Overview of ILO strategies, role and activities in different crisis phases.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Wrap-Up</td>
<td>Summarize key points discussed or presented.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

### Training Tip

There are a number of ways to design this session. One activity requires participants to work in groups and identify what kinds of roles and value-added ILO and its constituents bring to crisis prevention, crisis response and post-crisis recovery. Another option is to organize a panel of three or four individuals who have been involved in ILO and constituent response to crises.
Session Notes
Opening

Estimated Time: 10 minutes

Preparation and Materials

- Overhead transparencies for this session

Objective

Introduce the purpose, objectives and strategy for this session, as well as the different phases of crisis response.

Procedures and Talking Points

A. Present the purpose, objectives and strategy for the session. This session is designed to review ILO strategy, activities and experience in different phases of a crisis.

B. Remind participants that it is useful for our purposes to consider three main phases of crisis programming: pre-crisis, crisis and post-crisis, and broad priorities during each of these phases. Present the overhead transparency illustrating these phases, as well as the broad priorities during each phase. The purpose of this session is to explore ILO and constituent roles and experience in the different phases of a crisis, and in different types of crisis.

C. Introduce the next activity.
Optional Activity 1: ILO/ILO Constituent Value-Added

Estimated Time: 75 minutes

Preparation and Materials

- Value-added worksheet

Objective

Identify potential crisis roles and activities for ILO and its constituents.

Procedures and Talking Points

A. Explain that they will be working in small groups to identify actual and potential ILO and constituent roles and activities in crisis situations.

B. Select two different current crises, or potential future crises, from countries or regions familiar to participants (i.e. armed conflict and natural disaster; or armed conflict and financial downturn). Form four groups: Groups 1 and 2 analyse the first crisis, and Groups 3 and 4 analyse the second crisis.

C. Group 1 and group 3 are to discuss and brainstorm real or potential roles and activities of the ILO Regional/Area Offices, MDTs and ILO Headquarters in each phase of their respective crisis. Groups 2 and 4 are to consider the real or potential roles of both the Employers’ associations and the Employees’ groups/unions in each crisis phase. The matrix below explains the tasks of each respective group and can be presented on a flip-chart or overhead transparency. If the crisis is already underway, groups should ask themselves, What could these actors have done in a pre-crisis phase?
D. Give them 75 minutes to complete their worksheets (see session support materials), and prepare a report that they will present back in plenary. They should be as specific as possible. “Sponsor social dialogue”, is not specific enough. Include “Who will sponsor it?”, “Who will be involved?”, “Where and how will it happen?”

E. After 75 minutes, take each crisis in turn, and ask each group working on that crisis to make a 5 minute presentation of their work. In other words, Group 1 would make a 5 minute presentation about the role/activity of ILO field/regional offices, MDTs and HQ in Crisis #1. This would then be followed by Group 2 making a 5 minute presentation about the role/activity of Employers’ Groups and Employees’ Groups in Crisis #1. Then Group 3 and Group 4 would do their reports on Crisis #2. The facilitator should be taking notes about similarities and differences in the different groups and in the different crises.

F. Conclude this activity by noting some similarities and differences, and comparing the group’s output to the presentation that follows. (See next presentation activity).
Optional Activity 2: Panel of ILO Staff and ILO Constituents with Experience in Crisis Response

Estimated Time: 2 hours

Preparation and Materials

- Organize a panel of ILO and ILO constituent speakers who have experience in crisis prevention, crisis response and/or post-crisis recovery activities
- Ideally, the panel should consist of individuals with varying experiences in different countries, and/or with different types of crises

Objective

To learn from ILO, IFP/CRISIS staff, focal points and ILO constituents who have been involved in crisis prevention, crisis response, or post-crisis recovery activities.

Procedures and Talking Points

A. Introduce the purpose of the panel and the panel participants. Establish how questions from the participants will be answered.

B. Review time limits, and write on a flip-chart the key questions or points that should guide the panel members’ presentations. For example:

   - Describe the context of the crisis (type, dates, impacts)
   - How did you/ILO get involved? What was the trigger or entry point for your involvement?
   - What did you/ILO have to offer that no one else was offering? In other words, what was your/ILO’s value-added?
What kind of role did you/ILO play? What kinds of activities were implemented?

What role if any did ILO constituents play? What kind of collaboration took place between ILO and ILO constituent groups, or between ILO and other UN agencies or NGOs?

What key lessons did you learn from this?

C. After the panel is finished, do a quick wrap-up of key points and issues that were raised.
Optional Activity 3: 
ILO/ILO Constituent 
Crisis Response Roles

Estimated Time: 90 minutes

Preparation and Materials

- Cut-up the “Word” cues attached to these trainer notes

Objective

To engage participants in a creative way to identify and discuss ILO and ILO constituent roles and strategies in different phases of a crisis.

Procedures and Talking Points

A. Explain the purpose of this session.

B. Divide participants into four groups: ILO headquarter group, ILO field-based group, Employers’ Group and Employees’ Group. You can choose to design these groups differently, but each should represent a different ILO function, office or constituent group. Additionally, it is important that the group be diverse in background, age, gender, expertise, etc.

C. Distribute four “Word Cues” from the list, or from one that you have generated. Also distribute the instructions to each group. Both of these are found in the attached session support materials.

D. In their respective groups, participants are to read a “Word Cue”, and then use this cue to brainstorm potential roles, strategies and activities for their group in pre-crisis (early warning), crisis/disaster and post-crisis (recovery) situations. For example, the word “Dialogue”, may stimulate ideas about “promoting social dialogue” between different sectors of the economy, or between the government and workers’ unions, etc. Or for example, the term “Early Warning”, may trigger ideas about their group’s role
in gathering, reporting or monitoring information, or advocating for conflict resolution activities based on this information. The group’s objective should first be to generate a list of creative possibilities (free of criticism), and then to go back and analyse and screen them according to specific opportunities, constraints and recommendations. Each group needs to capture their findings on flip-chart paper, and select a spokesperson to make a 6 minute report back in plenary. They have 75-90 minutes to complete this exercise.

E. Report back in plenary. Each group’s report should last no longer than 6 minutes and be followed by about 10 minutes dedicated to questions, comments and discussion.
Presentation: ILO and ILO Constituent Roles and Activities

Estimated Time: 15 minutes
(60 minutes with resource persons)

Preparation and Materials

- Overhead transparencies
- Flip-charts and markers

Objective

Reinforce and build on the group activity and provide actual examples of ILO and ILO constituent involvement in pre-crisis, crisis and post-crisis situations.

Procedures and Talking Points

A. Summarize some of the key roles and priorities for ILO and ILO constituents involved in crisis situations.

B. Make your presentation based on the main messages contained in these trainer’s notes, and from the overhead transparencies provided.

C. Tip: If your field experience is limited, you can compensate in a number of ways. First, you can read the document “Crisis-Affected Peoples and Countries”, referenced in the last section “Additional references and readings”. Second, you can contact staff members of the IFP/CRISIS team in Geneva and ask that they provide you with case studies or lessons learned from their experience. Finally, short of the panel described in Option 2 Activity, you can also invite an ILO staff, IFP/CRISIS team member or ILO constituent with crisis experience to serve as a resource person or presenter during this session. This person may make a presentation highlighting the following points:
 Describe the context of the crisis (type, dates, impacts)
 How did you/ILO get involved? What was the trigger or entry point for your involvement?
 What did you/ILO have to offer that no one else was offering? In other words, what was your/ILO’s value-added?
 What kind of role did you/ILO play? What kinds of activities were implemented?
 What role if any did ILO constituents play? What kind of collaboration took place between ILO and ILO constituent groups, or between ILO and other UN agencies or NGOs?
 What key lessons did you learn from this?
Wrap-Up

Estimated Time: 5 minutes

Objective

All workshop sessions are reinforced with a “wrap-up” that summarizes key points discussed or presented, and that links this session with the sessions and themes that follow.

Procedures and Talking Points

A. Summarize key points raised during this session.

B. If available, distribute key documents and references that document ILO strategy and experience in crisis response activities. If not available, refer them to the ILO Crisis Response website, and documents available on the web.
Key Messages

I. Depending on the situation, ILO and ILO constituents have a special role to play before, during and after a crisis occurs.

II. In a pre-crisis phase, ILO and ILO constituents may have a role that contributes to crisis early warning, crisis preparedness and crisis prevention.

III. Generally, crisis situations are dynamic, volatile and have unpredictable and uncertain outcomes. In intense crisis situations, such as in a sudden massive refugee movement caused by civil war, short-term emergency relief and humanitarian assistance tend to take precedence.

IV. However, as the crisis begins to wane, emergency humanitarian relief, rehabilitation initiatives and reconstruction assistance will tend to overlap. Therefore, if ILO wants to contribute to longer-term recovery, it must begin developing its partnerships early, during the pre-crisis and crisis phases; with other ILO sectors and InFocus Programmes, tripartite constituents, international organizations and donors and partners. ILO needs to be present at the interagency discussions on priorities and policies for crisis response. As demonstrated in the cases of Kosovo, Guinea Bissau, and the Democratic Republic of Congo, ILO’s participation very early on in the humanitarian phase of international assistance facilitates the integration of the employment dimension into a comprehensive inter-agency coordinated strategy for dealing with the consequences of crisis and also with post-crisis rehabilitation and reconstruction.

V. It is neither possible nor necessary for ILO to intervene in all crisis situations. Five basic criteria guide ILO’s decision of whether or not to respond. These are:

- Degree of gravity of the crisis and its actual or likely human impact in terms of employment, poverty, social exclusion and socioeconomic security
Level of UN concern and degree of involvement planned by the UN system
Interest expressed by the government and ILO constituents in ILO response
Degree of development and capacity of the country to deal with rehabilitation and recovery
ILO's own assessment of the need for, and appropriateness of, its response and the availability of resources, including not only technical capacity but also financial and human resources.
Additional References

1. ILO: *First two years of implementation* – September 1999 - December 2001 – of the “InFocus Programme on Crisis Response and Reconstruction” (Geneva, 2002). Also available on IFP/CRISIS website.


Optional Activity 1: ILO/ILO Constituent Value-Added

Your Group Number: ________ Crisis: ____________________________

Your task is to brainstorm, discuss and list as many real or potential roles and activities your assigned actors (either ILO or ILO constituents) can play during different phases of a crisis. Try to generate concrete and specific possibilities, and illustrate with examples. “Promote Social Dialogue” is not specific enough, add “Who promotes it?” and “Where and how will it be promoted?” Give actual names, places, mechanisms. You have 60 minutes to complete this exercise. Capture your ideas on flip-chart paper. Select a spokesperson to make a 5 minute report back in plenary.

<table>
<thead>
<tr>
<th>Actors (List your assigned actors below)</th>
<th>Real or potential roles, activities and value-added during the different phases of this crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Crisis/ Early Warning</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Optional Activity 3: ILO/ILO Constituent Crisis Response Roles Instructions

Objective

To identify actual and potential roles for your group in crisis early warning, crisis response and recovery.

Procedures

A. Review the objective and procedures for this group work. Select a chairperson, recorder, timekeeper and spokesperson. Ideally, these roles are distributed among the group.

B. Review your group title and function. For example, if you are the “Employers’ Group”, review quickly who in reality might be in this group (i.e. industrial sector representatives, business representatives, etc.).

C. Select one of your assigned “Word Cues” at random. Read this word out-loud, and ask your group to associate freely this word with actual or potential crisis roles, strategies and/or activities for your group. For example, the word “Dialogue”, may stimulate ideas about promoting social dialogue between different employers’ groups, or between the textile industry and workers’ unions, etc. Try to identify at least four potential roles, strategies or activities for your group per cue card before moving on to the next card. Brainstorm your ideas and write them on a flip-chart before evaluating them. Once your ideas are generated, go back to them, and analyse them further using the framework below:
**Word Cue:**

<table>
<thead>
<tr>
<th>1. List of potential roles, strategies and activities:</th>
<th>2. Specific opportunities or examples (who, when, what, where?)</th>
<th>3. Constraints or challenges in implementing this idea</th>
<th>4. Insights or recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below, you should include your brainstormed list</td>
<td>In this column, specify the opportunity for implementing this idea (i.e. who, what, when, where) and/or give a specific example where it has been implemented</td>
<td>In this column list any constraints or challenges that create barriers to implementing this idea</td>
<td>Has your discussion of this idea resulted in any useful insights or recommendations? List them here</td>
</tr>
</tbody>
</table>
**Word Cues for Activity Option 3:**
*ILO/ILO Constituent Crisis Response Roles*

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>Early warning</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Preparedness</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Labour-intensive</td>
<td>Coordination</td>
<td>Social dialogue</td>
</tr>
<tr>
<td>Networking</td>
<td>Training</td>
<td>Social dialogue</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Micro-enterprise</td>
<td>Tripartite structure</td>
</tr>
<tr>
<td>Employment</td>
<td>Conflict resolution</td>
<td>Vocational training</td>
</tr>
<tr>
<td>Recovery</td>
<td>Reconstruction</td>
<td>Income generation</td>
</tr>
</tbody>
</table>
Overhead Transparencies

1. ILO Crisis Response Strategies and Experience

2. Stages of a Crisis

3. Pre-Crisis Response Priorities

4. Crisis Priorities

5. Post-Crisis Response Priorities

6. ILO - Pre-Crisis (Generic Activities)
7. ILO Crisis Preparedness Activities

- Develop a network of crisis focal points at the national and local levels (different technical sectors, constituency focal points, inventory of skills and expertise)
- Develop partnerships and networks with other UN and international organizations, NGOs, donors, constituents
- Capacity-building and training: Constituent emergency preparedness and response, conflict resolution, shelter reconstruction
- Train and build capacities in crisis preparedness, response and reconstruction
- Identify and develop funding mechanisms (e.g., Rapid Action Fund)

8. ILO - Post-Crisis (Immediate/Short-Term)

- Participate in joint needs assessment and analysis
- Promote employment-intensive infrastructure rehabilitation and construction programmes
- Skills training for wage employment in programmes
- Accelerated business and micro-enterprise training
- Develop Local Economic Development Agencies (LEDA), Local Employment and Economic Development Networks (LEEDs)

9. ILO - Post-Crisis (Medium-Term)

- Technical assistance to national employment offices to deal with employment-related dimensions of rehabilitation, reconstruction and reintegration programmes
- Employment and income generation
- Small and micro-enterprise development
- Training in business skills, wage-earner skills
- Contributing to development of employment and labour policies

10. ILO Comparative Advantage

- Tripartite structure useful in mobilizing broad consensus and social dialogue
- International labour standards can provide useful policy frameworks in post-crisis reconstruction efforts
- Experience: Labour market development, employment-intensive public works, vocational training and micro-enterprise development
- Building national data and statistical capacity
- Research capacities (on women, gender analysis and marginalized groups, etc.)

11. Potential Role of ILO Constituents

- Support dialogue, reconciliation, reconstruction of social fabric
- Contribute to the determination of priorities in reconstruction
- Play an active role in the design, implementation and monitoring of the recovery programmes
- Advocate for employment dimensions of recovery programmes
- Provide management skills, commodities and access to infrastructure and facilities to deliver emergency assistance
- Contribute to economic restructuring, including retraining, reemployment and “right-sizing” of the workforce
- Contribute, as the international community of workers and employers’ organizations, to the strengthening of national organizations in crisis countries

12. ILO Experience

- Entrepreneurship skills training for ex-combatants (Mozambique)
- Vocational training, labour-based infrastructure rehabilitation and small-enterprise promotion (Cambodia)
- Support in elaborating a new labour code (BiH-Serbia and Montenegro)
13. **ILO Crisis Response Strategies and Experience**

**ILO Experience**

- Promote reconstruction of riverbank defenses using employment-intensive public works (Nicaragua)
- Collaborate with HABITAT to encourage house reconstruction strategies using small, specialized construction enterprises for their extensive employment benefits
- Cooperate with IDRD to build capacities of municipalities and their local governments to manage reconstruction and prevention efforts

14. **ILO Experience**

**Social and Political Transitions**

- Advisory missions to provide advice and technical assistance on employment and labour market policies (Central and Eastern Europe)
- Technical support for local economic development and credit components of the Small Enterprise and Human Development (SEHD) programme (South Africa)
- Support for local labour market restructuring projects (e.g., Czech Republic)

15. **ILO Crisis Response Strategies and Experience**

**Financial/Economic Downturns**

- Assist in the formulation of action programmes to implement employment-friendly recovery, direct employment programmes, employment funds for direct job creation (Indonesia, 1999)
- Assist with the development of post-crisis employment insurance schemes, poverty alleviation strategies, labour-based infrastructure development (Thailand, 1997-1998)
- Preparation of options for emergency and medium-term employment in response to severe fiscal deficit and recession (Ecuador, 1999)

16. **ILO Crisis Response Strategies and Experience**

**Lessons Learned**

**Response to Armed Conflicts**

- Employment-intensive methods for development and maintenance of rural infrastructure are very effective tools
- LEDAs can play an important role in reviving local economy after conflict situations
- Ex-combatants abandon their weapons where temporary employment exists and when they are fully employed

17. **ILO Crisis Response Strategies and Experience**

**Lessons Learned**

**Response to Natural Disasters**

- Use rural development and employment-intensive technologies
- Consequences of earthquakes can be reduced through improvements in legal, technical and supervisory regulations and procedures to improve safety and housing construction

18. **ILO Crisis Response Strategies and Experience**

**Lessons Learned**

**Response to Social and Political Transitions**

- ILO’s early intervention in the humanitarian phase of assistance efforts facilitates the integration of the employment dimension into comprehensive interagency reconstruction strategies
- Rapid response requires both rapid assessment, and rapid release of funds and seed money for immediate projects
19. Lessons Learned

Response to Economic and Financial Downturns

- Closer collaboration is required with international financial institutions to obtain funding for ILO policy proposals.
- ILO’s Area and Regional Offices can play a major role in resource mobilization to support rehabilitation and development interventions.
- Unemployment insurance can soften impact of these crises.
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Session Objectives

General Objective

Participants role-play ILO roles to identify and discuss operational and organizational challenges in mobilising a rapid ILO crisis response.

Specific Objectives

During this session, participants will:

- Identify and gain a better understanding of the many operational and organizational challenges to mobilising a rapid ILO crisis response. These challenges include: clarifying roles and responsibilities; administrative fast-track procedures; mobilising funds; organizing a needs assessment mission; political dimensions of the response; engaging consultants rapidly; collaborating with other UN and international players; reporting and communication lines, etc.

- Role-play a critical ILO office, department or programme role, and participate in an agency-wide meeting to discuss and design a rapid ILO crisis response to a specific country request.
Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Introduce the session and the role-play. Assign roles and provide role-play</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>instructions.</td>
<td></td>
</tr>
<tr>
<td>Role-Play</td>
<td>Play a role and participate in a simulation role-play meeting designed to</td>
<td>90 minutes</td>
</tr>
<tr>
<td></td>
<td>identify and address operational and organizational challenges that arise in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mobilising a rapid ILO crisis response.</td>
<td></td>
</tr>
<tr>
<td>Reporting and Feedback</td>
<td>Each group reports back the results of their role-play meeting.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Wrap-Up</td>
<td>IFP/CRISIS and/or field office with crisis response experience presents basic</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>crisis response operation and coordination procedures based on an actual and</td>
<td></td>
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<td></td>
<td>funded ILO project proposal.</td>
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</tbody>
</table>

Note

1. These trainer’s notes include a role-play guide, instructions, roles, and two case studies. The role play involves seven-to-nine participants each playing a distinct ILO role and participating in an agency-wide meeting to plan an immediate ILO crisis response to a government request for assistance. The trainer will need to form groups of seven-to-nine participants, each assigned one of the roles listed on the Role Guide sheet. For variety, there are two country case studies: Chaostan and Turbania. The trainer can decide whether to use one, or both case studies, distributing one case study per group.
2. This role-play was written to highlight internal ILO operational issues. If the trainer wants to address issues of external cooperation and coordination between ILO, ILO constituents and partner agencies, the same case studies can be used. However, the roles and the meeting objective should be amended to pursue this new objective. For example, in addition to the roles already identified in these trainer notes, the trainer may want to create the following roles: employer, trade-unionist, government official, NGO, donor, representative of UNDP, UNICEF, World Bank, etc.
Session Notes
Opening

Estimated Time: 10 minutes

Preparation and Materials

- Role-play guide
- The trainer needs to decide who will play each role before the session begins

Objective

Explain the general objective and procedures for this session, and introduce the role-play.

Procedures and Talking Points

A. Present the objectives and procedures for this session. Explain that this session involves participants in a desk-top role-play that will assist them to identify and address operational and organizational challenges in mobilising a rapid ILO crisis response.

B. Assign roles, distribute the attached simulation role-play instructions, and either the Chaostan or the Turbania country case study. Ask participants to read the case study, as well as their individual role guide. (The description for each role is only to be seen by the person playing that role).

C. (Using the overhead transparencies) present the key aspects of this case.

D. Before presenting the instructions for their group work, explain that while ILO is increasingly asked to respond to crises, many operational and organizational challenges exist that may block or slow-down an ILO rapid response. Ask participants to brainstorm what these operational or organizational challenges may be. List these on a flip-chart.
E. Present the instructions for the role-play. Assign one person to chair each group — this should be someone who is respected by the other participants and who is an effective group/meeting facilitator. Respond to any questions.

F. Start the role-play.
Role-Play Instructions

Estimated Time: 90 minutes

Preparation and Materials

- Role play guide

Objective

Play a role and participate in a simulation role-play meeting designed to identify and address operational and organisational challenges that arise in mobilising a rapid ILO crisis response.

Procedures and Talking Points

A. Explain that participants are playing roles within the ILO. The context of this role play is an agency-wide meeting organized by IFP/CRISIS. IFP/CRISIS will be joined by staff from key ILO offices and departments to discuss how best to mobilise an ILO crisis response, and identify immediate next steps.

B. During the meeting, the focus of the discussion should be on what is required to mobilise an immediate response. To complete the role play and advance the discussion, realistic assumptions can be made. These assumptions should be written on the flip-chart.

C. The objective of the meeting is to determine the administrative and operational procedures, coordination mechanisms and reporting requirements to mobilise a rapid ILO crisis response and respond to immediate needs.

D. In addition to the meeting chairperson, each group should assign a time-keeper and a recorder/reporter. Each group should also designate who will report back in plenary. They have 90 minutes to complete the role play.
Case Study Roles

1. ILO MDT Director: __________________________________________
2. ILO Area Office Director: ________________________________
3. ILO Regional Office Director: _______________________________
4. ILO IFP/CRISIS headquarter team member: ____________________
5. ILO Headquarters technical department official: (Select:
   Employment sector; Social Dialogue; Social Protection; Labour
   Standards and Fundamental Rights/Principles) ____________________
   ___________________________________________________________________
6. ILO Gender specialist: _______________________________________
7. ILO Child Labour specialist: ________________________________
8. Others? (Create an appropriate role, if necessary) ______________
   ___________________________________________________________________
Wrap-Up

**Estimated Time:** 10 minutes

**Objective**

All workshop sessions are reinforced with a “wrap-up” that summarizes key points discussed or presented, and that links this session with the sessions and themes that follow.

**Procedures and Talking Points**

A. Provide closure to this session by highlighting key themes, points or issues that were raised in this session.

B. Introduce the next session or activity.
Case Study: Chaostan

To: IFP/CRISIS Director
From: ILO Director-General
Cc: Everybody

Re: Urgent Meeting to discuss an immediate ILO response to this request (Read below)

Chaostan Ministry for Labour and Social Protection

To: Director-General, ILO
From: Minister, Chaostan Ministry for Labour and Social Protection

I am sure you are aware, Mr. Director-General, of the Hurricane Hector and subsequent floods that have afflicted our small Latin American country over the past two months. This disaster compounds and threatens an already precarious post-conflict reconstruction process that we began just five years ago in our country. This is the worst storm that has afflicted our country in over fifty years. It is estimated that 8,000 people have died. Over 30% of the country’s bridges, 25% of its schools and 30% of agricultural land have been destroyed. Large percentages of the banana and corn crops were destroyed, and future agriculture production is threatened as the country lost much of its seed stocks for future planting. In the weeks after Hurricane Hector, some 75,000 agricultural workers have been laid off, with warnings that there may be no crops for at least one, if not two years. Around 10,000 houses were destroyed or damaged, leaving about 50,000 people homeless.
After the immediate emergency relief phase of this crisis, the affected people’s medium to long-term material welfare, and labour absorption need to be considered. This has to be assessed and planned quickly to facilitate timely mobilisation of the required resources to address those concerns. We are appealing to the ILO, and to the wider international community, to assist us with our country’s post-disaster recovery and reconstruction. Could ILO send a mission to Chaostan in the next month to conduct a rapid needs assessment to examine the impact of the crisis on actual and potential employment and income generation opportunities and to prepare a proposal for action?

Sincerely Yours,

Martin Martinez
Minister, Labour and Social Protection
Case Study: Turbania

To: IFP/CRISIS Director
From: ILO Director-General
Cc: Everybody

Re: Urgent Meeting to discuss an immediate ILO response to this request

Turbania Ministry for Reconstruction

To: Director-General, ILO
From: Minister, Turbania Ministry for Reconstruction

I am sure you are aware, Mr. Director-General, of the positive strides towards peace that we are making in our country. This past October, a peace accord was signed in Turbania between the government, made up primarily of the majority Islamic Tobo ethnic group, and the anti-government rebels, the “Turbany Freedom Coalition (TFC)”, made up of two minority Christian Turba groups. After four years of war, bloodshed, destruction and general political and economic turmoil, the peace process is a welcomed sign for all Turbanis. Turbania lies in a strategic geographic region between Europe and Asia. It is a country rich in untapped oil and mineral resources. Our peace accord calls on all of us to commit to rebuilding a more prosperous, inclusive and equitable country, in order to avoid many of the problems which led to the conflict in the first place.

During the war, regional crime syndicates and international arm dealers profited from the large shadow economy that blossomed. Inflation now stands at 150% per year. The already severe unemployment problem will be worsened by the demobilization of ex-combatants, including child soldiers, and the return of 800,000
displaced persons in the coming months. The war killed 300,000 people and left another 50,000 disabled. It also destroyed or damaged thousands of homes, businesses and government buildings. Furthermore, much of the country’s transportation and communication infrastructure is inoperable. Material costs are estimated to be around $3 billion US dollars. This destruction, coupled with the current drought and failed harvests, is creating a humanitarian crisis that has the potential to develop into a prolonged catastrophe. We are appealing to the ILO, and to the wider international community, to assist us with our country’s recovery, reconstruction and peacebuilding efforts.

Your assistance would be greatly appreciated in the areas of:

- Employment and labour development
- Income-generation projects
- Vocational training and re-integration of demobilized soldiers

Your prompt reply would be appreciated.

Sincerely Yours,

Ahmed Mamadou, Minister
Objective

To experience, identify and address some of ILO’s internal operational and organizational challenges in mobilising a response to a request for ILO crisis response. In addition to identifying and addressing these difficulties, this case also highlights the importance of clarifying roles and responsibilities in crisis response.

Context of the role-play meeting

The IFP/CRISIS director has asked his/her team staff to organize a meeting for key ILO offices and departments to discuss how best to mobilise an ILO crisis response, and identify immediate next steps.

Assumptions

If necessary, agree on any assumptions required to complete the following tasks. Please list these assumptions on a flip-chart paper.

Tasks

1. Assign the roles on the following page.
2. Assume your role, read the case, and consider your role’s position, interests and questions.
3. Consider the following questions:
   a) What are the key Decent Work/Employment issues and groups that ILO may want to focus on in responding to this request? (List them)
   b) Who will lead or coordinate this ILO response? What will be the roles of IFP/CRISIS, the Regional Office, Area Office, MDT, consultants and ILO constituents?
c) With what other UN or government agencies will ILO need to collaborate?

d) How will ILO mobilise the funds required for this response? Who will mobilise them?

e) What extraordinary reporting mechanism or procedures are required?

f) What are one or two immediate next steps that ILO should take?

4. Capture key points on flip-chart paper, cards, or a combination of both.

5. Select a chairperson, a timer, a recorder to write on the flip-chart (different from the chairperson), and one or two spokesperson who will make the 12 minute report back in plenary.

**Timing and Reporting**

- You have 90 minutes to complete this assignment
- Be ready to report your results in plenary (12 minute presentation)
Case Study Roles

1. ILO MDT Director: ________________________________
2. ILO Area Office Director: __________________________
3. ILO Regional Office Director: _______________________
4. ILO IFP/CRISIS headquarter team member: _________________
5. ILO Headquarters technical department official: (Select: Employment sector; Social Dialogue; Social Protection; Labour Standards and Fundamental Rights/Principles) _________________
6. ILO Gender specialist: ______________________________
7. ILO Child Labour specialist: __________________________
8. Others? (Create an appropriate role, if necessary) ____________

________________________________________________________________________
Overhead Transparencies

1. Operational Challenges

2. Operational Challenges
   - Clarifying roles and responsibilities
   - Administrative fast track procedures
   - Organizing a needs assessment
   - Consider the political dimensions of the response and the crisis context
   - Collaborating with other UN and non-UN actors
   - Reporting and communication
   - Mobilising rapid action funds

3. Chaostan: Facts
   - Chaostan in a post-conflict reconstruction phase
   - Hurricane strikes Chaostan, threatening peace, stability and advances made
   - 8,000 dead, 50,000 homeless
   - Infrastructure and houses destroyed
   - Agricultural lands damaged, and production halted
   - 75,000 workers laid off

4. Chaostan: Request
   - Needs: Material welfare of the affected population, Labour absorption
   - Needs assessment and resource mobilisation
   - General request to ILO and wider international community to assist
   - Can ILO send a mission to conduct rapid needs assessment of the impact and opportunities in employment, the labour market?, etc.

5. Turbania: Facts
   - Recent peace accord (fragile peace?)
   - Historical adversaries: Muslim majority/Christian minority
   - Lies between Europe and Asia
   - Untapped oil and mineral resources (great foreign corporate interest in exploiting them)
   - Regional crime syndicates/international arms dealing/criminal economy
   - 60,000 displaced, 50,000 disabled
   - Homes, businesses and infrastructure destroyed - Material damages estimated at US$3 billion

6. Turbania: Request
   - Appeal to ILO and larger international community to assist with country’s recovery, reconstruction and peace-building efforts
   - Special assistance in:
     - Employment and labour development
     - Income-generation
     - Vocational training and re-integration of demobilised soldiers
Operational Challenges

7. Roles

- ILO MDT Director
- ILO Area Office Director
- ILO Regional Director
- ILO IFP/CRISIS staff
- ILO Headquarters Technical Department
- ILO Gender Specialist
- ILO Child Labour Specialist
- Others?

8. Role Play Instructions

- What are the Decent Work and employment issues at stake in this case?
- Who will lead or coordinate ILO response?
- What will be the role of the IFP/CRISIS, the Regional Office, the Area Office, the MDT, the technical departments, the specialized?
- How will funds be mobilized?
- What extraordinary reporting mechanisms are required?
- With what other agencies might ILO collaborate?
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Session Objectives

General Objective

This session aims to increase ILO staff and constituent understanding and awareness of external actors in crisis prevention, response and reconstruction. It can also be designed to explore areas for collaboration and partnership with these external actors.

Specific Themes

More specifically, this session addresses the following:

- ILO value added in crisis response
- Other players and external partners in crisis prevention, response and reconstruction
- The importance of ILO collaboration with these partners
- Lessons learned, pre-conditions to and best practices for successful collaboration and coordination
- Mechanisms for ILO and external partner collaboration and coordination in crisis-related activities
# Session Strategy

<table>
<thead>
<tr>
<th>Session Structure</th>
<th>Objective/Theme</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Explain general purpose and procedures for this session.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Discussion</td>
<td>The objective of this session is to discuss collectively why partnerships are important in crisis response, identify lessons learned and challenges of coordination.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Presentation</td>
<td>This presentation can be done either before or after the discussion. If it precedes the discussion it will serve as an introduction to it. If it follows the discussion, it can be used to recap certain points. The presentation covers key internal and external partners, ILO value added in crisis response, benefits and pre-conditions of coordination.</td>
<td>20-30 minutes w/ Q and A</td>
</tr>
<tr>
<td>Optional: Panel</td>
<td>Partnership is about coordination, collaboration and networking. For this activity, partners are invited to participate in a panel and discuss opportunities and mechanisms for coordination. This is also one way to initiate or to strengthen the interagency ties that are required for future coordination or collaboration.</td>
<td>90 minutes to 2 hours</td>
</tr>
<tr>
<td>Wrap-Up</td>
<td>Summarize key points presented and discussed in this session.</td>
<td>5-10 minutes</td>
</tr>
</tbody>
</table>
Session Notes
Opening/Presentation

Estimated Time: 15 minutes

Preparation and Materials

■ Overhead transparencies prepared for this session

Objective

The opening should be used to explain the general objective and procedures for this session.

Procedures and Talking Points

A. Present the general objectives, as well as the procedure or strategy you will follow for this session. Tell participants that before you begin this discussion/presentation, you would like to test their knowledge about the UN, external partners and coordination.

B. Distribute the attached quiz — they can work on this individually or in pairs.

C. Present the results of the quiz (also attached to these notes). Use this activity to stimulate a broader discussion of internal and external partnerships — see the next section. Ask how many got more than “five wrong”, only “four wrong”, only “three wrong”, only “two wrong”, only “one wrong”, and finally, “zero wrong”. Congratulate them, or not. Note that if ILO aspires to be a player in crisis response and reconstruction, it is imperative that they begin networking and familiarizing themselves with the mandate and work of other UN and non-UN organizations.

D. In order to maximize synergies and avoid duplication, IFP/CRISIS needs to form both internal and external partnerships and strategic alliances. Collaboration becomes essential. This session explores this collaboration and these partnerships.
Discussion Activity: Importance of Partners

Estimated Time: 40-60 minutes

Preparation and Materials

- Flip-charts and markers

Objective

The objective of this session is to discuss why partnerships are important in crisis response, and identify lessons learned and challenges of coordination.

Procedures and Talking Points

A. Introduce the objective. This discussion can be preceded or followed by the Presentation activity on Coordination and Partnerships (with overhead transparencies). Your job here is to stimulate a dynamic discussion about ILO partnership and collaboration in crisis response. Your goal is to let the participants do most of the talking and pose questions that facilitate this active discussion.

B. Discuss the importance of partnership and coordination in crisis response. Some discussion questions include:

1. Why is it important for ILO to partner? What are examples of ILO partnership? Internal? External?

2. Ask participants to share their experience partnering with other organizations outside of the tripartite structure. What were the pros and cons? Lessons learned? What were some of the obstacles? (This could also be done as a panel)
3. Discuss the issue of the timing of ILO involvement. Q.: “Why must ILO get involved early in discussing crisis response and reconstruction priorities?” A.: “ILO must be engaged with potential donors and partners during the crisis and pre-crisis stage, to establish the relationships and working frameworks that allow for smooth and efficient partnerships when crisis response programmes are being implemented”.

4. Where are, or what are, the existing coordination mechanisms or networks in which the ILO needs to participate (UNDAF, CCA, others)?
Presentation: Coordination and Partnerships

Estimated Time: 20-30 minutes

Preparation and Materials

- Flip-charts and markers

Objective

This presentation can be done either before or after the discussion. If it precedes the discussion it will serve as an introduction to it. If it follows the discussion, it can be used to recap certain points. The presentation covers key internal and external partners, ILO value-added in crisis response, benefits and pre-conditions of coordination.

Procedures and Talking Points

A. Use the overhead transparencies to make this presentation.

B. For your presentation, you can also draw on information contained in the section “Key Messages”, and the attached document “Presentation to the Humanitarian Segment of ECOSOC”.

C. Allow time for comments and questions from participants.
Optional Activity: Panel of External Partners

Estimated Time: 90 - 120 minutes

Preparation and Materials

Months before your workshop, invite external partners to participate on this panel. In your invitation, provide them with guidelines on what to present (see below). Meet with them again at the workshop at least one-day prior to the panel to reconfirm their instructions, their time limits, and the order of panel presenters.

Objective

Partnership is about coordination, collaboration and networking. This activity brings the external partners to the ILO workshop so that participants can learn first hand about them and about opportunities for collaboration. This is also one way to initiate or to strengthen the interagency ties that are required for future coordination or collaboration.

Procedures and Talking Points

A. Form a panel of four or five representatives from different ILO sectors and IFP/CRISIS, ILO constituency and other international organizations and bi-lateral/multi-lateral financing organizations. After all presentations are completed, allow 60 minutes for Q. and A. in plenary. You may need to schedule a short 10 minute break after one of the speakers, or you risk losing your audience if this session is too long. Give each invited representative 15 minutes to present/comment on the following points.
1. Name and mission of the organization in crisis situations
2. Types of crisis response activities and experiences
3. Experience with partnerships, and with IFP/CRISIS in particular: Contexts, objectives, results and lessons learned
4. Scope for potential cooperation with IFP/CRISIS or other ILO units in crisis response
5. Mechanisms for coordination and collaboration
Wrap-Up

**Objective**

The wrap-up provides closure to the session, reinforces the key points discussed or presented, and links this session with subsequent sessions or themes.

**Procedures and Talking Points**

A. Provide closure to this session by noting key themes, points or issues that were raised in this session.

B. Introduce the next session or activity.
Key Messages

I. There are a plethora of international organizations which respond to crisis situations, each with specific constituencies and comparative advantages. ILO needs to be aware of these organizations, their mandates and experience, to avoid duplication and to explore areas for cooperation and synergies. This session serves as an introduction to a number of these agencies and is intended to pique participant interest and commitment to finding out more.

II. In order to maximize synergies and avoid duplication, IFP/CRISIS will form partnerships and strategic alliances inside and outside of ILO.

III. IFP/CRISIS needs to be developing its partnerships with other ILO units, tripartite constituents, international organizations and donors during the crisis and pre-crisis stage — even though action may come later. Early partnership building is essential to establish the relationships and working frameworks that allow for smooth and efficient partnerships when crisis response programmes are being implemented.

IV. Coordination and partnership building is necessary at least at three levels. Firstly, at the international level, greater coordination is required between the plethora of international agencies involved in crisis response and reconstruction. Secondly, at the national level, coordination among the national bodies is critical. This can build on the tripartite constituency of ILO, but can also include other relevant local actors, especially the voluntary sector (NGO networks, associations of conflict or crisis-affected groups, etc.). Thirdly, there may be situations where local partnerships rather than central state bodies are far more effective for crisis response and reconstruction programmes — especially in post-conflict settings. For example, the district partnership in Northern Ireland has been a successful institutional innovation, building on existing institutions at the local level, for channelling European Commission funding as part of the latter’s Peace and Reconciliation Programme. (See
V. In the ILO employment sector, IFP/CRISIS will develop synergies with IFP/SKILLS (working on skills, knowledge, and employability) and IFP/SEED (working on boosting employment through small enterprise development), as well as the sector’s other relevant activities: micro-finance, knowledge management, employment strategies, gender, disabled people and other vulnerable groups.

VI. Outside the sector, strong links will be maintained with the sectors on social protection, standards and fundamental principles and rights at work, social dialogue, and their InFocus Programmes (e.g. on child labour, socio-economic security, social dialogue), the International Migration Branch, STEP (Strategies and Tools against Exclusion and Poverty), the Bureau of Statistics, the Bureau of Gender Equality, the ILO International Training Centre in Turin, the Development Cooperation Department, the Department of Communication, the Bureau of External Relations and Partnerships.

VII. IFP/CRISIS work will be conducted jointly by headquarters and the field through a network of crisis focal points (in headquarters units, the Turin Centre and in field offices) working together with the IFP/CRISIS staff. The field can support the programme by developing programme linkages with relevant non-ILO subregional, regional and national organizations, programmes and networks, selling the programme’s services, and proposing projects to the UNDP resident coordinators and decentralized donors’ offices in their local areas.

VIII. Partnership with the labour ministries, employers’ and workers’ associations and other representative organizations of civil society should be sought. In addition to ILO traditional constituents, partnerships may be sought with community-based organizations and local NGOs when they relate to the peculiarities of the crisis-affected context and the current relative weakness of the traditional constituents in such contexts.

IX. Partnerships between ILO and other international institutions and organizations concerned with reconstruction and development are also required for direct collaboration and complementarity. Complementarity of inputs and working with other organizations will be essential for the ILO to fulfil its role in crisis response. Partnerships with UNDP, UNOPS, OCHA,

UNHCR, UNICEF, WFP, WHO, as well as other bi-lateral and multi-lateral technical and financial cooperation agencies, are important to the success of ILO in crisis response.

X. ILO early involvement, already during the emergency phase, when policies and programmes for reconstruction are being designed, is required in view of the development issues at stake. ILO needs to be present at the interagency discussions on priorities and policies for crisis response. As demonstrated in the cases of Kosovo, Guinea Bissau, and the Democratic Republic of Congo, ILO participation very early on in the humanitarian phase of international assistance facilitates the integration of the employment dimension into a comprehensive interagency coordinated strategy for dealing with the consequences of crisis and also with post-crisis rehabilitation and reconstruction.

XI. The Common Country Assessment (CCA) is a country-based process for reviewing and analysing the national development situation and identifying key issues as a basis for advocacy, policy dialogue and preparation of the UNDAF. The CCA is undertaken by the UN system with key partners; especially with government, and as appropriate with civil society, the private sector and donors. The objective of the CCA is to achieve deeper knowledge of key development challenges among the partners involved in the CCA, based on a common analysis and understanding of the development situation of a country and a people-centred approach. The CCA also develops a common understanding of key internal and external risks to the development process, identifies contingencies and any recovery and rehabilitation needs as may be appropriate. You can view or download the “CCA Guidelines”, at the web site: http://www.un.org.np/res_cor/un_reform/cca/guide_cca.htm

XII. The United Nations Development Assistance Framework (UNDAF) is the planning framework for UN operations at the country level. It consists of common objectives and strategies of cooperation, a programme resources framework, and proposals for follow-up, monitoring and evaluation. The UNDAF lays the foundation for cooperation among the UN system, government and other development partners, through the preparation of a complementary set of programmes and projects. You can view or download the UNDAF guidelines at the web site http://rescoor.undp.org.tt/INITIATIVES/
Additional References


For information on missions, activities and priorities of other organizations in crisis situations, visit the websites listed on page 24.
ILO’s Role in Crisis Response


Mr. Chairman

The International Labour Organization has set out as its four strategic objectives, the implementation of fundamental principles and rights at work, the creation of greater employment and income opportunities for women and men, the extension of social protection, and the strengthening of social dialogue and tripartism. In addition, gender and development are seen as cross-cutting themes. In pursuance of these strategic objectives, a special Programme on Crisis Response and Reconstruction has been set up to address the economic and social impacts of different kinds of crises which afflict many countries and territories today. As a specialized agency with a heavy stress on development, we believe that we can add value to the efforts of the UN system and the international community. At the same time, we coordinate our activities with other major actors when responding to natural disasters and other emergencies.

The first priority of international actors in the humanitarian assistance field must always be to provide immediate assistance in the form of food, clothing and shelter to the affected population. We should not, however, forget that those who were working before need to get back to work as quickly as possible so that they can contribute to their own economic recovery under conditions of freedom, equity, security and, perhaps most important of all, human dignity.

Another major priority is the rehabilitation of the damaged infrastructure. It is often claimed that this will lead to significant job creation and local income generation in the short run and employment growth over the medium term. However, this requires a conscious effort to raise the employment intensity of infrastructure construction and greater use of local labour and materials.

The social and economic consequences of natural disasters and other humanitarian emergencies cannot be addressed solely in terms of
providing food and emergency supplies and repairing damaged infrastructure. This ignores the crucial dimensions of unemployment, poverty and social exclusion which accompany such situations. How can we take them into account when designing our responses?

Natural disasters and conflicts severely affect owners and workers in enterprises, large and small, national and local. Enterprises suffer loss of inventory as well as reduced market demand and market access. Arrears in wages remain unpaid, and there is the risk of default on earlier loans. We believe that employment-friendly infrastructure development would contribute to hastening recovery both by restoring the infrastructure essential for the conduct of business as well as by creating increased demand for goods and services. This works best when complemented by other measures to directly promote investment and the revival of local economies damaged by disasters and conflicts.

The ILO, with its close links with employers and workers organizations, is uniquely placed to assist in the revival of economic activities through local economic development. These close links enable the ILO to create self-reliance among communities and, in post-conflict situations, a stake in peace. They can also promote reconciliation and peace building through the process of social dialogue.

At the national level, the ILO can help strengthen capacity to measure and monitor the employment and labour market dimensions, and to promote policies aimed at improving the functioning of the labour market and expanding employment opportunities. While many of these measures may take time to have an impact, an early start is necessary. They would also enable requesting governments to respond more effectively to any crisis that may occur in the future.

The International Labour Conference adopted in 1998 a Declaration on Fundamental Principles and Rights at Work, which covers the core labour standards including effective abolition of child labour. It has also recently adopted Convention 182, which relates to the elimination of the worst forms of child labour, which specifically covers forced recruitment of children for use in armed conflict. The ILO is also concerned about the recruitment and use of child soldiers in conflict-situations and the need to secure their reintegration into society. It will be working closely with the UN and civil society to secure these outcomes.
We would also like to share with you our concern about the re-emergence or spread of child labour in situations of crisis. Natural disasters and other emergencies often lead to declining living standards and weakening of the social fabric. Under such conditions, child labour, including child prostitution, can become a serious problem.

As a development agency the ILO places great emphasis on strengthening national capacity to face crises. Several measures are needed. A few may be highlighted for consideration here:

- Countries at risk need to be in a position to activate emergency employment programmes at relatively short notice.
- Social safety nets, in the form of savings and insurance schemes, and other mutual support mechanisms, may need to be strengthened.
- Diversification of employment within households can form part of an explicit risk minimization strategy.
- There may be a need to strengthen the capacity of the training system and the labour market to handle the needs of crisis-affected people, including refugees and internally displaced persons, and to respond quickly to crisis situations.
- Local economic development agencies, enterprise promotion networks, community-based organizations, micro-credit groups and employers and workers organizations can be supported to become conduits for the two-way flow of information and early warnings.
- Early warning systems on natural disasters should cover not only information on such variables as the weather and output prospects, but also information on employment and wage trends which may help to forecast crises in entitlements. Such information, as well as information on industrial and social trends, may be relevant for early warning systems relating to other types of humanitarian emergencies.

In conclusion, Mr Chairman, we would stress that the path from emergency to rehabilitation to reconstruction and development is often a complex and uncertain one and that even when we are making emergency interventions we should not lose sight of longer term development objectives. The ILO is committed to working with both humanitarian and development agencies in tackling the employment and other social and economic impacts of crises in the short, medium and long run.
Partnership Quiz

Read and select the letter that corresponds to the organization being described:

<table>
<thead>
<tr>
<th></th>
<th>a. WFP</th>
<th>b. IOE</th>
<th>c. WB</th>
<th>d. UNOCHA</th>
<th>e. UNHCR</th>
<th>f. UNDP</th>
<th>g. ICRC</th>
<th>h. UNICEF</th>
<th>i. IOM</th>
<th>j. OECD-DAC</th>
<th>k. ICFTU</th>
<th>l. UNOPS</th>
<th>m. ECHO</th>
<th>n. IFRC</th>
<th>o. ILO</th>
</tr>
</thead>
</table>
1. ____ This organization is in 148 countries/territories on all five continents, with a membership of 155 million. It directs campaigns related to respect and defence of trade union and workers’ rights, the eradication of forced and child labour, and education programmes for trade unionists.
2. ____ A neutral, impartial and independent humanitarian institution born of war over 130 years ago, working in over 50 countries. It strives to bring protection and assistance to the victims of armed conflicts and international disturbances.
3. ____ Founded in 1920 and recognized as representing the interests of the private sector in international social and labour policy matters. It has a membership of 132 employers’ organizations. It promotes and facilitates the development of free enterprise.
4. ____ Principal body through which the major bilateral donors work together to increase their effectiveness in supporting sustainable development and cooperate with developing countries.
5. ____ Self-financing arm of the UN that provides project-management services for the UN system and member states.
6. ____ Mandated by the UN General Assembly to advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential.
7. Mandated by the UN to coordinate international humanitarian response, monitor situations in potentially vulnerable countries and regions, and to identify crises with humanitarian implications. Supports the preparation of the Consolidated Appeal Process (CAP) — a tool for joint programming, common prioritisation and joint resource mobilisation.

8. Mandated by the UN to lead and coordinate international action for the world-wide protection of refugees and the resolution of refugee problems. Approximately 90% of its staff are in the field.

9. Provides development advice, advocacy and grant support to developing countries. It has long-standing experience in disaster reduction and recovery. In each country office, this organization’s Resident Representative normally also serves as the Resident Coordinator of development activities for the UN system as a whole.

10. European Commission Humanitarian Aid Office, tasked with providing emergency assistance and relief to the victims of natural disasters or armed conflict outside the European Union.

11. The world’s largest source of development assistance, providing nearly $16 billion in loans annually to its client countries. Its Post-Conflict Unit is dedicated to easing the transition to sustainable peace and socio-economic recovery. Its Post-Conflict Fund supports planning, piloting and analysis of reconstruction activities.

12. Its mission is to assist in meeting the operational challenges of migration, advance understanding of migration issues, encourage social and economic development through migration.

13. World’s largest international food aid organisation. It provides food aid after disasters, and promotes food-for-work initiatives to promote self-reliance of the poor and their communities, particularly through labour-intensive works programmes.
## Partnership Quiz: Answers

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td><strong>k.</strong></td>
<td>ICFTU – International Confederation of Free Trade Unions</td>
</tr>
<tr>
<td>1.</td>
<td>This organization has 221 affiliated organisations in 148 countries and territories on all five continents, with a membership of 155 million. It organizes and directs campaigns on issues such as: the respect and defence of trade union and workers’ rights, the eradication of forced and child labour, and education programmes for trade unionists all over the world.</td>
</tr>
<tr>
<td><strong>g.</strong></td>
<td>ICRC – International Committee of the Red Cross</td>
</tr>
<tr>
<td>2.</td>
<td>A neutral, impartial and independent humanitarian institution born of war over 130 years ago, working in over 50 countries. It strives to bring protection and assistance to the victims of armed conflicts and international disturbances.</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>IOE – International Organization of Employers</td>
</tr>
<tr>
<td>3.</td>
<td>Founded in 1920 and recognized as representing the interests of the private sector in international social and labour policy matters. It has a membership of 132 employers’ organizations. It promotes and facilitates the development of free enterprise.</td>
</tr>
<tr>
<td><strong>j.</strong></td>
<td>OECD-DAC – Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC)</td>
</tr>
<tr>
<td>4.</td>
<td>This is the principal body through which the major bilateral donors work together to increase the effectiveness of their common effort to support sustainable development and cooperate with developing countries.</td>
</tr>
<tr>
<td><strong>l.</strong></td>
<td>UNOPS – United Nations Office of Project Services</td>
</tr>
<tr>
<td>5.</td>
<td>Self-financing organization of the UN that provides project management services for the UN system and member state. Since 1988, it has worked with ILO in Cambodia, Mozambique, Croatia and Haiti, among others.</td>
</tr>
<tr>
<td><strong>h.</strong></td>
<td>UNICEF – UN Children’s Fund</td>
</tr>
<tr>
<td>6.</td>
<td>Mandated by the UN General Assembly to advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential.</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>UNOCHA – UN Office for the Coordination of Humanitarian Affairs</td>
</tr>
<tr>
<td>7.</td>
<td>Mandated by the UN to coordinate international humanitarian response, monitor situations in potentially vulnerable countries and regions, and to identify crises with humanitarian implications. This organization also supports the preparation of the Consolidated Appeal Process (CAP) — a tool for joint programming, common prioritisation and joint resource mobilisation.</td>
</tr>
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</table>
### External Partners and Coordination

<p>| | |</p>
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<tr>
<td><strong>e.</strong></td>
<td>UNHCR – UN High Commissioner for Refugees</td>
</tr>
<tr>
<td>8.</td>
<td>Mandated by the UN to lead and coordinate international action for the world-wide protection of refugees and the resolution of refugee problems. Approximately 90% of its staff are in the field.</td>
</tr>
<tr>
<td><strong>f.</strong></td>
<td>UNDP – UN Development Programme</td>
</tr>
<tr>
<td>9.</td>
<td>Provides development advice, advocacy and grant support to developing countries, and has long-standing experience in disaster reduction and recovery. In each country office, this organization’s Resident Representative normally also serves as the Resident Coordinator of development activities for the United Nations system as a whole.</td>
</tr>
<tr>
<td><strong>m.</strong></td>
<td>ECHO – European Commission Humanitarian Aid Office</td>
</tr>
<tr>
<td>10.</td>
<td>European Commission’s Humanitarian Aid Office, tasked with providing emergency assistance and relief to the victims of natural disasters or armed conflict outside the European Union.</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>WB – World Bank</td>
</tr>
<tr>
<td>11.</td>
<td>The world’s largest source of development assistance, providing nearly $16 billion in loans annually to its client countries. It has a Post-Conflict Unit dedicated to easing the transition to sustainable peace and supporting socio-economic recovery. Its Post-Conflict Fund supports planning, piloting and analysis of reconstruction activities.</td>
</tr>
<tr>
<td><strong>i.</strong></td>
<td>IOM – International Organization of Migration</td>
</tr>
<tr>
<td>12.</td>
<td>Its mission is to assist in meeting the operational challenges of migration, advance understanding of migration issues, encourage social and economic development through migration.</td>
</tr>
<tr>
<td><strong>a.</strong></td>
<td>WFP – World Food Programme</td>
</tr>
<tr>
<td>13.</td>
<td>World’s largest international food aid organization. Provides food aid after disasters, and promotes food-for-work initiatives to promote self-reliance of the poor and their communities, particularly through labour-intensive works programmes.</td>
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</table>
# Web Addresses for Selected Organizations

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Committee of the Red Cross (ICRC)</td>
<td><a href="http://www.icrc.org/">http://www.icrc.org/</a></td>
</tr>
<tr>
<td>International Confederation of Free Trade Unions (ICFTU)</td>
<td><a href="http://www.icftu.org/">http://www.icftu.org/</a></td>
</tr>
<tr>
<td>International Organization for Migration (IOM)</td>
<td><a href="http://www.iom.int">http://www.iom.int</a></td>
</tr>
<tr>
<td>International Organization of Employers (IOE)</td>
<td><a href="http://www.ioe-emp.org">http://www.ioe-emp.org</a></td>
</tr>
<tr>
<td>Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC)</td>
<td><a href="http://www.oecd.org/dac/">http://www.oecd.org/dac/</a></td>
</tr>
<tr>
<td>The World Bank (WB)</td>
<td><a href="http://www.worldbank.org/">http://www.worldbank.org/</a></td>
</tr>
<tr>
<td>United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA)</td>
<td><a href="http://www.reliefweb.int/ocha_ol/">http://www.reliefweb.int/ocha_ol/</a></td>
</tr>
<tr>
<td>United Nations High Commission for Refugees (UNHCR)</td>
<td><a href="http://www.unhcr.ch">http://www.unhcr.ch</a></td>
</tr>
<tr>
<td>United Nations Office of Project Services (UNOPS)</td>
<td><a href="http://www.unops.org/">http://www.unops.org/</a></td>
</tr>
<tr>
<td>World Food Programme (WFP)</td>
<td><a href="http://www.wfp.org">http://www.wfp.org</a></td>
</tr>
</tbody>
</table>
Overhead Transparencies

1. 

2. 

3. 

4. 

5. 

6. 

ILO Crisis Response • Trainer’s Guide

IFP/CRISIS 25
7. Facilitators of Coordination

- Analysing capacities and common needs
- Creating consensus
- Memoranda of Understanding
- Including the right people and agencies
- Action plans and follow-through
- Dedicated dynamic leader or coordinator who is liked and respected by all parties
- Getting to know the others also involved in the coordination effort
- Coordination mechanisms (e.g., CCA, UNDAF)

8. Coordination Mechanisms

- UN Common Country Assessment (CCA)
- UN Development Assistance Framework (UNDAF)
- Others?
# Table of Contents

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Session Objectives

General Objective

The news media can be both friend and foe to ILO crisis response: News coverage may highlight ILO activities and concerns, or expose its weakness and failures. It is up to ILO and those involved in crisis response to develop a strategy that will help them manage successful relations with the media and derive the maximum benefit from them. This session provides an introduction to the news media, a media relations strategy, as well as tips for interviewing effectively.

Specific Themes

More specifically, this session will cover:

- Types of News Media
- Motivations of the News Media
- The “Net News Value” of a story
- Components of a Media Relations Strategy
- Interviewing tips
### Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening: Overview of the News Media</td>
<td>The opening should be used to explain the general objective and procedures for this session, and engage participants in thinking about the news media: characteristics, motivation, interest in crisis situations.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Media Interview Role-Play</td>
<td>To experience and observe a news media interview. To learn and discuss interviewing techniques.</td>
<td>90 minutes (depends on option)</td>
</tr>
<tr>
<td>Wrap-Up</td>
<td>All workshop sessions are reinforced with a “wrap-up” that summarizes key points discussed or presented, and that links this session with the sessions and themes that follow.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Session Notes
Opening: Overview of the News Media

Estimated Time: 15 minutes

Preparation and Materials

Find out one or two days in advance who has been interviewed on television or in the press. Ask them to share their story with you, good or bad, and what they learned from it. Refer back to these stories during your presentation, and ask them to share it with their colleagues.

Objective

The opening should be used to explain the general objective and procedures for this session and engage participants in thinking about the news media: characteristics, motivation, interest in crisis situations.

Procedures and Talking Points

A. Introduce the session, general objectives and procedures.

B. Briefly describe how the news media are a player in crisis response — how they influence and approach crisis situations. For emphasis, perhaps show a short (5 minute) live television news interview or coverage of a major crisis.

C. Ask for a show of hands, “How many of you have worked as journalists or reporters?” “How many have a responsibility for media relations?” “How many of you have been interviewed?” Invite participants to share their experience and lessons learned throughout the session.

D. Explain or discuss the benefits of having a media relations strategy and communicating with the media (overhead transparencies #5 and #6).
Dealing with the News Media in Crisis Response

E. Stimulate a discussion about the news media using the following questions: “What motivates the news media?” “What determines the “net news value” of an event or a story?” (See main messages relating to these questions)

F. Share one or two brief articles recently appearing in a local newspaper. Ask participants, “Why did this story make the news?” “Why was it determined to have “news value?””. Compare their responses with those on the overhead transparency #4, “The “Net News Value” of a Crisis”.

G. Present the key components of a media relations strategy. Ask for additional ideas or suggestions from participants.
Media Interview Role-Play

Estimated Time: 90 minutes

Preparation and Materials

- Prepare two or three short scenarios describing a newsworthy situation or event involving the ILO. Ask someone to play the role of ILO spokesperson. Give each of these scenarios to individuals who will play the role of “ILO spokesperson”. Prepare a second role for individuals who will play the role of “reporter”. For the reporter role, re-write the scenario to contain different facts and controversial information, and suggest tough interview questions.
- If there is more time (5-10 minutes per participant), the facilitator can modify this activity to allow everyone the opportunity to play the role of spokesperson and/or journalist.

Objective

To experience and observe a news media interview. To learn and discuss interviewing techniques.

Procedures and Talking Points

A. Introduce the activity and assign roles. Only one spokesperson should be in the room at a time. Meet with the reporters and guide them in how to play the role.

B. Ask the remaining participants (not playing roles) to observe the interviews and evaluate the performance of the spokesperson(s).

C. Allow each interview to last approximately 2-3 minutes. If possible, video-tape the interviews.
D. After the interviews, facilitate a de-briefing of what the spokespersons did well, and what they could improve.

E. After the debriefing is finished, present the interviewing tips and techniques contained in the overhead transparencies #10 - #21.

F. Wrap-up the session.
Wrap-Up

Estimated Time: 15 minutes

Preparation and Materials

- Overhead transparencies

Objective

All workshop sessions are reinforced with a “wrap-up” that summarizes key points discussed or presented, and that links this session with the sessions and themes that follow.

Procedures and Talking Points

A. Reiterate the importance of preparing and implementing a media relations strategy (overhead transparencies #9 and #22).

B. Refer them to additional media relations references and resources.

C. Present the theme and presenter/trainer for the next session.
Key Messages

I. An enlightened understanding of the news media and their motives will assist ILO to better manage and prepare its news media relations strategy in crisis and post-crisis situations.

II. The news media is not one distinct actor with a single purpose, but rather an institution consisting of disparate organizations, each with their own agendas and interests in crisis situations. News comes in different packages, such as “headline news”, with superficial coverage and a short shelf-life, “documentary news”, with more background and analysis of an issue and a longer shelf-life, and “news commentary”, represented by editorials or opinion pieces on issues of the day. News coverage is delivered via print, television, radio, and increasingly, internet mediums.

III. Within each media organization (e.g. newspaper, CNN, BBC, etc.) information is handled, filtered, modified and at times discarded, by a number of editorial stakeholders. The news that reaches the press or the television is influenced by the political, professional and commercial motives of each of these stakeholders.

IV. The “net news value” of any particular crisis or event is subject to a number of criteria which determine a stories “news value” relative to other competing stories. These criteria may include:

- Impact on national/local interests
- Number of people affected
- Domestic links of an overseas story
- Novelty of the story
- Relevance of a story to larger public concerns (hopes or fears)
- Commercial and political priorities
- Professional/philosophical interests of the media source
V. In a crisis and post-crisis situation, a well planned and implemented media relations strategy can assist the ILO to:

- Advocate for specific decent work and employment-related concerns
- Gain visibility and credibility as an important player in crisis response
- Fund raise
- Educate the public

VI. Some of the key components of such a media relations strategy will require the ILO to:

- Cultivate relations/establish contacts with the news media, journalists, editors
- Designate a professional media relations person and/or train field staff in media relations and interviewing skills
- When appropriate, work with constituents and partners to develop a crisis response media relations strategy and a consistent message — this avoids ugly competition for media attention and increases the chances that your message will be heard
- Develop media relations and interviewing policies, and distribute a checklist of these policies to all staff
- Develop two to three key messages all staff should convey if interviewed
- Be open, cooperative, direct and transparent with the media
- Give the media an opportunity to view ILO in action
- Design a routing system within the organization for handling queries from the media
- Be proactive in taking good stories to the media
- Be prepared, plan, strategize

VII. Those with responsibilities for media relations and those responding to a crisis who may be interviewed inadvertently, should be prepared and trained to handle these interviews.
(For interviewing tips refer to the overhead presentation, or view the web page: www.mediatraining.net/trainingfortv/)
Additional References

1. *The News Media and Humanitarian Action* (self-study training module). Authors of the original text, Larry Minear, Colin Scott and Thomas Weiss. Training module prepared by Charles Dufresne, InterWorks, for the UNDMTP Disaster Management Training Programme. This module can be downloaded at http://www.undmtp.org/modules_e.htm

2. A useful web site that includes tips for dealing with media interviews: http://www.mediatraining.net/trainingfortv/

3. *Communication as a Reform Tool for the UN: Sharing Experiences and Innovation*, produced for the UN Staff College and Department of Public Information Workshop, UN Headquarters, October 17-19, 2000; and ILO International Training Centre, Turin, December 11-15, 2000. This handbook can be downloaded from the CDC Website at http://www.cendevcom.org/pgfp.pdf

4. www.impacs.com

IMPACS is a Canadian organization working to strengthen communication between not-for-profit organizations, government and the media, both in Canada and internationally.

5. www.reportingtheworld.org

This web site presents information, online documents and discussion related to how the news media reports on conflicts in the world. ‘*Reporting the World – the book*’ offers a practical framework for the ethical reporting of conflicts including the ‘War on Terrorism’. The book is a hundred-page guide to the latest ideas on war reporting, based on tough, honest debates with 200 top journalists and analysts about issues of representation and responsibility in international news. This web site offers an online version of the guide, or information on ordering a printed copy.
Overhead Transparencies

1. Dealing with the News Media in Crisis Response

2. Objectives
   - Better understand the motivation of the news media and "net news value" of a crisis
   - Be able to describe the basic components of a media relations strategy
   - Be able to prepare for a television interview

3. Understanding the Media
   - We need to understand the media in order to deal effectively with them
   - What are the news media?
   - What motivates the news media?
   - BBC
   - CNN
   - LOCAL NEWS

4. The "Net News Value" of a Crisis
   - Impact on national/local interests
   - Number of people affected
   - Domestic links of an overseas story
   - Human interest/human impact of the event
   - Relevance of story to public concerns
   - Novelty of the story
   - Commercial and political priorities
   - Professional/philosophical interests of the media source

5. Media Relations – ... a Communication Flow
   - Purpose
     1. Promote public awareness
     2. Shape public opinion
     3. Influence decision makers
     4. Mobilise public support and resources

6. Benefits of Strategic Media Relations
   - Advocate for post-crisis reconstruction approaches that promote labour-absorption and decent work
   - Gain visibility and credibility as a legitimate player in crisis response and reconstruction
   - Positive media exposure assists with fundraising
   - Educate the public about the negative impacts and threats to decent work created by crises
   - Educate the public about decent work solutions to post-crisis reconstruction and peacebuilding
Dealing with the News Media in Crisis Response

7. Media Management Strategy:
- Cultivate contacts with the media
- Designate media relations spokesperson(s) and train staff in interviewing skills
- Develop a crisis response media relations strategy with partners
- Create and circulate institutional media relations policies and interviewing tips
- Articulate two/three key messages all staff should convey if interviewed
- Be open, cooperative and direct with the media
- Invite media to view ILO crisis response in action

8. What Are the Different Ways in Which an Agency can Communicate with the Media?
- Interviews
- Editorials
- Press briefings
- Press releases on specific policy or real-story
- Press packages and fact sheets
- Submit situation reports to disaster information networks, such as ReliefWeb (www.reliefweb.int)

9. Building Relations… with the Media:
A communication process that will result in:
- **LONG-TERM IMPACT**
  - Create partnerships between journalists and ILO constituents and staff
  - Promote ILO visibility and principles
- **CONCRETE RESULTS**
  - Produce:
    - Quality Services
    - Press Articles
    - Video
    - Interviews
    - Press Releases

10. Interviewing Techniques and Tips:
- Stay away from acronyms like NGO, ILO, IFP/CRISIS, IEPs, etc.
- Keep things short, simple and easy to understand.

11. Organize your Statement:
- **Main Point**
  - The print media generally edits in “pyramid” fashion, so...
- **Detail**
- Make your most critical points first (Add details afterwards)
- Always be aware of the short “sound bite”

12. Plan your Statements:
- **Soundbites**
  - Jobs and decent work are critical for lasting peace!
  - Tell the human story:
    - Let me tell you about "Hassan", a twenty year old ex-combatant who was recruited at the age of fourteen.
  - Avoid Jargon:
    - Stay away from acronyms like NGO, ILO, IFP/CRISIS, IEPs, etc.
13. Dealing with the News Media in Crisis Response
   Control the Interview!
   John... you had a question...?
   Be in control
   Don’t be pushed where you don’t want to go

14. Dealing with the News Media in Crisis Response
   How to Increase the Chances that Your Messages will be Heard?
   - Consider the “news value”
   - Is there a domestic/local connection?
   - What is novel about the story?
   - Provide factual information and figures: number of refugees, methods of transport, names of agencies, sources of funding
   - Human interest stories - What is the human factor in the story?

15. Dealing with the News Media in Crisis Response
   To Convey a Message –
   ... it must be Clear, Simple and Direct
   Keep it Short and Simple.
   The media won’t waste time broadcasting your silence.
   They might broadcast an error made while “rambling on”

16. “True eloquence consists in saying only what is strictly necessary”
   F. de la Rochefoucauld

17. Dealing with the News Media in Crisis Response
   Stay Positive
   - Avoid arguing with the reporter - they always have the last word
   - Do not slate your critics’ position
   - Do not repeat a negative question/hostile remark
   - Speak exclusively on behalf of your work, and your agency
   - Avoid criticising other UN or NGO partners
   - Disagree if necessary, but do so firmly and politely
   - Do not get personal
   - Never lose your temper, nor become sarcastic

18. Dealing with the News Media in Crisis Response
   Media Relations –
   ... How to Speak to the Press?
   ILO staff should:
   - speak only on issues related to ILO mandate and principles
   - speak only within their area of competence
   - provide facts, not opinions or comments
Dealing with the News Media in Crisis Response

19. If You Don’t Know the Answer, Say So...

20. Your Responses Should Be Message-Driven, Not Question-Driven

21. Avoid Saying “No Comment”, but Rather “Bridge” to Your Key Main Messages

22. Good Media Coverage Is the Result of Good Management: Plan, Organize, Control, Influence

For maximum impact!
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Session Objectives

General Objective

This session introduces natural disasters and their impact, highlights the relationship between disasters and development, and considers disaster mitigation activities and ILO’s role in responding to natural disasters.

Specific Themes

Participants will:

- Review types of natural disasters and their causes
- Review approaches to mitigation and response to natural disasters
- Understand the symbiotic relationship between disasters and development
- Appreciate the importance of involving civil society and building durable institutions which promote market-based, but people-friendly policies and programmes
### Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td>To introduce the concept of disaster management, consider the difference between a “natural disaster” and a “hazard”, and identify factors that increase the vulnerability of a society to particular hazards.</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Discussion Activity 1</strong></td>
<td>To study the relationship between “Disasters and Development”.</td>
<td>40 minutes</td>
</tr>
<tr>
<td><strong>Discussion Activity 2</strong></td>
<td>To brainstorm and discuss potential roles for the ILO and its constituents in disaster preparedness, disaster mitigation and disaster recovery/reconstruction processes.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Opening

Estimated Time: 20 minutes

Preparation and Materials

- Overhead transparency and flip-chart
- White board and Post-it slips

Objective

To introduce the concept of disaster management, consider the difference between a “natural disaster” and a “hazard”, and identify factors that increase the vulnerability of a society to particular hazards.

Procedures and Talking Points

A. Introduce the objectives and procedures for this session. Explain that when we think about disasters and disaster management, it is useful to distinguish between the concept of “disaster” and the concept of “hazard”.

B. Ask participants the following question, “Is an earthquake or a flood a ‘disaster’?” Technically speaking it is not. Rather, it is a “hazard” that may result in a disaster. Using transparency #2, explain the difference between a “disaster” and a “hazard”. Ask participants, “Why is it useful to distinguish between the two terms?” Answer: “Because we wrongly think of a disaster as a “natural phenomenon”, when in fact it is largely the way a society lives and organizes itself that make it susceptible to the adverse effects of natural hazards”. This distinction helps us consider how we can mitigate and prepare for disasters.
C. Show an example of elements of vulnerability, using transparency #3. Show transparency #4, use it to stimulate a discussion. Ask participants to identify factors that increase the vulnerability to natural disasters in their society and populations. List their responses on a flip-chart. Compare their responses to those on transparency #5, “Causal Factors”.

Discussion Activity 1

Estimated Time: 90 minutes

Preparation and Materials
- Overhead transparencies/Power-point

Objective
To study the relationship between “Disasters and Development”.

Procedures and Talking Points
A. Show transparency #6, “Disasters and Development”. Read the text in each quadrant. Briefly explain each of the quadrants. Form four groups, and give them 45 minutes to respond to the following questions:

- “How can disasters set back development?” Also briefly discuss why this may be of concern to the ILO and its constituents. Provide examples from participants’ personal experience or knowledge.

- “How can development processes and activities increase a society’s vulnerability to disasters?” Also briefly discuss if and how ILO and ILO constituent development activities may inadvertently increase a society’s vulnerability to disasters. Provide examples from their personal experience or knowledge. (e.g. job-creation programmes leading to rural-urban migration)

- “How can disasters provide opportunities for sustainable development?” Also briefly discuss how the ILO and its constituents can advocate for and exploit these opportunities. Provide examples from participants’ personal experience or knowledge.
“How can development processes and activities reduce a society’s vulnerability to disasters?” Also briefly discuss how the ILO and its constituents can contribute to a disaster recovery programme that would have long-term positive implications for development and/or reducing a society’s vulnerability. Provide examples from participants’ personal experience or knowledge.

B. Give each group 7 minutes to present its results. After all have presented facilitate another 20 minutes of further participant commentary, examples and discussion.

(Alternatively, instead of the group work, you could present transparencies #7 to #10, and pose one or more of these same questions in plenary.)

C. Conclude by presenting transparencies #7 to #10.
Discussion Activity 2

Estimated Time: 90 minutes

Preparation and Materials

- Overhead transparencies/Power-point

Objective

To brainstorm and discuss potential roles for the ILO and its constituents in disaster preparedness, disaster mitigation and disaster recovery/reconstruction processes.

Procedures and Talking Points

A. Show transparency #11, “Comprehensive Disaster Management”. Ask for or present the definition of each element of disaster management. Ask for one or two examples of disaster preparedness, disaster response, disaster mitigation and disaster recovery/reconstruction activities and/or show transparencies #12 to #17.

B. Show transparency #18, “ILO Response to Natural Disasters”. Form participants into three groups. Each group is assigned one of the following questions:

- “What role can the ILO and its constituents play in pre-disaster preparedness and mitigation?” If possible, participants should also identify one or two examples of ILO/Constituent activities in this area from their experience or knowledge

- “What role can the ILO and its constituents play in short-term disaster response?” If possible, participants should also identify one or two examples of ILO/Constituent activities in this area from their experience or knowledge
“What role can the ILO and its constituents play in longer-term recovery and reconstruction efforts after natural disaster?” If possible, participants should also identify one or two examples of ILO/Constituent activities in this area from their experience or knowledge.

C. Give each group 7 minutes to present its results. After all have presented facilitate another 20 minutes of further participant commentary, examples and discussion.

D. Conclude by summarizing key points and lessons learned.
Wrap-Up

Estimated Time: 10 minutes

Objective

All workshop sessions are reinforced with a “wrap-up” that summarizes key points discussed or presented, and that links this session with the sessions and themes that follow.

Procedures and Talking Points

A. If possible, cite additional country cases and examples where ILO has responded to disasters.
B. Summarize the main points raised in this session.
C. Introduce the next activity or presentation.
Key Messages

I. Disaster management requires an analysis of hazards, risks and vulnerabilities (physical, social and material).

II. Factors increasing vulnerability include: poverty, high population density, marginal living conditions, rapid urbanization, substandard construction practices, environmental degradation, and lack of information or awareness.

III. Disasters must be considered in the context of development, and vice versa. Disasters destroy years of development, while providing new development opportunities. Development can increase vulnerability to disasters in many ways. For example, intensive housing and reconstruction programmes may lead to deforestation which can make an area more prone to flooding. However, development also can reduce vulnerabilities when done in a sustainable manner.

IV. Disaster management encompasses disaster preparedness, disaster mitigation, disaster response and disaster recovery.

V. ILO has a unique role to play in responding to employment and labour market challenges caused by natural disasters.
Additional References


Overhead Transparencies

1. Responding to Natural Disasters

2. Disaster vs. Hazard
   - Natural Disaster = Serious disruption of a society, widespread human, material and environmental losses, caused by a natural phenomenon and societal vulnerability.
   - Natural Hazard = Rare or extreme natural event (e.g. storm, earthquake) that can potentially harm human life, property or activity.

3. Example of Risks, Vulnerabilities and Risk Reduction
   - In an urban area prone to flooding:
     - Some houses have been constructed away from low-lying areas close to the river bank, are made of concrete blocks, have basements or are on raised foundations.
     - Other houses are made of cheaper materials, do not have basements and are not on raised foundations, have been erected in or very near a dry river bed.

4. Discussion Questions
   1. What are the elements at risk?
   2. What are the vulnerabilities in this situation?
   3. What can be done to reduce the risk due to flooding?

5. Causal Factors
   - Poverty
   - Population density
   - Marginal living conditions
   - Rapid urbanization
   - Substandard construction practices
   - Environmental degradation
   - Lack of information, awareness, preparedness

6. Disasters and Development
   - Development can increase vulnerability
   - Development can reduce vulnerability
   - Disaster can set back development
   - Disaster can provide development opportunities
   - Negative resilience
   - Positive resilience
7. **Impact of Disasters on Development**
- Loss and diversion of resources, interruption of programmes
- Negative impact on investment
- Disruption of non-formal sector
- Political destabilisation
- Attention focused on short-term relief
- Damage to transport and utility systems

8. **Development Can Increase Vulnerability**
- Jobs in urban settings attract population growth, which may lead to living situations on vulnerable hillside,
- Floodplains, sub-standard housing
- Housing and reconstruction projects leading to deforestation
- Dam projects leading to population displacement

9. **Disasters Provide Development Opportunities**
- Serve as a catalyst for implementing mitigation projects
- May create political and economic atmosphere for rapid change in land-use reform, improving housing stock, creating new jobs and skills, modernising the economic base
- Self-help housing, teaching new skills and labour-intensive reconstruction

10. **Development Can Reduce Vulnerability**
- Sustainable development approach
- Housing projects adhering to disaster-resistant building codes
- Rural development can decrease massive population exodus to urban areas

11. **Comprehensive Disaster Management**
- Disaster Preparedness
- Disaster Response
- Disaster Mitigation
- Disaster Recovery and Reconstruction

12. **What Is Disaster Response?**
- Measures taken to ensure survival of maximum possible number of victims and re-establish self-sufficiency and essential services ASAP
- Warning and Evacuation
- Search and Rescue
- Damage Assessment
- Emergency Relief (food, emergency health, shelter, etc.)
- Communication and coordination among the actors
Responding to Natural Disasters

13. What is Disaster Preparedness?
   - Measures taken to prepare for and reduce the effects of disasters
     - Continuous and integrated process
     - Objectives
       - Increase the efficiency, effectiveness and impact of disaster response mechanisms at the community, national and federal level
       - Strengthen community-based disaster preparedness

14. Disaster Preparedness Activities
   - Hazard, risk and vulnerability assessments
   - Response mechanisms and strategies
   - Preparedness plans
   - Coordination
   - Information management
   - Early warning systems
   - Resource mobilisation
   - Public education, training and rehearsals
   - Community-based disaster preparedness

15. Disaster Mitigation
   - Elements at risk
     - Floods and water hazards
     - Earthquakes
   - Mitigation strategies
     - Land use control
     - Engineering of structures
     - Flood control structures
     - Restoration projects (watershed management)

16. Disaster Mitigation
   - Elements at risk
     - Floods and water hazards
     - Earthquakes
   - Mitigation strategies
     - Engineering of seismically resistant structures
     - Control of land use in seismic areas
     - Insurance

17. What is Disaster Reconstruction?
   - Measures that enable affected populations to resume normal, viable lives and livelihoods and repair physical damage, economy
     - Restoration of infrastructure: roads, communication networks and other utilities
     - Rebuilding of homes, businesses
     - Restoration and support of longer-term economic activities and processes
     - Longer-term development oriented towards mitigating future disasters

18. ILO Response to Natural Disasters
   - What role can ILO and its constituents play in pre-disaster preparedness and mitigation activities?
   - What role can ILO and its constituents play in short-term response?
   - What role can ILO and its constituents play in long-term recovery and reconstruction efforts after a natural disaster?
19. **ILO Response to The Gujarat (India) Earthquake**

- Strong social capital:
  - A wealthy business community with networks in other parts of India and abroad.
  - A strong NGO community that has collaborated well with the Government in the relief phase.

- Important to keep the momentum generated during the rescue and relief phase:
  - Continued involvement and collaboration between government and NGOs.
  - Scaling up and building capacity at the local level.

20. **The Social Impact**

- 18,000 dead, 170,000 injured, mostly in Kutch district.
- Disability, trauma, homelessness, loss of productivity and earnings.
- The earthquake has affected rich and poor alike, but poor and vulnerable groups have less resources to manage the reconstruction. Long-term consequences of death and disability particularly affect widows, orphans, the elderly.
- Apart from shelter, the most urgent need is to re-establish livelihoods for the poor, in particular handicraft artisans, salt farmers, and cattle owners.

21. **Social and Economic Resources**

- A strong social capital:
  - A wealthy business community with networks in other parts of India and abroad.
  - A strong NGO community that has collaborated well with the Government in the relief phase.

- Important to keep the momentum generated during the rescue and relief phase:
  - Continued involvement and collaboration between government and NGOs.
  - Scaling up and building capacity at the local level.

22. **Some Obstacles**

- The humanitarian assistance community does not often recognize that a major and immediate impact is the loss of employment and income-earning opportunities, and the related social and economic distress for significant sections of the population hit by the disaster.

- ILO capacity to contribute right from the start, to relief, reconstruction and development is still not widely known to the humanitarian agencies.

23. **Community Involvement in the Reconstruction Effort: Why?**

- Participation reduces trauma.
- Solutions are more culturally and socially acceptable.
- People are suspicious of outside agencies.
- Increased transparency and accountability.
- Employment opportunities.
- Access to utilization of services.
- Equity.

24. **What Does ILO Do Now?**

- The ILO has put together a package of interrelated measures to address the crisis, focusing not only on recovery and reconstruction, but also on the return to development.

- The objective is:
  - To provide a quick response based on an assessment of the situation.
  - To concentrate on what the people immediately need.
25. Responding to Natural Disasters

ILO Package

The package includes:

- A model programme for social and economic reconstruction for 10 villages in Kutch District, funded by the ILO and implemented by SEWA.
- Further measures to promote labour-intensive reconstruction, including linking with major programmes for reconstruction.
- A study of the response of the corporate sector to the relief and rehabilitation needs.
- Studies of the impact of the earthquake (coming after successive years of drought in the region) on employment, poverty, migration, insecurity, and coping mechanisms.

26. Employment at the Heart and the Start

- Setting up cottage industry training and production centres for women
- Setting up temporary child care centres
- Skills development
- Organising a crash training course to meet the immediate needs for shelter reconstruction
- Capacity building of local partners in dealing with disasters, livelihood and reconstruction of housing and community infrastructures
- Setting up of a community fodder bank and community fund
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Session Objectives

General Objectives

Introduce key causes and socio-economic impacts of armed conflict, and key challenges to ILO in post-conflict settings. Explore the role, experience and value added of ILO and its tripartite constituents in responding to conflict and post-conflict situations.

Specific Themes

More specifically, this module covers:

- Characteristics of post-conflict environments
- Socio-economic impacts of armed conflict
- Challenges for the ILO in post-conflict situations
- ILO response priorities and value added in conflict and post-conflict situations.
## Session Strategy

<table>
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<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
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<tr>
<td><strong>Opening</strong></td>
<td>The opening should be used to present the general objective and procedures for this session, and explain the difference between structural and proximate causes of armed conflict.</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Activity 1: Thinking About Conflict</strong></td>
<td>Engage participants in thinking about the causes and impacts of violent conflict, as well as the characteristics of post-conflict situations. It can be used as a starting point for discussing the role and value added of ILO and its constituents in conflict mitigation, response and reconstruction.</td>
<td>75 minutes</td>
</tr>
<tr>
<td><strong>Presentation/Discussion: Responding to Conflict</strong></td>
<td>Review of ILO role and value added in responding to conflict and post-conflict situations.</td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Activity 2: Responding to Conflict</strong></td>
<td>Apply the lessons learned in this session to a case study of a post-conflict situation. Participants discuss ILO and Tripartite post-conflict roles and identify the specific programmatic experience, expertise or activities that ILO and its tripartite constituents can bring to a specific recovery and reconstruction effort, in the short-term, and in the longer-term.</td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Wrap-Up</strong></td>
<td>Summarize key points presented and discussed in this session.</td>
<td>5-10 minutes</td>
</tr>
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Session Notes
Opening

Estimated Time: 15 minutes

Preparation and Materials

■ A video highlighting causes and impacts of conflict

Objective

The opening should be used to present the general objective and procedures for this session, and explain the difference between structural and proximate causes of armed conflict.

Procedures and Talking Points

A. Present the general objective as well as the general session strategy.

B. Explain that responding effectively to conflict and post-conflict situations requires an understanding of the social and economic impacts of conflicts, the causes that led to the conflict, as well as the unique characteristics of post-conflict situations.

C. Pose the question, “What is the difference between root causes and proximate causes of conflict?” Present a definition and ask for or provide one or two example of each. Explain that ILO is especially poised to advocate for and provide solutions to some of the root causes of the conflict (poverty, unemployment, socio-economic inequalities, etc.).

D. If possible and available, show a 5-10 minute video or slide-show with images related to the social and economic impacts of conflict. The purpose of showing this is to provide participants with powerful images and scenes that will get them thinking about conflict and ready to engage in this interactive session.

E. Introduce the next activity or presentation.
Activity 1: Thinking About Conflict

Estimated Time: 75 minutes

Preparation and Materials

- 20cm x 15cm notecards, three per participant
- Markers for participants
- Overhead transparencies
- Flip-chart and markers

Objective

Engage participants in thinking about the causes and impacts of violent conflict, as well as the characteristics of post-conflict situations. It can be used as a starting point for discussing the role and value added of ILO and its constituents in conflict mitigation, response and reconstruction.

Procedures and Talking Points

Instructions for group work

A. Introduce the purpose and procedures for this activity. Stress that the purpose here is not to enter into lengthy exposés of each issue, but rather to review briefly the causes and impacts of conflict, as well as the unique characteristics of post-conflict situations.

B. Explain that they will now form groups to consider these impacts, causes and characteristics. Provide each participant with the attached articles “Case: Causes and impacts of conflict in Mozambique” and “Excerpts from: ‘The Economic Causes and
Consequences of Civil Wars and Unrest in Africa”. In lieu of these articles, participants could also think about a violent armed conflict that they have experienced or with which they are intimately familiar. Each participant should also be given a marker and three 20cm x 15cm notecards.

C. Divide participants randomly into three groups. Group 1 responds to the question, “What are the social and economic impacts on people, issues and institutions of concern to ILO?” Group 2 responds to the question, “What are the structural and proximate causes of violent civil conflict?” Group 3 responds to the question, “What are some of the characteristics found in post-conflict environments?”

D. Before discussing their question as a group, each participant should respond to his/her assigned group’s question by first writing one response on each of the three cards received. (Remember, one response per card. Summarize each response in five words or less. And write in big block letters, using a marker.)

E. Then, in each group, one of its participants shares a card of his/her group. The next participant in that group, in turn, shares a new idea, and this rotation continues until all of the ideas have been shared. Duplicate ideas do not need to be presented, as some participants will have written the same response. Each card can be glued or taped onto a flip-chart, and categorized for public viewing. After all ideas are presented, the group should spend 15-20 minutes to discuss ideas that are controversial or ambiguous. Finally, each group should arrive at consensus on their six or seven best responses. A spokesperson for the group should prepare to make a 6 minute presentation in plenary of his/her group’s results.

F. Each group makes a short 6 minute presentation in plenary. After all groups have made their presentation, facilitate a 20 minute open commentary or discussion that elaborates and expands on the responses given:

- Causes of conflict
- Social and economic impact of conflicts
- Concerns and characteristics of post-conflict situations
G. Summarize key points raised in this session by presenting transparencies #2 to #8: “Post-conflict Characteristics”; “Socio-Economic Impacts”; “Root Causes: Characteristics”; “Root Causes: Examples”; “Proximate Causes: Characteristics” and “Proximate Causes: Examples”. Reiterate that ILO and its constituents have a particularly valuable role to play in mitigating and responding to conflict.

H. Introduce the next presentation, discussion or activity.
Presentation/Discussion: Responding to Conflict

Estimated Time: 60 minutes

Preparation and Materials

- Transparencies
- Flip-chart and markers

Objective

Review of ILO role and value added in responding to conflict and post-conflict situations.

Procedures and Talking Points

A. Now that we have considered impacts and causes of violent conflict, and characteristics of post-conflict situations, we consider ILO role and value added in responding to conflict and post-conflict situations.

B. Review the causes of conflict. Ask, “Of these, which are of most concern to ILO and its constituents?” or “Of these, which are those that ILO and its constituents are most capable of addressing?” Note these on a flip-chart.

C. Review the social and economic impacts of conflict and special challenges of post-conflict situations. Ask, “Of these, which are of most concern to ILO and its constituents?” or “Of these, which are those that ILO and its constituents are most capable of addressing?” Note these on a flip-chart.

D. Present the overhead transparency, “Challenges for the ILO in Post-Conflict Situations”, as well as “Special Conflict Affected Groups”.

E. Now discuss, “How can ILO and its constituents address these impacts and challenges?” “What can ILO and its constituents do to assist the conflict-affected groups?” For example: Job-creation and income-generating projects to deal with unemployment; Re-integration and training programmes to deal with demobilizing ex-combatants; Using the tripartite structure to promote social dialogue and reconciliation, etc.

F. If possible, invite an ILO staff person with experience in managing and implementing an ILO programmatic response to conflict to share his/her experiences and insight.

G. Conclude this session by presenting the overhead transparency, “ILO and ILO Constituent Post-Conflict Response”.


Activity 2: Responding to Conflict

Estimated Time: 60 minutes

Preparation and Materials

- Handout: Memo: Turbania Ministry for Reconstruction
- Flip-chart and markers

Objective

Apply the lessons learned in this session to a case study of a post-conflict situation. Participants discuss ILO and tripartite post-conflict roles and identify the specific programmatic experience, expertise or activities that ILO and its tripartite constituents can bring to a specific recovery and reconstruction effort, in the short-term, and in the longer-term.

Procedures and Talking Points

A. Present the objective and procedures for this activity.

B. Distribute the handout: Memo: Turbania Ministry of Reconstruction (available from Session IX). After reading it, facilitate a discussion in plenary, or assign particular questions to smaller groups and ask them to report back after 30 or 40 minutes.

C. Summarize key lessons learned from this activity and wrap-up the session.
Wrap-Up

Estimated Time: 10 minutes

Preparation and Materials

- Overhead transparencies

Objective

The wrap-up provides closure to the session, reinforces the key points discussed or presented, and links this session with subsequent sessions or themes.

Procedures and Talking Points

A. Present the various publications and web-based sources that highlight ILO experience and role in conflict-affected countries.

B. Provide closure to this session by highlighting key themes, points or issues that were raised in this session.

C. Introduce the next session or activity.
Key Messages

I. Post-conflict situations pose unique challenges for governments and international organizations, such as ILO, involved in post-conflict recovery and rebuilding. While some of these challenges are found in non-post-conflict countries, their impact and prevalence in post-conflict countries are usually more pronounced. These characteristics include:

- Fragile peace and continuing local rivalries
- High expectations and hopes that will be short-lived
- Root causes that still exist
- Psychological traumas and scars
- Loss of social trust and torn social fabric
- Culture of violence and availability of small arms
- Weak governance and state institutions
- Weak macro-economic situation
- Expanded shadow economy and criminal trade networks
- Widespread unemployment
- Demobilized combatants
- Loss/lack of skilled labour
- Massive displacement and resettlement
- Damaged physical infrastructure and production facilities
- Ubiquitous presence of anti-personnel mines

II. These unique challenges and characteristics have significant implications for ILO response:

- Situations can change so quickly that assessments must be rapid, and done frequently
- Implementation may need to follow assessment immediately
- Interventions must be flexible, adapt to circumstances and existing structures
- Political and conflict analysis must inform programming decisions
Interventions for short, medium and longer-term
For the long-term, root causes must be addressed

III. The special characteristics that arise in post-conflict situations will require new approaches in the planning, design and implementation of ILO interventions.

IV. Key priorities for post-conflict recovery include:
- Repatriation, reintegration and reconciliation
- Urgent health, education and basic social welfare, including quick employment and income generation
- Public safety and security, including demobilization, policing (Safety/security for all groups)
- Operative/decentralized governance, rule of law
- Human rights, including property and identity
- Infrastructure recovery (water/sanitation/shelter/transport)
- Food security and agricultural rehabilitation, including land tenure designation and registration
- Macro-economic stabilization

V. **Structural factors** are endemic or systemic in a society. We may also call these “Root Causes” or “Underlying factors”. These are long-term factors that have existed for years, if not decades and centuries, and which will require a heavy investment in proper development, social reconciliation and good governance to be overcome. Factors such as “Poverty”, “Lack of education”, “Historical exclusion of a social group”, “Cheap or poorly constructed housing and building stock”, are examples of Structural, or “root causes”.

VI. **Proximate factors** are those factors which have occurred more recently. They are considered “near-term factors”, and usually consist of a series of recent events and or sudden occurrence which interact with structural causes to throw a country into an extra-ordinary crisis situation. Factors such as “Bank closings”, “Layoffs”, “Relatively large, sudden and quick flight of investor funds”, “Earthquake”, or “Flooding”, can be considered proximate causes.
VII. Conflicts that are termed “ethnic conflicts” (e.g. Rwanda’s Hutus vs. Tutsis), in which the rights and political/social viability of ethnic groups or national communities are central issues, are usually rooted in a more fundamental social/economic conflict. In these situations there is usually a history of economic inequity, political discrimination, human rights violations, and pressures generated by environmental degradation and resource scarcity. Identity conflicts can intensify when a community, social or ethnic group, loses confidence in mainstream political institutions and processes and, in response to unmet (or threatened) basic needs for social and economic security, resolves to pursue its interests through collective measures. In these circumstances, the conditions are also ripe for extremism and opportunism to appeal to that group’s hopes, fears, and prejudices in relation to other identity groups (ACR, 1999). While it is certainly the case that perceptions of ethnic identity may be a central issue in many conflicts, this is also used by political leaders and elites as a way of mobilising populations towards armed conflict and/or as a way of strengthening personal power (International Alert: Thinking about Conflict (London, 1996)).
Additional References


Handout: Case: Causes and Impacts of Conflict in Mozambique

The government forces of Frelimo and opposition forces of Renamo fought from the late 1970s until October 1992, when the General Peace Accord was signed and a cease-fire came into force. Explanations of the underlying causes of this conflict are essentially polarized around two opposing ideological positions. The first is that the war in Mozambique was an externally sponsored project of destabilization against the Frelimo government in the context of the South African apartheid regime’s “total strategy” for the region and conservative Western concern about a communist-inspired government providing an alternative model for other African States. In this view, Renamo is seen as a puppet force, set up and sustained by external support, with no real political programme or intent to govern and no domestic power base. The opposing view is that the causes of the war were mainly internal, a product of Frelimo’s own failed socialist experiment and particularly its alienation of the rural peasantry, traditional leaders and “cuandeiros” through the imposition of state farms and cooperatives, communal villages and a new power structure which undermined traditional society. Ethnicity, class and regional bias are held by some to have played a major part in the conflict, given the dominance of particular groups in the respective leaderships. Renamo was associated with the Ndau of central Mozambique, while the leadership of Frelimo was dominated by southern-based intellectuals.1

The war and its consequences are estimated to have left more than a million people dead (Hanlon 1991),2 2 million internally dislocated (most of whom sought refuge in the relative security of urban centres or small rural villages) and more than one million refugees. In addition, the peace agreement called for the demobilization of 90,000

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soldiers. The material cost of the war is estimated to be about $18 billion (Hanlon, 1991). Other “costs” include a road network that collapsed, leaving a large part of the country inaccessible, a devastated social infrastructure with more than 3,000 primary schools and a third of the health posts and clinics destroyed or closed (Hanlon, 1991), mines scattered throughout the country, huge areas of previously cultivated land abandoned for more than a decade and now overgrown by bush, decimation of livestock in many areas, leaving less than 1 per cent of the original stock and many parts of the country effectively under the control of “regulos” (chiefs) loyal to Renamo. Millions of Mozambicans have had to go through some process of reinsertion in order to resume a semblance of their previous lives. Most have had to do so with virtually no belongings, having spent so many days trekking through the bush as the situation dictated.3

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Handout: Economic Causes and Consequences of Civil Wars and Unrest in Africa

Address to the 70th Ordinary Session of the Council of Ministers of the Organization of African Unity, Algeria, 8 July 1999, by K. Y. Amoako, UN Under-Secretary-General and Executive Secretary of the Economic Commission for Africa

.... The majority of Africans live in countries where performance fared poorly or declined last year. Of the five sub-regions, only two, accounting for only about 25 percent of the continent’s population — enjoyed a positive growth performance. Growth decelerated in the remaining three sub-regions where the overwhelming 75 percent of the population reside. The evidence also clearly shows that a key factor accounting for this sub-regional difference in economic performance was the incidence of war and civil unrest. .... There continue to be common misperceptions as to what are the fundamental causes of the conflicts, which have set back national development in so many African countries. We owe ourselves a closer look at their causes — as well as, if you will, the determinants of peace. Various analysts in political science, anthropology and other sciences have looked at the causes of all our conflicts, so perhaps it is only fair that we economists are having our turn, aided by regression analysis and other tools of our trade. At least four hypotheses have been advanced to explain why civil wars happen:

The first is innate ethnic and religious hatred, where these hatreds are then exploited by ambitious leaders; The second is national grievance, where the performance of a government is held to be against the national interest; The third is distributional grievance, where government performance is held as having been particularly discriminatory against a given group or groups in society; The fourth is employment, where rebellion is an employment choice motivated by the opportunity cost of employment and the prospective gains from capturing the state and its resource base.
Each one of these hypotheses has been subjected to rigorous econometric testing where appropriate proxy variables are used for the occurrence of war and for the implied explanatory variables. Since the most significant and crosscutting explanatory variables are socio-economic, let me briefly run you through some of those that deserve your attention:

First, conflict is inextricably related to poverty, particularly the lack of human capital, which influences the probability of a civil war. Poverty means that young men have no stake in staying where they are. Joining a rebel army becomes a viable employment opportunity where job markets do not incorporate youth.

Second, conflict is related to the inequitable sharing of valuable natural resources. This failure has led to a number of conflicts and exacerbated many others. And, whenever territories rich in natural resources are captured by marauding militias, these resources are most often looted, providing the private funding to continue conflict.

Third, conflicts are more likely to break out where there are dysfunctional governments — characterized by weak, undemocratic economic and political institutions. There are many cases where the failure by governments to address national grievances has led to conflict and war. Clearly, civil conflict is less probable in a full democracy. The more democratic the society, the more it has outlets for frustration and ways to seek solutions. The more governments respond to the issues people have, the lower the risk of civil war.

Fourth, polarized societies risk fracture. Contrary to what so many analysts have said about how Africa can never be stable with so many ethnicities, the evidence is that ethnic and religious diversity is a stabilizing force. There is a higher risk of civil wars in polarized societies (even if they are ethnically more homogeneous) than in more diverse societies. Diversity makes societies safer by reducing the probability of ethnic conflicts, as it is simply more expensive and complicated to foment trouble in diverse societies. Even if conflicts do break out in pluralistic societies, they tend to last for shorter periods, as it is harder for rebels to be cohesive. We know the results when poverty is high, natural resource endowments are not managed equitably, governments are undemocratic and societies are polarized. The results are conflicts and the costs are terrible.
War is undoubtedly the destroyer of economic development on our continent. As we saw so tragically in Rwanda, Liberia and Sierra Leone, civil war not only devastates the lives of civilians; it damages the environment; it wreaks havoc on social, education and health services; it traumatizes whole generations of youth; and it forces people to abandon homes and farming land, engulfing once stable family units in a flood of refugees. Indeed, the empirical evidence is now overwhelming that armed conflict:

- Destroys capital, leaving shattered infrastructure in its wake;
- Being as it is a negative shock on economic systems, reduces savings even when the levels of these savings are most fragile;
- Diverts portfolios away from domestic investment, and triggers massive capital flight - which, by the way, relative to GDP, is higher in Africa than in any other region of the world;
- Also distorts foreign aid budgets which now increasingly are devoted to emergencies; and, most fundamentally;
- Massively diverts government expenditures away from provision of economic services towards military expenditure. In one far from worst case, a current conflict is estimated to be consuming 50% of a country’s GDP.

I also know that there is a theory that wars can reap high rewards, be they in the form of gold, diamonds or oil. But I would submit that almost any economist would come to a different conclusion if all the costs to the populations involved were added up against the gains from such looting. In any case, the gains of wars are generally illegally siphoned off so they usually should be counted as a loss to the public. All loss, no gain.

When we all took economic courses, our professors would talk to us about the choice between “guns and butter”. Well, we face that choice daily throughout our continent. And more often than not the winners are guns for civil and international conflict. These reflections on the causes and economic consequences of civil strife and warfare should lead us to a wider appreciation of the inter-linkages between development and peace. It is with this new evidence in hand that I would like to revisit the recommendations I presented to you two years ago.
...At that time I emphasized that the fight against poverty was a battle for peace, and recommended that:

- donors and national resource managers invest more in the peace process;
- peace building and conflict prevention efforts be under-girded by more equitable development;
- cooperation between Africa’s three main regional organizations be enhanced to promote recovery of economies;
- the Abuja process be considered as important for the political rationale for peace, as for growth and development; and the United Nations be reinvigorated to play an even more effective role in peace building in Africa.

Given the new evidence of what increases the chances for conflict and what strengthens the chances for peace, plus our history over the last year, I hope you agree that these recommendations are even more timely now that they were in Harare two years ago. The central conclusion of our most recent economic assessment of the continent is that despite recent positive economic trends, most African countries do not as yet have the conditions to sustain growth at a level required to meet the target of reducing poverty by half by the year 2015. We also know that growth alone will not be sufficient.

Growth must be coupled with policies that deliberately attack poverty and promote education, health, and social safety nets. This requires an appropriate balance between short-term stabilization and adjustment measures, and longer-term considerations, including capacity-building, institutional reform, human resources development and good stewardship of the environment. …But being able to concentrate on reducing poverty and expanding growth depends upon meeting a set of shorter-term challenges. We need to end ongoing conflicts, prevent new ones, build a sustained peace and rebuild countries that have been in conflict.

The international community has not been particularly well prepared for these tasks, and frankly, neither have we here in Africa. The international community has been caught off guard by conflicts. …Development banks and similar long-term development donors are in a bind because they often depend upon the re-establishment of basic services and on a reviving financial system before they can operate. In addition, lenders find that disrupted loan repayments cause eligibility issues. All of this calls for a level of seamless co-ordination
and programme innovation beyond traditional mandates and practices. Out of the agony of experience and the prospect that many countries may well soon be emerging from emergency situations, there is a new consensus arising on how to better manage the transition from crisis to development. Three underlying principles are now generally understood.

- First, there is a continuum between pre-conflict, where there is normal development; conflict, which requires humanitarian relief; and post-conflict, where rehabilitation of physical and institutional foundations and transformation from a war economy to a developing economy takes place. There are economic, social and political aspects to all of this.

- Second, while conceptually separate, these three phases actually overlap and it is critical that we manage the bridging of these phases far better. This overlap underscores the need for a holistic approach to assisting countries emerging out of conflict. It is clear that the tasks at hand in all these phases are so multi-dimensional, multi-disciplinary and inter-linked that they go beyond the capabilities of any one agency.

- Third, since most conflicts spread across borders no matter how internal they seem, any effort to assist affected countries must necessarily factor in the sub-regional and regional dimension of the problems they confront. Yet most agencies wanting to be of help are geared to act only within national legal and operational frameworks.

...............
Overhead Transparencies

1. Responding to Armed Conflict

2. Post-Conflict Characteristics
   - Fragile peace process
   - High expectations and hopes — short-lived
   - Root causes still exist
   - Psychological traumas and scars, and loss of social trust/social fabric
   - Culture of violence/availability of small arms
   - Breakdown of governance and other state institutions

3. Post-Conflict Characteristics
   - Expanded shadow economy and criminal networks
   - Widespread unemployment
   - Massive displacement and resettlement
   - Damaged physical infrastructure and production facilities
   - Ubiquitous presence of anti-personnel mines
   - Weak macro-economic situation

4. Socio-Economic Impacts
   - Destruction of productive assets, workplaces, general economic base, physical infrastructure
   - Damage to social fabric and community cohesion
   - Mortality, disability and psychosocial suffering
   - Civilian victims, predominantly women and children
   - Decrease in male population and increase in female-headed households
   - Disappearing social safety nets and support systems
   - Lost educational and training opportunities

5. Root Causes: Characteristics
   - Deep-rooted in the social, economic and political systems
   - Seemingly intractable
   - Existed for long periods of time
   - Require long-term development-oriented solutions (economic development, better governance, more equitable distribution)
   - Underlying problems and causes

6. Root Causes: Examples
   - High levels of social discrimination
   - Inequality and competition for resources
   - Socio-political exclusion affecting ethnic and minority groups
   - Authoritarian governance or poor governance
   - Land tenure issues
   - Long-term external political and economic interests
7. **Proximate Causes: Characteristics**
   - Symptoms or manifestations of deeper problems
   - "Just the tip of the iceberg"
   - May trigger or accelerate tensions and violence
   - Remedied with short-term fixes (food aid, elections, peacekeeping forces, one-sided victory)
   - Near-term problems

8. **Proximate Causes: Examples**
   - Government or military crack-downs on opposition problems
   - Break-down of negotiations, peace process
   - Economic or employment benefits derived from war
   - Political/economic extremism, demonizing
   - Austerity economic reform measures
   - Proliferation of small arms and external military aid
   - Human rights violations
   - Severe economic downturn leading to massive sustained unemployment

9. **Challenges for the ILO in Post-Conflict Situations**
   - Reintegrate diverse conflict-affected groups into civil society
   - Rehabilitate socio-economic and physical infrastructure
   - Promote social/political negotiations, dialogue, reconciliation
   - Rebuild community social fabric and institutional capacities of ILO constituents
   - Promote equity and social justice by addressing root causes of the conflict

10. **Special Conflict-Affected Groups**
    - Refugees/returnees
    - Internally displaced people
    - Demobilized combatants
    - Female-headed households
    - Child soldiers
    - Disabled persons
    - Conflict-affected youth and orphans

11. **ILO Role: Pre-Conflict/Early Warning Phase**
    - Promote reconciliation and facilitate negotiations through participatory social dialogue
    - Dialogue, consultation and networking with others in UN system, social partners, and NGOs already in the area
    - Contingency planning, strategic planning of possible ILO interventions
    - Advanced administrative action related to possible options for ILO intervention

12. **ILO Role: Post-Conflict (Immediate/Short-Term)**
    - Participate in joint needs assessment and analysis
    - Promote employment-intensive infrastructure rehabilitation and construction programmes
    - Skills training for wage employment in programmes
    - Accelerated business and micro-enterprise training
    - Develop Local Economic Development Agencies (LEDAs), and Local Employment and Economic Development Networks (LEEDNs)
Session XIII

Responding to Armed Conflicts

13. ILO Role: Post-Conflict (Medium-Term)
- Technical assistance to national employment offices to deal with employment-related dimensions of rehabilitation, reconstruction and reintegration programmes
- Employment and income generation
- Small and micro-enterprise development
- Training in business skills, wage-earner skills
- Contribute to development of employment and labour policies

14. ILO and ILO Constituent Post-Conflict Response
- Employment creation through micro and small enterprise and cooperative development
- Micro-credit programmes for self-employment and micro-enterprise development
- Employment-intensive public works
- Entrepreneurship and skills training for conflict-affected groups
- Formulating new labour and safety laws
- Promoting social dialogue and reconciliation through the tripartite structure

15. ILO Post-Conflict Response: Examples
- Entrepreneurship/skills training to ex-combatants (Mozambique)
- Vocational training, labour-based infrastructure rehabilitation and small enterprise promotion (Cambodia)
- Support in elaborating new labour code (Bosnia-Herzegovina)
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Session Objectives

General Objective

This session introduces a particular type of crisis, financial and economic downturns (FED), with which ILO officials and constituents are often quite familiar. Nevertheless, they may not be that familiar with all the issues and possible measures. Participants from other agencies and organizations would need more background on this type of crisis.

Specific Sessions

Participants will:

- Identify the main features and impacts of financial and economic crises
- Know the major indicators of the onset of FED, including financial aspects like capital flows into and out of the country, and stock market bubbles and collapses, as well as “real” phenomena like output decline, unemployment, migratory movements of labour within and outside the country, impacts on wages and poverty
- Understand the role of labour market policies and social safety nets (training and retraining, public works, employment sources, livelihood, social protection and credit programmes) to mitigate adverse impacts and promote recovery
- Appreciate the importance of sound macroeconomic policies that are consistent with the expansion of employment and be aware of the need to dialogue with Bretton Woods Institutions
# Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td>Video on the Asian financial crisis, followed by discussion of key causes and key impacts.</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>
| **Presentation**              | 1. Main causes of FED.  
                                  | 2. What can the ILO do to promote recovery?                                    | 45-60 minutes |
| **Discussion: Lessons Learned** | Lessons learnt from the Asian financial crisis.                               | 15 minutes    |
| **Wrap-Up**                   | Summarize key points and issues raised in this session. Link to the next presentation or activity. | 5-10 minutes  |
Session Notes
Opening

Estimated Time: 10 minutes

Preparation and Materials


Objective

The video is used to flood the participants with a view of the Asian crisis and to use it to direct them to asking some questions about its causes and impacts.

Procedures and Talking Points

A. Play the video first (max. 10 minutes).
B. Ask participants why the crisis occurred.
C. Record the main reasons given on a flip-chart page.
D. Ask participants what were the main impacts of the Asian crisis.
E. Elicit responses about the causes and impacts of other FEDs, e.g. Mexico, Argentina, Russia.
F. Record the main reported impacts on a flip-chart page.
Presentation and Discussion
Activity

Estimated Time: 45 minutes

Preparation and Materials

- OHV and transparencies (or PowerPoint presentations on computer + flip-chart)
- Flip-charts and markers

Objective

- Identify causes of FEDs
- Systematically state what the ILO has done (and can do) to respond quickly and promote recovery working with constituents and partners

Procedures and Talking Points

A. Review participants’ responses on the main causes of the crisis, as recorded on the flip-chart.

B. Add and discuss causes (if any) not referred to by participants.

C. Review the impacts identified by participants on the flip-chart. Complete the list of impacts, explaining as you go, why these items should be included.

D. Ask participants to identify the major indicators of the onset of the FED, commenting, as you go, on their value and ready and timely availability for use in early warning systems.

E. Define (with a transparency) the meaning of labour market policies, indicating that these typically cover labour market information, training, public works, employment services, support to entrepreneurship including livelihood and credit programmes. Discuss their role in promoting recovery and mitigating adverse impacts of the FED.
F. Define (with a transparency) the meaning of social safety nets; both traditional ones based on family or community and modern ones including social security and insurance schemes. Seek the views of participants on the strength (or otherwise) of traditional social safety nets. Suggest that modernization may weaken traditional social safety nets and new, more modern, systems of social protection may not be in place when FEDs occur.

G. Seek participants’ views on the role of Bretton Woods Institutions (BWI) in mitigating/aggravating FEDs, based on their own knowledge and experience with structural adjustment and/or economic restructuring or restructure macro-economic policies. Stress the need to work with BWI to ensure that these policies permit employment expansion.
Wrap-Up

Estimated Time: 5-10 minutes

Objective

Recapitulate what has been learnt so far. It would be more effective if it is not seen as repetition by participants.

Procedures and Talking Points

A. Ask the questions: “What did we learn from the ILO experience of the Asian financial crisis?”, “What did we do well?”, “What did we fail in or do badly?” Draw in responses from participants and put them under broad heads.

B. Recapitulate the main points raised in this session.

C. Introduce the next session or activity.
Key Messages

I. FEDs pose a challenge to the promotion of decent work. They lead to massive unemployment and deterioration in the terms and conditions of work.

II. FEDs often affect women and children more than others.

III. A package of policies has to be developed with ILO constituents, covering training and retraining, labour intensive infrastructure development, labour market information and employment services, social protection and labour standards.

IV. Dialogue of ILO and ILO national constituents with the Bretton Woods Institutions should be promoted to ensure that macro-economic policies are employment-friendly.

V. Strengthen statistical systems and early warning indicators to alert policy makers on the crisis and to monitor the recovery.

VI. Strengthen the capacity and involvement of the Ministry of Labour, Employers’ and Workers’ organizations in responding to the crisis.
Additional References


Overhead Transparencies

1. Responding to Financial and Economic Downturns

2. Characteristics of FEDs
   - Drastic declines in GDP growth
   - Falls in equity prices and output
   - Very high inflation rates
   - Sharp drops in consumption and incomes
   - Heavy burden of external debt
   - Very volatile when combined with other types of crises: social or political, natural disasters

3. Factors Which Contribute to FEDs
   - Deterioration of financial sector balance sheets
   - Increases in the interest rates
   - Increase in uncertainty - lenders less willing to lend
   - Deterioration of non-financial balance sheets (caused by unexpected changes in the inflation rate, or unanticipated exchange rate depreciation)

4. Indicators: FEDs
   - Fiscal deficit and current account deficit
   - Rate of inflation
   - Over-valuation of the exchange rate
   - Capital flows
   - Credit growth
   - Extent of non-performing loans
   - Bank liquidity
   - Export decline
   - Economic slow-down
   - Liberalisation without adequate regulatory system

5. Societal Impacts of FEDs
   - Contractions in the economy
   - Increases in absolute poverty and income inequality
   - Higher unemployment - labour force shifts to less productive and less remunerative activities
   - Higher underemployment
   - Increased vulnerability of already disadvantaged groups
   - Deterioration in wages
   - Threats to political stability

   - Combination of the devaluation of the ruble, default on domestic and foreign debts and a collapse of the stock market and major commercial banks
   - The crisis accentuated already existing social protection problems
   - Widespread deterioration in welfare compared to two years earlier
   - Total poverty rate increased from 22% of households to 32% just after the crisis
   - Urban households more affected than rural ones
7.

- Expand employment through employment-intensive infrastructure schemes
- Facilitate re-entry into employment by reorganizing employment service networks
- Continuous upgrading of worker skills
- Furthering labour standards and workers' rights
- Promoting voluntary self-help mechanisms
- Identification of self-employment opportunities and market demand
- Training and retraining programmes
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Session Objectives

General Objective

This session introduces a particular type of crisis, difficult political and social transitions (DPSTs), that is not easy to explain as it covers a variety of situations, political and social, which adversely affect employment and socio-economic reintegration. Participants need to understand and recognize these situations. They also need to identify the problems that are likely to arise, and specific solutions.

Specific Objectives

Participants will:

- Identify the main features and impacts of difficult political and social transitions
- Know the major indicators of their onset, like formation of new states, independence and break up of countries, violence leading to a new state or political system, social and economic transition to a market economy, and the ending of apartheid and other racial/ethnic divides
- Understand ILO’s role in restoring good governance and a return to development, through employment and social and economic reintegration policies and programmes
- Appreciate the importance of involving civil society and building durable institutions which promote market-based, but people-friendly policies and programmes
## Session Strategy

<table>
<thead>
<tr>
<th>Session structure</th>
<th>Objective/Theme</th>
<th>Time required</th>
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<tbody>
<tr>
<td><strong>Opening</strong></td>
<td>Provide a list of sub-types of this kind of crisis. Ask participants to suggest names of countries for each sub-type. Discuss the list that emerges.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
| **Presentation and Discussion** | 1. Main causes of DPSTs.  
                             | 2. What can the ILO do?                                                       | 40 minutes    |
| **Wrap-Up**               | Link with the other types of crisis, especially financial and economic downturns and armed conflict, noting that crises often have multiple causes and consequences. | 10 minutes    |
Opening

Estimated Time: 10 minutes

Preparation and Materials

- Transparency and flip-chart
- White board and Post-it slips

Objective

To help participants understand the different kinds of crises covered under DPSTs.

Procedures and Talking Points

A. Present the major kinds of DPST crises, covering formation of new states, political independence and separation, transition due to violent struggle, transition from command to market economy and the end of apartheid.

B. Ask participants to name countries (and their crisis periods) falling under each category. The categories could be written on the white board and Post-its stuck by participants with the name of a country.

C. Reorder the Post-its and explain why the categories used are not watertight, e.g., a country could be newly independent and a transition case; or transition could be accompanied by economic downturn.
Presentation and Discussion Activity

Estimated Time: 40 minutes

Objective

- To review the main causes of DPSTs
- To indicate what the ILO can do to respond quickly, involving constituents and partners

Procedures and Talking Points

A. Use transparencies to present the main causes of DPSTs. Note that this is closely linked to the main categories of DPSTs, since the latter categorization is by proximate cause.

B. What do we expect to find in countries undergoing DPST? Seek responses from participants, categorize them as best as you can and round off by adding in any missing points.

C. Present the major indicators of the likelihood of DPSTs occurring and show how responses could be undertaken early.

D. What should the ILO do, if called upon to help? Collect suggestions from participants, sort them out and add in missing items, which could then be discussed as well.
Wrap-Up

Estimated Time: 10 minutes

Objective

All workshop sessions are reinforced with a “wrap-up” that summarizes key points discussed or presented, and that links this session with the sessions and themes that follow.

Procedures and Talking Points

A. To provide variety, and a different way of looking at what has been covered, make a short intervention focusing on the fact that DPSTs are very often difficult to distinguish from financial and economic crises or post-conflict situations. Also draw attention again that DPSTs are a broad grouping of crises rather than a very specific type of crisis.

B. Ask participants, if they can identify any DPST-type crises that may be expected soon, and use their responses to review the understanding of this type of crisis.
Key Messages

I. Economic restructuring, opening to international economic forces and competition can lead to serious economic and social consequences, unless a new set of regulatory arrangements is developed.

II. DPSTs are a rather heterogeneous grouping, but contain important crisis cases to be addressed.

III. DPSTs often hit women, children and other vulnerable groups harder, especially when social protection systems are withdrawn.

IV. Policies and programmes are needed to rebuild institutions and legal systems; and also to promote training and retraining, labour market information systems and employment services, and adherence to labour standards.

V. Strengthening ILO constituents’ capacity is vital in tiding over the transition and building civil society.

VI. Data and statistical systems need to be reoriented towards the needs of a market economy and more open society.

VII. In transition economies, the decline of the formal sector, growth of the informal economy and breakdown of social protection are major issues.

VIII. In “new countries”, crises in identity, vision and trust are major issues. As in post-conflict countries, pacification, peacebuilding and harnessing people’s energy to economic activity is important.
Additional References


Overhead Transparencies

1. Responding to Difficult Political and Social Transitions

2. Characteristics
   - May result in recession, inefficiency, bankruptcy, lack of foreign investment and unemployment
   - These stresses may exacerbate existing social tensions and contribute to increased crime, general insecurity and internal armed conflicts
   - Dynamic and uncertain processes with unpredictable outcomes
   - Some countries may experience prolonged instability, while in others a crisis situation may develop rapidly

3. Types: DPSTs
   - Formation of new states
   - Movements for political independence or separation
   - Transitions to new political or economic system
   - Social transitions due to new socio-economic and/or political systems

4. Causes: DPSTs
   - Political fragmentation, remobilisation around a cementing ideology
   - State institutions unable to provide basic services
   - Weakening of dominant or autocratic state
   - Weakening economic structures
   - Decline of welfare state
   - Separatist movements
   - Economic transitions, recession, stagnation

5. Social Impacts: DPSTs
   - Increased unemployment and underemployment
   - Threats to democratic gains caused by political instability
   - Rising social tensions and social instability
   - Increase in the number of poor people
   - Rise in income inequality
   - Increased feminization of poverty

6. Case: East Timor 1999
   - Displacement of 75% of the population
   - Destruction of 70% of the utilities, public buildings and private housing
   - Unemployment and underemployment at 80%
   - Shortage of managers, trainers, skilled and technical personnel for rebuilding the economy
   - Inadequate skill training facilities
   - Huge deficit in training material, equipment and tools
7. Proposal: East Timor 1999

- Business training for self-employment and micro-enterprise creation
- Registration and counseling through Employment Information and Service Centers
- Training-of-trainers and capacity-building of training and service providers
- Inclusion of training and capacity-building components in other rehabilitation and reconstruction programmes

8. Case: The CIS 1990s

- CIS-former Soviet Union - Major transition
- Severe decline in living conditions for millions
- Increase in number of poor people and those living in acute poverty
- Vulnerable groups: single-headed households, pensioners, unemployed
- Increased feminization of poverty
- Erosion in gains made in gender equality
- Decrease in public-sector employment
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Principles of Adult Learning

The following learning principles are important to keep in mind when planning and conducting training activities for adults.

**Learning Principles:** Motivation, Utilization, Interest, Stimulus, Transfer, Logic, Immediate Application, Participation, Repetition

---

**Motivation**

Learners must be motivated before they will learn.

Learning requires your student to take action. Often this action is internal and is initiated by the student. He/she freely chooses to act or not to act — to do something to acquire the knowledge, attitude, or skill you are teaching. You cannot motivate your learners. Your learners have to motivate themselves.

“If I can’t motivate my learners, then what can I do?” A motive is a desire in response to a need, which causes a person to act. A study (1980) by the American Productivity Center says that, “Since motivation comes from within, a worker (student) is more motivated to perform well if he or she understands what is going on. The more I understand what is going on, why it is going on, how it affects me, and what’s in it for me, the more I will tend to support... its goals.”

**How do I help my learners become motivated?**

Show your learners, “What’s in it for me?” Don’t assume they feel your class or subject is useful and valuable to them. Show them the value or use. It’s well to keep in mind that what’s valuable for one person may not be valuable for another. It then becomes your job to show the whole class how every experience can be a beneficial learning experience.

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2 They are adopted and used with permission from Xavier University Train the Trainer Workshop, delivered by Edward E. Jones, Ed.D.
Use the learning itself as a motivator. When your learning sessions are rich and rewarding, when learners feel they have enlarged the limits of their minds, when they can see useful application for the things they’ve just learned, then they’ll be motivated to continue to learn more. Motivation is internal but you have the responsibility to provide a positive learning climate.

Use praise liberally. Call it positive reinforcement, a pat on the back, encouragement, and support for a job well done. Praise your learners for the little things they do well. Don’t wait for the “big success”. The key here is to praise often but be natural and above all sincere! Don’t make things up because you’ll be discovered as a phony. Learners want praise but they want genuine praise.

Make course objectives clear when setting expectations. Then challenge learners to achieve them. For some, having a goal to attain is the motivation to attain it. Make sure that following class work is clearly relevant to achieving the objectives. This will help maintain the motivating challenge of striving to attain the goal.

This is not a complete listing of motivators and motivating techniques. Such a list does not, and cannot, exist. Because each person is different, with unique qualities, experience levels, needs and desires, each will be motivated differently. Some will be motivated entirely by knowing “What’s in it for me?” Others need a complex array of motivators.

Utilization

Students must see a use for the material being learned

Your instructor role is specifically geared to helping people (the employees of your institution or organization) do their jobs better. These employees/learners are looking for help with their jobs. Remember that adult learners are problem centered. If they cannot see how the subject matter will help them (be useful), they won’t be inclined to try very hard to learn it.
Often you present material, which is “background” or “foundation” material. Well and good, but do make certain they realize the material is relevant and that you intend to build on it. Learners must see the connection between your “background” material and solid, usable job applications.

**Show your learners how the material can be used**

First, paint the “big picture”. They need to see how the material you’re teaching is relevant to their job. Show how all the material has application to them. Let them know that it’s not just interesting, but useful.

Watch out for too many “war stories”. These may be interesting to you and fun to tell, but are they practical for the learners? Remember, these are adult learners and are problem/solution centered. Being entertained by too many stories may well turn them off. If the story brings perspective, then by all means use it. But don’t use it just because it’s your favorite.

Much of the material in your class will fall into two categories: “nice-to-know” and “need-to-know”. Many times your learners won’t be able to discriminate between the two. You will have to point out what’s background and what’s critical to their performance.

The “How can I use this back on the job?”, and “What will you teach that will help me with my problem?” questions are going to be on the minds of your learners throughout the class. The answers should be on your mind and a part of your presentation.

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**Stimulus**

*Learning is stimulated through the five senses*

Your mind, like your muscles, becomes active when the bodily senses are stimulated. The learners who come to your classes are no different. Their sensory equipment must be activated before their minds will realize and accept the facts, concepts and skills you wish them to learn.
There are few stimuli that will activate all five senses simultaneously. Since you’ll have to select among these senses, it will be useful to know that some are much more vital to the learning process than others. Here’s a breakdown of how we learn what we know today:

- 75% through the sense of sight
- 13% through the sense of hearing
- 6% through the sense of touch
- 3% through the sense of smell
- 3% through the sense of taste

Clearly, visual stimuli should have a large part in the learning process. But, you must also realize the more senses students use while learning, the faster and more efficiently they will learn.

When an instructor uses words alone, learners retain some of the facts. They retain 3-1/4 times more information if he/she uses pictures alone. But they retain 6-1/2 times more if the instructor uses both words and pictures.

To stimulate learning through the senses:

- Use visual stimuli whenever possible to get your point across. Learners remember more of what they see.
- Appeal to several senses simultaneously for the most efficient learning.
- Use strong stimuli for greater response: vivid pictures, loud noises, and bright colors.
- Vary the stimuli. Repetition of even a strong stimulus becomes monotonous and weakens the desired response.
- A stimulating presentation requires more preparation, but if a subject is worth remembering, it’s worth presenting so it will be remembered.
Interest

*The student must be interested in the learning*

You can’t assume your student is interested in learning just because he’s/she’s in the class. We do know he’ll/she’ll be thinking about something that interests him/her. Your job is to generate interest in the course materials.

The difference between interest and motivation is subtle, for they often work in a cause-and-effect relationship. If interest is high, there will be little need for motivating a class. If motivation is applied throughout training, the interest problem is solved. We treat them here as separate to emphasize the necessity for including both in your classes: hold the learners’ attention and make them want to learn.

*How can you keep learners interested?*

First, you, the instructor, must be interested. Learners quickly “turn off” to an instructor who appears to be disinterested in the subject, is listless or seems tired or bored. Build interest throughout the session. The interest learners bring to class can quickly be lost. Arouse curiosity and increase enthusiasm as new material is introduced. Vary your methods.

Hold interest once you’ve gotten it. Some tools you can use are: visual aids, student participation, humor, or a combination of these. Perhaps a change of pace in the presentation or in the physical surroundings will be necessary.

You must also be interested in the learners. They’ll respond to genuine interest and enthusiasm which involves them personally.

Get your student’s interest aroused early in your session. You may want to consider some variety in your class opening. Instead of handling all the administrative material and then student introductions, start with an exercise that will have them interacting right from the start (team questions for you about the course, or “Why am I here?” and “What do I want to get out of this class?” are a couple of examples). This approach gets them involved quickly, covers the introduction dilemma and starts your class with student interest high.
If your trainees aren’t interested, check yourself, not them. After all, they’re your trainees, in your class, learning your subject. And it’s your job to keep them interested. Remember the materials which keep adults interested and problem centered. Also, involvement creates interest.

## Transfers

*Learners learn easily when they can make “transfers”*

Learners always arrive in your class with some prior knowledge. They may already understand the basics of the subject; they may possess considerable misinformation; they may know nothing about the subject. They will have some knowledge or understanding about something, and it is your job to use that knowledge to enhance the learning process. We call this the principle of “Transfer”.

Building on what a class knows, working from the known to the unknown, is termed “positive transfer”. When prior knowledge interferes with the new learning, “negative transfer” is taking place. Negative transfer can be avoided by emphasizing new learning as something to build upon. People resist changing ideas that they have long accepted. Instructing them in new ideas will be easier if they are not confronted with the necessity of unlearning the old ways.

Relating new ideas to known facts can effect positive transfer. Some of the mystery of a grill or oven is removed when a student can relate new information to something that is familiar to him/her. This allows him/her to grasp the new concept by having a mental picture to which the new facts can be tied.

*To use the principle of transfer:*

- Always proceed from the known to the unknown
- Relate new ideas to familiar facts by analogies and comparisons
- Emphasize new ideas, concepts or methods as better, not different from old ways
Logic

The learner must see the logic of the material

Our thought processes may begin with our sensory equipment, but we do have such a thing as “think-power”, which is rooted in the mind and which utilizes logical reasoning processes. All information entering the mind is screened by an analytical procedure that rejects, or at least questions, ideas that don’t make sense. Use the principle of logic to prepare your lesson so it will be logical to this reasoning mechanism of the mind.

The principle of logic involves two things:

Each point must make sense by itself. The ideas or concepts you present must appear inherently logical. To help accomplish this, try these methods:

Give the “why” behind your point. People want to know the reason behind a procedure, method or principle. They want to know what caused it and/or what effects will result. Lead up to the point by presenting several facts of varying situations which all point to the desired conclusion. Your learners may draw the conclusions themselves, in which case they’ll have learned better. State your point, then ask the learners to apply it to specific instances. This reasoning will help them see what makes a general point true. The points must come in a logical sequence. Put your ideas in an order which establishes the clear relationship between points, and which will be understood by the student. Logical sequences which can be employed are:

- Whole-to-part: Giving the big picture first, then the specific parts
- Magnitude: Large to small, or vice versa
- Importance: Start with the most important item, and work to the least
- Geographical: Taking things in the order of their physical relationship, whether they’re store locations or equipment in restaurants
- Difficulty: From the easier or known to the more difficult or unknown
- Performance: Present a procedure in the order it is performed
Immediate Application

*Immediate application improves the learning*

This principle directs you to try out the skills or verbalize the facts just acquired. In effect, tell your learners, “You’ve just learned it; now do it, here in the classroom”. As they begin actually applying what they’ve just heard or seen, they:

- Establish more relationships between the parts of the course
- Perfect or test their understanding of the subject
- Get involved
- Develop still stronger motives for learning

The methods and techniques used for class participation can be used to apply the Principle of Application. The point here is: have learners do and verbalize as soon as possible after their exposure to new facts. An effective way to use this principle is to have your learners give (write-presents-discuss) an application of the concepts to their own situations “back home”. This could be done individually or in teams. The key is to “do it now”. Thus, the principle of “immediate application” is activated.

Participation

*Learners learn better when they are actively involved in the training*

If a student doesn’t participate in the class — that is, doesn’t say anything, or get involved other than sitting there — what does that tell you?

Such behaviour can indicate how much the person is getting from the class. Sometimes these learners do get a lot, but usually it is an indication of lower learning. A good rule to follow is the more participation — the more learning. Without active participation your learners won’t be doing the thinking and applying that leads to increased learning. This is particularly true with adult learners who, for the most part, aren’t used to long periods of uninterrupted sitting.
As an instructor you must plan for participative activities for everyone in the class. Give learners things to do — this gives them a chance to ask questions and comment on the materials being taught. They feel they are a part of the learning situation and not just passive receivers. But, a word of caution is also in order. Participation just for participation’s sake is a waste of time for you and the learners. To have them “break into small groups” because you like to do that isn’t going to be effective. Make sure you have a planned purpose for your activity.

**Active participation includes:**

- **Oral:** Asking questions of the whole class, assigning some learners to explain various sub-points or having them conduct a demonstration. Encourage voluntary contributions, challenge or questions
- **Written:** Working on group problems or exercises, individual tasks, “pop. quizzes”, flip-chart summaries, or case solutions
- **Group work:** Group discussions, small team exercises, role-plays, case studies, projects for later presentation
- **Physical assembly of components:** Machines, instruments, or layouts; performing or demonstrating an activity (such as ringing a cash register, writing a ticket, checking in a guest at the front desk)

This principle operates not only for the benefit of the student but for the instructor as well. With properly planned participation, you are now free to work with individual learners, observe student groups and prepare yourself for the next session. Learners don’t want to see and hear only you all day and you will quickly tire if you have to be “on stage” all day.

Remember the principle of Stimulus — involving many of the senses? Participation is an effective way to get more of the senses involved and increase the learning. When we discussed Stimulus, we said that words alone are not very effective. We remember more of what we do and say than of what somebody else says or does — because we’re involved. Don’t use involvement for its own sake but to increase learning. So, get ‘em involved!
Repetition

*Repetition, Repetition, Repetition assists learning*

The world of advertising knows well the effect of repeating a message. Stop and think how many times you’ve seen the same ad on TV or in print. They want to imprint the product on your mind. And it’s the constant repetition that does it. Let’s see how this works in training.

Notice that each time you have a “refresher” session, the Desirable Learning Curve holds constant (because your desired student progress hasn’t changed), but the Forgetting curve shows less and less fall off. In other words, your learners are remembering more and getting closer to your desired learning level.

In his many cassette tape programmes, Earl Nightingale tells his listeners, “a message read or heard several times a day for eight days is virtually memorized; at the end of 30 days the memory retains 90% of the message”.....
Facilitator and Trainer Competencies

Prepared by Charles Dufresne, InterWorks

I. Overview

This section is designed to help you plan successful workshops and deliver effective training sessions. More specifically, it presents specific guidelines and tips which can improve your ability to:

- Prepare, organize and plan participatory workshops
- Make effective presentations
- Facilitate group discussions
- Understand the advantages and uses of different interactive methods

II. Designing participatory workshops

A. Understanding how adults learn

When conducting a training event, it is important to recognize that adult learners bring expertise, experience and insights that, when tapped, can enhance the quality of a training session. Participants will learn from each other, not just from the official “trainer”. Adults must be interested and engaged in a topic in order to learn the material. If they do not feel there is a reason to learn a particular skill or subject, it will be very difficult to engage them. One way of engaging adults is to make workshops participatory.

Participants learn best when they are actively involved in the learning process. The old adage, “Learn by doing”, applies here. By actively involving adults in their own learning — drawing on their past experiences and allowing opportunities to learn by doing — trainers will facilitate the adult learning process.

In general, participants learn better and are more interested if the methods used are varied and if participants are given opportunities to actively participate through practical exercises, small group work and
group discussions. Participants should be challenged to think critically, use and develop planning skills, and solve problems creatively.

B. Understanding participatory workshops

Participatory or interactive training methods differ from more instructor-centered teaching approaches. Ideally, the participatory approach generally grants a higher value to participant insight and experience and thus relies on increased participant involvement in the teaching and learning process. Participatory workshops also recognize that participants learn best when several of their senses are engaged in the learning process (seeing, hearing and doing).

In participatory workshops, trainers still make presentations, but they do not rely primarily on this method. They will also plan, design and facilitate group discussion, self-study and group problem-solving exercises. The following chart presents some additional differences between instructor-centered approaches and participatory approaches.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Instructor-centered</th>
<th>Participatory workshops Learner/participant-centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expertise/knowledge</td>
<td>Instructor is the sole expert, and authority. Instructor alone has the “correct” knowledge.</td>
<td>Both the trainer and participants bring experience, expertise and knowledge relevant to the topic.</td>
</tr>
<tr>
<td>Role and responsibility of instructor</td>
<td>Lecturer, scholar, savant</td>
<td>Plans and organizes seminar; provides structure for participant involvement; stimulates group discussion; facilitates discussion by participants; summarizes group discussions and conclusions; makes mini-presentations.</td>
</tr>
<tr>
<td>Role of the learners</td>
<td>Passive listeners, who listen and pose questions to the instructor.</td>
<td>Active learners, involved in discussions and problem solving.</td>
</tr>
<tr>
<td>Primary methods</td>
<td>• Lecture or presentation by the instructor, followed by question and answer period with participants. • Participants direct their questions to the instructor.</td>
<td>• Group discussion and analysis • Practical exercises and activities • Mini-presentations to introduce a topic or to emphasize important points. • Participants direct questions to each other and to the trainer.</td>
</tr>
</tbody>
</table>
There are many different types and variations of training methods. Trainers have to choose the most suitable methods for each training situation. To choose suitable and effective training methods, it is necessary to take into account many factors, including participants’ needs and characteristics; the training situation; trainers’ expertise and skills; the amount and content of information; the timing and location of the event; and available equipment. Annex 1 provides a matrix which compares the uses, advantages and disadvantages of various types of training methods.

### C. Training needs assessment

Training needs assessment identifies the characteristics of the training audience, their specific job performance, competency and/or information needs, their gaps in knowledge or skills, and the most cost-effective or optimal mode of training delivery. Information collected during the needs assessment — whether obtained through informal conversations with key stakeholders, or more formal interviews, observations, focus groups, performance data, questionnaires or tests — can clarify issues and provide a focus on performance. It is also good practice to allow time at the beginning of a workshop to ask participants to share one thing that they hope to learn or acquire during the workshop.
D. Establishing training and learning objectives

Whenever you conduct a training event — be it a presentation, workshop, demonstration, or a similar activity — you must consider, in advance, what you would like participants to learn from the event. A training needs assessment will help you establish priorities and clarify specific training and learning objectives.

It may be useful to consider two broad types of objectives for your event. First, what are your overarching or broad reasons for holding the training event? What do you hope it will accomplish? Your answers may relate strictly to learning or they may also relate to networking, team building and/or increasing the visibility of your programme or expertise.

Once you have developed your overarching course objectives, the focus should be on developing specific training objectives. Your answers to the following questions can help you determine these specific objectives.

Q: Upon completion of the training, what should participants know about this topic that they do not already know?

Q: After the training, what should participants do differently?

In order to answer the above two questions, you must have an idea of your trainees’ experience with the topic and what they already know about it. Therefore, you will need to determine how you will find out what participants already know, and then take steps to assess their existing knowledge and experience.

Based on the answers to the above two questions and on participants’ existing knowledge and experience, develop specific training objectives related to learning, knowledge acquisition and skill development. For example, one of the specific training objectives for this course is: “Learners will understand the basic principles of adult learning and be able to apply them by developing training strategies appropriate to different learners”.

After developing your training objectives, list how you will accomplish each objective — including what training methods you will use and the materials that you will need. After you have developed a complete list of objectives and identified your methods, proceed with the development of specific training materials.
E. Planning the agenda

An agenda or schedule must result from workshop objectives and the training needs assessment. It will also need to flow logically from one topic to the next. The agenda timing should also recognise high and low energy times of the day. Usually, trainees are more energetic during the pre-lunch sessions than in the afternoon. Therefore, it is generally good advice to schedule the sessions that are the most demanding or difficult in the morning.

Most workshop sessions should be limited to 90 minutes. Participants will become tired, thirsty, need a cigarette, have to use the toilet, or become otherwise distracted. Try to cut topic blocks into units or pieces that adequately address issues in 90 minutes or less. The greatest and most common failure of workshops/training sessions is that they try to force too much information into too little time while simultaneously asking participants to stay for too long past their comfort limit in any one session.

If there has been little pre-workshop assessment of trainee interests and needs, it is important to spend time during the first session comparing your agenda with the expectations, goals and needs of your participants. If the exercise reveals a deep division between the participants’ desired goals and the pre-planned goals, the agenda must be modified to suit the actual situation, while not losing sight of the emphasis behind the original programme. This balancing act can be difficult at times, but must be done if participants are to be included in the training as colleagues.

F. Preparing the training venue and learning environment

Selecting the workshop venue or facility is an important consideration. Do participants need to get away from the office in order to focus more intently on the topic? Or, do they need to be close to the office in order to respond to urgent work requests? Generally, it is advisable to hold the training workshop off-site and far enough away so that the trainees’ attention is not divided between the workshop and the demands of their office. If the workshop is held on-site or near trainees’ offices, you are almost guaranteed to lose participants for small or major parts of the workshop. You will find yourself repeating information for those who missed parts of the training, and needing to reduce the amount that you can cover in the allotted time.
The training environment refers to all the things external to the trainer and the workshop thematic content which can affect the success of the workshop and the transfer of learning, including: workshop duration, location, room temperature, number and mix of participants, room layout and seating. Each one of these variables has a real effect on the quality of the training. For example, if participants are seated in rows arranged in a traditional classroom setting, a ‘school mentality’ may prevail where the trainer is considered to be the only expert and, therefore, the only one to speak, while participants sit passively taking notes, like students in grade school. On the other hand, if participants are seated in small groups of four to six, a team building and collegial atmosphere is promoted. The successful trainer is able to manage the training environment to the fullest extent and minimise any negative effects.

If the event is to run smoothly, the facility must offer a basic level of service. If administrators, facilitators and trainers, for example, are constantly fighting bad lighting, space that is too small, and participants complaining about bad food and the distance to banks and shopping; the time and energy left for discussion and learning is greatly reduced. The cheapest venue is not necessarily the best venue. Some constraints are so difficult to overcome that even the best trainers and facilitators cannot succeed. When selecting a training venue, consider the space requirements, seating arrangements, equipment and refreshment/dining facilities that the location provides.

G. Arranging for the training equipment and materials

Since workshops rely on a variety of training methods, it is essential that the workshop co-ordinator ensure that all of the necessary equipment and materials are present. The workshop organiser must consider the need for overhead projectors, VCRs and television screens, flip-chart paper and markers, masking tape, scissors, notebooks, writing pads, and many other equipment and material needs. Since workshops or training sessions often involve experts from different organizations or offices, make sure you communicate with them before the workshop to verify exactly what they will need. It is best to determine the minimum needs beforehand and ensure that the facility has them.

A workshop materials and training venue checklist is provided on page 38.
Presenting Effectively

Presentations are useful when time is limited, when your training audience is large, and when most, if not all, of the content is new to the audience. Presentations can be used to transfer information, or better yet, to motivate and inspire your audience to a particular course of action, or convince them of a particular point of view. In this section, you will learn useful tips and guidelines aimed at improving your presentation skills.

There are five basic elements for making effective presentations. The acronym ‘COPES’ is useful in helping you to remember each of the elements.

C = Communicating effectively
O = Opening successfully
P = Preparation, practice and passion
E = Engaging your audience
S = (Using) Sign-posts and summarizing

The rest of this section considers each of these elements, and provides practical guidelines for doing each well.

C = Communicating effectively

Presentations are used to communicate to your audience an important idea, strategy, concept or vision. Effective communication, however, is much more than just verbally presenting the content of your speech. It is also about engaging your audience, having empathy for them, knowing what content to emphasise, and choosing what to say.

Communicating Content

Presentations should communicate a few simple and big ideas, goals or concepts; inspire your listeners to action; or emphasize the most critical elements of a strategy, process or procedure. Presentations should rarely, if ever, be used to transmit complex and detailed

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3 This section is modified from a paper prepared by Charles Dufresne for inclusion in the UNHCR 1999 Training-of-Trainer’s course and in UNHCR EP06 Competency Module, Providing Emergency Support and Advice, written by InterWorks in collaboration with UNHCR Emergency Preparedness and Response Section and the University of Wisconsin — Disaster Management Center, March 2000.
information, as this will often confuse, tire and bore your audience. Leave the complexity and the details for the discussion session to follow your presentation, or include them in a report that you can distribute after your speech. In a 20 minute presentation, no more than three or four major ideas should be presented. Use stories and anecdotes to illustrate and support your main points.

Be flexible. Especially for small groups, it is quite easy to misjudge the level of expertise or experience of the group prior to the session. If you discover that participants are well advanced in your topic area, do not waste their time by telling them things they already know. Rather, let them tell you what they know and discuss only problem areas or issues that they are interested in.

Find words, phrases, or key points that are especially poignant or critical to your presentation. Repeat these words, these phrases or key points. Deliver the same message or point in different ways. You might start by presenting a key point or message, then supporting it with facts, then supporting it with an anecdote — all of which re-inforce and repeat your essential message.

**Non-Verbal Communication**

Communicating effectively also requires attention to non-verbal means of communication. You need to show enthusiasm or passion for the topic throughout your speech. You also want to establish and maintain eye contact with your audience. Some presenters do this by ‘locking-eyes’ briefly (2 seconds) with participants throughout the meeting room. Others will do this by using the ‘light-house’ technique, where they slowly scan the audience from side to side — holding eye contact with people on one side of the room and then slowly moving their eyes to the other side of the room. Many presenters use a combination of both techniques. The key is to keep your eyes and focus on your audience, not on your notes or your overheads. This communicates that you are attentive and that you care about your audience.

Your body also communicates messages to your audience. Stand up straight in an open and relaxed position. This will communicate confidence and ease with your topic. Likewise, always face your audience. At times, it may be appropriate to walk towards your participants to emphasize a point or to regain their attention. Avoid pacing or weaving back and forth nervously — as your audience will
be more attentive to your motion than to your message. You should also keep your hands free of paper and pens, which can be distracting if they are shuffled or played with.

**Voice and Speed of Delivery**

The volume, tone and speed of your speech also communicate various messages. Generally, you want to speak slower and louder than normal. A simple rule is to speak to the person at the back of the room — this way everyone is sure to hear you. You can speak dynamically by varying the pitch and speed of your voice. Vary your pitch from softer to louder tones, to emphasize and to gain attention. Similarly, vary the speed of your words — faster to excite and slower to emphasise important points. Ideally your speech should be delivered in a conversational tone, as if you are speaking to a group of trusted colleagues or friends, rather than in a rigid and mechanical fashion.

**Multi-Medium Communication**

Your audience will retain more of what you say if you communicate your message in a variety of ways. People learn by listening, seeing, reflecting on experience and doing. This means that you need to present information verbally (appealing to listening), use graphics (appealing to sight) and provide opportunities for your trainees to discuss and apply (reflecting and doing). When trainees are involved in their own learning, they are more likely to remember details of the experience.

**O = Opening successfully**

The first 30-60 seconds of your presentation are key for successfully communicating your message. As you approach the front of the room, all eyes are on you and your audience is determining whether or not you are someone they should listen to. Some participants may still be thinking about the last session, about work at the office, or about a sick child at home. If you fail to get your audience’s attention and respect immediately, you may lose them for the remainder of your presentation. Opening successfully, therefore, becomes critical to the success of your entire presentation.
Opening successfully first requires that you show enthusiasm for your topic. If you are enthusiastic, chances are that your enthusiasm will infect others. The reverse is also true. If you are not enthusiastic about the topic, why then should your audience be?

During your opening, present both your objectives and the benefits your audience will receive from listening. You must let your audience know what it is that you are speaking about and why they should listen. This requires that you learn something about your audience prior to making your presentation. Put yourself in your audience's place and ask yourself, 'Why should I listen?' and 'What can I get out of this presentation?' Answers to these questions should be reflected in your introduction and opening statements.

From the very beginning, you will want to establish trust and build rapport with your audience. One of the most effective ways to open is to make a statement that acknowledges your audience's situation — pose a rhetorical question to your audience, or ask them for a show of hands in answer to a question. For example, if you are speaking about contingency planning, you might begin with the following:

> Good afternoon. It's a pleasure to participate in this emergency management workshop. Thank you for inviting me back to Xenostan, where I was a field officer six years ago. Having gone through this workshop myself, I know how hard you have been working and hope that you are benefiting from it like I know I did. Today, I have been asked to speak to you about the five key steps of the 'Contingency Planning' process. Before I begin, I would like to ask a few questions and have you answer with a quick show of hands. How many of you are involved in any kind of strategic or programme planning activities in your current work? How many of you are familiar with the concept of contingency planning? How many of you have done contingency planning?

In this opening, you have accomplished several important things. First of all, you have established yourself as one of them, as someone they can trust. You did this by letting them know that you have been in their shoes (having attended this workshop yourself) and that you also served in this country (Xenostan). You also let them know that they are important by thanking them and involving them in the presentation via your questions. You have briefly shared the topic (Contingency Planning) and the objectives ('five steps'), and you have captured their attention by asking them questions.
P = Preparation, practice and passion

As you are now aware, making effective presentations requires much more than just delivering content. It requires many other verbal and non-verbal communication strategies, as well as planning for an effective opening, delivery of three or four key ideas, and a strong conclusion. In some ways, your presentation is like a short trip. It should have a starting point, a route to follow, and a safe arrival at the trip’s destination point. One can be flexible and sightsee at points of interest, but if there is a time limit, and arriving at the destination is important, one cannot take extensive detours. This requires that you prepare your material and practice your delivery prior to the actual presentation. The main stages of preparation are:

- Outline the main theme or idea — What is your prime objective? What is the one or two key messages that you want your audience to hear? How best to deliver these messages?
- Determine the main points for each idea, the methods for transmitting these points (speech, transparencies, handouts, etc.), the sequence and the time allocated for each main idea or theme
- Determine key presentation points by answering the question: One week after I have given my presentation, what are the 2 or 3 key points that I would like participants to remember? The answer to this question will help focus your presentation and choose what content to include
- Write a draft or outline of your presentation
- Research and prepare your materials (transparencies, flip-charts, handouts)
- Know your audience and anticipate their interests and questions
- Practice and rehearse your presentation (e.g. tape record yourself and listen to it, and/or visualise your presentation and your audience)

“P” also refers to finding and expressing your passion about a subject or theme. For each presentation you prepare, try to find some dimension, some angle, or some issue, that touches you, that you care about, or that you can believe in. Allow your passion to show. Your interest and excitement can be contagious.
E = Engaging your audience

Not only is it important to capture your audience’s attention at the beginning of your presentation, you must also devise strategies for engaging them throughout, lest their attention wanders. There are many ways to do this. One of the best ways is to maintain a high level of enthusiasm and passion throughout your presentation. Relevant and interesting stories, anecdotes and examples are also powerful ways to maintain your audience’s attention and to make important points that they can understand intuitively. You can also engage them by asking them to respond to thoughtful or provocative questions, asking one or two of them to share their experience or an anecdote, maintaining eye contact, using good visual aids, and planning some time for discussion or an interactive exercise (completing a questionnaire for example).

Jokes — especially ethnic, racist, sexist, or vulgar ones — should be avoided, as they are inappropriate and sure to offend at least one person in your audience.

S = Sign-posts, summary and self-assessment

Your audience should find it easy to follow your presentation. One way to do this is to use a mnemonic, such as the ‘COPES’ acronym that we used to present the material in this chapter. Another way is to sprinkle your presentation with ‘sign-posts’. In longer presentations, you will want to summarize occasionally during your presentations as well as at the end. This section provides guidelines on using signposts and on summarizing.

Sign-posts

‘Sign-posts’ in oral presentations are words or phrases that explain what you are doing and where you are going. They are transitions, emphasises, and reminders that help you structure the pace and direction of your presentation. Especially in situations where your audience has varying degrees of expertise in the language being used, signposts can help them find their way. Commonly used signposts include:
This presentation is divided into three parts …
First of all, … Second, …
To sum up, … or In conclusion …
So far I have presented …
I will next turn to my second point …
Let me begin by saying …
This brings me to my third point …
You will note on the flip-chart that …
Let me spend a moment on that idea …
Before I go on to the next issue …
In my opinion, the answer to your question is …
Your comment brings us to the issue of …

Summary

In longer presentations (over 10 minutes) you will want to summarize occasionally, in addition to providing a wrap-up or conclusion at the end. The best presentations always deliver a forceful summary or conclusion. It is good practice to prepare and rehearse your concluding remarks ahead of time to make sure that you conclude clearly and with confidence.

Self-Assessment

Within a couple of hours of your presentation, when the experience is still fresh on your mind, take 5 minutes to reflect and evaluate how you performed, what you did well, and what you could improve. If possible, also ask a co-facilitator or participant to evaluate you in writing, or in-person. The following Assessment Form can be used as the format for this self-evaluation.
### Presentation Skills: Self Evaluation

<table>
<thead>
<tr>
<th>Guideline/Skill</th>
<th>Self-Assessment Scale: Using the scale from 5 (Perfect) to 1 (Very poor), gauge your competency in these skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Communication — verbal</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Communication — non-verbal</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>O Opening — captured attention</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>P Preparation, practice passion</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>passion</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>E Engaging your audience</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>S Sign-Posts</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Summary/Conclusion</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>

Suggestions for improvement
Facilitating group discussion

A. Overview

1. Why use discussion as a teaching method?

A directed and facilitated discussion can be an effective method for teaching and learning. Discussions allow for a dynamic exchange of opinions and can illuminate the complexity and inter-relatedness of different issues in a way that a lecture or presentation cannot.

Participants are not empty vessels waiting for information to be poured into them. They come with their own perspectives, ideas, questions and knowledge that they want to share, and that others may find valuable. Discussions offer a change of pace in your methodology, if you have been relying on presentations, and if well managed, can increase participants’ enthusiasm for the themes and objectives of the course.

Good discussions don’t just usually happen. They must be planned and prepared, and once launched, they require the deftness of a skilled discussion facilitator.

2. Responsibilities of the discussion facilitator

During participatory workshops, both structured and impromptu discussions will occur between participants, and between participants and the trainer. Thus, the trainer needs to be adept at managing and leading group discussions. In this discussion facilitator role, the trainer has a variety of responsibilities, including:

- Planning the discussion and preparing the discussion questions
- Encouraging active and meaningful participation
- Managing the discussion time and keeping the discussion focused on the objective
- Managing conflicts that may arise
- Allowing minority views to be expressed
- Summarizing and synthesizing main points, views and conclusions
- Inviting quiet or shy participants to give their opinion or ideas
B. The Discussion Cycle

When designing and facilitating discussions, trainers should know where they want to lead a discussion and what kind of discussion is to take place. It is helpful to envision beforehand how the discussion should proceed. Trainers should imagine the types of questions or concerns that will arise during the discussion and prepare a response to deal with those issues.

A useful approach to organizing discussions is to follow the steps outlined in the following “discussion cycle” illustration.

**The Discussion Cycle**

![Discussion Cycle Diagram]

The steps in the discussion cycle are:

1. **Introduce**
   
   Here the discussion facilitator introduces the topic, explains the purpose and objectives of the discussion, and outlines the procedures.

2. **Stimulate debate/discussion**
   
   The trainer will need to find a way to stimulate the group’s interest and participation if s/he is to engage trainees in the discussion. There are various ways to do this.
   
   - Make a brief presentation that raises issues of concern to participants and sets the stage for the discussion questions that follow.
Training and Learning Guidelines

- Ask the group to read a short excerpt from a thought-provoking article
- Distribute discussion papers or reports ahead of time
- Show a short, provocative video
- Ask the group to complete a quick exercise, questionnaire or short problem
- Present astonishing or counter-intuitive facts and figures
- Pose a provocative or challenging question
- Stage a brief role-play or skit

After using any of these techniques, the trainer should have several follow-up discussion questions ready. “What did you think about … ?” “How do you feel about what you saw?” “What is your view about what you’ve read?”

3. **Summarize key perspectives and main points**

Discussions will be freewheeling and perspectives will be numerous, and sometimes participants may or may not express themselves clearly or succinctly. It is the responsibility of the discussion facilitator to summarize the key perspectives as well as the main points that have surfaced during the discussion.

4. **Re-focus the discussion**

If the discussion strays off-course or if there is another level of analysis that is required, the facilitator will need to re-focus the discussion by asking the group another question.

5. **Lead to a conclusion:**

Trainers need to provide closure to the discussion. This can be done by offering concluding remarks that capture the spirit and key points of the discussion or that offer some next steps. Another useful way to conclude the session is to present three or four key points on an overhead, or flip-chart, that summarize the discussion question, key differences, and/or consensus achieved.
C. Facilitation techniques

While the discussion cycle tells us how to structure a discussion or sequence a group activity, it does not, by itself, guarantee success. Trainers must also use techniques which facilitate lively dialogue and communication. These techniques include:

1. Asking good questions
2. Handling participant questions
3. Listening actively

Each of these three techniques is now considered more fully.

1. Asking good questions

Not all questions will generate the response you want. Asking good questions is an important skill trainers must master. Trainers who ask good questions keep the discussion interesting, highlight critical issues, and keep participants engaged. Guidelines for asking good questions include:

- Initially pose general questions to the whole group
- Make follow-up questions precise and direct
- Ask answerable questions (questions that seek information that is within participants’ knowledge or experience)
- Formulate clear questions. If your question is not initially understood, reformulate it, or break it down into sub-questions
- Prepare your questions in advance and envision the type of responses you hope to receive. This will help you reformulate the question if the initial response takes the discussion on an unintended tangent
- Ask one question at a time. Allow enough time for participants to answer. If there is silence, count to five before asking your next question
- Avoid leading questions such as, “Don’t you think that…?”
- Formulate reflective or hypothetical question, “What would happen if…?”
Use open-ended questions. Open-ended questions cannot be answered with a simple “yes” or “no”. They require a more complex answer or opinion. Generally, questions which begin with “What”, “How”, or “Why”, will generate more complete responses.

Even when trainers ask good questions, they do not always get in-depth, informative answers. Trainers must follow-up with participants to go beyond superficial answers which are sometimes offered. For example, in a discussion about ensuring local participation in projects, trainers might ask questions, such as, “How specifically would you involve the local population?” “What specific activities would they be involved in?” “Who would you involve?” “Can you give me a specific example of what you have tried in the past?” These types of questions will invoke more thoughtful responses that will benefit other participants in the course.

2. Handling participants’ questions

Not only will the trainer be asking questions, but often s/he will have to respond to questions posed by participants. Some guidelines for handling participants’ questions include:

- Anticipate the types of questions participants might ask and prepare your response or strategy for handling them.
- Redirect the question to someone else: the questioner, other participants, or other trainers.
- If the question is critical, insulting or confrontational, stay calm. Some ways to stay calm include counting to six and taking a deep breath before responding. You can also defuse a tense situation by taking a break, or by breaking a larger group into smaller groups and asking each group to identify four or five main problems or issues under contention and what they would recommend to solve them. You might also ask if anyone can share a different perspective or opinion on the matter. Sometimes just thanking a person for his/her contribution, or suggesting that you can speak with him/her during the break are other strategies for dealing with this challenging behaviour.
- Summarize or reformulate the question before answering.
- Take several questions at a time.
■ Stimulate a general discussion if the question seems of general interest to other participants
■ Admit you don’t know the answer and redirect the question to someone who does know

3. **Listening actively**

The trainer will need to be an active listener if s/he is to encourage participants to share their opinions and respond meaningfully to questions. A trainer who listens actively is telling his/her participants that s/he cares about what they are saying. Active listening helps the trainer accurately interpret the meaning and purpose of the participant’s question or comment.

Active listening techniques include:

■ Allowing the participant to complete his/her question or comment before responding
■ Asking questions to clarify your understanding
■ Paraphrasing
■ Summarizing and reformulating what has been said
■ Asking open-ended questions
■ Including participant’s words or concepts in your response
■ Asking a participant to elaborate on his/her answer: “Ali, why don’t you tell us more about that...”
# Understanding Interactive Training Methods

In this section we briefly discuss several training methods and the advantages and disadvantages associated with each of them.

<table>
<thead>
<tr>
<th>Description of method/technique</th>
<th>Procedures/how to use</th>
<th>When to use</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brainstorming</strong>&lt;br&gt;Creative thinking. Participants spontaneously offer ideas on the given theme.</td>
<td>Participants spontaneously offer ideas on the given theme. During the idea generating stage, no idea is rejected or criticized, all ideas are written down and all participants are given a turn to share their ideas. Participants’ ideas should be quick and brief. They should be encouraged to feel at ease in suggesting any ideas — even the most absurd (wild) ideas should be welcomed. When the group has exhausted all ideas, the group should discuss the ideas generated, asking for clarification, combination or refinement of ideas. The most valuable ideas should be chosen and developed.</td>
<td>The aim of this method is to generate as many ideas as possible and to stimulate creative thinking. It is a good technique to use for problem solving sessions, when you want to reframe an issue, or when you want to generate new ideas (e.g. identification of project ideas).</td>
<td>• Freedom of expression is encouraged  • Fast way to gather many opinions  • New and innovative solutions are often suggested</td>
<td>• Requires a skilled trainer to encourage full participation and to suspend criticism and judgment of ideas</td>
</tr>
<tr>
<td><strong>Case studies</strong>&lt;br&gt;Case studies involve discussing details about actual or hypothetical situations which participants could face in their work. The event or case is analysed and discussed, resulting in a plan of action to address the given situation.</td>
<td>Either the trainer or the participants prepare a case study in advance of the session. The trainer should provide a structure for the case studies to follow. For example, case studies could consist of a description of the problem, an analysis of the problem, the actions that were taken, results and lessons learned. The value of case studies must correspond to the time spent developing and analyzing them. Examples should not be too long, complicated or detailed.</td>
<td>Very good method for applying theory to a real case. Case studies allow participants to suggest alternative solutions and promote the development of problem solving skills. For example, following a discussion of coordination of an international response to a large-scale disaster, it may be useful to analyse a case study for a specific example.</td>
<td>• Case studies promote the development of problem solving skills and allow participants to learn from each other’s experiences and suggest alternative solutions</td>
<td>• Case studies must be developed ahead of time  • May take much time to prepare and complete  • Participants may lack the knowledge or experience to analyze adequately the case study</td>
</tr>
<tr>
<td>Description of method/technique</td>
<td>Procedures/how to use</td>
<td>When to use</td>
<td>Advantages</td>
<td>Disadvantages</td>
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| **Demonstration**                | The trainer models the behaviour or the action that s/he wants participants to copy. Trainer demonstrations should be followed by practical hands-on exercises, which give participants an opportunity to practice what they have just observed. | Use when your objective is to get participants to use and learn new technical skills. For example, giving mouth-to-mouth resuscitation, applying a splint or rescuing someone from a building. | • Participants have a chance to practice  
• Trainers can see whether participants have mastered the skill | • Demonstrations are constrained by the amount of time and money that may be required to conduct them  
• If the materials used in a demonstration are small, some participants will have difficulty seeing what is being done |
| **Group discussions**            | Additional guidelines are offered in Part II, in the section “Facilitation of group discussions”. | Use when you want:  
• trainees to share their opinions and experience  
• conflicting viewpoints to emerge and be debated  
• to allow examples and anecdotes from trainees’ experience  
• to raise issues that you will address in a case study or presentation | • Shows respect for trainees’ opinions and experience  
• Involves trainees in the teaching and learning process  
• Relies on the real opinions and experience of trainees  
• Helps highlight many important, complex and interrelated issues | • Requires someone with good facilitation skills  
• Good discussions require trust among participants  
• Some trainees may want the trainer to provide the “correct” or final viewpoint  
• New, tangential issues may arise which may require additional time to discuss |
<p>| <strong>Simulation/role-playing</strong>      | To conduct a simulation or role-play, at a minimum the trainer needs to develop the scenario for the role-play and several roles that participants will take on. The trainer must also consider what the objectives of the role-play are and make sure that the role-play/simulation illustrates relevant points. | This method serves as a type of “experimental laboratory” where participants are allowed to try out different roles, make mistakes, and learn from the whole experience. One example of a simulation might involve a situation which requires participants to plan, prepare for and respond to a large refugee influx, chemical spill or earthquake. | • Practical exercises that stimulate adult learning | • Often costly and time consuming to develop |</p>
<table>
<thead>
<tr>
<th>Description of method/technique</th>
<th>Procedures/how to use</th>
<th>When to use</th>
<th>Advantages</th>
<th>Disadvantages</th>
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</table>
| **Practical exercises/group work**<br>Practical exercises involve participants in thinking about and/or using a technique or method. | Practical exercises are usually preceded by a presentation from the trainer, which provides the necessary concepts, principles, questions or formula for resolving the problem posed in the subsequent practical exercise. Participants then work on a problem or exercise in groups. Groups discuss the problem and come to a solution or make a recommendation, and then report their decision to the whole meeting. Reports are presented by a member of the group, with the use of flip-chart illustration, lists, or other visual aids. For example, an instructor may present the principles of storing relief supplies in a warehouse, and then give participants a written practical exercise where they have to calculate the use of warehouse space. | Participants learn best through actually practicing what they are learning. | • Everyone participates  
• Encourages discussions, exchange of experience and ideas  
• Shy participants are more relaxed in small groups  
• Incorporates the use of specific information and recommendations | • Takes time and may require more space where separate rooms are required  
• May turn out to be nonproductive, if instructions or set-up is confusing or incomplete, or if not enough time is allotted for the groups to work  
• Small group work can be an overused method  
• Requires effective group leadership  
• Do not overload the amount of work the small groups need to produce. Allow enough time for group work or you will frustrate participants |
| **Presentations/lectures**<br>Presentation or lectures may be used to present factual material in logical form, to describe one point of view on a debatable issue, to entertain or inspire the audience, to stimulate thinking and further study of a problem or to initiate a general discussion. Some participants prefer to learn by listening than by having to read the same information. | Presentations should be brief, not longer than 20 minutes (lectures should be limited to an hour or less), should be thoroughly prepared in advance, and should be followed by some other training method. Try to involve participants by asking questions, and use visual materials to supplement your presentation. Use with large groups, when participation is not required, and to summarize main points. Presentations are also useful to present new concepts, themes or theories. | • A lot of information can be presented quickly  
• Useful for large groups  
• Participants pose questions which may be of interest to the whole group  
• Often preferred when the lecturer is a highly respected expert who is also engaging  
• Participants who like traditional methods will like this | • Relies on the speaker’s experience  
• Participants are passive recipients of knowledge  
• Tiring after about 15 minutes  
• Easily forgotten  
• No feedback from trainees |
<table>
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<tr>
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<th>When to use</th>
<th>Advantages</th>
<th>Disadvantages</th>
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</table>
| **Roundtable (panel) discussions**              | To organize a roundtable (also referred to as a panel discussion), the trainer invites a group of experts to discuss and debate an issue. Roundtable discussions require an effective discussion leader who maintains order, gives every expert equal time to express himself/herself, and organizes the discussion so that the theme is adequately covered. They should be followed by an opportunity for participants to discuss and ask questions about what has been said. | When you want to allow multiple experts to speak in a semi-structured session.                | • Allows multiple viewpoints to be expressed  
• Good method for incorporating experts into a workshop                                           | • The usefulness of roundtables is limited when not all sides of an issue are discussed, as in the case when all roundtable experts share similar points of view. Also, roundtables depend on having a good, effective roundtable leader to make sure that all the experts have equal time to share their ideas |
| **Skits**                                        | Using prepared scenarios, participants perform a situation or event, dramatizing a real situation at work. | Skits may be used to present a new theme for discussion, highlight certain problems, or sensitize participants to the culture or lifestyle of a group or society. | • Skits allow participants to become personally and emotionally involved in the topic or problem. They also stimulate participants’ interest and their involvement in the discussion | • While skits can include humor, it should not overshadow or blur the intended message            |
| **Independent reading**                          |                                                                                       | This technique may be used at the beginning, at the end, and during the lesson. In many cases independent reading will save time. | • Participants can proceed at their own pace  
• Allows participants to delve into topics more deeply                                           | • Time consuming  
• Difficult to rely on this method because some participants will not do the reading         |
<table>
<thead>
<tr>
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<th>When to use</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| **Idea cards**  
Sometimes it is useful to use small cards to record thoughts, lists and ideas — rather than the static whiteboard, or flip-chart paper. | Distribute large cards (minimum size should be approximately 1/2 of an A4 sheet of paper) to participants. Ask them to write one idea/comment/procedure, etc. per card (depending on the topic you are discussing). Collect the cards from participants. Organize and summarize them based on the group’s discussion. | Use when you want input from the entire group. For example, if the topic you are discussing is assessment information sources, you could ask participants to write down one source of information per card and then discuss the list generated by the whole group. | • Useful for soliciting ideas from everyone  
• Useful when you need to capture a lot of input from the group in a short amount of time  
• Notes made on separate cards are easily classified, organized and moved | • May be difficult for participants to read the cards during the debriefing session |
| **Video playback**  
A good collection of video materials may enliven the workshop, and is useful for stimulating discussion. | It is frequently useful to show short video segments and discuss their relevance to the topic being considered.  
Videos show real-life situations about which you are talking. They are also a good method for demonstrating a procedural or step-by-step skill. |  
Can show real situations  
Provides variety for participants | | Can be expensive to purchase or produce  
May be difficult for all participants to see or hear the video without the proper equipment |
| **Video feedback**  
Participants are videotaped while performing a specified activity. | The trainer must clearly define the purpose and objectives of the videotaping exercise. After participants are taped, the video is played back so each participant can review his/her own performance. The trainer offers helpful suggestions to each participant.  
Useful when participants are practicing a specific skill as it allows them to see their own performance. For example, trainees in a training-of-trainers workshop can be videotaped making presentations. | • Participants can view and critique their own performances | | Time consuming  
Need the proper equipment to conduct such an exercise |
# Workshop Materials Preparation Checklist

**Workshop Title:**  
**Contact Person:**  
**Workshop Date:**  
**Workshop Venue:**

<table>
<thead>
<tr>
<th>Check</th>
<th>Training Material Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participant notes, workbook and folders</td>
</tr>
<tr>
<td></td>
<td>Pens and pocket folders for each participant</td>
</tr>
<tr>
<td></td>
<td>Overhead projector — regular or traditional type</td>
</tr>
<tr>
<td></td>
<td>Digital data projector for Power Point presentation</td>
</tr>
<tr>
<td></td>
<td>Spare bulb for overhead projector</td>
</tr>
<tr>
<td></td>
<td>Extension cord (if needed for setting up overhead projector)</td>
</tr>
<tr>
<td></td>
<td>Water soluble coloured overhead projector pens (for preparing free-hand overheads) — Fine or medium point colored markers. Two-three packs.</td>
</tr>
<tr>
<td></td>
<td>Box of Acetate sheets/blank overhead transparency sheets</td>
</tr>
<tr>
<td></td>
<td>4 flip-chart stands and flip-chart paper (+ extra flip-chart paper pads)</td>
</tr>
<tr>
<td></td>
<td>3 sets of Thick PERMANENT coloured markers for flip chart paper (green, blue, red, black)</td>
</tr>
<tr>
<td></td>
<td>Water and glasses</td>
</tr>
<tr>
<td></td>
<td>Movable tables (so that we can configure the room differently, as needed), and organize larger group into smaller groups. Tables should be of the type which allow for 4 participants to gather around a table in a small group</td>
</tr>
<tr>
<td></td>
<td>• Small table at the front for the trainer who is presenting</td>
</tr>
<tr>
<td></td>
<td>• Small table on the side, at the front, to place trainer’s notes and trainer’s materials</td>
</tr>
<tr>
<td></td>
<td>Table for training materials, extra flip-charts, markers, etc.</td>
</tr>
<tr>
<td></td>
<td>3 rolls of masking tape</td>
</tr>
<tr>
<td></td>
<td>Pair of scissors</td>
</tr>
<tr>
<td></td>
<td>Hole punch to put papers in pocket folders</td>
</tr>
<tr>
<td></td>
<td>Stapler and extra staples</td>
</tr>
<tr>
<td></td>
<td>Name tags for each participant and trainer</td>
</tr>
<tr>
<td></td>
<td>Tent Name Cards to place on the table (Stiff A4-size cards (folded) will work, we can have participants write their own names down)</td>
</tr>
<tr>
<td></td>
<td>100 coloured index cards. Approximate Size: 6” by 8” (or something close to this size)</td>
</tr>
<tr>
<td></td>
<td>2 packs of yellow post-it notes. Approximate Size: 12 cm x 8 cm</td>
</tr>
<tr>
<td></td>
<td>List of participants (and trainers) with names, addresses, e-mails, telephones</td>
</tr>
</tbody>
</table>
Guidelines for Using Groups Effectively

I. Why small groups?

One of the most effective ways to encourage active participation and lively discussions in workshops is occasionally to divide the larger group into smaller discussion groups or work teams. But success is not guaranteed just by forming small groups and giving them a task to complete. There are also group process guidelines to consider if you want to make the group experience productive, meaningful and enjoyable for most, if not all, group members. This section provides guidelines on how to organize these groups for maximum participation and success.

II. What should be the make-up and size of the small group?

The make-up of the group will depend on a number of factors, for example, the objective, the number and background of participants, and the amount of time available. For the purpose of completing the case study work, the ideal size will range from six to eight participants, to allow ample time for all members to contribute and to ensure a healthy diversity of experiences and opinions. Generally, you will want to form groups that are diverse in terms of gender, representing headquarter or field office, expertise, region or country, and institution. The more diverse the group, the greater the potential for generating creative options and arriving at alternative perspectives or solutions.

III. What are the traits of effective groups?

The following are traits of effective groups:

- Goals and tasks are clear and accepted by group members — instructions should be presented in plenary, and again in the small group by the chairperson
The group (and the chairperson) is attentive to task accomplishment, group cohesion, and meeting the social needs of the group.

Tasks and responsibilities are distributed among group members (chairperson, recorder, reporter(s), participants, etc.).

The chairperson is someone who has the respect of other members, and the skills to facilitate full-participation, manage group conflict and encourage lively discussion/debate.

Participants share in the responsibility of facilitating full-participation, managing conflict in the group, encouraging shy members and managing group “grandstanders”, and discussion “monopolizers”.

Consensus is sought for important decisions.

Controversy and conflict are not ignored, denied, or suppressed — but are rather discussed and resolved constructively.

Periodically members process the effectiveness of the group and discuss how to improve its functioning.

IV. What are the basic group tasks that need to be achieved?

**Ground Rules:** A useful (and initial) group activity is to ask participants to develop and post the group's ground rules. This can be done at the beginning, or better yet, after the first exercise, when they have had a chance to learn about their group colleagues.

**Tasks:** Generally, during workshops, groups must accomplish the following tasks:

- Complete the assigned task or activity
- Facilitate full group participation
- Solicit ideas and opinions from all participants
- Record group output for all to see (usually on flip-charts, or posting ideas written on large cards with markers)
- Prepare and deliver presentation of group output in plenary
- Manage group conflict constructively (do not avoid or ignore)
- Encourage quiet or shy participants
V. What are the different roles that need to be assigned within a group?

While each group will manage itself differently, it is generally a good idea to assign the following group management roles and clarify their responsibilities. In groups that prefer a looser structure, these roles can be rotated, so that different group members take responsibility for each role at different times. A lot of time and efficiency can be gained by assigning and clarifying these roles from the outset. When necessary, there must also be flexibility in who and how the roles are played.

- Group facilitator/chairperson
- Group recorder(s)
- Group reporter(s)
- Time keeper
- Fully engaged participant

Rotate roles (especially in workshops where the group has to work together three or four times throughout the week) so that no one person has to do any one role, all the time.

A. Group facilitator/chairperson

At the beginning

- Clarify the task and instruction
- Discuss methods for completing the tasks (flip-chart, cards, worksheets)
- Remind the group of time constraints
- Facilitate the selection of the time keeper, recorder, reporter, ground rules

During the discussions

- Initiate the discussion by posing the question
- Remain impartial
- Encourage participation
Focus and re-focus the group

Facilitate constructive discussion and resolution of conflict. Invite/request the assistance of other group members in dealing with conflict within the group (e.g. “Might someone have an idea of how we might resolve this difference?”) Sometimes, if conflict gets very heated, suggest that the group take a break, and then deal with it openly when you return.

Reformulate and summarize what consensus, or disagreements, have been reached. Or better yet, request that another group member summarize the key points or conclusions that have been reached.

Test for consensus (e.g. “So, do we agree that…?” or “What then do we agree on?”). Facilitate consensus building when necessary.

Lead the discussion to a conclusion.

At the end

Summarize the conclusions and key points

Propose or request proposals for the next step or course of action.

B. Group recorder

Use a flip-chart, or post “Idea/Opinion” cards generated by participants

Print in large letters/dark colors

Record main points as they occur, and ask for clarification, where needed

Don’t continue until a point is clearly recorded

Rewrite, or ask for help in rewriting for report-back (if necessary)

C. Reporter

Know your time limits and allocate your time to various points

No need to repeat every idea or discussion point shared in the group, just emphasize the most important and interesting points

Present with enthusiasm — Think of it as a presentation where you want to convince, persuade, or gain the support of those who are listening.
D. **Time keeper**
- Keep the time and inform the group of how much time they have left
- Clarify with the chairperson and/or other group members how much time will be allocated to each task or instruction
- Your job is to remind the group of the time constraints, not necessarily to enforce the time

E. **Fully-engaged participant**
- Participate in the discussions and in the accomplishment of the task
- Contribute your opinion and ideas to the discussion
- Support the chairperson, recorder and reporter in their roles

VI. Recording and displaying group output

*What are the benefits of recording and displaying group output?*

- Encourages full-participation and sharing of ideas
- Many ideas are shared in a group. The potential for these to be communicated clearly and developed is greater when they are recorded and displayed for all to see
- Group members see that their opinions and ideas are being considered by the group — by the fact that they have been written down
- Allows group members to stay focused on the issues that are displayed, rather than arguing with each other, or personalizing their critiques
- Records ideas generated during brainstorming sessions
- People will better remember things that they can see or visualize

At any time, a summary of the group discussion can be viewed or presented by referring to the points made.
VII. Flip-charts

Benefits

Flip-charts have the following advantages (in addition to those listed above):

- Large surface allows for an easy way to create spontaneous visual examples to elaborate, clarify a point, or record input from the audience
- Easy to use, convenient for capturing spontaneous ideas
- Usually, readily available the world over
- Pages can be torn and taped or hung on the wall

Tips

- Use large, thick and dark felt-tip markers (magic markers). Use two different (dark) colours for impact and attractive presentations
- Give each page a title — and a number — for future reference (e.g. “Impacts of hurricane”, which then will contain a list of impacts)
- Write with BIG AND BOLD LETTERS; it should be legible from 10 meters back
- Write only keywords (one to five) that capture the larger idea or thought (Never write sentences)
- Add appropriate illustrations or drawings that emphasize certain points

VIII. Card and Chart Technique

What is it?

The card and chart technique, utilizes a combination of stiff cards (usually white or light-coloured, 4 inches x 6 inches; [10 cm x 15 cm]) and flip-chart paper, or large sheets of brown newsprint. First, individual participants are asked to write “keywords” on the cards, that capture their idea or response to a question. Next, participants take turns to share the ideas on the cards, usually one card per turn, and one turn per round. In each subsequent round, participants get
another turn to share another idea by presenting a second card. This continues until all cards and ideas have been presented. As participants share the idea on the card, the recorder is collecting and posting the card on a flip-chart, or large piece of newsprint — perhaps even organizing them as they are presented. Usually, masking tape, rather than glue, is used to adhere the cards — so that they can be easily lifted, reorganized, or removed later on.

**Benefits**

The card and chart technique has the following advantages (in addition to those listed above):

- Cards can be organized and re-organized several times (an advantage over the flip-chart, where the ideas must be re-written)
- It is easy to add, insert, or eliminate cards to serve the objective of the group or the task at hand
- Encourages individuals to reflect and think for themselves prior to the group work
- Allows individuals to capture the “KEY WORDS” in their own voice

**Tips**

- Cards must be distributed or readily available on the table. Mid-size markers (felt-tip) pens should also be available and used for this task
- First, individuals are asked to respond to a question by writing their responses on individual cards. They should write only “KEY WORDS” (one to five words per card, not sentences) that capture the essence of their idea or thought, and only one idea per card

  **ONE IDEA PER CARD**

- Write using LARGE BLOCK LETTERS (ONE TO FIVE WORDS PER CARD). Participants should be able to read this card from 10 meters away
- Participants share one card per turn, so that every participant gets a chance to share at least one of their cards. If a participant is allowed to read all of his/her cards, by the third or fourth
participant, all ideas have been presented. This discourages others from sharing or participating — exactly the opposite of the intended purpose of this method

- A recorder collects, and re-reads the card as it is presented. These cards are then adhered to a flip-chart or to brown newsprint displayed on a wall. The participant should be asked to clarify or elaborate — where necessary

- After all cards are collected, the chairperson, or the recorder, should ask the group if they understand each of the cards, and whether or not any of them requires further clarification or elaboration

- Depending on the task or objective, these cards can be easily organized or re-organized, eliminated or augmented, to support group consensus building, and/or a report back in plenary
Overhead Transparencies

1. Training and Learning Guidelines
2. Presenting Effectively
3. Effective Presentations
4. Communicating Effectively
5. Communication: Body Language
6. Opening Successfully
7. **Opening: Capture Attention**

   - Begin with a(n):
     - Interesting anecdote
     - Question
     - Relevant quote
     - Surprising statistic
     - Shocking fact
     - Visual aid: graphic or mnemonic

8. **Preparing**

   - Outline main messages and key points
   - Sequence presentation for maximum effect
   - Prepare support materials
   - Practise presentation timing and delivery

9. **Engaging Your Audience**

   - Open successfully
   - Maintain eye contact
   - Show enthusiasm
   - Use clear visual aids
   - Pose questions
   - Allow for interaction (e.g., questions, exercises, discussions)
   - Other ways?

10. **Sign-Posts and Summarizing**

    - Use sign-posts
    - Summarize key points throughout lesson
    - Summarize at the end
    - Make a transition to the next session

11. **Facilitating Discussions**

12. **Discussion Cycle**

    - Lead to a conclusion
    - Stimulate a debate
    - Re-focus the group
    - Summarize
13. Stimulate - How?
- Personal anecdote to illustrate a point
- Riveting video
- Provocative article or news clip
- Case study
- Quiz or questionnaire
- Quick demonstration or role-play
- Field trip
- Prepared questions
- Brief presentation or lecture: Counter-intuitive, thought-provoking ideas, passionate, astonishing figures or facts

14. Active Listening
- Don’t be afraid of silence, count to seven...
- Paraphrase their response, build on their response
- Summarize and reframe ideas
- Ask open-ended questions
- Draw the speaker out - e.g. please elaborate, give an example, etc.
- Refer back to remarks or ideas presented by participants in earlier sessions
- Face the speaker and give complete attention
- Use names when calling on participants

15. Asking Good Questions
- Initial questions to group, general
- Follow-up more precise, directed
- Formulate hypothetical questions
- Envision types of responses desired
- Evaluate your questions:
  - Ask answerable questions
  - Pose one question at a time
  - Ask clear questions
  - Formulate open-ended questions
  - Avoid leading questions

16. Participants’ Questions
- Anticipate and prepare
- Redirect the question to someone else
- Summarize or reframe the question
- Take several questions at a time
- Stimulate a general discussion and use flipchart
- Avoid taking sides or arguing
- Stay calm, ask for another viewpoint
- Admit you don’t know, ask for help

17. Challenging Participants
- Anticipate potential problems and prepare your response
- Keep calm. Don’t panic.
- Enlist the help of other participants
- Remain neutral. Don’t take sides
- If really serious, deal outside the room
- Call a break if necessary
- Set up a group task force or “feedback” committee

18. Facilitator’s Role
- Content and Objectives
- Process and Relationships
19. Conclusion

- Articulate the objectives of your discussion
- Prepare questions in advance
- Be creative in stimulating participants' interest and/or a debate
- Remember the discussion cycle
- Anticipate and prepare for challenges
- Visualize the session's structure and participants' responses to questions
- Facilitate the discussion, don't direct, balance content with process