

Lessons Learned Digital Table Top Exercises

DPPI SEE Advisory Board Meeting 13 December 2021

Hanna Norell, PPRD East 3 Interim Team Leader
Swedish Civil Contingencies Agency (MSB)



PELASTUSOPISTO
EMERGENCY SERVICES ACADEMY FINLAND



MINISTERSTVO
VNÜTRA
SLOVENSKEJ REPUBLIKY



Funded by the
European Union

Content

- PPRD East 3 introduction
- TTX short film
- Lessons learned
- "Practical Guidelines on integrating gender, human rights and environment in disaster risk management"

Prevention, Preparedness and Response to natural and man-made disasters in Eastern Partnership countries – phase 3

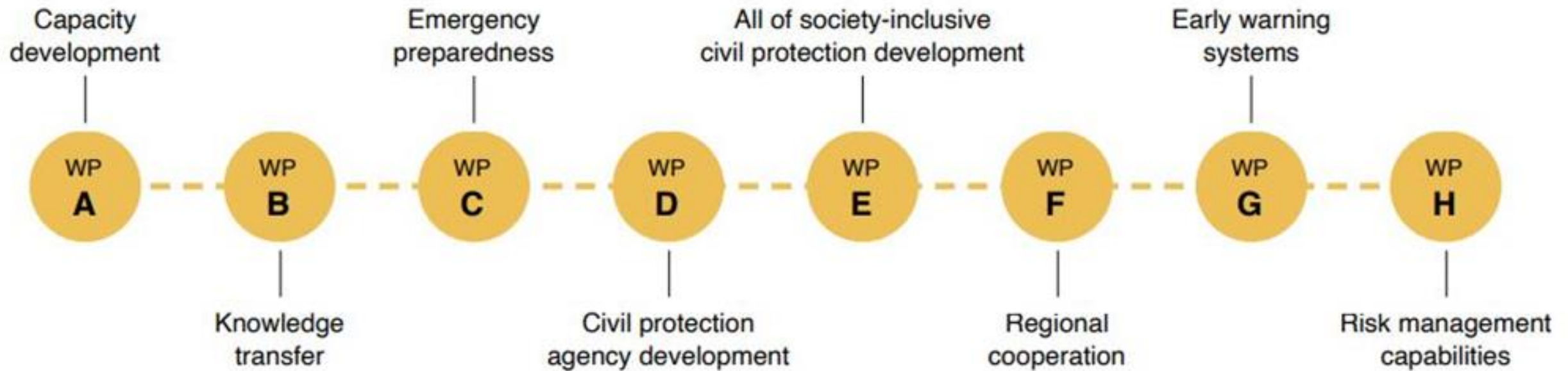
Period: 1 Oct. 2020 – 30 Sept. 2024
Financed by: European Commission (DG-ECHO)



Programme objectives

- 1. Build sustainable capabilities** for disaster risk prevention, preparedness and response to natural and man-made disasters.
- 2. Strengthen interlinkages** between governmental actors, civil society and the scientific community, promoting a national inclusive approach to prevention, preparedness and response to disasters.
- 3. Enhance regional coordination**, institutional and operational cooperation between the UCPM and the Eastern neighbourhood countries and among the Eastern neighbourhood countries.

PPRD East 3 Work Packages (WPs)



Digital Table-top exercises (TTX)

The purpose of the TTX is to test the preparedness and response mechanisms for information management, decision-making and coordination during a disaster situation with secondary impacts.

Objectives:

- Test capacity to receive and forward EW data and alarms, as well as initiate response actions according to emergency response plans/preparedness plans (including coordination of volunteers);
- Test capacity for inter-institutional and multi-stakeholder coordination;
- Test capability to request and receive international support;
- Test capability to communicate coordinated with the public and media

Aim of observation:

- Identify strengths and areas for improvement in resources, capacity and established practices;
- Identify areas for further training needs.

Outputs

TTX concept

Scenarios

Observation reports

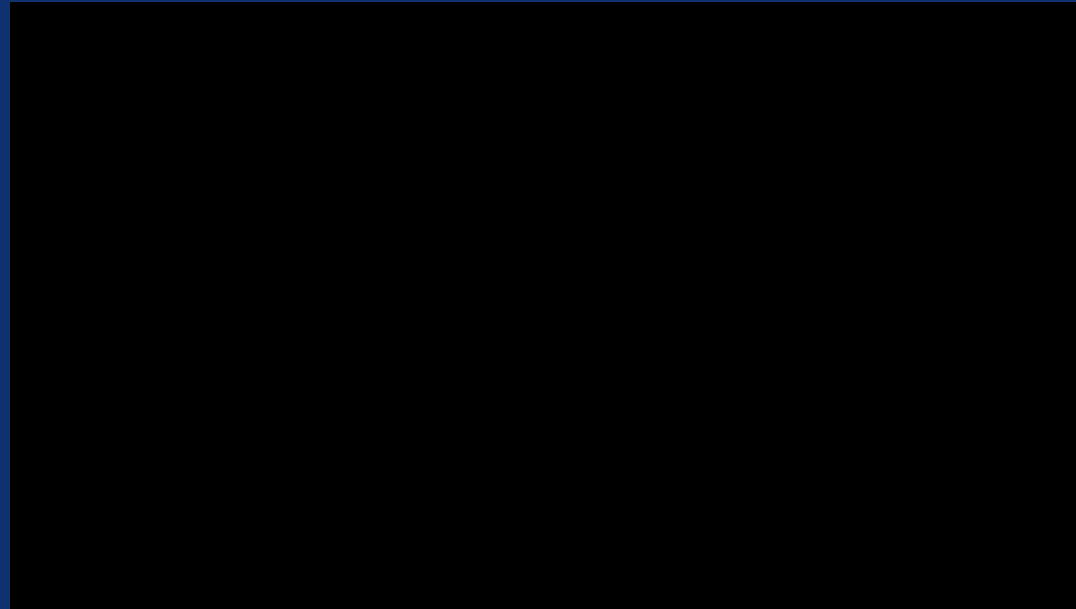
Evaluation reports

Organisation

Digital platforms

Hybrid set-up

Short film PPRD East 3 Digital TTXs



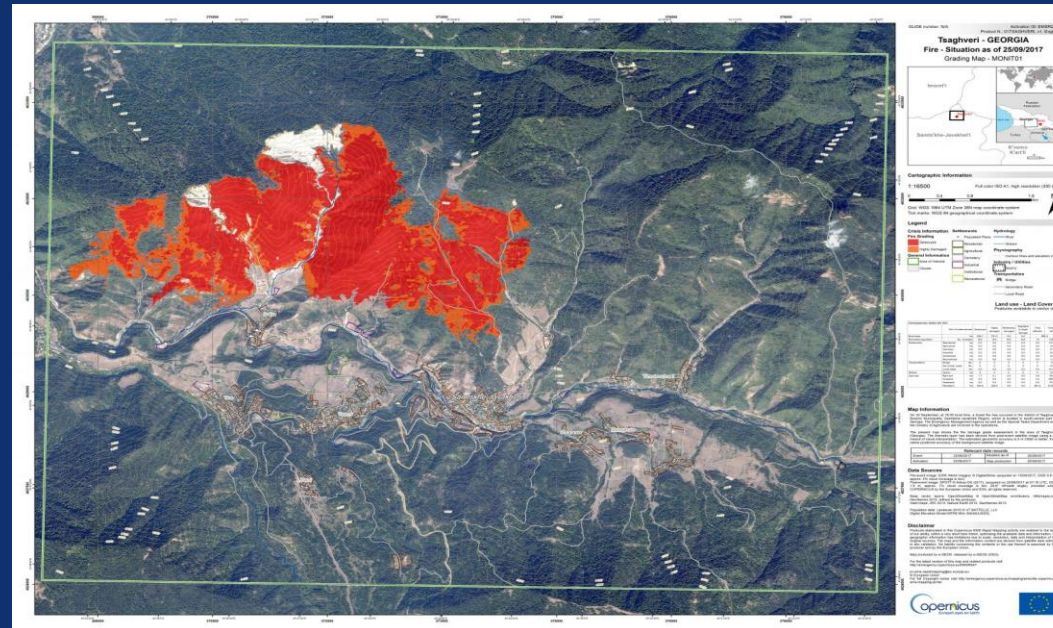
<https://www.youtube.com/watch?v=81OYYYoTgc8>

www.pprdeast3.eu

LESSONS LEARNED

1. “Mission mode & mood”

- Realistic settings and realistic scenarios
- Use of different methodologies eg. role play
- Use of different means of communication and media tools



LESSONS LEARNED

2. Virtual monitoring system/ dashboard

- Immediate access to data
- Systematic data monitoring

3. Choice of communication platform

- Simultaneous interpretation
- Digital break-out rooms



LESSONS LEARNED

4. Limitations in observing processes and soft capacities, which can be helped by:

5. Involvement of national experts inside the exercise control (management)

- Strengthened the relevance
- Made adjustments during exercise possible

6. Having at least one international expert on the ground to facilitate the discussion-based and reflective elements will improve the result from the debriefings and feedback sessions.



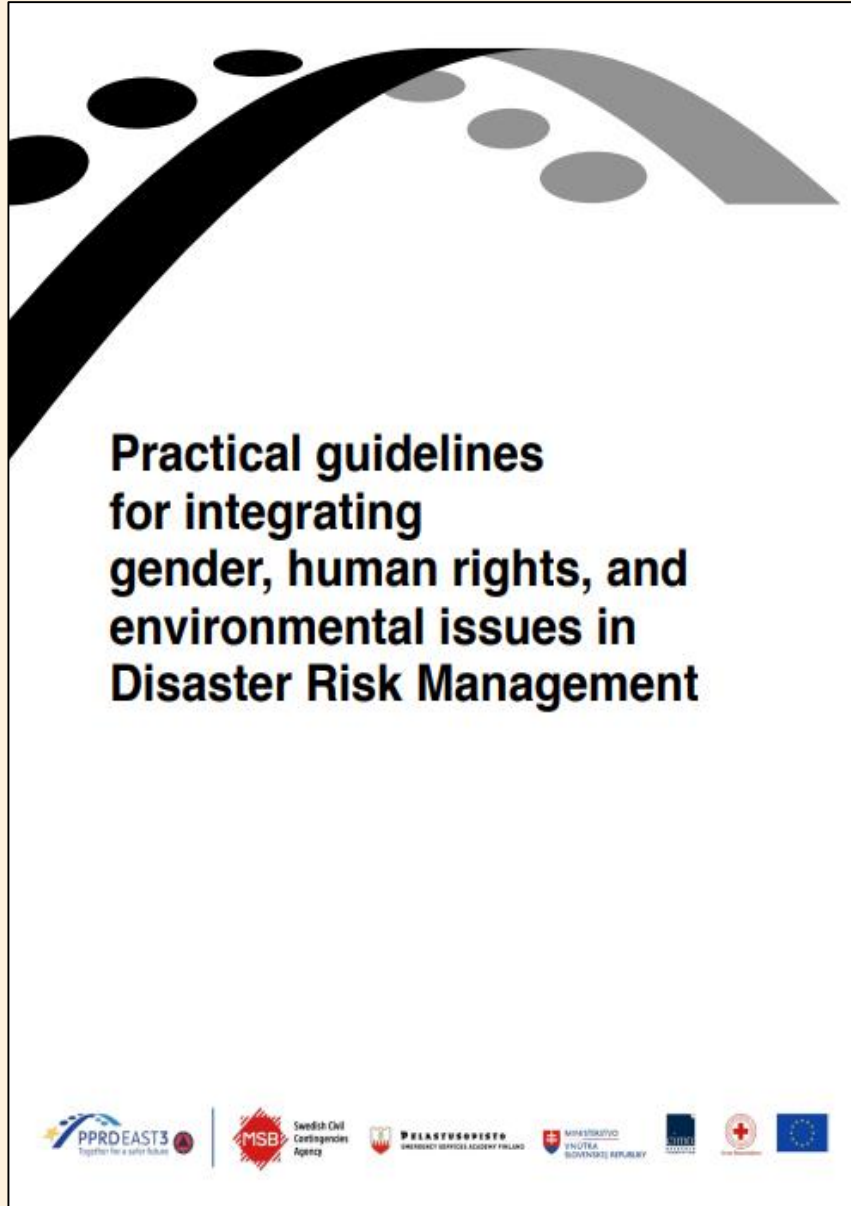


Table of content

Abbreviations	5
Introduction	7
What is the purpose of these guidelines?	7
Who should use these guidelines?	7
How are the guidelines used?	7
How did we formulate the guidelines?	7
WHAT and WHY?	9
CCIs in the PPRD East 3 programme	9
CCIs in Disaster Risk Management	9
Gender and human rights	11
Environment	13
HOW?	17
Putting gender, human rights, and environmental issues on the agenda in dialogue	18
1. Training and exercises	20
Gender and human rights	20
Environment	24
2. Emergency preparedness and response	28
Gender and human rights	28
Environment	32
3. Early Warning Systems (EWS)	37
Gender and human rights	37
Environment	40
4. Civil society integration and volunteerism	44
Gender and human rights	44
Environment	48
5. Public awareness and communication	51
Gender and human rights	51
Environment	54
6. Multi-Risk Assessment	57
Gender and human rights	57
Environment	60
7. 24/7 duty officer functions and inter-agency coordination	65
Gender and human rights	65
Environment	68
8. Regional cooperation and Host nation support (HNS)	71
Gender and human rights	71
Environment	74
9. In the spotlight - Pandemics	77
Key considerations for integrating a gender and human rights perspective in pandemic prevention, preparedness, response, and recovery	77
References	81
Gender and human rights	81
Environment	83
Key terms and definitions	87

1. Training and exercises

Gender and human rights

3 QUICK POINTS to include gender and human rights aspects

- ✓ **Integrate a gender and human rights perspective in the design, implementation, and evaluation of training and exercises**, e.g., in training-need assessments, course curricula, materials, and scenario development. Training and exercises should be delivered using gender-aware and inclusive pedagogy and facilitation techniques.
- ✓ **Aim for gender balance and diversity in the selection of training participants, trainers, and facilitators.** This will often require special attention to promoting female participants to apply. Ensure trainers and facilitators have the needed skills or adequate support to apply a gender and human rights perspective in the design and delivery of training and exercise.
- ✓ **Ensure training facilities are safe and accessible to all participants.** Feedback and complaints mechanisms should be established to enable participants to provide feedback and report misconduct, including sexual harassment and abuse in training and exercise environments.

Training and exercises are important instruments to strengthen the knowledge, skills, and capacity of individuals and organisations. By considering a gender and human rights perspective in the development and delivery of such learning activities, we ensure that participants, regardless of sex, age, disability, etc., can make use of these opportunities on equal terms. This is also a key aspect of strengthening the DRM system's capacity to account for and respond to the different needs, risks, vulnerabilities, and capacities of different groups in disasters.

By considering a gender and human rights perspective in learning activities, we ensure that participants, regardless of sex, age, disability etc., can make use of these opportunities on equal terms

Key considerations for integrating a gender and human rights perspective in training and exercises

- **Seek engagement of a diversity of stakeholders**, including government actors, research institutions, civil society organisations, and private actors specialised in gender and human rights issues in training and exercises. This is a great way to bring DRM and gender and human rights actors together and contribute to strengthening the DRM system's capacities to integrate these perspectives in the work.

- **Aim for gender balance and diversity among participants.** This will often require special attention to promoting female participants to apply and be selected. Consider the timing and place of the training or exercise to ensure both female and male staff can attend, e.g., avoid planning events outside of office hours to ensure staff with family responsibilities can join.
- **Aim for gender balance and diversity in the selection of trainers and facilitators.** Seek female trainers and facilitators for those technical areas that women are commonly not associated, and vice versa for men, to avoid gender stereotyping. Ensure they have the skills or adequate support to apply a gender and human rights perspective in the delivery of training.



- **Integrate a gender and human rights perspective in the design and delivery of training and exercises.** For example,
 - **Assess training needs** related to participants' knowledge and skills to integrate a gender and human rights perspective with the training topic.
 - **Integrate gender and human rights aspects in the development of course curricula and learning objectives.** Formulations should be tailored to the specific training topic/exercise scenario.
 - **In the development of exercises**, include gender, age, disability aspects, and other demographic data in the scenario, tasks/injects assigned to teams, and discussion questions. This should prompt participants to analyse and act upon the different needs of different groups during crises.
 - **Deliver sessions using gender-aware and inclusive pedagogy and facilitation techniques** (see below for further guidance).

Abbreviations
Introduction
What and Why?
How?
Training
Preparedness
EWS
CSO
Public communication
Risk Assessment
24/7 functions
HNS
Pandemics
References
Key terms and definitions

Abbreviations
Introduction
What and Why?
How?
Training
Preparedness
EWS
CSO
Public communication
Risk Assessment
24/7 functions
HNS
Pandemics
References
Key terms and definitions

Abbreviations
Introduction
What and Why?
How?
Training
Preparedness
EWS
CSO
Public communication
Risk Assessment
24/7 functions
HNS
Pandemics
References
Key terms and definitions

Examples of gender-aware and inclusive pedagogy and facilitation techniques

- **Reflect on who you are**, as a trainer/facilitator, in relation to the participants. How can you enable a safe and comfortable training environment where everyone has an equal opportunity to participate and learn?
 - **Establish ground rules** at the beginning of the training to emphasise mutual respect and awareness of diversity within the group.
 - **Be alert to existing power relations among participants** and different tactics for putting people down during training, e.g., a staff member making another feel invisible. Raise any identified concerns.
 - **Vary training methods** to meet the various needs and learning techniques of the group, e.g., by combining individual assignments with breakout group and plenary discussions.
 - **Aim for gender balance in group discussions and exercises.** Appoint a facilitator and rapporteur for each group in advance and ensure a gender balance. Be sure to shift roles.
 - **Use examples, case studies, images, and videos** that represent a diversity of people to which women and men of diverse ages and backgrounds can relate.
 - **Use gender-sensitive language**, e.g., utilise both "her" and "him" when giving examples. Avoid gendered terms, such as policeman and chairman (alternative phrasing: police officer, chairperson).
 - **Avoid gender-blind terminology**, e.g., "population" and "people" to underline who is being addressed (alternative phrasing may be: women and men in the population).
 - **Give more space to female participants** (if representing a group who speaks less).
- **Ensure training facilities are safe and accessible** to both female and male participants, including people with disabilities (e.g., visual, hearing, and physical impairment). For example, toilets and changing rooms may need to be segregated for women and men, ensure that all participants are made to feel welcome.
 - **Establish a feedback and complaints mechanism within training and exercise institutions.** This mechanism should facilitate participants to provide feedback and report misconduct, including sexual harassment in the training and exercise environment. Establishing such mechanisms should be done as a preparedness measure and may, for example, involve a 24/7 helpline or email address for reporting. Routines and guidelines for handling misconduct should be developed. In addition, all staff involved in training delivery should sign a code of conduct clearly outlining expected training environment behaviour.
 - **In evaluations of training and exercises, assess participant experiences.** Use anonymous evaluation methods and include questions to assess participants' feelings of safety, respect, and equal participation. Disaggregate replies by sex to enable analysis of differences in responses between female and male participants. However, note that it may be difficult to guarantee anonymity in groups with underrepresentation of one sex. Hence, when preparing evaluations, always consider how to best guarantee anonymity and honest replies.

- **In evaluations of exercises, assess how gender and human rights aspects were accounted for in the scenario.** Predefine evaluation indicators that capture participants' actions in this regard. Questions of relevance to explore after a scenario exercise may include:
 - **Were the different needs and risks of vulnerable groups assessed,** and were actions taken to address these?
 - **Were collected and reported population data disaggregated** by sex, age, disability, income level, and other context-specific factors?
 - **Was public communication adapted** to reach all target groups?



Additional tools and resources:

- MSB, 2019, MSB Gender Equality Toolkit – Practical Guidance for international operations <https://www.msb.se/sv/publikationer/msb-gender-equality-handbook-practical-advice-for-international-operations/>

Abbreviations
Introduction
What and Why?
How?
Training
Preparedness
EWS
CSO
Public communication
Risk Assessment
24/7 functions
HNS
Pandemics
References
Key terms and definitions

THANK YOU!

For more information: www.pprdeast3.eu
pprdeast3@msb.se



PELASTUSOPISTO
EMERGENCY SERVICES ACADEMY FINLAND



MINISTERSTVO
VNÜTRA
SLOVENSKEJ REPUBLIKY



Funded by the
European Union