



**DISASTER PREPAREDNESS AND PREVENTION INITIATIVE – SOUTH EAST EUROPE
(DPPI-SEE)
DPPI CAPACITY DEVELOPMENT & DISASTER RISK REDUCTION TRAINING COURSES**

END OF PROJECT REPORT
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1. INTRODUCTION AND BACKGROUND

South Eastern Europe is subject to many types of hazard such as floods, landslides, forest fires and earthquakes, which are not bound by national borders and occasionally have resulted in substantial disaster losses. There is hence a great need for a common approach for and understanding of disaster risk reduction. As many other parts of the world, while there is a high level of specific expertise in most areas of disaster management, there is an identified lack of expertise in Disaster Reduction in the region.

To promote disaster risk reduction in the context of the Disaster Preparedness and Prevention Initiative's (DPPI) Disaster Management Training Programme (DMTP), the Swedish Civil Contingencies Agency (MSB) and the Capacity for Disaster Reduction Initiative (CADRI) were engaged in discussions to collaborate with DPPI in order to make disaster risk reduction more crosscutting in the DMTP training curricula.

In support of this, CADRI and MSB personnel attended the meeting of the DMTP Steering Group on 7 April 2008 in Sofia, Bulgaria as part of the XVI DPPI SEE Regional Meeting. CADRI and MSB presented to the DMTP their proposal for collaboration that was further discussed in the DPPI Extraordinary Meeting in Zagreb, Croatia on 25 August 2008 and endorsed at the XVII DPPI SEE Regional Meeting in Skopje, Macedonia 16-17th of October 2008.

DPPI identified a small group to attend the MSB's overview course on Disaster Risk Reduction, Response and Recovery, November 2008, to determine how the course can be adapted to their regional context. A Training Design Working Group (including DPPI, CADRI and MSB participants) was then set up to develop the course and support DPPI to conduct the course regionally in 2009 and 2010, including a Training of Trainers workshop. The final aim was the development of a sustainable DRR training capacity in the region able to undertake future DRR training activities for DPPI. The project was then extended further into 2011 and 2012 with more regional courses and Training of Trainers workshops when the need for further capacity building and expanding the pool of trainers in the region were identified at the end of Phase 1.

In that sense, the project aimed to create sustainable capacities in DRR and to develop a multiplication effect by initiating a pool of trainers from the region that was able to pursue the objectives and results of the project in the long run.

The purpose of the project was to reduce the vulnerability of DPPI member countries to natural hazards by developing the capacity of local authorities and actors to reduce risk, while carrying out preventive, response and recovery activities and promoting a coordinated approach in disaster risk reduction, in line with the Hyogo Framework for Action.

The expected results of the project as in the original project proposal were:

1. A training course on Disaster Risk Reduction that is tailor-made for the needs of the SEE region developed.
2. A cadre of trainers that form a sustainable pool of facilitators in the SEE region equipped with the capacity and the tools to strengthen the commitment given to disaster risk reduction and the Hyogo Framework for Action (HFA) at regional and at national levels.

3. Staff trained at Disaster Management Agencies and Directorates within the Disaster Preparedness and Prevention Initiative of South Eastern Europe (DPPI SEE), members of the DPPI SEE Emergency Coordination National Mechanisms (National Platforms, National Disaster Management Committees or Focal Points), line ministries within Disaster Risk Reduction Functions, civil society organisations, academic institutions and NGO's in the region.
4. A common knowledge base established within mentioned target group regarding Disaster Risk Reduction and its links to sustainable development that applies to the multi-sector and multi-dimensional nature of disaster risk.
5. Regional familiarity enhanced within the trained target group with the global framework for disaster risk reduction: the Hyogo Framework for Action and the UNISDR (International Strategy for Disaster Reduction) system.
6. Increased appreciation within the trained target group of how different professional disciplines relate to and can engage in disaster risk reduction in a complementing and integrated way to facilitate cooperation in Disaster Risk Reduction activities.
7. Increased ability within the trained target group to use tools and mechanisms to analyse hazards, vulnerability and capacities and acquired basic skills in risk identification and assessment.

The immediate beneficiaries of the project are: Disaster Management Agencies and Directorates within the DPPI of South Eastern Europe, members of the DPPI SEE Emergency Coordination National Mechanisms (National Platforms, National Disaster Management Committees or Focal Points), line ministries within Disaster Risk Reduction Functions, civil society organisations, academic institutions and NGO's in the region. The secondary beneficiaries are the citizens living in hazard prone areas in the region.

This report documents the activities, achievements and lessons learned from the entire project. There was an end of year report 2010, which covered project results up to that point. This report substitutes for the 2010 report as a full documentation and reference for the project. A formal project evaluation was carried out in the first quarter of 2012 and the evaluation report was issued at the end June 2012. This end of project report will not reiterate or duplicate what is mentioned in the evaluation report except for summarizing some of the lessons learned.

2. UNDERTAKEN ACTIVITIES

From the inception of the project, the following activities were developed and completed in the following chronological order and organised according to project phases:

Phase I:

1. **Training Needs Analysis:** to identify capacity gaps, base line understanding of DRR in the region, existing DRR and DRM structures informed the initial design of the training course.
2. **Course Design:** A 5-day intensive DRR training course was developed with full set of training material including presentations, exercises, group project, step-by-step instructions and guidance to trainers and facilitators, and supplementary reading material. The course now forms a major resource and

capacity for DPPI in the region as the main custodian and owner of the material.

3. **First DRR Pilot Course in Romania (04-08 October 2009):** 17 participants from 9 countries attended and completed the course – full list of participants included in Annex
4. **Second DRR Pilot Course in Croatia (07-11 February 2010):** 18 Participants from 7 countries attended and completed the course - full list of participants included in Annex
5. **Development of Training of Trainers Course package:** including a full set of material, presentations, exercises, videos, and supplementary reading material.
6. **Development of a Facilitator's Guide,** which is now a major resource for all trainers on the project and forms an essential read for all trainers prior to preparing for a course – handbook available on request.
7. **Development of a Training Guide,** which covers the whole process of initiating training courses in any context and region starting from the capacity gap analysis stage, to training needs analysis, developing and designing training material, pilot and testing, revising and all the way through to management and logistics of arranging a training event to final training evaluation and feedback – handbook available on request.
8. **Development of a guide for gender sensitive facilitation:** The guide and the accompanying presentation cover awareness of gender and diversity aspects of participants and trainers as well as methods and advice for inclusive training both in general and specific to disaster risk reduction.
9. **Training of Trainers Course, Turkey (19-24 May 2010):** 10 participants from 7 countries were chosen from those who attended the first two pilots in Romania and Croatia and formed first batch of new trainers on the project. The course was an entirely hands on practice covering the whole range of training and facilitation skills.
10. **DRR Course in Turkey (02-07 September 2010):** 17 participants from 8 countries attended and completed the course - full list of participants included in Annex. This was the first course that was entirely run by the newly trained trainers. The lead consultant and training designer's role changes to monitoring and mentoring the new trainers and only two external visiting key note speakers were invited to deliver specialist areas.
11. **DPPI-SEE Disaster Risk Reduction Project and Training Course Brochure:** A glossy professionally designed brochure was developed to summarise the nature of the project, its aims and objectives and the details of the training courses. The brochure was distributed in the annual DPPI meeting in Tirana, Albania 2010 and continues to be a valuable brief resource of the project.
12. **DRR Course in Slovenia (07-11 November 2010):** 15 participants from 7 countries attended and completed the course - full list of participants included in Annex. This was the second course that was entirely run by the newly trained trainers. The lead consultant and training designer's role continued to be monitoring and mentoring the new trainers and only one external visiting key note speakers were invited to deliver specialist areas.

Phase II:

13. **DRR Course in Bulgaria (03-07 April 2011):** 12 participants from 9 countries attended and completed the course - full list of participants included in Annex. This was the third course that was entirely run by the newly trained trainers. The lead consultant and training designer's role continued to be monitoring and mentoring the new trainers and only one external visiting key note speakers were invited to deliver specialist areas.
14. **Training of Trainers Course, Croatia (05-09 June 2011):** 13 participants from 7 countries were chosen from those who attended the Slovenia (2010) and Bulgaria (2011) DRR Courses and formed the second batch of new trainers on the project. The course, as the first ToT, was an entirely hands on practice covering the whole range of training and facilitation skills.
15. **DRR Course in Romania (26-30 September 2011):** 16 participants from 9 countries attended and completed the course - full list of participants included in Annex. This was the Fourth course that was entirely run by the newly trained trainers. The lead consultant and training designer's role continued to be monitoring and mentoring the new trainers and only one external visiting key note speakers were invited to deliver specialist areas.
16. **DRR Course in Macedonia (26 January-02 February 2012):** 18 participants from 9 countries attended and completed the course - full list of participants included in Annex. This was the fifth course that was entirely run by the newly trained trainers. The lead consultant and training designer's role continued to be monitoring and mentoring the new trainers and only one external visiting key note speakers were invited to deliver specialist areas.
17. **Training of Trainers Course, Bosnia & Herzegovina (18-22 November 2012):** 10 participants from 5 countries were chosen from those who attended the Romania (2011) and Macedonia (2012) DRR Courses and formed the third batch of new trainers on the project. The course, as other ToT courses, was an entirely hands on practice covering the whole range of training and facilitation skills.

General:

18. **Engagement:** Throughout the course of the project and in parallel to tangible activities and deliverables, project team continued a process of engagement with the DPPI Head of Secretariat for regular monitoring of project progress, identifying needs for change, and forward planning. Follow-up of trainees and distant mentoring of trainers prior to courses also formed a big part of the lead consultant's role. MSB and CADRI focal points took an active role in the annual regional meetings to promote and highlight the project's role among the member states and DPPI-DMTP structure.

3. WORK TASKS AND DELIVERABLES

As can be extrapolated from the activities in Section 2 above the following is a brief list of the actual deliverables on the project:

1. DRR in SEE 5-day course package – material and instructors guidance notes.
2. Training of Trainers course package – material and instructors guidance notes.
3. Facilitator's Guide.
4. Training Material Guide.

5. Guide for Gender Sensitive Training and Facilitation – included in the Facilitator’s Guide.
6. Two DRR Pilot Courses – ran in Romania and Croatia.
7. Five DRR Courses – ran in Turkey, Slovenia, Bulgaria, Romania and Macedonia.
8. Training of Trainers Courses – ran in Turkey, Croatia and Bosnia & Herzegovina.
9. DPPI-SEE DRR Project and Training Courses Brochure.

4. CONTRIBUTION TO PROJECT RESULTS

This section is best elaborated by responding to each of the planned project results and reflecting on to what extent it'd been achieved.

Expected results following project proposal	Achievements	Reflection
<p>1. A training course on Disaster Risk Reduction that is tailor-made for the needs of the SEE region developed.</p>	<p>A group consisting of representatives from DPPI member countries, MSB and CADRI developed the course material. The material was revised after each of the two pilot courses and continued to be revised and updated before each regional course.</p> <p>A Facilitators' Guide and a Training Material Development Guide were also developed.</p>	<p>The material by itself forms a major resource in the hands of DPPI and member states. Prior to the project no specialist and custom tailored material was available in the region. There is still a need identified by and suggestions from trainees and trainers from member states of further adapting the material to the national context and the need for country specific training alongside much valuable and needed regional training.</p>
<p>2. A cadre of trainers that form a sustainable pool of facilitators in the SEE region equipped with the capacity and the tools to strengthen the commitment given to disaster risk reduction and the Hyogo Framework for Action (HFA) at regional and at national levels.</p>	<p>33 DPPI SEE facilitators chosen from the first two pilot courses and following regional courses participated in Training of Trainers. The trainers facilitated five courses after that as highlighted above with substantial mentoring support from MSB and CADRI.</p>	<p>This is perhaps one of the major assets that the project has contributed to. Regional and national capacity in the form of well-trained trainers and facilitators has far wider reaching impact beyond this project. Some of the trainers have been elevated to national training coordinators (Bulgaria, Croatia and Slovenia), while others have taken on training as a major role in their agencies.</p>
<p>3. Staff trained at Disaster Management Agencies and Directorates within the Disaster Preparedness and Prevention Initiative of South Eastern Europe (DPPI SEE), members of the DPPI SEE Emergency Coordination National Mechanisms (National Platforms, National Disaster Management Committees or Focal Points), line ministries within Disaster Risk Reduction Functions, civil society organisations, academic institutions and NGO's in the region.</p>	<p>117 participants have been trained in five DRR training regional courses (including among others staff at disaster management and civil protection agencies and representatives of the red cross movement). Around 10 of the DPPI member countries have sent participants to the courses. Gender balance (at least 40% women has been accomplished in most courses)</p>	<p>The number is significant, but the skills, knowledge and expertise acquired on the courses are even more. This is noticeable among the newly qualified trainers whose knowledge and expertise in DRR have exponentially increased in the span of less than a year.</p> <p>However, there is still need to support regional courses and to expand the pool of trainers extracted from such courses. Regional capacity in terms of trained personnel hasn't reached the point of saturation yet.</p>

<p>4. A common knowledge base established within mentioned target group regarding Disaster Risk Reduction and its links to sustainable development that applies to the multi-sector and multi-dimensional nature of disaster risk.</p>	<p>Largely achieved through the courses with more emphasis on the reading material included in the course material. This is one of the main premises and principles that underpin the design of the course approach and model and filters through to material.</p>	<p>It's important to note here that this set of results (4, 5, 6 and 7) established in the project proposal have partly been confirmed in the course evaluations but would also require further work and investment. These are not solely achievable through training courses but require more work with the organisations, which the trainees work in.</p>
<p>5. Regional familiarity enhanced within the trained target group with the global framework for disaster risk reduction: the Hyogo Framework for Action and the UNISDR (International Strategy for Disaster Reduction) system.</p>	<p>The HFA, UNISDR mechanisms and international DRR institutional structure form a large part (2 Blocks of the course material and sessions are specifically dedicated to this theme). They are then further reflected in the practical aspect of the course and reinforced in exercises and project group work on developing DRR Country Strategies.</p>	
<p>6. Increased appreciation within the trained target group of how different professional disciplines relate to and can engage in disaster risk reduction in a complementing and integrated way to facilitate cooperation in Disaster Risk Reduction activities.</p>	<p>The fact that the training courses draw a diverse crowd from various professional and education background is by itself a method of achieving such objective. Trainees spend a week in intensive group work where they have to learn each other's professional languages and negotiate working methods that are trans-disciplinary in nature.</p>	
<p>7. Increased ability within the trained target group to use tools and mechanisms to analyse hazards, vulnerability and capacities and acquired basic skills in risk identification and assessment.</p>	<p>The course starts with this foundational basis and spend the most part of the first two days on developing an understanding of what vulnerability means, how it differs from hazard and risk and how the three can be assessed in a methodical way. This is one of the main skills and understandings that the course puts a high premium on and is further reflected in the group project.</p>	

5. ADVICE ON LONG-TERM ARRANGEMENTS AND OPTIONS FOR SUSTAINABILITY

It was clear from repeated course evaluations, end of Phase 1 Stock Taking, informal follow up with trainers and trainees that the project had reached a major milestone in terms of capacity development and achievements. The training courses had a high profile in the region and were becoming well known as a resource, trainees went back to organisations with new sets of skills and knowledge and some moved several steps in their career as a consequence.

The consolidation that followed with further granting the project a second phase of funding and activities proved crucial to strengthening project results and achievements in the region. Stopping at Phase 1 would have been a greatly lost opportunity given the multiplier effect achieved in Phase 2.

Sustainability relied on two parallel tracks Phase 2. The first track was continuing with further consolidation and support of regional courses, and further developing the pool of well-trained trainers. The second track was by shifting focus towards DPPI Secretariat itself and developing a set of concrete activities that enabled it to hold, manage, and run further courses as well as engage with member states on a national level.

For the first track a set of 3 activities were identified as necessary to further consolidate project achievements. These were:

1. Continue a second cycle of DRR courses in 2011-12, where the trained trainers facilitate and lecture, with continued mentor support from partners but increasingly using DPPI lead facilitators for the courses.
2. Conduct a second training of trainers (ToT) to consolidate the DPPI pool of trainers and to include an established ToT module in the DPPI curricula.
3. Conduct a lessons learned meeting and a showcase meeting for partners and member countries to disseminate project results and secure further engagement to disaster risk reduction in the region.

Activities 1 and 2 were successfully achieved, while activity 3 was put on hold several times due to logistical reasons, a change in management in CADRI that led to a somewhat reduced engagement with the project

For the second track a set of 2 activities were identified as necessary to further consolidate project achievements, but were never achieved due to a set of factors better covered and analysed in the formal project evaluation report. These were:

1. Appoint a **Capacity Development and Training Officer** at the DPPI secretariat. This was important in order to build DPPI's institutional capacity to manage its DRR training programme and possibly other DRR activities within DPPI, and to rely less on external partners. Draft ToR for the post was developed within the working group and was presented at the DPPI regional meeting in Tirana in September 2010. The proposal was initially positively received. And there were trainers on the project who expressed their interest in being seconded to such post. Not only would such an approach have reduced cost, it would have also meant having someone who was more familiar with the project, had attended one of the courses, and had been trained as a trainer and been with the project from its inception; rather than

appointing an outsider who would probably spend the first six months just familiarising themselves with the complex structure of DPPI and the nature of the project. However, support from member states for such a post never came through.

2. Explore opportunities for wider regional support from MSB and CADRI beyond the lifespan of this project with a particular focus on national capacity with DPPI strengthening its role as a regional coordinator.

6. GENDER CONSIDERATIONS ON THE PROJECT

MSB and CADRI put a high premium on gender issues and balance on their projects. Gender considerations and guiding principles on the project were explicit from the word go, not least for the fact that two of MSB's main project management team members are gender advisor, which has been a great resource. Gender considerations on the project were addressed as follows:

1. All material developed in the course of the project for training and any other publications were regularly checked for language, context and overall approach.
2. Recruitment of trainees on the courses strictly observed gender balance and stressed the need for further effort among those planning and arranging courses in host countries in terms of further search and extending invitations when such balance appeared to be altered in the course of participant recruitment. On the five courses conducted, gender balance has been approximately 50%. The composition of trainers so far is 12 women to 11 men.
3. In pulling together trainers for courses balance in trainers' gender was also carefully observed. One of the main criteria is who's available and can be released from their duties to be seconded to run the course. However, balance between male and female trainers formed major criteria in team composition.
4. Gender awareness in disasters in general and on training courses in particular formed a major part on both the DRR the ToT courses. Specific training sessions were allocated to such issues with enough time for reflective exercises and discussions, which in most cases ended up being one of the highlights of the courses.
5. Without slicing off or separating gender issues as a free standing area, the project as a whole was seen as a means to extending knowledge, skills and latest development in thinking and practice in this area to and within the region using the training courses as a suitable medium.

7. REFLECTIONS AND LESSONS LEARNED

As there is a formal end of project evaluation report which covers in details lessons learned, this section would only summarise the main lessons from both phases of the project. The evaluation report is far more elaborate and investigates the issues behind challenges in the project as well as documenting success in great details.

Lessons learned are summarised under three categories. Those to do with project design, partnership model and modalities of work; and those specific to the training component, trainees, trainers and general capacity. Recommendations to address lessons learned are also covered in the evaluation report.

Reflections on MSB as an Implementing Agency:

1. MSB's engagement throughout the whole project has been of the highest standard. Despite learning by doing in some instances MSB largely viewed and managed this project as a major learning exercise in partnership management.
2. The continuity of project managers and the unmatched overlap and handover between project managers throughout the project phases meant that there was no down time, gaps of leadership and overall incoming new project managers shadowed the outgoing ones with at least four months of hands on co-management.
3. The familiarity of project managers with the region and their deep involvement in the DPPI Regional Meetings for example provided a great deal of support for the project and meant they were always abreast and up-to-date on development within DPPI member states. This also meant a great deal of understanding of continuing capacity gaps that the project needed to respond to and address.
4. Within MSB, project responsibilities were not divided among personnel and there has always been a single focal point for communication and decision-making. This added to the smoothness of running the project and complete absence of any ambiguity or conflicting decisions.
5. A major learning from the project was the importance of giving full authority to project managers and not hindering them with complicated or long chains of command upwards.
6. MSB's possible future engagement should aim to further increase the sustainability of DPPI's DRR training capacity. The engagement would be linked to the establishment of a national training capacity in a number of pilot countries through national courses, which has been expressed by some member states during the review of the project.
7. MSB is also in a position now to disseminate both the partnership and training models throughout the organisation and into other relevant projects with the learning that came out of this project. This needs a methodical and planned process where project managers organise and plan a set of activities to create synergies between this project and others running in MSB.
8. It would also be of great value if MSB project managers are called upon as a resource when new projects are at the conceptual stage to provide input and advice and further institutional memory and learning. Tacit knowledge is an important part of any organisational development and can be organised in a way that doesn't leave it to chance.
9. There is also no doubt that as a result of this project and to a certain extent some synergies created with other MSB projects (WADM CB for example) that MSB's personnel capacity has been significantly enhanced and raised over the last 3 to 4 years. The complexity and size of both conceptual tasks and financial commitment in DRR is far more now that it was a few years ago. Its important now that MSB capitalises and builds on capacity gained through conscious and concerted efforts to further strengthen its sustainability.

Reflections on the Partnership:

1. The way the project was designed and the established work modalities between partners added a lot of value to the project and to the partnering agencies' own capacity.
2. The participatory approach adopted by MSB was a key factor in supporting the capacity development of DRR in SEE and in incorporating aspects of sustainability into the project throughout.
3. The level of individual/country commitment made the project successful but also hindered the project's effectiveness.
4. However, as the project moved forward, the original added value and roles of each of the partners were not as clear.
5. The original project proposal set out the performance expectation and outputs, but did not provide any benchmarks against which to measure success.
6. Therefore, there is a need in the future to ensure institutional commitment from project partners right from the start and commit it to writing in an MOU or even a contractual agreement.
7. It is also important on such projects that aim to build individual and organization capacity to set up mechanisms to follow up participants, to support them with the incorporation of identified actions into their work environment, along with tighter and better selection and nomination of the course participants from the start.

Reflections on Training:

1. There was also a major difficulty in getting commitment from some of the trained facilitators to 'come back' and deliver a subsequent DRR training.
2. Consequently, of the 22 trained facilitators, the quality of the training skills will vary, as will their ability to run a DRR course independently of MSB technical experts.
3. Overall the sustainability of the pool of facilitators in the SEE region cannot yet be determined.
4. Language was cited by a significant number as a hindering factor, which still points to the need in the countries for DRR courses tailored to national priorities, context and run in the national language.
5. Most significant was the lack of consistent take-up of skills within the working environment for the participants. Participants sent on the courses were rarely capitalised on and utilised to their full potential after their return.

8. ANNEX 1 – TRAINEES LISTS

DPPI-SEE DRR Pilot 1 Course – Romania (04-08 October 2009)

Country	Last Name	First Name	Job Title/Organisation	Email
Bosnia & Herzegovina	Andjelic	Joana	Senior adviser, Ministry of Security	jovana.andjelic@msb.gov.ba
Bosnia & Herzegovina	Veselic	Ivan	Adviser for civil-military cooperation, Ministry of Security	
Bulgaria	Simonov	Lyudmila	Chief inspector, CP National Service General Directorate	simeonoval@gmail.com
Bulgaria	Tsvetanov	Tsvetan	Chief inspector, CP National Service General Directorate	svetanov@cp.government.bg
Croatia	Becirevic	Ead	Assistant Disaster Management, Croatian Red Cross	ead.becirevic@hck.hr
Croatia	Fifer	Vesna	Senior adviser, National Protection and Rescue Directorate	vesna.fajfer@duzs.hr
Macedonia	Todorcevski	Trajko	Head of Inspection Section, Protection and Rescue Directorate	trajko_todorcevski@yahoo.com
Moldova	Ambrosia	Eduard	Senior specialist, Civil Protection and Emergency Situations Service	Eduardambrosii@yahoo.com
Moldova	Cebotaru	Mihai	Deputy Head, Civil Protection and Emergency Situations Service	nchetaru@yahoo.com
Romania	Luca	Florinela	Officer, Disaster Prevention General Inspectorate for Emergency Situations	florinelaluca@yahoo.com
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Serbia	Lazarevic	Aleksandar	Head of national training centre, Ministry of Interior Emergency Management Sector	aleksandar.lazarevic@mup.gov.rs
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Slovenia	Bonovec-Juros	Katja	Senior adviser for Informatics, Civil Protection and Disaster Relief	katja.banovec.juros@urszr.si
Turkey	Varo	Nehir	Director of European Disaster Training Centre, AFEM, Disaster Affairs DG	nehir.varol@gmail.com
Turkey	Caves	Cetin	Teacher/Civil Defence College, Directorate of Civil Defence of Ministry of Interior	cetincavus@hotmail.com

DPPI-SEE DRR Pilot 2 Course – Croatia (07-11 February 2010)

Country	Last Name	First Name	Job Title/Organisation	Email
Bulgaria	Stoyanova	Gloria	Expert in International Cooperation Unit, DG Civil Protection, Mol	g.stoyanova@cp.government.bg
Bulgaria	Varnaliev	Ivan	Inspector, Protection Unit, Prevention Department, DG Civil Protection, Mol	i_varnaliev@mail.bg
Croatia	Blaze Vic	Tomislav	Desk Officer, Operations Department, National Protection and Rescue Directorate	tomislav.blazevic@duzs.hr
Croatia	Holcinger	Natasa	Desk Officer, Civil Protection Sector, National Protection and Rescue Directorate	natasa.holcinger@duzs.hr
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Croatia	Marevic	Tomislav	Team Leader, County Office Zagreb, National Protection and Rescue Directorate	tomislav.marevic@duzs.hr
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DPPI-SEE DRR Training of Trainers Course 1 – Turkey (19-24 May 2010)

Country	Last Name	First Name	Job Title/Organisation	Email
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Croatia	Milic	Igor	Senior Advisor, International Cooperation	igor.milic@duzs.hr
Croatia	Holcinger	Natasa	Desk Officer, Civil Protection Sector, National Protection and Rescue Directorate	natasa.holcinger@duzs.hr
Croatia	Papacic	Sanja	Head of Asylum and Migration Department, Croatian Red Cross	sanja.pupacic@hck.hr
Romania	Popa	Constantine	University assistant, Fire Officers Faculty	costi_popa001@yahoo.com
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DPPI-SEE DRR Course 1 – Turkey (02-07 September 2010)

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DPPI-SEE DRR Course 2 – Slovenia (07-11 November 2010)

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DPPI-SEE DRR Course 3 – Bulgaria (03-07 April 2011)

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DPPI-SEE DRR Training of Trainers Course 2 – Croatia (05-09 June 2011)

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DPPI-SEE DRR Course 4 – Romania (26-30 September 2011)

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DPPI-SEE DRR Course 5 – Macedonia (26 January-02 February 2012)

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DPPI-SEE DRR Training of Trainers Course 3 – Bosnia & Herzegovina (18-22 November 2012)

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ANNEX 2 – EXTRACTS FROM TRAINEES' FEEDBACK

Things Commended on the Courses	Things Recommended for Improvement
<ol style="list-style-type: none"> 1. Very good and informative material. 2. Good group selection of trainees all committed and dedicated. 3. Good guidance from the facilitators. 4. Good practical examples throughout the material and the presentations. 5. Facilitators well prepared. 6. A very friendly and safe environment. While people felt shy and inhibited at the beginning almost everyone came round and all spoke and shared ideas. 7. Team and group work. 8. Participants were good, human relations also, friendly environment. 9. Excellent organisation. 10. New knowledge and information on DRR. 11. Presence of people from different fields, meeting people with different background and skills. 12. Engaging exercises. 13. Informative presentations. 14. Variety of information and practical skills. 15. The program of learning. 16. Organisation and facilitators were excellent. 17. Training leadership was at high level. 	<ol style="list-style-type: none"> 1. Maybe a presentation at the beginning on a successful case study. 2. More audio-visual material from the region. 3. Unlimited Internet access. 4. A better mix of participants from civil society organisations. 5. Don't run courses in all inclusive beach resorts. 6. More energisers and fun exercises like 'Jeopardy Game'. 7. More time for gathering information and reflecting on it. 8. Better balance between lecture and movies. 9. More exercises. 10. Think about the Serco-Croatian language in the future, participants have to understand that is good and better to help each other. 11. There was too much information in a short period of time. Think of extending the course length. 12. Time for some of the exercises was too short. 13. More examples from the region in the presentations. 14. Slightly more time for group work (you also have to consider language barriers which can be time consuming).

ANNEX 3 – SAMPLES OF TRAINEES' TESTIMONIES

Gloria Stoyanova



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The first DRR training course I took part in Croatia in February 2010 was one of the best experiences I've ever been through. Although I have been working in civil protection for four years, I learned a lot more that helped improve my professional skills and knowledge. The course was interesting and I really enjoyed all the exercises and practical activities. It helped me improve my presentation skills and teamwork. The trainers' style and the course topics were exactly what I needed to redefine my work and attitude and to motivate myself to become more engaged in DRR topics. I highly recommend this course to all the stakeholders and experts involved in the DRR field who are willing to improve their knowledge and to develop a comprehensive DRR approach to local, regional and international level.

After 14 years working with the Croatian red Cross and many workshops and trainings, I didn't expect anything new, but I was mistaken. The DRR Course was an extremely positive surprise, seeing how many enthusiastic people from different countries and different organizations share the same opinions about our common problems and the will to solve them. My personal feeling is that in conditions where we are not only passive participants but involved in sharing our experience, the process of learning is not only fast, but also becomes very well reinforced. That's exactly what the DRR course managed to do. This way of learning, sharing experience, hands on activities and a social, relaxed and friendly atmosphere on the course creates a solid group of networked friends and not just colleagues from different organizations.

Disaster
Preparedness and
Response
Department
Croatian red Cross

Ivan Usmiani



Nehir Varol



Director of
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Group
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I attended the first DRR course in Romania as a trainee, and took part in the DRR course in Croatia as a co-facilitator. I am very pleased to say that I also completed the DRR Training of Trainers course in Turkey. I am very glad to be part of this great project. I found this experience to be an intensely positive one and have made me a better trainer. I can't recommend this course enough for anyone working in disaster risk management and civil protection. I think this programme is more than essential for the SEE region.

ANNEX 4 – FACILITATOR’S GUIDE TABLE OF CONTENTS

Preface and Purpose of the Guide

1. Course Basics

- 1.1. Context
- 1.2. How the Course Can be Used
- 1.3. Approach
- 1.4. Intended Audience
- 1.5. Group Size
- 1.6. Facilitators’ Profile
- 1.7. Participants’ Profile
- 1.8. Course Delivery

2. Course Preparation

- 2.1. Establish Course Needs and Context
- 2.2. Organise Course Sessions, Material and Presentations
- 2.3. Important Considerations
 - 2.3.1. Audience
 - 2.3.2. Organisers’ Preparation
 - 2.3.3. Adaptation

3. Course Process

- 3.1. Blocks
- 3.2. Slides/Presentations
- 3.3. Exercises
- 3.4. Facilitators’ Notes
- 3.5. Handouts and Reading Material
- 3.6. Group Project

4. Supplementary Material

- 4.1. Course Timetable
- 4.2. Sample Training Certificate
- 4.3. Course Evaluation Form
- 4.4. Energizers List
- 4.5. The Role of the Facilitator
- 4.6. Preparing for a Training Course
- 4.7. Course Planning Checklist
- 4.8. Monitoring Groups
- 4.9. Leadership of Group Discussions
- 4.10. Ground Rules in Training Courses
- 4.11. Reviewing a Training Event
- 4.12. Gender Sensitive Training and Facilitation

ANNEX 5 – TRAINING MATERIAL DEVELOPMENT GUIDE TABLE OF CONTENTS

Preface and Purpose of the Guide

- 1. Coordination**
 - Pre-Training Planning
 - Training Logistics Checklist
- 2. Needs Assessment**
 - Assessing Needs
 - Adult Learners
- 3. Design**
 - Course Design Process
 - Learning Outcomes
- 4. Development**
 - Developing Materials
 - Developing Presentations
- 5. Delivery**
 - Training Methods
 - Effective Communication Skills
- 6. Evaluation**
 - Forms of Evaluation
 - Process Evaluation

References

ANNEX 6 – GENDER ASPECTS OF DISASTER RISK REDUCTION TRAINING

Objective: The participants will be aware of different methods and examples for making a session gender sensitive and accessible to all participants.

To think about:

- *Avoid* hierarchical/discriminating obstacles, which inhibit asking questions/learning and make sure that female participants also are heard.
- *Make* ground rules in the beginning of the training, which emphasizes mutual respect and awareness of diversity within the crowd (for example: the usual such as “no phones on” but also; we are here to learn, everyone can ask questions, show patience and don’t interrupt when someone else is talking etc).
- *Use* methods for making everyone heard: such as emphasizing as a facilitator that you are interested in hearing someone’s opinion or that you will make a “round of comments” so everyone gets to make their point. If women or men want to provide their feedback in writing instead of speaking out in the crowd, this should be provided for.
- *Pay attention to and provide* guidance on dealing with different tactics for putting people down during the training (when a person makes someone feel invisible, ridiculous, that all they do is wrong etc.). See page 97 in MSB Gender Equality Handbook. Use short exercise to illustrate how common this is and how unaware we usually are regarding this (for example through showing a video clip for discussion and experience sharing).
- *Employ* both female and male trainers and facilitators. To avoid stereotyping, swap men and women between the technical areas that they are culturally referred to.
- *Aim* for a gender-balanced crowd in the main session, but also in group work, exercises etc.
- *Provide* for group work sessions separated by sex, if needed.
- *Appoint*, in advance, a facilitator and rapporteur for each group when conducting group work. Make sure these are gender balanced and that they vary, i.e. some women are facilitators and some are rapporteurs.
- *Use* different sources and examples for illustrating main components of the topic:
 - Research with a gender perspective – whose story is being told/is there an interest behind? → **History/her**story.
 - Discussing images we use, examples that do not reinforce stereotypes etc.) .
- *Use* a gender sensitive language in the training:¹
 - Utilize both “her” and “him” when giving examples.
 - Avoid gendered terms such as policeman (*alternative phrasing: police officer*), cleaning lady (*cleaner*), mankind (*humans*), or phrases like “boys will be boys”.
 - Avoid also gender blind terminology, for example “population” and “people” (*alternative phrasing: women, girls, boys and men*), in order to underline who we are addressing. Do not reinforce stereotypes by making unnecessary or tokenizing references, for example in expressions such as “vulnerable women”.

¹ Bear in mind that if the training is undertaken in another language, additional gender aspects may be present, for example in French where the nouns are either masculine or feminine themselves and hence already gendered, for example “le docteur” (masc.).

Example of a gender aware training methodology²

- *Vary* your training methods to meet a various needs and learning techniques.
- *Use* examples to which both women and men can relate.
- *Develop* methods for anonymous tests or other examination forms (also applicable for evaluation forms etc.). For evaluations; include specific questions on for example if the participants perceived that the facilitator encouraged both women and men to participate.
- *Reflect* on who you, as a trainer, are in relation to the participants.
- *Be alert* to the existing power relations between the participants and bring out the subject if/when inequalities are identified.
- *Give* more space to female participants (who often represent the group that talks less).

Content: Gender and diversity in DRR

- *Illustrate* the different effects of disaster risks on different population groups (and how we usually forget this) and how the poorer segments in society are usually hit harder; how women, girls and marginalized groups (such as disabled) often are disproportionately affected. Use concrete examples, for example tsunami 2005, Haiti earthquake 2010, flooding West-Africa 2009 etc. Separation and hierarchy between the sexes are part of the explanation of why hazards hit men and women, girls and boys differently. It leads to men as a group having more resources and power compared to women as a group, which in turn affects vulnerability and capacity to hazards.
- *Discuss* risk taking behavior from a gendered point of view; discuss how and why men tend to take higher risk (masculinity norms) and which effects this can have on their families.
- *Discuss* from a vulnerability perspective how all phases of disaster management affect women, girls, boys and men; use existing tools such as the Red Cross' Vulnerability and Capacity Assessment (VCA).
- *Address* the need of having gender balance in all DRR activities and explain thoroughly why. Exemplify by cases where women can participate only if there are other women involved. Having both women and men among staff increases your chances of communicating successfully with and reaching the whole population.
- *Underline* the need for collecting data in a sex-and age disaggregated manner in all DRR activities, in order to identify who (women, girls, boys and/or men) should be addressed.

Maja Herstad & Marie Nilsson
Gender Advisors, MSB

² Bengtsson & Nilsson "Genus i undervisningen" (translated and revised by Marie Nilsson)