

Simulation on Emergency Response & Management

Final Report

By
Pakistan Resilience Partnership
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Islamabad



Photos: (right) Simulation activities during outdoor exercises on day 2, Shah Allah Ditta (left) Participants receiving feedback and attending lecture session.

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Introduction:

Pakistan is among the most at-risk countries to various types of man-made and natural disasters. Every year, millions are affected and need emergency assistance. In the last 20 years, various regions of Pakistan have seen a variety of natural, anthropogenic and climate change induced disasters resulting in vast numbers of people in any given year experiencing humanitarian crises and emergency situations. These Humanitarian crises situations require a well-planned and coordinated humanitarian response to protect life, health and wellbeing of the affected population.

In emergencies, the ability of communities to meet their basic needs is severely disrupted, resulting in tremendous human sufferings and need of humanitarian assistance. In these situations, the worst affected are those who are already poor and vulnerable, and thus immediate relief and response assistance is critical to save lives. These humanitarian crisis situations require a well-planned, rapid and coordinated humanitarian response to protect life, health and wellbeing of the affected population.

For this specialized role of emergency disaster response in Pakistan, there is an acute shortage of trained professionals, and even fewer people who have practical hands-on field experience. To reduce vulnerability of Pakistan to disasters, the humanitarian sector in Pakistan is engaging in preparedness actions, which includes building capacity through training disaster management personnel for leadership roles in case of emergencies.

The Agenda for Humanity and the Grand Bargain¹, has also emphasized on more support and funding tools for local and national responders. The Grand Bargain commits donors and aid organizations to providing 25 per cent of global humanitarian funding to local and national responders by 2020, among other commitments. This means that the **local actors must be equipped with necessary tools and knowledge to** respond in effective manners and contribute for long-term development.

“Simulation on Emergency Response and Management” is an initiative of Pakistan Resilience Partnership (PRP) and Asian Preparedness Partnership (APP), that aims to strengthen the capacity and level of readiness among potential Humanitarian Leaders from various regions of Pakistan. It aims to improve the disaster response preparedness of mid-management level professionals working in NGO and local Government departments across Pakistan. It utilizes a unique hands-on “simulation” methodology (further explained in methodology section below).

After 3 successful trainings based on the same methodology conducted in partnership with OXFAM (March 2018, December 2018 & January 2019), National Humanitarian Network Pakistan (NHN) has decided to conduct the same exercise in a condensed timeframe (2 days) with a batch of mixed-gender participants. The training was designed to provide hands on, practitioner-led learning & mentoring programme composed of both minimal classroom learning, and scenario-based application of core humanitarian competencies and theoretical knowledge. Thirty-five (35) humanitarian professionals participated in this training.

With partnership of the consultants, a capacity building programme was adapted from the earlier trainings curriculum. The whole programme was focused on allowing trainees to participate, test their skills, share knowledge and learn openly without any cultural or gender barriers. This provided a platform for cross learning and sharing, resulting in improvement in the existing skills and capacities related to humanitarian preparedness and response.

¹ <https://www.agendaforhumanity.org/initiatives/3861>

These humanitarian leaders are expected to respond efficiently and effectively in aftermath of humanitarian crisis, by ensuring commitments to International, humanitarian standards are met and that the affected communities are supported in a dignified manner.

❖ Methodology:

In order to produce the best field personnel, a mostly non-classroom approach is used where participants practically play out a humanitarian response in a simulated scenario depicting a disaster-affected environment. This approach teaches participants how to plan and implement a disaster response by allowing them to actually implement tasks typically required during a disaster response by a humanitarian team. For this purpose, a two-day residential scenario-based simulation exercise was organized for each group of participants, along with an excursion to an outdoors environment for some major tasks.

Through a mix of classroom sessions alongside a practical hands-on task-based Simulation exercise, participants were given an opportunity to both learn about disaster response theoretically and then also to practically experience the application of that theory during the simulation. The training utilized a functional simulation approach, meaning a simulation where participants worked as part of a team with a functional leadership hierarchy and where each had specific roles and responsibilities just as they would have in a real humanitarian team responding to a disaster. Their actions (including mistakes) would produce immediate effects in the scenario, in the form of progress or consequences. This novel approach enabled individuals and teams to rapidly and intuitively understand aspects of humanitarian response as well as organizational processes and teamwork.

During each training, participants were divided into multiple teams of approx. 6-8 members each. A healthy mix of different backgrounds, areas and experiences was maintained by ensuring no two participants from the same areas or organizations were added within the same team. This arrangement facilitated experience sharing and mutual learning. The simulation was supported by a team of administrators, facilitators, volunteers and guest speakers. This design of simulation blends academia with practical knowledge to form a forward-thinking simulation that offers a hint at what upcoming tools and response methods might be useful to humanitarians in the coming years.

All the essential aspects of emergency response as required for humanitarian leaders were made part of the exercise. This included base set up, emergency roles, the humanitarian context and international standards. The controlled environment of the disaster simulation allows a large amount of challenges to be presented to the participants to allow them to learn in a low-risk environment in a highly engaging and memorable way. Through the simulation, participants learn what it means to be involved from the onset of a first phase response and be confident about how to tackle the challenges that they might face in real humanitarian crisis. More formal classroom sessions were included during the scenario exercise to provide key concepts and knowledge to assist the team as they plan and execute the assigned tasks for an effective disaster response.

One of the main intended outcomes of the whole training was developing the following core competencies as outlined by Core Humanitarian Competency Framework (CHCF) of START² Network/CHS Alliance³:

- ✓ **Core Competency 1: Understanding humanitarian contexts and applying humanitarian principles.**
 - ✓ **Core Competency 2: Achieving results.**
-

² Former Consortium of British Humanitarian organisations (CBHA)

³ Former People in Aid, OXFAM is a member of CHS

- ✓ **Core Competency 3: Developing and maintaining collaborative relationships.**
- ✓ **Core Competency 4: operating safely and securely all the times.**
- ✓ **Core Competency 5: Managing yourself in a pressured and changing environment.**
- ✓ **Core Competency 6: Demonstrating leadership in humanitarian response**

A KAP (Knowledge, Attitudes, and Practices) Survey and Individual Self-Assessment on the above six Core Competencies was used to help the participants to track their learning as they progressed through the course.

Pre-course reading material was shared with the participants before the start of training. This included following documents:

- The Red Cross code of conduct
- Fundamental principles
- All in a diary
- Core Humanitarian Standard
- The Sphere
- Safety First
- Glossary of Humanitarian terms

Online learning course including following were also shared:

- Introduction to Core Humanitarian Standards (CHS) [Summary of Introduction to the Core Humanitarian Standard](#)
- Building a Better Response [Building a Better Response](#)
- SPHERE <http://walkgroveonline.com/sphereproject/login.php>
- IASC -Gender e-learning [Different Needs – Equal Opportunities: Increasing Effectiveness Of Humanitarian Action For Women, Girls, Boys And Men | Inter Action](#)
- Online videos to introduce participants to topics of CHS, Humanitarian Code of Conduct, SPHERE, Humanitarian Principles and History of Humanitarianism.

The training course was divided into three components, which were variably placed throughout the training based on the learning requirements of the participants. The majority of time was spent in the “Play” component, which involved participants being put into disaster simulation based on the given scenario. While in “play”, they were no longer members of their respective organization but instead supposed to demonstrate the roles and responsibilities of a humanitarian response team that they had learned in order to help the affected people. Facilitators ceased mentoring participants and only interacted with participants either through:

- **role-plays** (characters that depicted different stakeholders in humanitarian response)
 - *e.g. cluster meetings, interactions with affected community after arrival or during need assessment, beneficiaries at the project intervention area, Government authorities (District Disaster Management authority DDMA), other NGO representatives, Local CBO personnel, Village head, Religious leader, Vendor (Transport and warehouse) and Local Media.*
- or **direct inject** (A direct inject is a stimulus or catalyst provided by the facilitators into the scenario to provoke a response or reaction from the teams).
 - *e.g. e-mails, situation reports by OCHA, disaster data (unfolding crisis such as number of people affected, death toll, urgent needs), media reports, and UN reports*

The participants were given a chance to take their own decisions, make mistakes and identify their individual and team strength and weaknesses. To follow functional simulation approach, the participants were asked to define HR structures with key roles for each member. These included, but not limited to, functions such as field programme management, Human Resource, Logistics, Security, Finance and Grants, Media and Communications,

MEAL, Food Aid, Health and Nutrition, Education and Child Protection, Shelter/NFI and WASH. The participants were required to switch the roles frequently.

In the second component, Guest Speakers and Facilitators gave a series of well-structured classroom lectures. All Guest Speakers were prominent humanitarian leaders and workers, having immense experience both in Pakistan and across the world. This further enriched the participant's knowledge and skills on crucial topics. The mutual discussions also provided a platform to the participants to cross share and to learn. During the classroom sessions, the training team helped participants to identify the areas of improvement from the previous assigned tasks. These lectures helped participants to identify the weaknesses in their simulation response and how to further improve.

Finally, in the last component, the facilitation team ensured frequent mentoring and feedback/debrief sessions with the participants. The facilitation team comprising of senior humanitarian professionals constantly observed and monitored the teams' performance. Frequent meetings where facilitators and mentors would pool and discuss their observations about each team and participant supplemented the team's assessments. Each day, "play" was briefly suspended in order to provide mentoring sessions. These provided the participants with an opportunity to review the day's proceedings and receive advice and pointers from their mentors on how to build up the six core competencies.

Meetings also helped the facilitators to slightly adjust the next sessions to maximize the learning and to ensure the participants' thorough engagement at appropriate levels of difficulty (neither too hard, nor too easy).

Recognizing the intentionally stressful and intense nature of the whole capacity-building programme, it was ensured that participants received some minimum breaks and relaxation time (multiple studies show that breaks help consolidate learning).

The trainings were conducted in two phases.

➤ **Training Team:**

A team comprising lead consultant, consultant and female lead facilitator organized and facilitated the training. In addition, an experienced team of facilitators from previous trainings was involved in running the simulation exercise. Multiple members of this same team had extensive experience of responding to emergencies in and out of Pakistan while others had extensive experience in various other aspects of humanitarian sector. All of these were actively involved in observing the participants during their simulation and training exercises and offering feedback as mentors during downtime in-between simulations. In addition, training sessions were delivered by subject specialists who joined as guest speakers to deliver specific sessions.

➤ **Participant Selection:**

The training simulation was attended by 35 participants, chosen among a pool of mid-level or leadership personnel from relevant government departments and civil society who could be reasonably expected to be the first responders in case of disasters.

➤ **Date and Venue:**

The training was conducted from 28th April till 30st April, 2019 within a spacious area booked in Hill View Hotel, Islamabad. The hotel also accommodated the opening ceremony and orientation of the participants as well as their night stay. Meanwhile, on outdoors excursion to a farm house in Shah Allah Ditta was arranged for the 2nd day, during which the teams conducted final distribution exercise.

- **Security:** The Farmhouse in Shah Allah Ditta was chosen specifically because of its security arrangements, which also included round-the-clock security camera

monitoring and guards as well as high walls with barbed wire. Multiple cars for pick and drop as well as full first-aid precautions were also arranged.

- **Arrangements:** Nutritious meals were arranged through Hill View Hotel for staying participants contracted restaurants as well as a tea and refreshments for participants and facilitators at the farmhouse.

❖ Agenda

- **Day 0: Orientation**
 - Gathering of participants at venue, Opening Q&A session, and initial briefing. Participants also fill Pre-KAP forms and Core Competency. Participants decide HR structure, set up offices, must organize themselves as a team,
- **Day 1: Initial Emergency Simulation, Assessment, Cluster meetings and Govt. Meetings**
 - 1st half: Determine security plan and context and coordinate with all local stakeholders. Main deliverable is sitrep and assessment tool finalization.
 - 2nd half: Participants conduct an assessment on field, submit assessment report, coordinate with clusters, govt and other NGOs. Teams must start vehicle and warehousing arrangements.
- **Day 2: Distribution of assistance and end of simulation.**
 - Travel to Shah Allah Ditta, planning and set up of distribution sites and field distribution simulation exercise, and ending of simulation

Training Activities:

❖ Day 0 (28th May, 2019)



A few days prior to arrival, the participants were informed via email about their deployment as a member of a disaster-response humanitarian team to the fictional disaster-affected country of Tiflistan. They were given initial joining instructions as well as what to expect and how to prepare.

❖ Opening Ceremony and Orientation:

The initial meetup and opening ceremony of the Disaster Simulation Training took place at Hill View Hotel at 7:10 PM on 17th December. Most of the participants had arrived from various parts of Punjab, KPK and Northern Pakistan. The opening ceremony included a participatory question-and-answer session on the purpose of the training and participants had a chance to clear out any doubts and ask questions.

Participants were given a quick tea-break and rest during which they became acquainted with their tasks. Unlike earlier trainings (and especially due to the shorter timeframe), adapting to and building resilience to the kind of harsh living arrangements typically encountered in humanitarian disaster situations was not part of this training, which saved time in orienting participants. In this training, the participants either were lodged in the hotel or travelled from homes (if nearby). Mobile phones were taken from the participants on the first day of simulation (with prior notification of the same and provision of emergency number to families).



PHOTO: Participants are given a pre-deployment briefing on arrival in Hill View Hotel explaining the format of simulation training.

Afterwards, all participants were invited for their first briefing. The facilitators gave the participants a chance to introduce themselves and share their experience of working in disaster response in the past. Participants were asked to discuss their expectations and apprehensions about the training to come. They were informed about ground rules, including do's and don'ts and then formally introduced to the training methodology; including role of the facilitators, mentors, role plays and mode of communication within the team and the objective and procedure of the simulation.

The participants were given an idea of the challenges they would face and have to work together to solve in the coming few days. It was explained that part of the training was coping with the stress of living and working together; such as spending nights together in sleeping bags and tents, independently working out their roles and responsibilities within their teams while simultaneously delivering results during the simulations.

They were informed simulations were designed to give the participants a realistic and practical view of the work they would need to perform in a real disaster management scenario and they needed to abide by the scenario. Just as in a real scenario, they would face the following tasks and challenges:

- 1) Establishing a presence
- 2) Creating their own organizational systems, (HR, finance, admin, etc.)

- 3) Gathering information about situation and context, which they must work out themselves through various sources, including an initial assessment.
- 4) Coordinate with stakeholders
- 5) Develop their response plans, (programs, security, communication, distribution etc.)
- 6) Handle logistics
- 7) Deliver assistance

While accomplishing all these tasks, they must handle beneficiaries and stakeholders with tact and remain focused on delivering objectives, despite distractions and setbacks.

❖ Start of Simulation:

As the briefing ended, teams were divided into four groups (Team Alpha, Bravo, Charlie & Delta) and simulation was officially commenced, with facilitators henceforth treated as invisible, while participants were considered as on the field. They were to discuss country information and disaster scenario and plan for the upcoming day.

During the break, the participants were asked to fill the following forms:

- Baseline Pre-KAP (Knowledge, Attitudes, Practices) survey
- Baseline Core Competencies for Individual Self-Assessment

Lastly, the day was ended with assigning of office set up tasks and initial guidance to each individual team by Muhammad Shakeel.



PHOTO: After being assigned into teams, participants are given a briefing on how to setup on the field

❖ Day 2 (29th April 2019)



Lecture-Based Learning:

Prior to commencing simulation activities, knowledge gaps would be filled in through 2 lecture-based learning session covering multiple topics from 9 am – 12 am.

- ❖ **Introductory Session on Basic Terminology and Concepts and Core Humanitarian Standards – Wajahat Ali (Lead Consultant)**

A session on important foundational topics was delivered by **Wajahat Ali** – the lead consultant of this training, and an experienced humanitarian practitioner with over 15 years of experience in various humanitarian responses in and out of Pakistan.

Taking in view the identified gaps in knowledge, the session also covered basic humanitarian concepts, starting from the defining of emergencies and then building up to an understanding of the current structure of the international humanitarian system after implementation of humanitarian reforms, including introduction of IASC, Humanitarian Coordinator, HCT, Cluster system and more along with explaining the roles that each plays when disasters strike.



PHOTO: Session on Basic Terminology and Concepts and Core Humanitarian Principles

The session followed a highly participatory format and moved on to topics only when a consensus of understanding in the group was reached. In this way, a firm foundation for future learning was created.

A detailed overview of Core Humanitarian Standards and Commitments for emergency response along with their quality criteria was also given. To supplement this session, and to aid future humanitarian practice of trainees, a copy of the **Core Humanitarian Standards Guidance Note & Indicators**, was distributed to each participant.

❖ **Session on *Humanitarian Architecture* – Brig. ® Sajid Naeem (Facilitator)**

After a working tea break, another 1-hour session on govt. Disaster response systems and humanitarian structure in Pakistan was delivered. During this lecture, participants were also oriented on all the different types of stakeholders that are relevant and must be considered during any emergency (as well as their roles and responsibilities). This session was delivered by **Brig. ® Sajid Naeem** and brought all of this information together into a detailed overview of how humanitarian, govt. and other stakeholders all come together to collaborate and ensure a coherent and principled response to emergencies.



PHOTO: Session on *Coordination Structure*

❖ **First Phase Response Simulation Begins:**

Directly after the session, participants were brought back to their field offices for an orientation briefing on how to conduct the rest of the days' tasks.

After which, the participants were deployed to their field offices for start of simulation. HR structure had been internally decided on the previous day, and each participant took up their role within a hypothetical INGO responding to a disaster scenario. The shorter 2-day format of the training meant that participants were given an accelerated version of the task list as compared to previous trainings. However, all aspects were still covered, and the teams faced the following timeline in order to respond “within 48 hours” of landing:

- establish their office & intervention’s legitimacy on the ground
- map and coordinate with local stakeholders
- identify key information gaps, conduct need assessment
- send situation reports to their country office
- work with vendors, govt. and community
- distribute aid among beneficiaries

After allowing participants the few hours to get oriented in teams and complete initial tasks, they were visited by a group of facilitators playing disaster affected community. Context-specific information would also be revealed through in-play interactions like these.

Throughout the simulation, teams would have to adhere to humanitarian standards, and deal appropriately with stakeholders played by facilitators, while establishing presence, gathering info and without getting distracted. Continuous communication was directly injected into the scenario through a “mailbox” system which carried news, instructions and feedback from a simulated country office. Teams also submitted various deliverables for checking through “email”.

As the teams would carry out tasks, facilitators would constantly observe the participants' performance and handling of different situations. This would be discussed in the control room, where facilitators would handle incoming and outgoing emails to teams, coordinate role-plays and tasks and control all other aspects of the unfolding scenario.



PHOTO: Facilitators' "control room" during trainings. This "control room" acted as a centralized location from which the entire simulation was planned and coordinated. Tasks would be emailed while all deliverables would be received and evaluated here. Furthermore, the control room was a meeting room where facilitators and mentors would meet after each activity to plan role plays and to consolidate feedback on participants.

The simulation methodology was designed to allow teams the luxury of being able to make and learn from mistakes by seeing immediate consequences. As an example, during the community interactions, the inexperienced teams made mistakes in by over-promising to the community (in this case, "food supplies and medicines by tonight!") and got involved in arguments with community members. Typically, further role plays would capitalize on such mistakes but in this training, due to lack of time, each role play was simply followed up by visits from Muhammad Shakeel (trainer) who identified their mistakes and areas for improvement.

❖ SitReps, Meetings and Further Roleplays

After a short lunch break, the simulation resumed and continued on until 9 pm, as teams worked on various deliverables while various characters played by facilitators visited the teams, including roles from whom they have to get information (beneficiaries, CBOs, NGOs, vendors, community leaders, etc.) as well as roles intended to side-track or entrap them if handled inappropriately (local media, etc.). Teams also received notice via "email" of an upcoming DDMA meeting, which was attended by PDMA, UNOCHA and local NGO (participants) where facilitators asked organizations about their response capacity, contingency stocks and presence. Participants were grilled about why response has not yet started. They also received clarification on what information they needed to provide such as indicators for preparing MIRA tool, and information about their NGO as well as their



PHOTO: Teams interact with local media "Dhamaka News"



PHOTO: Teams interact with vendors and ask important market information. Sometimes visits from stakeholders overlap and teams must intelligently manage tasks with their given human resources



PHOTO: Teams attend DDMA meeting

participation in upcoming cluster meetings and assessment exercise.

❖ **Session on Conducting Need Assessments by the Guest Speaker, Mr. Syed Shah Nawaz Ali – Country Director, Muslim Aid, Pakistan**

Syed Shah Nawaz Ali – a practicing professional in international humanitarian responses delivered a session at about 4:00 PM covering the fundamentals of need assessments including various tools and methodologies used in humanitarian emergencies. He shared various case studies to explain why need assessments are necessary and how they contribute to an effective disaster response. He then explained each tool (such as MIRA) and methodologies in depth and how they are used to conduct need assessments and how humanitarians balance accuracy and rapidity through a phased timeline (first sit-reps, then MIRA, then HNOs, etc).



PHOTO: Session on Conducting Assessments in Emergencies

❖ **Cluster Meetings, Finalizing Tools, Assessment Exercise**

After allowing teams some time to discuss and absorb the lessons of the session on assessments, teams were informed of upcoming cluster meetings.

Each cluster was attended by separate members of the participant teams who was responsible for assistance in that sector. As teams attended scheduled cluster meeting, facilitators welcomed them and discussed the emergency situation as per their cluster. They offered updates and valuable information about the disaster situation. They also requested updates from cluster partners. Each cluster discussed challenges and listened to problems faced by the teams in planning the response. Participants made some mistakes, such as assuming information erroneously, or exaggerating about progress, which was addressed both during the meetings.



PHOTO: Participants attend cluster meeting where they had an opportunity to discuss the indicators to be used in assessment tool, the prevailing situation, the capacity of their organizations to give assistance, and the division of areas of responsibility.

The cluster meetings were both learning exercises and also in-simulation chances to clear concepts, learn from other teams' progress and confidently clarify their roles and next actions to each other (and also themselves by gaining information that they had overlooked). By coordinating with each other, the provided teams gained an important experience of assigning area selection and how to design and conduct a joint needs assessment. Lastly, how organizations split caseload based on each organization's presence and capacity.

Later in the evening, participants were expected to inform their teammates about all the discussion points.

Participants were then allowed to work for a few hours on designing their assessment tools and



PHOTO: Participants converse with a Lady Health Worker and try to also assist a widowed woman during their rapid assessment of the affected community.



PHOTO: Participant undertakes a Key Informant Interview with the religious market leader of the community.



PHOTO: Participants assess state of interviewing shopkeepers.

finalizing their deliverables through email. All their efforts till now were building up to the point where they were ready to conduct a needs assessment on the affected populace. When all the requirements were met, a major field visit (within the simulation) was arranged where participants would venture onto the disaster affected area, which would be a populated with an assortment of characters depicting the flood displaced population.

All teams and all participants were guided by a local NGO representative onto a in-simulation village called “Touba Ji” which was hosting a considerable displaced population. The village was said to have received a significant portion of displaced population of displaced peoples who had not yet received any assistance. The combined host and displaced population had many different groups of people with unique needs. To identify needs correctly, teams needed to approach the right information sources with the right questions (e.g. teachers, health workers, vendors, village elders, religious leaders, etc.). Teams also would identify any potential populations which are uniquely vulnerable (e.g. elderly, disabled, pregnant or widowed women) or opportunities which might make working in the area easier (e.g. available local human resources). The participants needed to assess needs of the population while also conducting themselves as per humanitarian principles and code of conduct.



PHOTO: Participants interact with vendors while mentors observe.

After receiving feedback on their performance during the assessment, the teams received a few more hours to work on finalizing their deliverables for the day and prepare for distribution exercise on the following day.



❖ Finalization of Response Plans and Arranging Logistics:

After assessment exercise and feedback, teams were tasked with finalizing all of the logistics arrangements as well as any other remaining deliverables in time for the 48 hours response requirement (*which in this 2-day simulation, would mean that they must have all tasks completed and all arrangements ready in time for the next morning’s scheduled distribution exercise*).

As participants were put back into simulation and resumed their work, they continuing to encounter role plays relevant to their tasks. They finalized warehousing and vehicle procurement by identifying a suitable vendor, selected their distribution points and finalized their response plan.

The teams performed well in this simulation. HR roles were well-thought out and followed and security plans were enforced well. The teams handled finance, procurement and logistics with rigorous attention to procedure. This showed that many gaps in their learning had been covered well in the training since the first session.

Teams were also again interviewed by media. The information gained during interviews with teams as well as the



PHOTO: Consultant Muhammad Shakeel offers feedback to the teams on their actions during assessment, and how they would use the data collected to make decisions on how to respond to the disaster.



PHOTOS: A publication of International Newspaper “BBC Times” and a participant reading a Local Newspaper “Dhamaka News” during simulation.

teams actions during various tasks in the simulation would be reflected in newspaper publications of both national and international news. This would be one of the ways of giving feedback to teams from within the simulation about their activities, in order to make team conscious of how their interactions would impact and be perceived by their environment in a disaster. The two newspapers published in this simulation were “Dhamaka News”, which would highlight the local level impacts of the NGOs in the district. Meanwhile, “BBC Times”, would offer updates on the overall disaster situation from a worldwide perspective.

❖ Review Session & Instructions for Next Day:

Although brief 10 minutes feedback sessions were continuously used during the whole day to guide teams, a more extensive feedback session was scheduled as a close to the first day on 9:30 PM and delivered by Muhammad Shakeel and Wajahat Ali.



PHOTO: End of Day 1 review session.

Some teams continued finishing their tasks until 10:30 PM, marking 12-14 hours of continuous good work throughout the day by participants in order to rush through a condensed version of Simulation curriculum.

❖ Day 2 (30th April, 2019)



❖ Distribution Exercise:

After breakfast, the teams boarded busses and headed to a farmhouse in Shah Allah Ditta, where the final portion of the disaster response simulation (distribution) would take place.

After a short break, participants in each team were deployed to different scenic wooded areas within the bounds of the farmhouse and tasked with implementing their distribution plans, which had been finalized and approved on the previous day. The distribution sites had to be prepared to meet a number of criteria of quality, including security (marked boundaries, security staff), crowd control (orderly lines, entry and exit considerations), vouchers redemption process, goods disbursement, complaint mechanism as well as sensitivity to gender, age and disability as well as shade and other considerations. The teams also had to decide each member’s own roles and responsibilities in ensuring a smooth distribution process and be prepared to receive a heavy case load.



Teams Alpha, Bravo and Charlie received 40 boxes of “NFIs” and “Food” which teams had bought from vendors during price and quotation negotiations on the previous day. As per Sphere Standards, the teams inspected the goods and properly packaged them (assembled boxes) before transporting them to their distribution sites. The purpose of this exercise was to teach the NGO workers on how to conduct quality control on the goods that they had bought as well as how



PHOTO: Each team would carry out their distribution plan (top), and afterwards would huddle around as the trainers pointed out any flaws in their distribution efforts.

to ensure proper procedure during warehousing and transport.

After the teams had finished implementing the distribution plans which they had prepared, they were visited by several village characters played by facilitators. The facilitators, in the role of various characters, provided a test of each of the various aspects of the teams' distribution plan as well as the staff members carrying out roles and responsibilities. As this was a learning exercise, part of the intended lesson design was that any vulnerability would easily lead to a breakout of disorder among the large crowd.

These mistakes would then be pointed out to each team at the end of the distribution. In order to increase the challenge and allow participants to learn from the efforts of other teams, the participants from previous distributions were made the beneficiaries for the next distribution.

Most teams successfully ensured accessibility to the distribution site, presence of security, separation of male and female beneficiaries, presence of complaint mechanism, etc. and distributed the supplies to the site based on a beneficiary list that they had. Beneficiaries were also asked to provide identification or were vouched by members of the community. However, in each case, any lack in any of these areas, resulted in some sort of disorder for use as a lesson.



PHOTO: Wajahat Ali (lead Consultant) and Brig. Sajid deliver closing remarks and congratulations to the teams.

In some cases, lapses in security allowed boxes of NFIs to be stolen by “thieves”, or vulnerable individuals were ignored in the midst of the louder crowd. In other cases, commotions started.

After the distribution, the simulation was formally ended and Brig. Sajid and Wajahat Ali delivered remarks to all the participants on their efforts throughout the day as well as the work they had done leading up this successful distribution. With that, the 5-days of training concluded, and transports took participants back to the hotel for closing ceremony without incident.

❖ Certificate Award Ceremony:

The certificate ceremony was attended by **Chief Guests Brig. Mukhtar Ahmed, Member Operations, NDMA & Mr. Muhammad Idrees Masood, Member DRR, NDMA.**

Short, fun video on the 5-day trainings previously conducted was aired for the participants and post-training assessment forms were distributed. After which, the training formally ended.



PHOTO: Participants and facilitators in a group photo after certificate award ceremony.

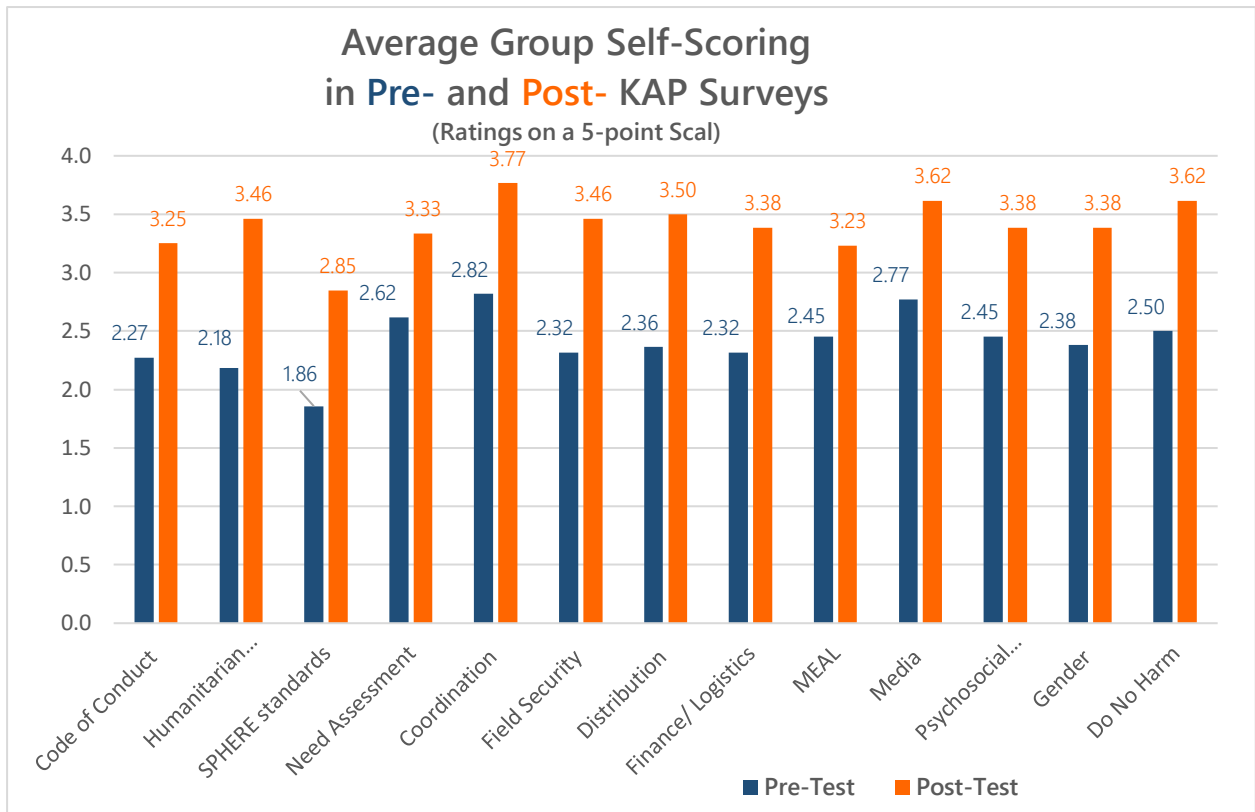
Outcomes:

The key outcome of this training was the capacity building and development of 32 sector professionals for future leadership in emergency response situations and in the humanitarian sector in general. This outcome is demonstrated through the results of the pre- and post-KAP and pre- and post- Core Competencies assessments.

The following are the self-reported measurements of learning outcomes achieved as a result of the training activities:

❖ Results of Pre- and Post- KAP Survey:

At the beginning of the simulation and at the conclusion of training, participants were given a Pre-KAP and Post-KAP survey respectively. Participants would rate their understanding (knowledge and practice) on key areas of a field intervention, given below.

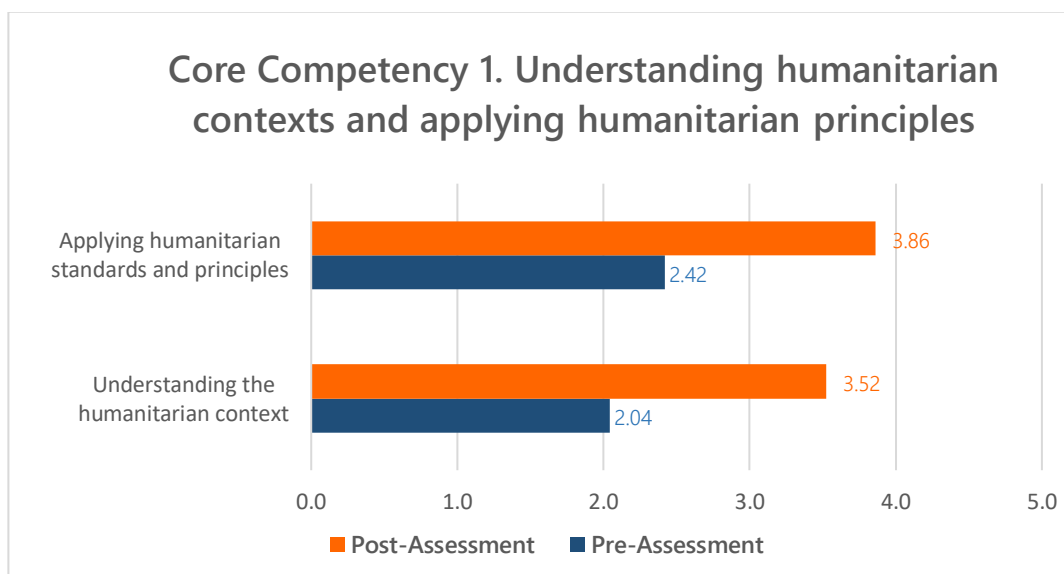


The average rating across all KAP questions for Khanpur group was 2.41 out of 5 in Pre-KAP and 3.4 in Post-KAP after the training.

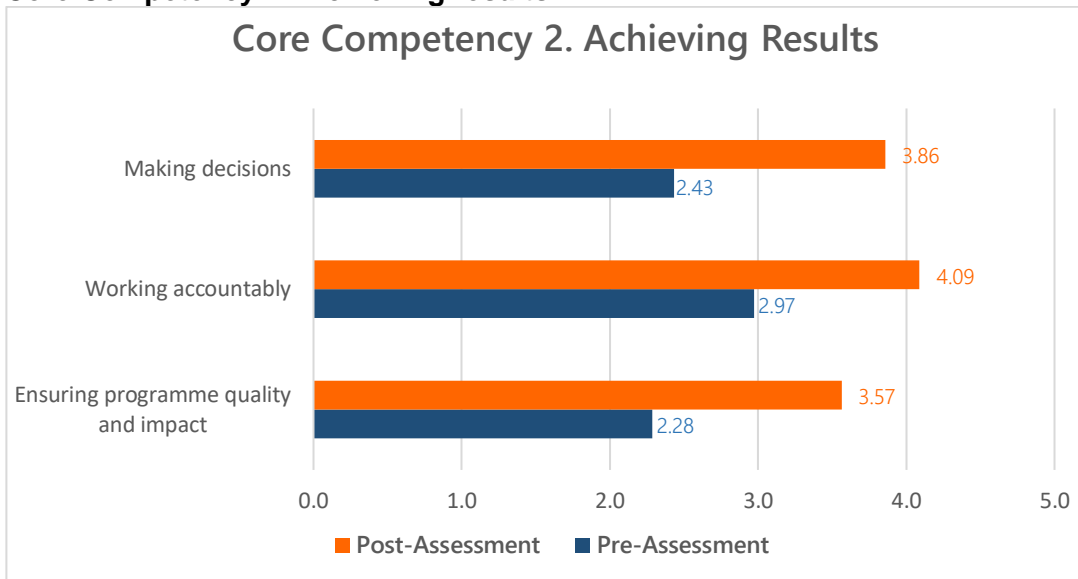
❖ Results of Pre- and Post- Core Competencies Survey

A detailed questionnaire on core competencies (outlined in objectives above) was distributed before and after the trainings. In this questionnaire, participants were asked to rate themselves on a 5-point scale against various skills that comprised each competency.

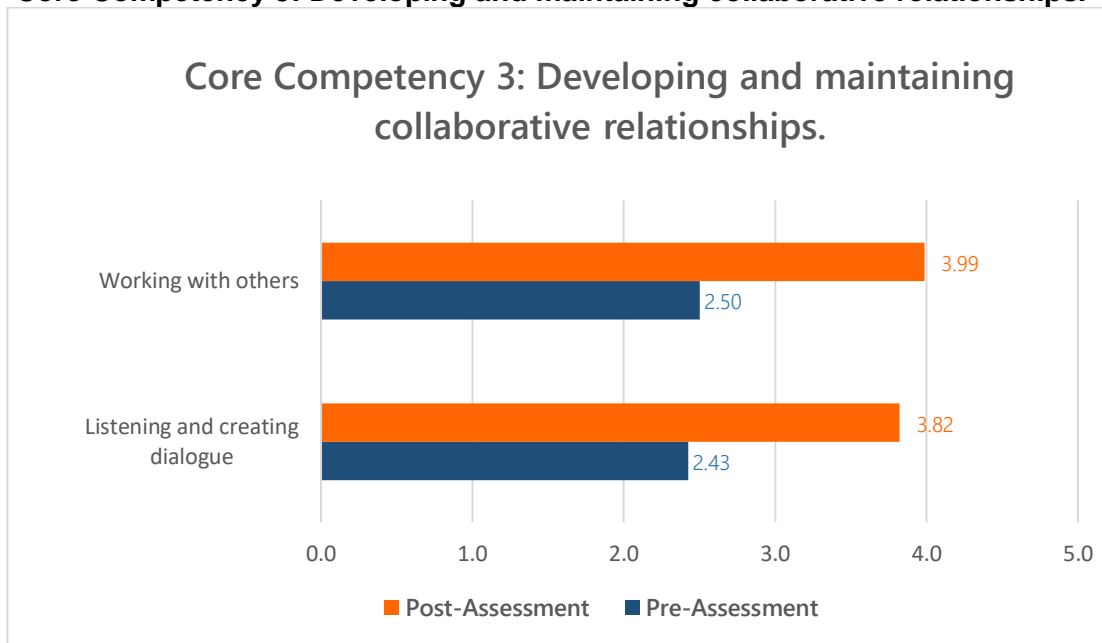
- ✓ **Core Competency 1: Understanding humanitarian contexts and applying humanitarian principles.**



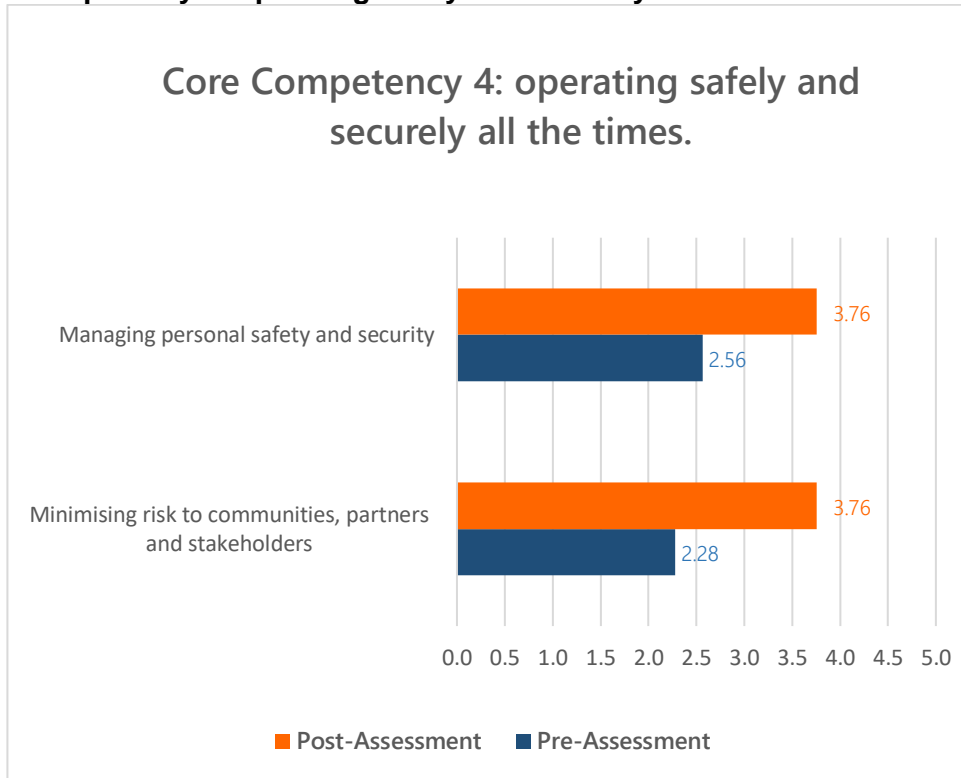
✓ **Core Competency 2: Achieving results.**



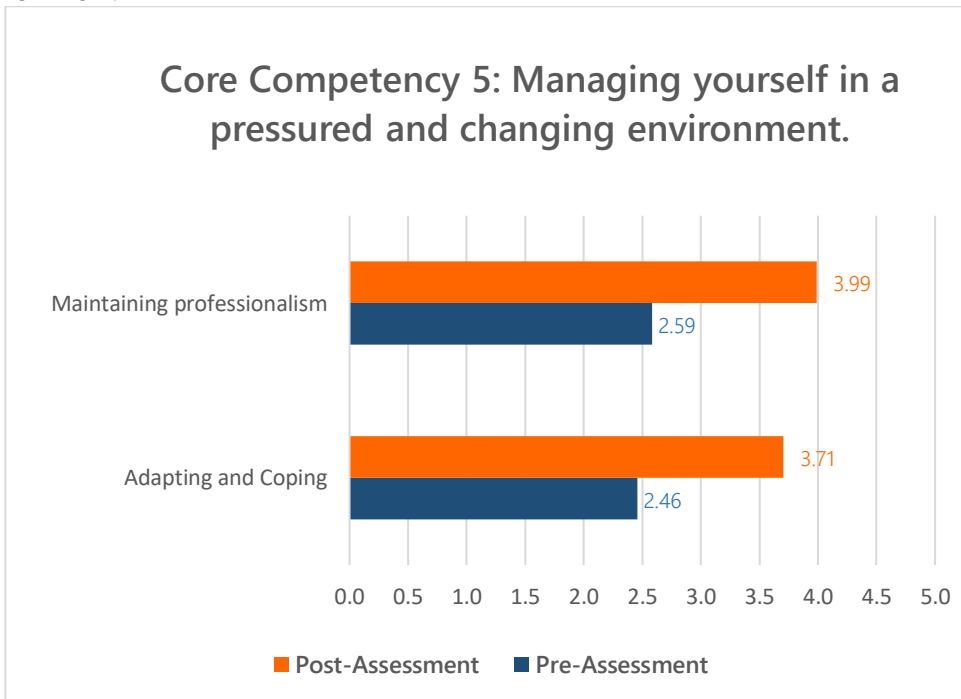
✓ **Core Competency 3: Developing and maintaining collaborative relationships.**



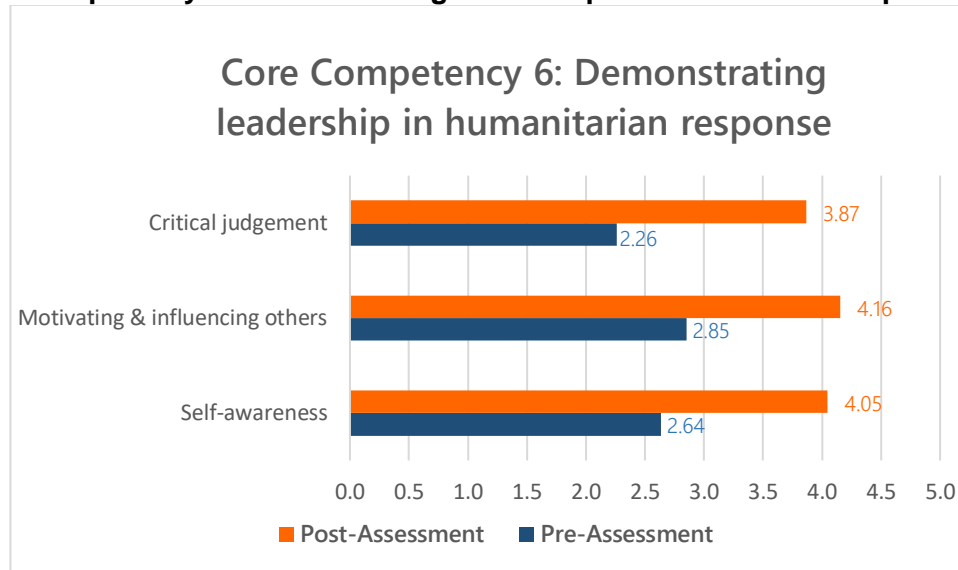
✓ **Core Competency 4: operating safely and securely all the times.**



✓ **Core Competency 5: Managing yourself in a pressured and changing environment.**



✓ **Core Competency 6: Demonstrating leadership in humanitarian response**



Challenges:

- **Shorter Time-Period:** The original training format required 2 weeks or more of on-field training. A condensed version of the training delivered to Oxfam utilized 5 days. By squeezing the entire curriculum onto 2 days, a number of compromises needed to be made. Namely, that number of lecture sessions was reduced and teams were not given enough time to retry any deliverable that they had not properly completed.
- **Too comfortable environment:** The aim of building resilience was not fulfilled in this training. When participants are exposed the challenges of rough field conditions (the kind encountered in actual disaster environments), they learn to cope with and adjust, and also form accurate expectations of the challenges they will face completing tasks in actual disaster. Most of this present training was conducted in a hotel and the participants were lodged in safe, warm rooms and fed very adequate food, which is not conducive to one of the primary benefits of the simulation format of training, which is to completely immerse them in a realistic and challenging environment, in which they *must* learn to work in rough environment while living with their teammates 24/7 and sharing amenities like bathrooms and living quarters. The kind of team work and camaraderie required in those conditions is not built up here.