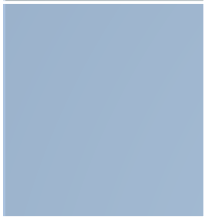


# UNDAC & INSARAG Course Catalogue

OCHA Emergency Response Section



This document presents an overview of the UNDAC, INSARAG and OSOCC courses designed and conducted by OCHA Emergency Response Section (ERS). Those courses allow OCHA to strengthen its network of partners with key tools and methodologies to carry out their functions in the field of disaster response, with a particular focus on humanitarian coordination. While those courses follow a standard methodology they are adapted on a case by case basis taking into account the regional and local context.

For additional information and enquiries, please contact ERS UNDAC Global Lead, Mr. Peter Muller (muller2@un.org) or Mr. Winston Chang (changw@un.org) for INSARAG related activities.

## Available Courses

UNDAC Induction Course .....	3
UNDAC Refresher Course (cycle 2016 – current).....	6
UNDAC Team Leader Course.....	9
OSOCC Operations Course .....	11
OSOCC Operations Training of Trainer.....	13
OSOCC Awareness Training.....	15
INSARAG Earthquake Response Exercise.....	16
Emergency Response Mechanism Workshop.....	18
Emergency Response Methodology Course .....	20
Assessment and Analysis Course.....	23
UNDAC Operational Partners Course .....	31

## UNDAC Induction Course

### INTRODUCTION

The Induction Course prepares national experts and UN staff to deploy on UNDAC missions.

Through practical and interactive learning, the participants are familiarized with the UNDAC methodology and prepared for rapid deployment to sudden-onset emergencies on behalf of OCHA.

### OBJECTIVES

The aim of the course is to prepare participants to perform as effective members of an UNDAC team.

After the completion of the course, the participants are expected to demonstrate the following skills:

- ❖ Apply the UNDAC methodology to achieve the mission objectives
- ❖ Exercise a key role in response coordination, including coordinated assessments and information management
- ❖ Promote inclusiveness in coordination processes and facilitate communication and information sharing to build common situational awareness
- ❖ Gain trust and confidence from the various stakeholders through demonstration of professionalism, dedication, transparency and integrity
- ❖ Uphold humanitarian principles and advocate for those most in need
- ❖ Establish and effectively perform the key functions within an On-Site Operations Coordination Centre (OSOCC).

### TARGETED AUDIENCE & PARTICIPANTS

- ❖ National Disaster Managers
- ❖ Nominated staff of UN agencies involved in emergencies (UNEP, WFP, WHO, UNICEF, IFRC members)
- ❖ The average number of participants attending this course is between 28 and 32 people (detailed description of participant profile available in annex.)
  - ◆ OCHA 8-10 (mix of IMO, HAO plus 1-2 senior staff (p5))
  - ◆ National members 16-20
  - ◆ Partner organization (UN, clusters, regional organisations): 4-6

❖

### METHODOLOGY

- ❖ Readings
- ❖ Classroom training with group work
- ❖ Simulation exercise (field)

### COURSE DURATION

- ❖ The UNDAC Induction course is a 13 days intensive training course (preceded by 4 weeks of pre-course self-study and online learning)
- ❖ The course is offered based on needs and conducted 1 or 2 times per year.

## COURSE MANAGEMENT

Title	Role	Number	From
Course Coordinator	Overall responsibility of the course content and roll out	1	ERS
Lead Facilitator	Course flow and session timing, facilitator team management	1	ERS
Facilitators	Act as both Mentors and/or Subject Matter Experts (SME) Mentor: coach and advise group and individual during the course SME: present dedicated course session	1 <sup>st</sup> week: 4	Consultants and OCHA colleagues (on site or remotely joining the course)
		2 <sup>nd</sup> week: 9 + 3 role players.	
Administrative Support	Support administrative part of the course (hotel, breaks, etc), liaise with local host	1	ERS or from host organization and/or regional office
IT support*	Provide voice/data connectivity and Information Management support	3-4	Operational partners support
Mapping support*	Provide GIS capability and data analysis	3-4	Operational partners support
Note	*2 <sup>nd</sup> week only		

## RESOURCES

Host organization support typically includes:

- ❖ Venue (course facility for 40-55 people) with following requirements:
  - ◆ One plenary room: for 40 people - incl. projector and flipcharts
  - ◆ Four break-out rooms for 10 people
  - ◆ One office room for trainers and course secretariat
  - ◆ Training material: 8 flipcharts, 5 projectors, portable speakers and printing facility.
  - ◆ Exercise terrain to accommodate field exercise with 8 working (4 OSOCC + 1 partners' office, 1 EXCON room, 2 Rooms for Simex meetings) and accommodation spaces (e.g. tents) for 50 persons for 3 days/2 nights.
- ❖ Food: 2 x coffee breaks + lunch + dinner. Field ration during the Simex.
- ❖ Accommodation (single bed)
- ❖ Local transport arrangements (e.g. airport and hotel pick-up)

## SELECTION CRITERIA

### UNDAC Induction Course - Selection Criteria 2013

(Non-OCHA Staff)

- ❖ **Membership:** The individual wishes to become an active UNDAC member and is available to be deployed on UNDAC missions for a period of at least two years

- ❖ **Availability:** The individual – and their sponsoring country/organization – can guarantee their availability and release for:
  - ◆ At least one UNDAC mission per year
  - ◆ Field exercises or specialized training activities (at least once every two years)
  
- ❖ **Financial Support/Sponsorship:**
  - ◆ **For individuals from self-financing UNDAC Member Countries/Organizations:**  
 Funds are held in an UNDAC Mission Account with OCHA to cover mission deployment costs. The sponsoring country/organisation guarantees to cover costs of participation in training activities for a period of two years.
  - ◆ **For individuals from non-self-financing Countries/Organizations:**  
 Special sponsorship arrangements for missions and training have been agreed in advance with OCHA/ERS.
  
- ❖ **Skills & Experience:** The individual should possess a range of skills and experience in one or more of the following areas:
  - ◆ Undertaking Damage and Needs Assessment
  - ◆ Providing expertise in assessment and survey methodologies (MIRA and Coordinated Assessment)
  - ◆ Coordination of disaster management and/or humanitarian response activities
  - ◆ Operational coordination of urban search and rescue activities
  - ◆ Support to Disaster Management, through optimising the use of available resources to ensure maximum impact through the establishment of priorities for response activities
  - ◆ Support to Humanitarian Response, through the establishment of an accountable humanitarian framework, principals and standards, including capacities in advising on clusters and humanitarian financing mechanisms
  - ◆ International humanitarian response architecture, including the role of OCHA and the IASC Transformative Agenda
  - ◆ Reporting & Information Management
  - ◆ Safety/Security Management
  - ◆ Liaison, either:
    - Civil-Military
    - Between national and international response mechanisms
  - ◆ Management of Support Teams
  - ◆ Public Information
  - ◆ Team Administration & Logistics
  - ◆ Communications/IT
  
- ❖ **Languages:** The individual is able to work effectively in English and meets any additional language requirements indicated by OCHA/ERS.
  
- ❖ **Competencies:**  
 The individual subscribes to:
  - ◆ The UN Core Values (Integrity, Professionalism and Respect for Diversity) and Core Competencies
  - ◆ The Code of Conduct for the Red Cross/Red Crescent Movement and NGOs in Disaster Relief
  - ◆ The UNDAC Cornerstones including the Humanitarian Principles

❖ **Practical & other requirements:**

The mission of the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) is to mobilize and coordinate effective and principled humanitarian action in partnership with national and international actors.

- ◆ Ideally aged between 30 and 50, in good health and physically fit
- ◆ Able to live/operate in a field environment for up to 3 weeks
- ◆ Psychologically prepared to witness extreme human suffering
- ◆ Able to swim
- ◆ Basic first aid training
- ◆ Possess a valid driving license, with 4x4 driving experience
- ◆ Fully ICT competent and computer literate, including use of satellite communications, operation of VHF radios, GPS, Google Earth, etc.

## UNDAC Refresher Course (cycle 2016 – 2019)

### INTRODUCTION

For the UNDAC members to be “response-ready” at all times, continuous and updated training is a key element of the UNDAC system. Mandatory “refresher” courses are therefore conducted in a regular basis to ensure UNDAC members and UNDAC Mission Support Partners are kept abreast of the latest development in the humanitarian system. The Refresher Course cycle 2017-2018 draws on lessons from recent missions and past training. The methodology of the new cycle of courses will emphasise the “experiential learning<sup>[1]</sup>” approach”, with a strong focus on *simulation exercise* and *peer-to-peer learning*.

The refresher course's curriculum will also recognise the increased level of technical aspects in thematic topics of field coordination. As such, focus will be given on a limited number of “must-know” topics for emergency response coordination – rather than general overviews – and a particular attention will be given on soft skills and individual and team decision making processes. This course will contribute to the participants' personal development and confidence in the management of humanitarian relief operations.

An UNDAC Refresher course aims at ensuring UNDAC Members and UNDAC Operations Support Partners are 100% ready to successfully carry out their duties in the field to fulfil the UNDAC mission TOR.

### OBJECTIVES

Upon completion of the UNDAC Refresher course, participants should be able to:

- I. confidently perform and communicate about their essential role in the response in support of post-disaster coordination, information management and assessment & analysis;
- II. have a deep understanding of roles and responsibilities for all the UNDAC system stakeholders as well as how UNDAC integrates with the other actors locally, regionally and internationally;
- III. be self-sufficient and able to cope with a difficult and complex working environment.

Those three overarching objectives will be achieved by articulating the Refresher course around the related three pillars described below.

#### **Pillar I: Knowledge building**

The course will focus on the three fundamental roles of UNDAC.

- Coordination
- Information Management
- Assessment & Analysis

The delivery of above themes will be done over the three phases of the course (pre-course, Simex, Post Simex) and includes innovative ways considering the wealth of knowledge already in the team or situational discussions/role-play could be used. Topics should also be presented based on case studies and presented in the context of UNDAC missions.

#### **Pillar II: UNDAC System and UNDAC Team Performances**

Four aspects will be included under this pillar:

- **System Management:** The UNDAC system is composed of five parties: UNDAC members, Associated Members, UNDAC Operational Support Partners, UNDAC Focal Points and ERSB. The participants will gain a thorough understanding of each party via discussion based exercise and role play. With this, the cohesion of the system will be strengthened and give an increased sense of belonging to the UNDAC system. During the course, strong emphasis will be given to the notion of “being an UNDAC member” through different methods.
- **Team Management I - Hard Skills:** To better understand each member’s strengths and weaknesses, UNDAC members will have the opportunity to practice existing skills, knowledge and attitude during the training. This will allow UNDAC members to self-assess and guide their own professional development, as well as allow ERSB to profile UNDAC members according to response functions in support of better roster management and team composition.
- **Team Management II - Soft skills:** UNDAC members come to the system with expertise in the area of emergency management and humanitarian action. This course will contribute to develop their soft skills and emotional intelligence. UNDAC members will experience situations and dilemmas where difficult decisions will have to be taken and team functioning is put under pressure. The different team challenges will test team building and management, leadership (incl. conflict resolution, negotiation, counselling), decision making, ethics (putting humanitarian principles and UN Code of Conduct in practice), stress management.

### Pillar III: Operating Environment

The importance of UNDAC integrating in the existing operating environment is key to the success of their mission. While it is hoped that the team arrives in an “UNDAC friendly landing space”, the team must be ready and prepared to face all situations. The course looks at strengthening the participant's abilities to navigate the complex humanitarian environment and its numerous actors, in particular the receiving Government ministries, OCHA regional office, OCHA Country Office, and other partners and the Cluster system. A clear understanding of UNDAC role vis a vis other partners is essential and will be covered during the course.

- ❖ A successful mission includes the ability to set up and function well in field conditions. The course will also allow participants to experience field conditions in different aspects such as:
- ❖ Personal Preparedness (e.g. will join the course with food for the first 48h)
- ❖ Living and Working standards (e.g. need to set up OSOCC, printer, sleeping quarter (considering gender approach))
- ❖ Safety & Security (e.g. focus on security plan and active testing of it through incidents)
- ❖ Cultural Difference & communication challenges

### METHODOLOGY

The course learning phases will include:

1. Pre-course learning assignments (approximately 10-15 hours over 30 days)
2. Onsite course with SIMEX (2.5 days)
3. Onsite course with reflections from SIMEX and topic discussions

Note:

- ❖ During the course phases a number of « must know » focus topic will be studied. Those topics will be introduced during the pre-course phase, tested during the SIMEX and discussed during the post SIMEX reflection. Hence, part 3 of the course will be the time for in depth discussions and debriefing.
- ❖ The course will offer opportunities for self-assessment and coaching and activities will be designed for each participant to be playing a leading role in their areas of responsibility.
- ❖ Compared to an Induction course, the Refresher – as part of an advanced course – will focus in placing individuals and teams in situations where they face dilemmas and have to take difficult and/or sensitive decisions.
- ❖ It must be rich in data allowing for teams to quickly produce information and the required related product.
- ❖ The SIMEX should be replicable in other countries and developed in a “plug and play” manner allowing for easy roll out and replication. Some “assets” could be provided to the teams in the form of “cards” (e.g. funds, vehicles) for better management of resources.

### TARGET AUDIENCE & PARTICIPANTS

The course is mandatory for UNDAC members that are currently under UN contract or are in the process of contract renewal.

The mission of the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) is to mobilize and coordinate effective and principled humanitarian action in partnership with national and international actors.

The selection process will consider, in order of priority:

1. Members confirming their availability for deployment in 2017/18
2. Active Members over Non-Active Members
3. Members with field deployments in 2015 & 2016 over non-deployed members
4. Members that have not attended the consolidation course 2014-2016 for a good reason
5. Members that attended the consolidation course in 2014/15 over 2016 trainees

The course is designed for up to 36 participants, operating in the SIMEX in 4 teams of 9. A number of slots will be allocated for UNDAC Operation Support Partners as required. UNDAC members that joined the system through induction in 2016 will not be considered for the 2017 courses and so forth.

### **COURSE DURATION**

- ❖ The UNDAC Refresher course is a 6 days intensive training course (preceded by 4 weeks of pre-course self-study and online learning). In the days before the start of the face-to-face course, participants are preparing as if they are deploying on a real mission. Upon arrival they are immediately immersed into the SIMEX until day 4, end of SIMEX. The final 1,5 day are for class room based reflection and learning.
- ❖ The course is a refresher and will be conducted from 2017-2019 to refresh all active UNDAC members.

### **COURSE MANAGEMENT**

- ❖ 4 Mentors / "Team Leaders" (role playing) (1 per team)
- ❖ 4-5 Excon
- ❖ Role players (up to 10)
- ❖ 1 Admin Support staff
- ❖ 3-4 UNDAC Operational support partners
- ❖ Local Civil Protection or USAR team for provision of infrastructure (tents, power generation, wifi, etc)

### **RESOURCES**

Host organization support includes venue, food, accommodation and local transport following specification.

- ❖ Plenary classroom for 50 with 4 break rooms for 15 each
- ❖ Hotel for 4 days (3 nights) for 60
- ❖ 4 OSOCC for min. 10 people each and preferably tented accommodations with field kitchen, ablution units (i.e. Base camp) for 3 days (2 nights) for a total of 40 people. Note that if possible OSOCCs should be separated from each other as much as possible (Min. 100 meters)
- ❖ 1 field tent for UNDAC partners to accommodate 5 workstations.
- ❖ 1 Room for EXCON to accommodate 20 people (Excon, Mentor, Role players, Support staff). Room should include printing facility
- ❖ Wireless connectivity in both EXCON office and field
- ❖ Arrangements for a social activity (e.g. official dinner, site visit, etc.)
- ❖ Airport Shuttle

## UNDAC Team Leader Course

### INTRODUCTION

The primary purpose of the UNDAC Team Leader course is to prepare UNDAC members to effectively lead an UNDAC team in all emergency environments, ensuring that team leaders 1) operate from a common base of knowledge about the humanitarian environment, 2) develop, articulate and implement a vision for coordination that positively improves the response environment and 3) demonstrate core management skills necessary for successful team leadership.

In addition, the course aims to promote commitment to and compliance with the UNDAC/OSOCC methodology and the OCHA administration as well as human resources procedures throughout the mission-cycle.

### OBJECTIVES

Upon completion of the UNDAC TL course, participants should be able to:

- ❖ Identify how the leadership function can be applied across the different activities of an UNDAC team and in coordination with other stakeholders;
- ❖ Outline how relevant leadership and management theories can be practically adapted and utilized in the context of an UNDAC mission;
- ❖ Apply effective interpersonal skills in dealing with a range of leadership/management dilemmas that may arise during missions;
- ❖ Analyze strengths and weaknesses of oneself and team members in relation to UNDAC deployable roles with a view towards future learning and system development;
- ❖ Describe measures related to team welfare and OCHA duty of care protocols, including adherence to safety and security policies and minimum standards;
- ❖ Commit to engaging as an active member of the UNDAC leadership pool.

### METHODOLOGY

- ❖ Classroom
- ❖ Group Work
- ❖ Readings

### TARGETED AUDIENCE & PARTICIPANTS

- ❖ The UNDAC TL course is designed for UNDAC-trained OCHA and national staff who have fulfilled the role of UNDAC team leader, deputy team leader or OSOCC manager during at least one UNDAC mission.
- ❖ Strong leadership skills and field experience required
- ❖ The course is intended for up to 18-24 participants

### COURSE DURATION

- ❖ Five days

## COURSE MANAGEMENT

- ❖ The number of trainers will be a compromise between efficiency (low numbers) and the need for technical expertise (a larger group of trainers).

Title	Role	Number	From
Course Coordinator	Overall responsibility of the course content and roll out	1	ERS
Lead Facilitator	Course flow and session timing, facilitator team management	1	ERS or Consultant
Facilitators	Act as both Mentors and/or Subject Matter Experts (SME) Mentor: coach and advise group and individual during the course SME: present dedicated course session (generalists, technical experts, experts from host partner organization, experts from other source)	4-6	Consultants and OCHA colleagues (on site or remotely joining the course)
Administrative / IT Support	Support administrative part of the course (hotel, breaks, etc.), liaise with local host, and provide voice/data connectivity and Information Management support	1	ERS or from host organization and/or regional office and/or Operational partners support

## RESOURCES

Host organization support includes venue, food, accommodation and local transport following specification above.

Course cost line typically includes the following elements:

- ❖ Venue (course facility for 32 people with following requirements):
  - ◆ Plenary room: for 30 people - incl. projector and flipchart
  - ◆ 4 break-out rooms: for 8 people
  - ◆ Training material: tables and chairs (5 people each), 6 flipcharts and extra paper, projectors in each room (incl. DVD and a projection computer), 30 writing pads and pens, Internet
  - ◆ Outdoor area (for break-out activities) recommended
- ❖ Food: 2 x coffee breaks + lunch + dinner
- ❖ Accommodation (single bed)
- ❖ Local transport arrangements (e.g. airport and hotel pick-up)

## OSOCC Operations Course

### INTRODUCTION

The OSOCC is an effective response tool that is proven to facilitate coordination amongst international response organizations for the purpose of providing timely and efficient humanitarian assistance in a disaster. The OSOCC has two core objectives:

- ❖ To rapidly provide a means to facilitate on-site cooperation, coordination and information management between international responders and the Government of the affected country in the absence of an alternate coordination system.
- ❖ To establish a physical space to act as a single point of service for incoming response teams, notably in the case of a sudden-onset disaster where the coordination of many international response teams is critical to ensure optimal rescue efforts.

### OBJECTIVES

The overall aim of the course is to prepare participants to establish the OSOCC components and perform functions at a generalist level immediately following a disaster. More specifically, after completing the training, participants will:

- ❖ Establish OSOCC components consistent with assigned responsibilities.
- ❖ Perform applicable operational roles associated with each of the OSOCC system components.

### METHODOLOGY

- ❖ Readings
- ❖ Classroom training with group work
- ❖ Simulation exercise (desktop)

### TARGETED AUDIENCE & PARTICIPANTS

- ❖ The OSOCC course is designed for:
  - ◆ OSOCC generalists (e.g., UNDAC members, OCHA staff)
  - ◆ Operations specialists (e.g., USAR Coordinators, FMT Coordinators, CMCoord Officers)
- ❖ As a prerequisite to the course, participants need to complete the OSOCC Awareness course or the UNDAC Induction course.
- ❖ The course is designed for 24 to 28 participants.

### COURSE DURATION

- ❖ This course lasts 4 days.

## COURSE MANAGEMENT

Title	Role	Number	From
Course Coordinator	Overall responsibility of the course content and roll out	1	ERS
Lead Facilitator	Course flow and session timing, facilitator team management	1	ERS or Consultant
Facilitators	Act as both Mentors and/or Subject Matter Experts Mentor: coach and advise group and individual during the course SME: present dedicated course session	3-4	Consultants and OCHA colleagues (on site or remotely joining the course)
Administrative Support	Support administrative part of the course (hotel, breaks, etc.), liaise with local host	(1)	ERS or from host organization and/or regional office
IT support	Provide voice/data connectivity and Information Management support	0	Operational partners support
Mapping support	Provide GIS capability and data analysis	0	Operational partners support

## RESOURCES

Host organization support includes venue, food, accommodation and local transport following specification above.

Venue (course facility for 35 people with following requirements):

- ◆ Plenary room: for 35 people - incl. projector and flipchart
  - ◆ 4 small break-out rooms: for 8 people
  - ◆ Training material: 8 flipcharts, 4 projectors, portable speakers and portable printing
  - ◆ Outdoor area (for break-out activities) if possible
- 
- ❖ Food: 2 x coffee breaks + lunch + dinner
  - ❖ Accommodation (single bed)
  - ❖ International transport to the venue
  - ❖ Local transport arrangements (e.g. airport and hotel pick-up)



## OSOCC Operations Training of Trainer

### INTRODUCTION

The course objective is to establish a pool of OSOCC training officers who will organise and conduct OSOCC training courses as part of the INSARAG and UNDAC training programme in support of OCHA and its partner organisations (national governments, regional organizations and networks, UN agencies, NGOs). As such, the participants will be trained on the newly-revised OSOCC guidelines, exploring a range of options for course implementation, and develop generic course management skills to draw the best out of facilitation teams during the training delivery. The course aims also to develop generic course management skills, maximizing how to draw the best out of facilitation teams during the delivery phase. Emphasis will be put on exploring and applying adult training methodologies relevant to key sessions within the revised OSOCC course package.

### OBJECTIVES

- ❖ Subscribe to the value of continuous learning and support the training methodology used
- ❖ Deepen a robust pool of experts who embody the revised OSOCC guidelines and training model
- ❖ Adjust the OSOCC Operations training package to suit the assessed learning needs of a specific audience
- ❖ Review and reinforce the key knowledge and skills required to effectively coordinate face-to-face participatory training courses
- ❖ Upgrade individual training skills to mentor other facilitators in delivering a range of participatory training activities within the scope of an OSOCC course
- ❖ Exercise a key role in implementing the OSOCC training strategy
- ❖ Subscribe to a community of OSOCC course providers who contribute to the continual improvement of the recognised training package

### METHODOLOGY

- ❖ Readings
- ❖ Classroom training with group work
- ❖ Simulation exercise

### TARGETED AUDIENCE & PARTICIPANTS

- ❖ ERS will identify candidates who meet pre-determined criteria. It is expected that participants are trainers from the UNDAC system and some OCHA staff, in particular from Regional Offices.
- ❖ The average number of participants is 18 people.

### COURSE DURATION

- ❖ The course lasts five days.

## COURSE MANAGEMENT

Title	Role	Number	From
Course Coordinator	Overall responsibility of the course content and roll out	1	ERS
Lead Facilitator	Course flow and session timing, facilitator team management	1	ERS or Consultant
Facilitators	Act as both Mentors and/or Subject Matter Experts Mentor: coach and advise group and individual during the course SME: present dedicated course session	2	Consultants and OCHA colleagues (on site or remotely joining the course)
Administrative Support	Support administrative part of the course (hotel, breaks, etc.), liaise with local host	(1)	ERS or from host organization and/or regional office
IT support	Provide voice/data connectivity and Information Management support	0	Operational partners support
Mapping support	Provide GIS capability and data analysis	0	Operational partners support

## RESOURCES

Host organization support includes venue, food, accommodation and local transport following specification above.

When possible, sponsor of travel of some participants through the UNDAC account is encouraged.

The Course budget typically includes the following elements:

- ❖ Venue (course facility for 25 people with following requirement):
  - ◆ Plenary room: for 25 people - incl. projector and flipchart
  - ◆ Three break-out rooms: for 8 people
  - ◆ Training material: 7 flipcharts, 4 projectors, 3 video recorders and tripods, 3 portable speakers and portable printing
  - ◆ Outdoor area (for break-out activities) recommended
- ❖ Food: 2 x coffee breaks + lunch + dinner
- ❖ Accommodation (single bed)
- ❖ Local transport arrangements (e.g. airport and hotel pick-up)

# OSOCC Awareness Training

## INTRODUCTION

The OSOCC Awareness course introduces the OSOCC system to those who may interact with one or more of the OSOCC cells during a disaster. The OSOCC system and its activities are rooted in the broader humanitarian context in which it operates. Course topics include introduction to the humanitarian system, introduction to the OSOCC system, OSOCC structure, roles and functions, and processes associated with OSOCC activities.

## OBJECTIVES

The overall aim of the course is to familiarize participants with the OSOCC system. After completing the training, participants will be able to:

- ❖ State the purpose and objectives of the OSOCC system.
- ❖ Discuss the historical and humanitarian context in which the OSOCC system works.
- ❖ Describe the purpose, roles, structure and functions of each of the four OSOCC system components.
- ❖ Generally describe the processes associated with working within the OSOCC system, including arrival and departure from an affected country.

## METHODOLOGY

- ❖ Interactive online module
- ❖ Readings

## TARGETED AUDIENCE & PARTICIPANTS

- ❖ The OSOCC Awareness course is designed for:
  - ◆ OSOCC Users (e.g., NGOs, military, cluster staff, private sector)
  - ◆ Functional Specialists (e.g., Public Information Officers, IM Officers, Assessment personnel, partner NGOs)
  - ◆ OSOCC Generalists (e.g., OCHA staff)
  - ◆ Operations Specialists (e.g., USAR Coordinators, FMT Coordinators, CMCoord Officers)

## COURSE DURATION

- ❖ The course is approximately 3 hours in duration.

# INSARAG Earthquake Response Exercise

## INTRODUCTION

For many years INSARAG has held exercises in countries around the world, seeking to test a country's response to a major earthquake disaster and its ability to work with international partners and agencies during the rescue phase of the emergency. With the adoption of the GA Resolution 57/150 on "Strengthening the effectiveness and coordination of urban search and rescue assistance", INSARAG formalised these events into multi-stakeholder training exercises to not only test response, but also to promote and practice the INSARAG methodology across the INSARAG Regional Groups of Africa/Europe/Middle East (AEME), Asia-Pacific and the Americas.

## OBJECTIVES

The overall goal of the INSARAG Disaster Response Exercise is to introduce and practice the response from the international humanitarian community, primarily the INSARAG and UNDAC disaster response methodologies, within the context of a large-scale sudden onset disaster.

## TARGETED AUDIENCE & PARTICIPANTS

- ❖ National Emergency Management Authority (NEMA), National Responders, International Search and Rescue team, UNDAC teams and Partners, Foreign Medical Teams, Humanitarian Country Team, etc.

## COURSE DURATION

- ❖ 5 days (3-day preparatory workshop and 2-day simulation exercise), and can be modified (shortened) based on the objectives of the exercise.

## COURSE MANAGEMENT

Title	Role	Number	From
Exercise Director	Overall responsibility of the exercise	2	Host Country and ERS
Exercise Coordinator	Overall responsibility of the exercise coordination (workshop and simulation exercise)	2-3	ERS and/or consultants
EXCONs (International)	Responsible for presentation/facilitation of the preparatory workshop and briefing/facilitation/debriefing of simulation exercise: <ul style="list-style-type: none"> <li>● NEMA/National Responders (1)</li> <li>● UNDAC (1)</li> <li>● International USAR (10)</li> <li>● FMTs (6)</li> <li>● HCT (1)</li> <li>● Media, customs and immigration, etc. (1)</li> </ul>	around 20	INSARAG teams, UNDAC members, WHO and FMTs, OCHA Regional Office, etc.
IT support	Provide voice/data connectivity and Information Management support	2-3	Operational partners support
Mapping support	Provide GIS capability and data analysis	2	Operational partners support

## RESOURCES

Host organization support includes venue, food (lunch and 2 coffee breaks/day), accommodation and local transport, and training materials (e.g. flipchart, stationaries). When possible, sponsor of travel of some participants through UNDAC account is encouraged. Room requirement is as follows:

- ❖ Plenary room: for 100-150 people - incl. projector and flipchart
- ❖ 1 room for the Secretariat – with office facility
- ❖ 2 break-out rooms for FMTs (30 pax) and UNDAC (10 pax) – Preparatory workshop
- ❖ 4 Situation rooms (10 pax), 1 UNDAC/OSOCC room (15-20 pax), 1 BoO room (100 pax), 1 room for NEMA and National Responders (depends on NEMA's participation), 1 room for HCT (10 pax), 1 room for EXCON - Simulation Exercise

## Emergency Response Mechanism Workshop

### INTRODUCTION

This workshop (or set of modules of a workshop) aims to improve the ability of regional and national emergency response systems and of OCHA through inter alia the UNDAC system to operate effectively together by exchanging experiences, tools and services based on best practices. By definition such a workshop will be part of a broader partnership and preparedness strategy that is spearheaded by an OCHA Regional Office in conjunction with relevant Headquarter units.

### OBJECTIVES

This workshop aims to boost the interoperability between national, regional and international response mechanisms through adapting UNDAC methodology for local / regional use in coordination, information management and assessment to improve the effectiveness of sudden-onset disaster response. By the end of the workshop participants and OCHA / the UNDAC system will:

- ❖ Have a clear understanding of each other's role, capacities and functioning modalities.
- ❖ Have identified the specific areas of each other's methodologies and functioning modalities from which to learn, and agreed on relevant next steps to ensure exchange of knowledge and capacity.
- ❖ Have clarified, interoperable mechanisms and modalities of cooperation and coordination in emergency response.

### METHODOLOGY

- ❖ Classroom sessions with group work

### TARGETED AUDIENCE & PARTICIPANTS

- ❖ The workshop is targeted at disaster managers including:
  - ◆ Managers of disaster management programmes and response teams of Regional (inter-governmental) Organizations
  - ◆ Directors of NDMAs
  - ◆ Operational managers of NDMAs and Heads of emergency response units
  - ◆ Emergency managers of first response agencies
  - ◆ National UNDAC members from the respective region
  - ◆ OCHA staff from Regional and Country Offices and the Emergency Services Branch
- ❖ The workshop is designed for 24 to 32 participants.

### COURSE DURATION

- ❖ The workshop is 5 days in duration, however can be adjusted if not all modules are needed for the audience.

## COURSE MANAGEMENT

Title	Role	Number	From
Course Coordinator	Overall responsibility of the course content and roll out	1	ERS
Lead Facilitator	Course flow and session timing, facilitator team management	1	ERS or Consultant
Facilitators	Act as both Mentors and/or Subject Matter Experts Mentor: coach and advise group and individual during the course SME: present dedicated course session	3-4	Consultants and OCHA colleagues (on site or remotely joining the course)
Administrative Support	Support administrative part of the course (hotel, breaks, etc.), liaise with local host	(1)	ERS or from host organization and/or regional office
IT support	Provide voice/data connectivity and Information Management support	0	Operational partners support
Mapping support	Provide GIS capability and data analysis	0	Operational partners support

## RESOURCES

Host organization support includes venue, food, accommodation and local transport following the specifications below.

- ❖ Venue (course facility for 35 people with following requirements):
  - ◆ Plenary room: for 35 people - incl. projector and flipchart
  - ◆ 4 small break-out rooms: for 8 people
  - ◆ Training material: 8 flipcharts, 4 projectors, portable speakers and portable printing
- ❖ Food: 2 x coffee breaks + lunch + dinner
- ❖ Accommodation (single bed)
- ❖ Local transport arrangements (e.g. airport and hotel pick-up)

## Emergency Response Methodology Course

### INTRODUCTION

The UNDAC methodology can be, and is, used as a model for regional inter-governmental organizations seeking to build a more regionalized response system. In addition, the UNDAC methodology that enables rapid response deployment of teams can also be beneficial to regional humanitarian ("IASC type") networks, which are active in a number of regions. This training, and the Emergency Response Mechanism Workshop, aim to promote national and regional response capacity and interoperability, in collaboration with OCHA Regional Offices.

### OBJECTIVES

The overall aim of the course is strengthening national, regional and international response mechanisms through adapting UNDAC methodology in coordination, information management and assessment to improve the effectiveness of sudden-onset disaster response. Specific objectives include to:

- ❖ Strengthen the capacity of practitioners / regional teams on the latest methodologies on team deployment and mobilizations and developments in a (regional) humanitarian response system.
- ❖ Train and enhance the practical skills in the use of (UNDAC) rapid response methodology, in particular information management, coordination, assessment and team building.
- ❖ Identify further steps to establish or strengthen a regional rapid response team using the taught methodology.

### METHODOLOGY

- ❖ Readings
- ❖ Classroom training with group work
- ❖ Desktop exercise

### TARGETED AUDIENCE & PARTICIPANTS

- ❖ This course is targeted to:
  - ◆ Practitioners and operational managers of humanitarian and / or disaster management organizations that (are expected to) deploy to emergencies in the region as part of a coordinated response
  - ◆ National UNDAC members from the respective region
  - ◆ Members / representatives of regional organizations trained for response mechanisms
- ❖ The course is designed for 30 to 40 participants.

### COURSE DURATION

- ❖ The duration of the course is 4.5 days.

## COURSE MANAGEMENT

Title	Role	Number	From
Course Coordinator	Overall responsibility of the course content and roll out	1	ERS
Lead Facilitator	Course flow and session timing, facilitator team management	1	ERS or Consultant
Facilitators	Act as both Mentors and/or Subject Matter Experts Mentor: coach and advise group and individual during the course SME: present dedicated course session	3-4	Consultants and OCHA colleagues (on site or remotely joining the course)
Administrative Support	Support administrative part of the course (hotel, breaks, etc.), liaise with local host	(1)	ERS or from host organization and/or regional office
IT support	Provide voice/data connectivity and Information Management support	0	Operational partners support
Mapping support	Provide GIS capability and data analysis	0	Operational partners support

## RESOURCES

Host organization support includes venue, food, accommodation and local transport following specification above.

- ❖ Venue (course facility for 35 to 45 people with following requirements):
  - ◆ Plenary room: for 35 to 45 people - incl. projector and flipchart
  - ◆ 4 small break-out rooms: for 8 to 10 people
  - ◆ Training material: 8 flipcharts, 4 projectors, portable speakers and portable printing
- ❖ Food: 2 x coffee breaks + lunch + dinner
- ❖ Accommodation (single bed)
- ❖ Local transport arrangements (e.g. airport and hotel pick-up)

## Annex: UNDAC Training Requirements

In line with the UNDAC mission to provide emergency support teams at short notice (12-48 hours) anywhere in the world, UNDAC members must maintain a high level of deployment readiness at all time. Therefore, they are expected to remain active in the humanitarian arena and keep building their emergency response skills and knowledge through regular *learning activities*.

To qualify as a *learning activity* that maintains the UNDAC member's status as "Active" the *activity* must:

- a. Be directly contributing to strengthening the skills required from an UNDAC member in any of the following four key areas:
  1. Coordination
  2. Assessments
  3. Information management
  4. Mission Support Functions (ICT, Logistics, Security, Mapping)
- b. Be undertaken at least once every two years.

By addressing any of the UNDAC key area above, the activity will "refresh" the UNDAC member's knowledge in the specific subject and therefore be considered as an activity that support response readiness. Such *activities* can be conducted through various methodologies such as e-learning, classroom courses or field simulation. Emergency field deployments are also considered as activity contributing to the development of UNDAC members' expertise and readiness. *Learning activities or refreshers* are available through different channels such as UN agencies, Civil Protection Organisations and NGOs.

As an example, the following courses would qualify.

- i. EUCP Courses
  1. Operational Management Course
  2. High Level Coordination Course
  3. EU Security Course
- ii. IHP Courses
  1. IHP Induction Module
  2. IHP Base Camp Course
  3. Field Security Management Course
  4. Operations Support Staff Course
- iii. United Nations courses
  1. CMCoord Training
  2. FIRST Training
  3. FASTER
  4. Workshop on Emergencies
  5. Logistics Response Team
- iv. Others
  1. SSAFE
  2. HEAT
- v. Simulation Exercises
  1. TRIPLEX
  2. INSARAG Classifications

As a matter of general practice the UNDAC members are requested to update their profile in the Virtual OSOCC and include relevant learning activities undertaken. When in doubt whether the activity meets the requirements listed above under point a. please contact ERS.

In addition to above courses, and when deemed necessary, OCHA ERS develops and conducts UNDAC Consolidation Courses. Such courses are held when there are significant changes to the UNDAC methodology requiring UNDAC system-wide updates. When rolled out, the course is compulsory for every UNDAC member.

In summary, every UNDAC member must attend the following events:

Time	Title	Organiser	Mandatory	Objective
Year 1	UNDAC Induction course	OCHA	Yes	Minimum requirements for joining UNDAC
Every two years (min.)	Refresher events	UN, Gov, NGO, Partners	Yes	Maintain and built emergency response skills
When required	UNDAC Consolidation Course	OCHA	Yes	Update on significant UNDAC methodology changes

## Assessment & Analysis Cell

### Course Training Plan



## INTRODUCTION

Developing a shared understanding of a humanitarian situation and robust evidence-base to inform response planning in sudden onset disasters is a challenging undertaking. Providing timely and relevant information to humanitarian operations and program managers, local and national authorities, donors and fund managers requires dedicated capacity, effective team management as well as expertise in and collaboration across multiple technical areas including coordination, information management, assessments, mapping, analysis and communication.

During the 2015 Nepal earthquake response the Assessment and Analysis (A&A) Cell was established within the On-site Operation Coordination Centre (OSOCC) bringing together various organizations with technical capacity in assessments and analysis. A small group of partners including ACAPS, MapAction, REACH, OCHA and UNOSAT have since further developed the concept, learning from each UNDAC mission where it has been applied. The A&A Cell concept features now as an overarching approach for effective situation analysis in the recently revised UNDAC Handbook (version 2018) and OSOCC Guidelines 2018. In line with the Grand Bargain Commitments it promotes dedicated capacity and collaborative analysis. During Level III disasters the A&A Cell should help meeting the requirements specified in the updated Inter-Agency Standing Committee's (IASC) scale-up protocol.

An effective A&A Cell requires the right combination of skilled partners able to coordinate and execute rapid assessments, consolidate and analyse secondary data and produce tailored analytical outputs, e.g., initial situational analysis, impact and needs analysis in flash appeals or CERF requests, assessments including MIRA reports, to help decision-making in rapid onset crises. With this in mind, this training aims to contribute to a pool of deployable disaster experts that have strong analytical skills and are able to identify and meet information needs in highly dynamic contexts, work effectively as a team and to ensure analytical outputs are relevant and considered for decision-making.

This training complements OCHA's CAIM, ATHAAS, OISS, UNDAC Induction and UNDAC Refresher trainings by focusing specifically on sudden onset disasters and the A&A Cell concept. The primary reference guides are the revised UNDAC Handbook (Chapter I – Situation Function), the A&A Cell Strategy Template, the IASC Operational Guidance for Coordinated Assessments in Humanitarian Crises and the Multi-sector/cluster Initial Rapid Assessment (MIRA). Using the scope of these references as a basis, a revised course model has been designed and are detailed in this course training plan.

## COURSE DESCRIPTION

The A&A Cell training course is an advanced training seeking to upgrade existing knowledge and skills of participants in needs assessment and analysis in a humanitarian crisis. It provides a learning space where experienced generalist UNDAC members and specialist partners can learn from each other and

prepare jointly for the next mission. The course will broadly follow the structure of the revised UNDAC Field Handbook 2018, and the topics covered under the SITUATION theme:

- Information management planning
- Assessment & Analysis basics

Participants are also given the opportunity to reflect on their own skills and competencies to identify where they as an individual or organization can contribute the best in an A&A Cell.

## **COURSE AIM**

The overarching aim of this course is to strengthen UNDAC and its partners' capacity to effectively coordinate assessments and conduct needs analysis to inform strategic, programmatic and operational decision-making in sudden onset disasters by institutionalizing the A&A Cell approach as per UNDAC strategy 2018-21 and the UNDAC Field Handbook (2018).

## **COURSE OBJECTIVES**

After completing the training, participants will be able to:

1. Support the design of a tailored assessment and analysis strategy and set-up an effective A&A Cell.
2. Work effectively together as a team, building on each other's skills and expertise, while reflecting on their own organisational/individual competencies and know how they can best contribute to A&A Cell operations.
3. Contribute to the development of tailored analytical products in a timely manner.
4. Describe best practices to effectively inform operational decision-making, the coordination of a response and monitor the usage of analytical products.

## **TARGET AUDIENCES**

The course is designed for operational partners with technical capacity for A&A work, experienced national UNDAC members, and OCHA staff/OCHA surge. It should be open for both deployable staff and staff who will support the A&A work from a remote location.

The course is limited to 24 participants. To ensure peer-to-peer learning between technical experts and generalists, an ideal ratio of 8 slots for operational partners, 8 slots for national UNDAC members, and 8 slots for OCHA staff/OCHA surge should be sought.

Ratio should be adapted to regional needs, and participation of UNDAC members that are cross-trained with regional organisations should be encouraged. There should, however, still be a sufficient mix of technical experts and generalists.

## **PREREQUISITES**

The course is intended for an audience who already has some conceptual knowledge and skills in this area, including some practical experience. Participants for the course must have the support of their organization to attend and meet the following prerequisites:

- Fill a position where it is likely that he/she will be part of the core A&A team at either global and regional level as remote support, or as deployed staff working in an A&A cell.
- Proven information management, assessment, and / or analysis knowledge / training. For example, OISS,
- CAIM, ATHAAS, or similar basic training from partner organisations, e.g., EU CPT AMC , etc.
- Basic Excel knowledge

## **METHODOLOGY**

The course instructional methodology includes:

- Lectures
- Group work and discussion-based exercises
- Guided practice/simulations
- Kiosks

The training is participative in nature and requires engagement of participants in exercises and working groups. It will use disaster scenarios where participants receive theoretical introductions to a given topic in plenary but work in groups to practice skillsets using a scenario as a backdrop.

The course will follow a sequence consistent with the natural development of information needs in sudden onset disasters. This means the first part of the course will focus on products produced in the first 72 hours, first 4-5 days, first 2-3 weeks.

### SUB-LEARNING OUTCOMES

Each of the course objectives specified above, are supported by a number of sub-learning outcomes listed in the following table:

#	Course Objective / Sub-Learning Outcomes	Knowledge (K), Skill (S) or Attitude (A)
<b>1.0</b>	<b>Support the design of a tailored assessment and analysis strategy and set-up an effective A&amp;A Cell.</b>	
1.1	Define analysis in a humanitarian setting	K
1.2	Recognise the importance of careful planning in analysis	K
1.3	Describe how to organise assessment coordination with humanitarian partners in a sudden onset disaster and recognise typical challenges that are involved.	K

1.4	Outline various collaboration modalities with Government and how these influences the set-up of an A&A Cell.	K
1.5	Describe methods for conducting an IM stakeholder analysis, including what information they collect and share and how best to support them.	K
1.6	Identify best practices for use of baseline information, CODs, etc., and how to process these for use in an analysis process	S
1.7	Outline how to internally organise an A&A Cell to optimize data processing and analysis, including data protection issues, sensitive issues, storage and data-safety.	K
1.8	List roles and tasks that can be taken care of from a remote location, and which requires a field presence.	K
1.9	Practice design of an analysis plan, which includes provisions for both secondary and primary data collection, processing and descriptive analysis.	S
1.10	Outline broader contextual factors that will inform analysis planning	K
2.0	<b>Work effectively together as a team, building on each other's skills and expertise, while reflecting on their own organisational/individual competencies and know how they can best contribute to A&amp;A Cell operations.</b>	
2.1	Discuss why collaboration is important part of the analysis process	K
2.2	Describe operational partners capacities, requirements and tasks.	K
2.3	Discuss methods for virtual A&A Cell collaboration and transition into a remote support function.	K
2.4	Explain the OSOCC concept and the principles it is built around	K
2.5	Discuss roles and responsibilities between A&A Cell, other OSOCC Cells, and Team Leader/OSOCC Manager	K
2.6	Recognize key elements of optimal team functions	K
2.7	Compare and contrast fast thinking with slow thinking	K
2.8	Recognise biases and techniques to overcome them	K
2.9	Describe techniques at an A&A staff's disposal that can reduce the effect of bias in their analysis	K

2.10	Assess own knowledge and skills against the range of activities A&A Cell staff could perform.	K
2.11	Identify areas for their further development.	K/A
<b>3.0</b>	<b>Contribute to the development of tailored analytical outputs in a timely manner.</b>	
3.1	Define analysis in a humanitarian setting	K
3.2	Discuss the various stages of the analysis spectrum including key work-processes belonging to each stage	K
3.3	Describe tools and templates found in the A&A Cell toolbox and how they can be used	K
3.4	Practice processing of data for descriptive analysis, e.g., mapping, visuals and other summaries, following a previously designed analysis plan.	S
3.5	Recognize the value of using an analytical model (framework) to facilitate analysis.	K
3.6	Describe the analysis framework used for <u>humanitarian emergencies and how it links to the analysis spectrum.</u>	K
3.7	Describe methods of collaborative analysis, i.e., Structured Analytical Techniques (SATs) that <u>can be used</u> within the framework of an OSOCC A&A Cell.	K
3.8	Practice interpretation of information during shared analysis sessions.	S
3.9	Discuss various methods for estimation, interpretation and use of population-figures, including usage of data that are politicised or considered sensitive.	K
3.10	Describe methods for <u>Pin</u> estimations and severity ranking	K
3.11	Practice using the chain of plausibility approach to anticipate the future in a specific context.	S
<b>4.0</b>	<b><u>Describe best practices related to effective communication of findings and how to best disseminate and monitor usage of analytical products.</u></b>	
4.1	Outline analytical outputs tailored to <u>effectively inform</u> specific humanitarian processes, e.g., CERF, Flash Appeals, HRP, etc.	K
4.2	Discuss methods for timely sharing of findings for strategic, programmatic and operational decision-making by humanitarian coordination fora, e.g., Government, HCT/HC,	K

	ICCG, OSOCC Operations, and individual clusters and their partners.	
4.3	Review graphs, visuals and maps used in various analytical products from sudden onset disasters.	S
4.4	Recognize best practices for analytical writing	K
4.5	Outline how to communicate uncertainty in analysis products	K
4.6	Discuss methods of monitoring usage and creating feedback-loops suitable for the time frame of typical UNDAC missions, i.e., 3 weeks.	K

## EVALUATION

To know if an impact has occurred during the training, the A&A course will collect data along various levels outlined in the overall key objectives and sub-learning outcomes. Credible data will then be catalogued by OCHA for comparison and trend analysis over time and geographical region.

Conclusions can in turn both improve future iterations of the training package and also demonstrate the validity of the approach taken to a range of stakeholders – including OCHA, partner organisations, course facilitators, and the participants themselves. Experience suggests that taking this holistic approach to training evaluation ensures that measurement of impact is embedded in every stage of the training cycle.

The evaluation will collect data at two levels:

- Level 1 – Reaction and planned action focuses on measuring the impact of the training. The participant reaction measures will focus on content, the learning environment and, to a lesser extent, on the performance of the workshop delivery team. This should be done through written on-line surveys, designed around the sub-learning outcomes and also provide an opportunity for the participants to assess own knowledge and skills, to identify areas for further development.
- Level 2 – Learning and confidence focuses on measuring how much learning has occurred. The main tool will be a formal end-of-workshop knowledge test which participants will conduct in small groups. This method will be complemented by holding quizzes, or other recap activities, after each key step of the training.

Further evaluation of impact, typically referred to as Level 3 application and implementation, focuses on measuring the participants' use of knowledge and skills on the job. Essentially, measures at this level reflect the degree of post-training success. The complexities and investment needed to systematically collect this level of data is not currently included within the current training concept.

## COURSE FACULTY AND RESOURCES

Given that the course covers a wide range of topics and focuses on peer-to-peer learning between operational partners and generalists, the course faculty need a high degree of complementarity. The skillsets that are required are:

- Course management, for overall course flow, contact with host, and course administration.
- General A&A methodology with knowledge and experience in A&A coordination.
- A&A expertise, including knowledge and experience of secondary and primary data collection, data processing and humanitarian needs analysis (including SATs).
- IM and GIS expertise, including knowledge and experience in use of common software, online-platforms and tools.

Each operational partner should be prepared to have at least one participant who can support with facilitation within their own field of expertise.

Facilities and learning aids required are:

- Classroom set up in modular tables/groups of roughly 6
- Ability to project course visuals for plenary viewing
- Minimum of 6 lap top computers with common MS package installed and updated. Participants should be encouraged to use their own
- One break-out room per group (optional)
- Flipcharts or white boards (one per group)
- Course facilitation supplies, e.g., name tags, markers, paper, workshop-cards in various colours/sizes, masking tape, etc.
- Common break and meal area, as applicable

The course manager should be appointed at least 6 months prior to the course and should oversee the preparations of the course. The following timetable for course preparation is recommended:

Timeframe	Task
At least 6 months prior	<ul style="list-style-type: none"> <li>• Identify course manager</li> <li>• Identify course facility and host</li> <li>• Obtain host agreement on roles and responsibilities, including airport transfers, meals, accommodation, etc.</li> </ul>
At least 4 months prior	<ul style="list-style-type: none"> <li>• Identify facilitators, and assign roles and responsibilities</li> </ul>
At least 4 months prior	<ul style="list-style-type: none"> <li>• Schedule course in cooperation with resources and host</li> </ul>
At least 3 months prior	<ul style="list-style-type: none"> <li>• Develop venue-specific agenda based on the standard agenda, including meal times, official events, etc.</li> </ul>
At least 3 months prior	<ul style="list-style-type: none"> <li>• Draft invitation with course administrative details and agenda</li> </ul>
At least 3 months prior	<ul style="list-style-type: none"> <li>• Invite participants</li> </ul>
At least 2 months prior	<ul style="list-style-type: none"> <li>• Select participants and develop wait list as applicable</li> <li>• Issue instructions to participants for prerequisite courses</li> </ul>
At least 2 weeks prior	<ul style="list-style-type: none"> <li>• Host a webinar to assign pre-course work and answer questions</li> </ul>
At least 1 week prior	<ul style="list-style-type: none"> <li>• Confirm all final arrangements with the host</li> <li>• Confirm participant and resource arrival/departure details</li> </ul>
At least 1 day prior	<ul style="list-style-type: none"> <li>• Meet course resources and review agenda/course flow</li> <li>• Host welcome event for participants (as applicable)</li> </ul>
No later than 1 week post-course	<ul style="list-style-type: none"> <li>• Send thank you letters to host and resources</li> <li>• Share course materials with participants</li> <li>• Issue electronic participant feedback form (if applicable)</li> </ul>
No later than 1-month post-course	<ul style="list-style-type: none"> <li>• Send course report or any lessons learned/feedback to NAAS/ERSB and operational partners to help further improve future course offerings</li> </ul>

## TRAINING PACKAGE

The A&A training course is a 5-day face-to-face training plus 1 evening session (course opening on travelling day). The training package is intended as a starting point for course managers and facilitators to adapt according to the needs of a training audience. The training package includes:

- Generic agenda
- Course training plan

The mission of the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) is to mobilize and coordinate effective and principled humanitarian action in partnership with national and international actors.

- Session plans for each session
- Presentations
- Exercise materials
- Scenario materials



## INTRODUCTION

The United Nations Disaster Assessment and Coordination (UNDAC) system has been managed by OCHA since 1993 and has supported more than 300 emergency responses worldwide. The UNDAC system is designed to support Governments, the United Nations and international response actors in affected countries, facilitating coordination during the first phase of an emergency response. UNDAC also provides advice and support to strengthen response capacity at national and regional levels.

The success of the UNDAC system is based on its operational methodology, effectiveness of UNDAC members during deployment, and partnerships that allow for the swift integration and collaboration of a wide array of organisations. The UNDAC teams are supported by **Operational Partners** ranging from NGOs, Governments and the private sector who provide technical expertise in emergency settings in the areas of logistics, information communication technology (ICT) and assessment and analysis.

**UNDAC Associated Members**, who are experts from UN agencies, clusters and emergency response staff from regional organizations (e.g. European Union, ASEAN) can also deploy alongside UNDAC teams. During UNDAC missions, Associated Members benefit from the support services provided by operational support partner but retain an independent reporting line to their sending organization.

UNDAC teams are also accompanied by **environmental experts** from the Joint Environment Unit (JEU) between OCHA and UNDP.

### UNDAC Operational Partners Course

Ensuring a high level of preparedness and training of UNDAC members and operational partners, as well as Associated Members, is key in ensuring the effectiveness of UNDAC missions. The first iteration of a dedicated training for Associated Members was delivered in 2018.

The UNDAC Operational Partners Course is designed to familiarize participants with UNDAC's purpose and role within the international humanitarian response framework. Its aim is to equip staff of partners with the knowledge to function within or alongside an UNDAC team in an emergency setting, allowing their specialized services to be delivered effectively. The course is intended to be practical, interactive and dynamic, while providing a networking opportunity among operational partners as part of readiness to respond to a sudden onset emergency.

Following the course, the participants will be included in the operational partners alert roster and - at the discretion of their Organizations' focal point – will be made available to deploy alongside an UNDAC team as experts.

### TARGETED AUDIENCE & PARTICIPANTS

The course targets three types of partners: 1) experts from UNDAC operational partners in the areas of logistics, information communication technology (ICT), mapping, and assessment and analysis. 2) UNDAC Associated Members specifically UN Cluster Lead Agencies, whose staff deploy to emergency settings as cluster leads. 3) Environmental experts on the Joint Environment Unit (JEU) roster.

The average number of participants attending this course will be 25 to 30 people, consisting of:

- ❖ UNDAC Operational Partners (nominated staff): 23 participants
- ❖ UNDAC Associate Members (nominated staff): 5 participants
- ❖ Members of the environmental roster: 2 participants
- ❖ Facilitation team: 5

### DURATION

- ❖ The course will be held over 3 days.

Title	Role	Number	From
Course Coordinator	Overall responsibility of the course content and roll out	1	ERS

The mission of the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) is to mobilize and coordinate effective and principled humanitarian action in partnership with national and international actors.

Lead Facilitator	Course flow and session timing, facilitator team management	1	ERS or Consultant
Facilitators	Act as both Mentors and/or Subject Matter Experts (SME) Mentor: coach and advise group and individual during the course SME: present dedicated course session (generalists, technical experts, experts from host partner organization, experts from other source)	2	Operational partner experts and OCHA colleagues (on site or remotely joining the course)
Administrative / IT Support	Support administrative part of the course (hotel, breaks, etc.), liaise with local host, and provide voice/data connectivity and Information Management support	1	ERS or from host organization and/or regional office and/or Operational partners support