REA and Training of Trainers

Workshops

PARTICIPANT WORKBOOK

Rapid Environmental Impact Assessment for Disasters

Workshop Materials

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2. Effects of El Niño in Ecuador, PAHO. http://www.paho.org/English/DD/PED/elnino_ecuador.htm
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Workshop Objectives

After attending this workshop, you should be able to:

- Describe the purpose and rationale of the REA.
- Describe how disasters and the environment are interconnected.
- Be able to implement all four modules of an REA in an emergency situation.
- Be able to make recommendations on disaster response programming that take into consideration REA results.

Training and Learning Methodology

This workshop seeks to simulate some of the challenges an actual REA team would encounter in the field during an actual disaster: teamwork, time-constraints, information overload, gaps in information, need for rapid analysis and decision making, and limited resources. This is a highly interactive and intense “hands-on” workshop based on the procedures and content found in the “Guidelines for Rapid Environmental Impact Assessment in Disasters” developed by Charles Kelly for CARE International and the Benfield Hazard Research Centre. The methodologies used during the workshop include: presentation, application exercises, discussion and question and answer periods. The application exercises form part of a larger disaster simulation that is built into each session throughout the workshop.

Rating and Analysis Forms

The Handout 1 REA Process and Forms packet contains all the rating and analysis forms that you will need to complete the simulation exercises. These forms are duplicates of those found in your Guidelines for Rapid Environmental Impact Assessment in Disasters (the REA Guidelines).

Guidelines for Rapid Environmental Impact Assessment in Disasters

The Guidelines for Rapid Environmental Impact Assessment in Disaster (REA) is a tool to identify, define and prioritize potential environmental impacts in disaster situations. A simple, consensus-based qualitative assessment process, involving narratives and rating tables, is used to identify and rank environmental issues and follow-up actions during a disaster.
The REA is built around conducting simple analysis of information in the following areas:

- The general context of the disaster.
- Disaster related factors which may have an immediate impact on the environment.
- Possible immediate environmental impacts of disaster agents.
- Unmet basic needs of disaster survivors that could lead to adverse impact on the environment.
- Potential negative environmental consequences of relief operations.

The REA is designed for natural, technological or political disasters and as a best-practice tool for effective disaster assessment and management.
1.1 Welcome and Introduction

**Main Objectives**

During this session, we will:
- “Get to know each other.”
- Review the overall objectives and the agenda for the workshop.
- Identify participant expectations.
- Introduce the REA.

**Key Messages**

- In this course you will learn how to assess the environmental impacts of disasters and disaster response using the *Guidelines for Rapid Environmental Impact Assessment in Disasters (REA)*.
- The REA is an assessment tool that assists a disaster assessor or assessment team to quickly identify, define and prioritize potential environmental impacts in time-constrained disaster situations.
- This is a highly interactive and intense “hands-on” workshop based on the procedures and content found in the *Guidelines for Rapid Environmental Impact Assessment in Disasters (REA)* developed by Charles Kelly of Benfield Hazard Centre.
- The primary objective of this workshop is to enable participants to gain a better understanding about the issues and to learn how to use this REA tool, not modifications to the tool.

**Your Notes**
Annex 1.1.A  Key Terms Used in the REA


Advocacy
Act of pleading for, supporting or recommending, in the sense of Advocate: one who pleads for or in behalf of another.

Disaster
An event beyond the immediate means of the affected populations to cope and which threatens lives or immediate well being. Disasters are caused by the interaction of people and a hazard. In the REA, “emergency” has the same basic meaning as “disaster.”

Disaster Preparedness
Disaster Preparedness consists of activities designed to minimize the loss of life and damage, organize the temporary removal of people and property from a threatened location, and facilitate timely and effective rescue, relief and rehabilitation. (UNDP DMTP Overview of Disaster Management)

Environment
The physical, chemical and biological surroundings in which disaster-affected and local communities live and develop their livelihoods. It provides the natural resources that sustain individuals, and determines the quality of the surroundings in which they live. It needs protection if these essential functions are to be maintained.1

Emergency Response
Emergency refers to actions carried out in the face of an adverse event aimed at saving lives, alleviating suffering, and reducing economic losses.2

Hazard
An event or condition which could result in a disaster, as in the hazard of flooding.

Livelihood
The capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base.3

Mitigation
Steps taken before a disaster to reduce the impact of the disaster or steps taken during a slow onset disaster to mitigate negative impacts and reduce the need for relief assistance. Mitigation activities include improving building standards, installing hurricane straps to reduce wind damage to roofs, and modifying crop patterns to reduce vulnerability.

Prevention
Actions taken before a disaster to ensure a hazard has no impact. Prevention activities include channeling the direction of debris flow away

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1 This definition is proposed for the 2003 edition of the Sphere Handbook. http://www.sphereproject.org/handbook/rev_index.htm
2 This definition is taken from the US Office of Foreign Development Agency’s (OFDA) Field Operations Guide.
from population centers, construction of dams or dikes to eliminate flooding, and safe destruction of outdated hazardous materials.\textsuperscript{4}

**Recovery**
 Process of supporting emergency-affected communities in reconstruction of the physical infrastructure and restoration of emotional, social, economic and physical well being.

**Rehabilitation**
 Rehabilitation refers to short-term recovery of basic services and initiation of repair of physical, social, and economic damages. Reconstruction refers to medium- and long-term repair of physical, social and economic damage to a condition or level of development equal to or better than before the disaster.\textsuperscript{5}

**Relief**
 Immediate assistance to save lives and meet basic needs of disaster affected populations.

**Remediation**
 Action to rectify a deficiency to an adequate standard of safety. Most often used with respect to technological disasters.

**Response**
 Actions in the face of an adverse event aimed at saving lives, alleviating suffering, and reducing economic losses.

**Risk**
 The expected losses due to a particular hazard. Risk is the product of hazard and vulnerability.

**Sustainable**
 The use of a resource at a rate which is equal to or less than the rate of replacement.

**Threat**
 The specific impending danger or harm that may result from the occurrence of a hazard.

**Vulnerability**
 Vulnerability is the degree to which a population may be affected by a hazard.

\textsuperscript{4} This definition is taken from the OFDA Field Operations Guide and the REA Guidelines.

\textsuperscript{5} Adapted from the ODFA Field Operations Guide.
1.2 Overview of Disaster Management

Main Objectives

After completing this session, you will be able to:

- Describe the scope of disaster management activities (early warning/preparedness, mitigation/prevention, relief/response and recovery/reconstruction).
- Define disaster management.
- Discuss the roles and responsibilities of the disaster management actors.
- Explain at what point in the disaster management process a REA can be conducted.

Key Messages

- A disaster is defined as an event beyond the immediate means of the affected populations to cope and which threatens lives or immediate well being.
- Disasters are caused by the interaction of people and hazards.
- Vulnerability is the degree to which a population may be affected by a hazard.
- Disaster management activities encompass four main areas of activity:
  - **Disaster Preparedness**-consists of activities designed to minimize the loss of life and damage, organize the temporary removal of people and property from a threatened location, and facilitate timely and effective rescue, relief and rehabilitation. (UNDP DMTP Overview of Disaster Management)
  - **Emergency response** – actions carried out in the face of an adverse event aimed at saving lives, alleviating suffering, and reducing economic losses. (OFDA FOG Manual)
  - **Rehabilitation/Reconstruction-Rehabilitation** refers to short-term recovery of basic services and initiation of repair of physical, social, and economic damages. Reconstruction refers to medium- and long-term repair of physical, social and economic damage to a condition or level of development equal to or better than before the disaster. (OFDA FOG Manual)
  - **Mitigation/Prevention** – Mitigation refers to steps taken before the disaster to reduce the impact of the disaster or steps taken during a slow-onset disaster to mitigate negative impacts and reduce the need for relief assistance. Mitigation activities include improving building standards, installing hurricane straps to reduce wind damage to roofs, and modifying crop patterns to reduce vulnerability. Prevention refers to actions taken before a disaster to ensure a hazard has no impact. Prevention activities include channeling the direction of debris flow away from population centers, construction of dams or dikes to eliminate flooding, and safe destruction of outdated hazardous materials (REA Guidelines and OFDA FOG)
• Disaster management is the body of policy and administrative decisions and operational activities which pertain to the various stages of a disaster at all levels.

Exercise

Your facilitator will provide you with exercise instructions.
1.3 Disasters and the Environment

Main Objectives

After completing this session, you will be able to:

- Recognize the links between disasters and the environment.
- Recognize the importance of “secondary” effects of disasters on the environment.
- Discuss the potential cost of ignorance on environmental effects of disasters and disaster responses.
- Illustrate the need for “best practice” in assessing environmental effects of disasters and designing environmentally sound disaster responses.

Key Messages

- There are important links between disasters and the environment.
- “Secondary” disaster effects on the environment are often significant and are important to consider in a disaster response.
- There are potentially high costs to pay if one ignores environmental aspects of disaster.
- The REA is a tool that reflects “good practice” norms in Rapid Environmental Impact Assessment in Disasters and designing environmentally sound disaster responses.

Exercise

Mini-Case Study Exercise Overview
You will learn about and discuss links between disasters and the environment by analyzing a series of case studies.

Instructions
The instructor will assign you to a “buzz-group” and assign a case study to read. Read Part A of your group’s case study found on one of the following pages. As you read through it, answer the questions that follow. Discuss key aspects for the case with your partner(s) before agreeing on your answers. In plenary you will have the opportunity to share your comments.
Case 1.3.A Deforestation, Environment and Disasters in Mozambique

Adapted from "Impacts of Deforestation in Mozambique" by Amir Ghazvinian for www.villagereach.org.

Deforestation resulting from logging, agriculture and energy needs has become a serious problem in Mozambique. In 2000, devastating floods hit Mozambique, killing thousands and displacing around 500,000 people. Many of those displaced had to relocate to temporary resettlement camps. Costing millions of dollars in rescue and restoration efforts, the floods were just one of many adverse economic and environmental effects of deforestation.

Deforestation in Mozambique is the result of over-cultivation and logging. Forested areas, in addition to being cleared for crop cultivation, are destroyed by the timber industry, which makes an enormous profit from exportation. In coastal areas, in which the population density is much greater, there is a greater need for wood as a cheap source of energy so trees must be cut to satisfy fuel requirements.

Mozambique farmers' slash and burn practice also contributes to deforestation. While this practice is sustainable in small concentrated populated areas, it has hazardous effects in the highly populated areas. When crops are slashed and burned the fields are abandoned for several years, allowing the soil to regain fertility and become ready for cultivation. However, in highly populated areas, the land is not given enough time to recover because the farmers need to keep producing more crops. The resulting depletion of soil fertility contributes to soil erosion.

Soil erosion is a direct result of over-cultivation and logging. Trees hold soil together and help the ground absorb water. When trees are destroyed, soil erodes because it is not held in place and flooding occurs because water can not be absorbed into the ground.

As deforestation continues, the potential for flooding will increase since the ground will not be able to absorb as much water and another similar disaster could occur in the years to come. In addition to the deaths and displacement of peoples, the floods dislodged landmines left over from the civil war. While the locations of some minefields were known, others weren't. In the wake of the flooding, the location of landmines is even more difficult to determine.

Questions

1. What are some links between deforestation, the environment and disasters?

2. What are some of the possible environmental impacts and threats caused by the flooding in 2000? In other words, how might have these floods further degraded and impacted the environment?

3. What are some of the possible effects on the environment from those populations that were displaced and the humanitarian assistance provided to support them?
Case 1.3.B  Earthquake in Izmit, Turkey

Based on Joint UNEP/OCHA Environment Unit, UNDAC Mission, Emergency Aspects of Environmental Impacts, August 1999.

On 17 August 1999, Turkey experienced its most powerful earthquake to date in the Northwestern part of the country. The epicenter was located in the province of Izmit, a heavily industrialized and densely populated province, some 125 km south of Istanbul, on the Sea of Marmara. As of 29 August 1999, the number of dead reached almost 14,000 and the number of injured – more than 27,000. Few of Izmit's buildings were built to withstand earthquakes and whole districts collapsed. In some locations a significant amount of infrastructure and more than 70% of buildings were destroyed. For example, in Degirmendere and its surroundings, parts of the shore collapsed into the sea. Tent cities were built in Izmit and Golcuk to accommodate displaced and evacuated residents. Some of these tent cities were built on top of hills.

The tremor caused a large fire at the Tupras Oil Refinery in Izmit which burned for a few days. Smaller fires continued until 22 August 1999. According to the management of the refinery, the total amount of oil products burned during the fire (mostly naptha) was about 30,000 tons. Many tanks containing crude oil, gasoline, etc. were damaged and became completely exposed to the atmosphere.

The AKSA Chemical Plant, located near the seashore, was also damaged by the earthquake. About 4,700 MT of acrilonitrile escaped from the damaged plant.

Questions

1. What are some of the possible impacts that this disaster had on the environment? List both short-term and longer-term impacts.

2. What are some of the possible immediate effects of this environmental pollution/damage on human health and well-being?

3. What are some of the possible effects on the environment from relief and human activities in the tent cities?

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6 L’acrylonitril is an organic chemical liquid, highly volatile, toxic, flammable. It is used in the production of acrylic fibers and plastics, resins.
Case 1.3.C Refugees in Guinea

Based on "Environmental Impact of Refugees in Guinea", report to the Secretary General, UNEP in Cooperation with UNCHS and UNHCR, March 2000.

In the early 1990s people from Liberia and Sierra Leone sought refuge in Guinea because of internal conflicts in their countries. At the peak of the crisis in Liberia and Sierra Leone approximately 800,000 refugees were present in Guinea. The situation in Guinea was unusual in that refugees were allowed to settle spontaneously and peacefully around local towns and villages leading to dispersed settlement patterns. Thousands of Guinean households have accommodated refugees and continue to do so—either as tenants or “within the extended family system.” In some areas the refugee population exceeded the local population.

The arrival of refugees in Guinea has increased demands on the environment. Over-exploitation and consequent degradation of natural resources and the disruption of traditional practices in refugee-hosting areas are the results of added pressures on the environment. UNHCR and other organizations have encouraged the practice of converting swamps into agricultural areas to reduce encroachment of uplands and to increase productivity. However, there is concern that this conversion may lead to disruptions of water systems and water levels. Swamps have a function similar to sponges, retaining water during dry seasons. Their conversion may affect streams and water sources. The clearing of vegetative cover is also directly related to soil erosion and water availability. For example, the clearing of trees in the Kaliah camp in the Forecariah area resulted in the drying up of the water source at Berecore (a small village close to Kaliah).

The assessment mission did not find any vast areas covered by indigenous forests, except for protected areas and reserves. On some occasions refugee labour has been used to clear older secondary forests for cultivation by the refugees in the first year(s). Later the land was transformed for cash crops such as coffee. The present rapid rate of forest degradation does not allow the forest to recover.

In rural areas, deforestation and the increasing need for arable land have inevitably resulted in habitat destruction and a general loss in the biodiversity of indigenous plan and animal species. While UNHCR refugee camps in rural areas have provisions for basic services such as water, sanitation, latrines, schools, health centres, micro-credit facilities and community centres etc. these services are often not present for the refugees in urban centres. In these urban centres, there has been a dramatic increase in the generation of solid wastes, leading to serious decline in urban centres’ health status. In most of the towns there is no efficient and viable system for the collection, transportation and disposal of all types of wastes - in particular solid wastes. The influx of refugees to urban areas in southern Guinea has created a dramatic increase in the demand for potable water. This demand is not met either by the government agencies or by donors’ efforts. This has exacerbated an already critical urban water accessibility situation and has led to massive over utilization of all sources of water with a concomitant increase in pollution levels.

The presence of refugees in the urban areas also has consequences for the natural resources in the rural areas surrounding the villages and towns. Urban refugees harvest wood and other vegetation to use in the construction of houses, production of firewood and charcoal, and to generate cash.
Questions

1. How do refugee crises like this one affect the environment? List both short-term and longer-term impacts.

2. What are some of the possible effects of this environmental degradation and over-use on human health and well-being?

3. What pre-existing factors exacerbate the negative impact that refugees have on the environment?
Case 1.3.D Orissa Drought

More than 10 million people in the eastern Indian State of Orissa were affected by a severe drought in 2000. Officials say the state incurred a huge loss in its paddy crops worth more than 7bn rupees (US $150.7m approx).

The Orissa Minister for Revenue told the BBC that close to 12,000 villages in 19 of the state’s districts had been affected by drought. He said this calculation was made on the basis of reports from district collectors who assessed the possible loss of crops due to the failure of rainfall in the last season. Additionally, the majority of reservoirs in the north and western parts are reported to have dried up, while water levels in tubewells have dropped considerably. As a result there was significant emigration of people and livestock from the worst affected areas. The drought’s impact on local community was intensified by the fact that the area was struck by a powerful cyclone one year previously. In the cyclone close to 10,000 people were killed and 15 million were affected in Orissa.

Government action

The minister reported that the government took all the measures it could to ensure food is available to those affected. The state government also decided to waive land rents and exempt tuition fees for students in villages that were hit by the drought. The state asked the federal government for around 4bn rupees (US$86.1m approx.) as relief money. Delhi released 100,000 tons of food to assist the state launch Food for Work programs.

Questions

1. What were the likely effects of this disaster on the environment?

2. How might humans have affected the scale of this disaster?

3. How might the environment have been affected by the relief activities of humanitarian assistance organizations and the migration coping strategies of the affected populations?
1.4 REA Conceptual Framework

Main Objectives

After completing this session, you will be able to:

- Describe the concepts and outcomes of the REA.
- Describe the REA process and the four modules that define it.
- Describe the links between REA and an Environmental Impact Assessment (EIA).

Key Messages

REA is an assessment tool to:

- Identify, define, prioritize potential environmental impacts in disaster situations.
- Analyze this information to identify recommended actions.
- Review procurement decisions to minimize negative environmental impacts (green procurement).

The REA is:

- A simple and useful way to organize and make sense of environmental information available in disasters.
- A consensus-based qualitative assessment process.
- Used to identify and rank environmental issues.
- Used to identify follow-up actions during a disaster.

What the REA does and does not do

A completed REA provides sufficient information to allow those involved in responding to a disaster to formulate common sense solutions using information otherwise available to address, mitigate or avoid the issues raised in the assessment. However, the REA does not provide answers about how to resolve the critical issues identified in the assessment.

The REA Process

The eleven-task REA process is comprised of the following four REA modules:

I. Organization level assessment
II. Community level assessment
III. Consolidation and analysis (of Modules I & II)
IV. Green review of relief procurement
**Intended use**

The REA is designed for natural, technological or political disasters and as a best practice tool for effective disaster assessment and management. The REA does not replace an EIA, but fills a gap until an EIA is appropriate. A REA can be used from shortly before a disaster up to 120 days after a disaster begins, or for any major stage-change in an extended crisis.

The REA does not require expert knowledge. Primary REA users are people directly involved in disaster response operations, with a basic knowledge of the disaster management process but no background in environmental issues.

The REA is based on the concept that identifying and incorporating environmental issues into the early stages of a disaster response will make relief activities more effective and lay a foundation for a more comprehensive and speedy rehabilitation and recovery. The process and structure of the REA recognize that those who respond to disasters have little time for in-depth research and are not likely to be environmental specialists.

Under these conditions, the first step in effective response is to identify and define the nature and importance of the challenges faced in dealing with the impact of a disaster. This is what the REA does: identify, frame and prioritize environmental issues in such ways as to allow the negative impacts to be minimized or avoided during the immediate response to a disaster.

**Why the REA is important**

While many disaster assessment tools exist, prior to the REA, none specifically assessed environment-disaster linkages. The REA provides broad coverage of disaster related issues and directly or indirectly touches on topics covered by other sectoral assessments.

**Your Notes**
1.5 REA & Disaster Assessment

Main Objectives

After completing this session, you will be able to:

- Describe different types of disaster assessments and how the REA can build on existing assessment information.
- Identify techniques and methodologies for assessment implementation.
- Identify options for incorporating gender considerations into the REA process.

Key Messages

- There is a significant gap between impact assessment in normal times and in crises such as disasters, accidents or conflict.
- The most significant differences between normal and disaster assessments are the time frame for completing the assessment and the level of information needed. Disaster assessments need to be done immediately and be based on immediately available (and often incomplete) data. This contrasts with the less time constrained and more detailed work of a normal assessment.
- While disaster and normal impact assessments operate in different environments and under different conditions, the gap between the two efforts can be narrowed through four actions.
  o First, normal assessments can consider potential disaster impact as part and parcel of the assessment process. This allows for better disaster planning which permits better disaster assessment and response.
  o Second, disaster assessments need to collect and present data and analysis in a way which can be used in normal impact assessments after a disaster. This smoothes the transition from disaster to normal periods, and facilitates the quick design, review, approval and completion of post disaster reconstruction programs. Ideally, both disaster and normal assessments should use the same or compatible data collection and analysis procedures. At the least, disaster and normal assessments should agree on the minimum standards for data collection and analysis during a disaster so that available information can be integrated into the normal process.
  o Third, the overall disaster assessment effort needs to move towards a comprehensive assessment process and outcome. This makes the disaster assessment more complete and more useful in relief operations. It also avoids the problems of integrating multiple sectoral reports from a disaster into the standard comprehensive assessment process used in normal periods.
  o Finally, other assessment procedures need to be developed and tested to fill the gap between disaster and normal assessments. Disaster assessments are focused in the immediate disaster period. After this period of immediate rescue and relief there is a transition to a normal conditions which may last for weeks, months or years.
• The REA is a flexible tool that can complement and/or build on other disaster assessment tools and approaches.

• Gender considerations can be incorporated in at least three ways. First, the REA team itself should be diverse and reflect different gender perspectives. Second, the REA team can add columns in each REA form to further disaggregate data according to data needs. Finally, the REA team may decide to add “gender” related assessment questions to the REA forms as appropriate.

• The REA assessment tool uses a simple rapid assessment approach to provide a broad overview of the disaster, emergency needs and resulting environmental concerns. The results of the REA may indicate areas where more specialized assessments are required.

• Where common sense solutions are not evident or issues are complicated or unclear, a REA provides sufficient information to request appropriate technical assistance or advocate appropriate action by a third party. Technical assistance can be secured by posing specific questions to specialists, or developing simple terms of reference for on-site specialized technical or material assistance. Technical assistance is often available locally and this source should not be overlooked.

**Exercise**

Your facilitator will provide you with further instructions.
1.6 Simulation Launch

Main Objectives

During this session you will:

- Form REA teams tasked with using the four modules to conduct an REA assessment.
- Organize your teams’ roles & prepare an Issues & Consolidation Table for your team.
- Become familiar with the simulation scenario and the purpose of the simulation.

Key Messages

- One learns how to do an REA by actually engaging with the content and the forms found in the four modules. This simulation gives you this practical experience.
- During the exercise portion of each of the following sessions, your primary concern is role playing as part of a REA Team and focusing on understanding and completing the REA. Time will be given to critique and discuss the forms at another time.

Exercise

Simulation Exercise Overview

This simulation consists of several exercises (SimEx) integrated into the remaining sessions. After completing all of the simulation exercises you will be able to complete a REA based on all four REA modules.

During this simulation, you will role-play participating on an REA Team tasked with assessing a specific disaster scenario. Throughout the workshop, you will complete an abbreviated REA process, using the REA forms and tools found in the (REA) Guidelines.

The simulation will run during the “exercise” portion of each workshop session, after your facilitator has presented each REA tool in plenary.

You will be assigned one of the following two disaster scenarios.

- Hurricane Inez in Paroma
- SurGas (oil refinery) explosion in Surestan
- Or, a local disaster

Simulation Briefing

In your teams you will be briefed on the Simulation scenarios by your facilitators.
1.7 Module I: The Context Statement

Main Objectives

After completing this session, you will be able to:
- Identify the purpose and content of the Context Statement.
- Identify the sources of information for completing a Context Statement.
- Complete Task 1 of Module I, the REA Context Statement, and respond to the seven Context Statement questions using the simulation scenario assigned to your team.

Key Messages

The Context Statement:
- Places the disaster in the context of the disaster's overall impact.
- Provides a summary of the emergency situation and response requirements highlight pre-existing important factors which frame or impact an environmentally aware response.
- Helps the REA team “sing from the same sheet of music.”

The Context Statement results in a narrative summary and answers to the following seven questions:

1. What happened?
   Type of answer: Summary of the (1) cause/s and most evident impacts of the disaster, (2) whether the weather or other conditions at the disaster site will change and if these changes will affect environmental conditions and relief needs, and (3) priority disaster relief efforts and specific programmatic areas of interest to the party completing the REA.

2. What sources are likely to be able to provide information on the environment in the area affected by the disaster?
   Type of answer: List of contact information and a description of the information available if possible.

3. Have there been, or are there currently, concerns about the release of potentially toxic substances affecting humans or the environment?

4. Are there environmentally unique sites in the disaster area and have any been (or may be) affected directly or indirectly by the disaster?

5. Were there concerns about environmental conditions before the disaster?
   Type of answer: Description of the nature and cause of the concern, and whether these concerns are linked to the current disaster.
Context Statement questions (continued)

6. Are there any concerns about the environmental impact of the disaster on the part of the survivors or neighboring communities?

7. Are there any local or national laws, or donor or organizational policies and procedures which impact how environmental issues will be assessed or managed?

Exercise

Simulation Exercise #1 (SimEx 1) “The Context Statement”

Objective

For SimEx1, your objective is to respond to the seven context statement questions.

Instructions

1. WRITE CONTEXT STATEMENT

Read the country background information and Situation Update for SimEx 1. Respond to the seven “Context Statement” questions in the box above, referring to information contained in the disaster scenario situation update and country background information. Use your best judgment in responding, listing any assumptions you are making to answer the question.

2. PRIORITIZE ISSUES

Based on your responses to these questions, identify the top three critical issues of concern. Refer to procedures for completing the “Context Statement” from the (REA) Guidelines found below. For your own record, list these three priority issues below. For your team’s record, also list these in the appropriate section of your team’s “Issues Consolidation Table” found in the REA Process & Forms packet.

• Issue #1. _____________________________
• Issue #2. _____________________________
• Issue #3. _____________________________

3. FILL OUT ISSUES & CONSOLIDATION TABLE ON FLIPCHART

For more details on how to complete a context statement see the section below.
HOW TO CREATE A CONTEXT STATEMENT from the (REA) Guideline:

Task 1: The Context Statement

The Context Statement places the disaster in the context of overall impact, providing a summary of the emergency situation, response requirements and highlighting pre-existing salient factors which frame or impact an environmentally aware response. The Context Statement serves to ensure that all those working on the REA are "singing from the same sheet of music". To this end, the Statement identifies:

- The cause/s and impacts of the disaster,
- Whether changes to conditions at the disaster will affect environmental conditions and relief needs.
- Priority relief effort and areas of interest to the party completing the REA.
- Salient environmental issues existing before the disaster/assessment,
- Sources of information,
- Legal or policy requirements related to the management of environmental issues in a disaster,
- Environmental aspects of the emergency which may require actions only available from specialized organizations or companies and,
- The need for further assessment/information collection and technical assistance in addressing problems associated with environmentally unique locations.

The Context Statement (found in Annex B) is developed by providing a narrative summary of the disaster and answers to six questions. Comments on the significance of each section and guidance on addressing issues identified are provided in the form. These comments and guidance should be used as reference in the identification of critical issues to be considered in the Consolidation and Analysis module.

It is most efficient for an assessment team leader (in the case of a team assessment) to draft sections which cover the narrative requirement and provide answers to the six questions. This draft of the Context Statement can then be reviewed by the assessment team and changes made as appropriate. Note that most of the information needed for the Context Statement is the same as required for any disaster impact assessment.

Once the Context Statement is completed, participants should identify critical issues highlighted in the statement. This is best done through a moderated discussion led by the assessment leader and voting on the ranking of issues from most to least important. The critical issues thus identified are used in the Consolidation and Analysis module.

Specific notation of the geographic location of environmental problems, potential hazardous sites and locations where special attention is indicated should be made in completing the Statement. Marking key information on a map of the disaster area is recommended as a way to easily record and present the information assembled for the Statement and during the whole assessment process.
Local sources of information, including communities, individuals and institutions, should be used whenever possible. The *Field Operations Guide for Disaster Assessment and Response* (Office of Foreign Disaster Assistance, [www.usaid.gov/ofda/resources/fog/fog_v3.pdf](http://www.usaid.gov/ofda/resources/fog/fog_v3.pdf)) provides detailed guidance and checklists which can be helpful in completing this and other sections of the REA. When possible, quantitative data should be used in the REA and systematically collected for use in updating an initial assessment.
1.8 Participant Experience & Context Sharing

Main Objectives

After completing this session, participants will be able to describe:

- How the topics discussed and introduced during the first day pertain to their disaster work.
- How the REA can be applied to the local disaster context.

General Guidance

This brief session is intended to give participants a chance to process the information covered on the first day and to contextualize and personalize their learning experience. Even if the discussion is brief, it is important to give them a chance to reflect and share aloud about the relevance of the REA concept and tools to their work and the local situation.

Exercise

Contextualizing lessons learned

Considering today’s topics ask participants how do they relate to your disaster work or the local disaster context?

Go through each topic / session title covered today and consider how or if these tools or concepts applicable to your work? Do you have anything to share from your experiences about these concepts or topics?

End of Day 1
2.1 Module I: Factors Influencing Environmental Impacts

Main Objectives

After completing this session, you will be able to:

- Explain why, how and what types of pre-existing factors can influence the environmental impacts of disasters.
- Complete Rating Form 1 “Factors Influencing Environmental Impacts.”

Key Messages

- There are a number of factors which may positively or negatively influence the severity of environmental impacts during and following a disaster. These factors are related to the spatial, social and economic conditions under which the disaster survivors live and indicate environmental impact issues which may need to be addressed as part of the disaster response.
- The comparative subjective rating of Factors Influencing Environmental Impacts is accomplished using Rating Form 1.
- The rating process involves two steps:

Step One

A rating of each factor is completed based on the respective scale to indicate importance as a possible negative impact on the environment. Possible negative environmental implications for each factor are noted as guidance in the rating process. The rating scales are organized so that ratings of higher priority for action are to the right of the page.

The rating scales can be changed to suit user preferences. Specifically, the words used in the rating process can be changed to reflect local use and understanding. However, the same graduation of priority from left to right should be maintained on the form.
Step Two

Once each factor is rated, the factors are then ranked from lowest to highest priority. There is no problem if several factors have the same priority as the priority factors will be reviewed further in the Consolidation and Analysis module.

Note, however, that not all priority issues identified in the rating process will become targets for immediate action. Some issues may not be easily susceptible to relief interventions or should be deferred to the recovery phase.

Alternately, the environmental impact of other factors may resolve themselves. This would be the case where the population density in a temporary shelter decreases as people return to their normal homes. Changes in the importance of the factors should be reviewed with each REA update.

Exercise

Simulation Exercise

SimEx 2 Factors Influencing Environmental Impacts

Instructions

COMPLETE RATING FORM 1

Complete Rating Form 1, based on the disaster scenario you were assigned and the information contained in the country map, country background notes and situation update. Use your best judgment to complete the form, making any assumptions that you must (list your assumptions).

- If you need further guidance on completing this task, refer to the Rating Form 1 procedures found below.

What you need for SimEx2:

Information: HANDOUT for SimEx 1 & 2

Form: Rating Form 1 found in REA Process & Forms packet.

Step One: RATE THE FACTORS

In your teams, rate each factor in column 1 according to the scale for each item on the form.

Step Two: PRIORITIZE THE FACTORS

With your team discuss and identify the top three priority factors based on the results of your rating. For your own record, list these three priority issues on the next page. For your team’s record, also list these in the appropriate section of your team’s “Issues Consolidation Table.”
Note that the ratings in the far right column are a higher priority than the ratings in the middle column, which are, in turn, a higher priority than the ratings in the far left column.

1. __________________________________________

2. __________________________________________

3. __________________________________________

**Step Three:** ADD PRIORITIES TO THE ISSUES & CONSOLIDATION TABLE ON YOUR FLIPCHART
HOW TO FILL OUT RATING FORM 1 from the (REA) Guidelines:

Task 2: Factors Influencing Environmental Impacts

There are a number of factors which may positively or negatively influence the severity of environmental impacts during and following a disaster. These factors are related to the spatial, social and economic conditions under which the disaster survivors live and indicate environmental impact issues which may need to be addressed as part of the disaster response. Identifying the importance of these factors aids in determining which relief activities to avoid or to use to mitigate negative environmental impacts, and where these interventions should be targeted.

The nature of these factors varies. Several factors, including population density, extent of the disaster area, whether the survivors are displaced, or resource availability, are clearly spatial (geographic). Other factors, such as self-sufficiency, sustainability, social solidarity, or environmental resilience are facets of how people and place interact and therefore also have a spatial element. A number of the factors relate to the survivors themselves, for instance the density of settlements or social structure. Other factors, such as environmental resilience, sustainability and absorptive capacity, are essentially environmental but defined by human action.

The comparative subjective rating of Factors Influencing Environmental Impacts is accomplished using Rating Form 1 (Annex B). The rating process involves two steps.

STEP ONE
A rating of each factor is completed based on the respective scale to indicate importance as a possible negative impact on the environment. Possible negative environmental implications for each factor are noted as guidance in the rating process. The rating scales are organized so that ratings of higher priority for action are to the right of the page.

The rating scales can be changed to suit user preferences. Specifically, the words used in the rating process can be changed to reflect local use and understanding. However, the same graduation of priority from left to right should be maintained on the form.

STEP TWO
Once each factor is rated, the factors are then ranked from lowest to highest priority. There is no problem if several factors have the same priority as the priority factors will be reviewed further in the Consolidation and Analysis module.

Note, however, that not all priority issues identified in the rating process will become targets for immediate action. Some issues may not be easily susceptible to relief interventions or should be deferred to the recovery phase.

Alternately, the environmental impact of other factors may resolve themselves. This would be the case where the population density in a temporary shelter decreases as people return to their normal homes. Changes in the importance of the factors should be reviewed with each REA update.
Main Objectives

After attending this session, you will be able to:

- Identify the purpose and outcome Task 3 in Module I, Organization Level Assessment.
- Complete Rating Form 2 “Environmental Threats of Disasters.”
- Identify which hazards/threats require immediate attention and action in a disaster.

Key Messages

- The purpose of this REA Process task is for the REA team to quickly identify and prioritize immediate environmental threats to lives and well-being resulting from a disaster.

- Hazards associated with a disaster can lead to direct or indirect negative impacts on the environment. An example is a hurricane which creates floods that wash through a fertilizer factory, or livestock farms, contaminating nearby ponds, rivers and wetlands.

- Relief interventions to address impacts on the environment may be critical to eliminating threats to the lives or well-being of the disaster survivors. These options range from recommending a more technical assessment to planning a specific response.

- Once environmental threats are identified, the REA Team will need to consider response options. The REA Guidelines, on Rating Form 2, indicates different response options for various types of environmental threats in disasters.

- Organizations doing a REA will need to determine how deeply they can be involved in responding to environmental threats in disasters. The organizations or groups conducting the REA are not necessarily (and often may not be) the appropriate ones to respond to the threat.

- After the environmental threat is clearly defined by government or specialized organizations, it may become apparent that advocacy over the long-term may be more effective than a response actor taking on a new and complex role in dealing with complex environmental problems during the first phases of disaster response.
Exercise

SimEx 3 “Environmental Threats of Disasters” Overview

Instructions

Step One: ELIMINATE THE THREATS WHICH DO NOT APPLY TO THE DISASTER SCENARIO.

- Read Situation Update for SimEx 3. In your teams, complete rating Form 2, based on your assigned disaster scenario and the information in Situation Updates for SimEx 1, 2 & 3. Use your best judgment to complete the form based on this scenario, making any necessary assumptions.

- Reminder: To facilitate this task, go through Form 2, and draw a line through any threats that don’t correspond to your disaster scenario.

Step Two: RATE THE REMAINING THREATS ACCORDING TO WHETHER THE AREA AFFECTED IS LARGE, MEDIUM OR SMALL.

Refer to your presentation notes on how to determine whether an affected area is large.

Step Three: RANK THE ISSUES ON THE FORM

- Using the results of your analysis, arrive at consensus with your team on the top three priority threats. List these below and in the appropriate section of your team’s “Issues Consolidation Table.” For more information, refer to Form 2 procedures from the (REA) Guidelines included on the following page.

  1. ________________________________________

  2. ________________________________________

  3. ________________________________________

Note that threats affecting a large area are considered more important than threats affecting a medium area. Threats affecting a medium size area are more important than threats affecting a smaller area.

Step Four: FLIPCHART

Each team must write their three priority issues on their flipchart.

What you need for SimEx3:

Information: HANDOUT for SimEx 3

Forms: Form 2 “Environmental Threats of Disasters” found in the REA Process & Forms packet.
HOW TO FILL OUT RATING FORM 2 from the (REA) Guidelines:

Task 3: Environmental Threats of Disasters

Hazards associated with a disaster can lead to direct or indirect negative impacts on the environment. Relief interventions to address impacts on the environment may be critical to eliminating threats to the lives or well being of the disaster survivors. An example is a tidal surge that passes through a fertilizer factory, contaminating nearby ponds used for drinking water. Here the need is to quickly identify the environmental problem and solutions and need for further assessment.

In other cases, hazards may require immediate and long-term responses. An example is the collapse of a mine tailings retention dam due to heavy rains, with the tailings contaminating a drainage basin and river bottom sediment. Here the need is to identify the problem in sufficient detail so that: (1) immediate steps can be taken to avoid contact with the contaminated area, and (2) for remediation to be included in the post-disaster EIA and recovery plans.

The identification and rating of possible immediate environmental impacts of different hazards present during a disaster provides a quick way to focus on significant immediate threats to lives and well being. Those threats with high rating values should receive greater and more immediate attention than threats with lower values.

The focus in this REA section is on hazards which can have an immediate impact on the environment. Hazards not normally associated with disasters are not explicitly considered. An example of what is not covered is the alkalization of soils due to improper irrigation, while soil contamination due to unusual flooding is covered.

Some hazards include a number of distinct threats to life, welfare or the environment. In this section, hazards are associated with specific threats to lives and well being to aid in the assessment process. An example of a hazard/threat combination is flooding (the hazard) which leads to the deposition of contaminated sediment which can cause health problems (the threat) on farm land used for rice cultivation.

Hazards expected to have a major contribution to the cause or impact of the disaster are identified using Rating Form 2 (Annex B). The hazards, and threats posed by these hazards, should be rated and ranked according to the four step process described below.

STEP ONE
Rating Form 2 should be reviewed. All hazards which are not appropriate for the disaster being assessed should be eliminated. This can be done by simply crossing out each row containing the inappropriate threat, or by deleting the appropriate rows from an electronic copy of the form and printing the shortened form. (Shortening the form before doing the rating will make this part of the assessment quicker.)

Note that Form 2 does not include all possible hazards which could be found in all disasters. When necessary, new hazards should be added to the list, with information on the nature of the threat and ways to address the hazards also added.

Guidance on determining the significance of a specific hazard is provided to assess whether the threat should be eliminated. This guidance may refer to information not immediately available, for instance, the presence of chemicals exceeding acceptable levels. If it is not known whether a threat is real (an unknown threat), the threat should be not eliminated.
Discrete hazards combinations should be rated separately. For example, under Disease, measles and malaria would be rated separately if both are considered to be threats following a disaster.

When possible, quantitative data relative to specific threats identified as important in the initial assessment should be collected and used to update the initial assessment whenever possible.

**STEP TWO**

Once inappropriate threats are eliminated, the remaining threats should be characterized by whether they affect a large, medium or small area. Area affected is used as a determinant of significance of a threat for two reasons.

First, the larger the area affected, the greater the number of disaster survivors who are likely to be affected. Second, impacts affecting larger areas are likely to require more extensive responses and be significant within the overall disaster response. (Small intense threats from disasters and other sources are identified through the **Context Statement**.) Unknown threats should be assumed to affect a large area.

The determination of whether an affected area is *large*, *medium* or *small* should be made relative to the total area affected by the disaster. For instance, a hazard which affects only 10% of the total area of a disaster could be considered as affecting a relatively small part of the disaster area. A hazard which affects 80% of a disaster area can be considered as relatively large.

Note that setting the lower and upper limits to the size of the medium area also sets the upper limit to the small area and the lower limit for what is to be considered as a large area. The area size criteria can be changed to suit user preferences, but should not be made overly complex.

**STEP THREE**

Once an area affected has been identified for each hazard the selected hazards hazard should be ranked based on area affected (large, medium or small). Hazards which affect a large area have a higher priority than those affecting medium-sized areas, which should receive attention before hazards affecting small areas. The top priority hazards will be further ranked against other issues in the **Consolidation and Analysis** module.

**Rating Form 2** also provides general indications as to response options and the need for specialized assessment, planning or response assistance. Each option requires further work to become an effective response. Other options may be identified in the course of further assessments and planning.

In some cases, information available locally combined with simple sampling methods will allow experts distant from the disaster to determine the significance of a threat and formulate plans for further assessments or response activities. Input from disaster survivors and neighboring non-affected populations should also be solicited.

In other cases, local or expatriate technical assistance may be needed on-site to deal with the threats. This assistance may involve considerable time and expense. Organizations doing the REA need to consider how deeply they are willing to be involved in dealing with threats to the environment. **Advocacy**, particularly after clearly defining an environmental threat, with government or specialized organizations, may be more effective over the long-term than taking on a new and complex role in dealing with complex environmental problems during a disaster.
The following steps can be taken to facilitate the work on this Section and post assessment assistance planning process.

1. Marking on a map the area(s) which have been identified as affected by the hazard threats and likely source area of the threat if one exists. Example: area flooded and location of the fertilizer factory that was flooded. The affected area would be downstream from the factory, not the whole area flooded.

2. Collecting contact information if the expected threat has a site-specific origin. Example: Names and phone numbers of factory managers. This information and information on local sources of technical assistance may already be collected as part of the Context Statement.¹

3. Identifying sources of information on the physical nature of the threat. Example: Flow rates and levels of flood waters carrying possibly contaminated sediment.

4. Identifying, if possible, sources of pre-disaster data on environmental and health conditions related to the expected threat. Example: Tests of soil and human blood levels of organo-chloride pesticides before disaster.

This information should be included in a request for technical assistance. However, an initial alert report as to a possible threat should not be delayed while this information is being collected.

Some overlap between this Section and Section One, particularly Elements 3, 4, and 5, is to be expected. Responses to this Section and Section One should be cross-checked. This cross-checking will identify any small area but intense threats which should be identified as critical issues at the end of this assessment.
2.3 Module I: Unmet Basic Needs

Main Objectives

After completing this session, you will be able to:

- Identify the purpose and outcome of Task 4 in Module I, Organization Level Assessment.
- Complete Rating Form 3, “Unmet Basic Needs.”
- Identify which needs may require outside assistance.
- Identify which response practices are sustainable or not.

Key Messages

- In a disaster, the survivors’ own resources and external assistance may be inadequate to meet the survivors’ basic needs. When needs are not being met, survivors often look to their surrounding environment to provide what they need (for example, logging for firewood or shelter). This practice may result in rapid depletion of natural resources and untold environmental damage.

- Form 3 is used to assess “Unmet Basic Needs.” It helps identify survivor’s efforts to meet their basic needs that may have a real or potential negative impact on the environment. Indicators for this form were derived largely from the standards and indicators contained in the Sphere Project Humanitarian Charter and Minimum Standards in Disaster Response.

- It is important to determine whether efforts to meet basic needs are taking place in a way which could seriously deplete essential resources during relief and recovery periods. Excessive use of resources will affect the availability and quality of future supplies.

- A resource (such as timber) may meet minimum needs at one point during the relief operation, but later it may fail to meet this need as the resource is depleted.

- This will, of course, lead to problems with relief operations and result in avoidable environmental damage. As a result, defining resource availability throughout the first 120 days of a relief and recovery period is an important part of minimizing the environmental impacts of disasters.
Exercise

SimEx 4 “Unmet Basic Needs” Overview

Instructions

1. READ SCENARIO UPDATE & COMPLETE RATING FORM 3
   - Read Situation Update for SimEx 4. In your teams, complete rating Form 3, based on your assigned disaster scenario, and information found in Situation Updates for SimEx 1, 2 and 3 (especially #3).
   - Use your best judgment to complete the form based on this scenario, making any necessary assumptions.

2. PRIORITIZE ISSUES
   - Based on the results of your calculation arrive at consensus with your team on the top three priority issues / Unmet Basic Needs which require action to limit potential environmental damage created by these needs. If you need further guidance on completing this task, refer to the Form 3 procedures from the (REA) Guidelines included below.
   - List these issues below as well as in the appropriate section of your team’s “Issues Consolidation Table.”
     1. ___________________________________________
     2. ___________________________________________
     3. ___________________________________________

What you need for SimEx 4:

*Information: HANDOUT for SimEx 4

*Forms: Form 3 “Unmet Basic Needs” found in the REA Process & Forms packet.

3. WRITE ISSUES ON FLIPCHART ISSUES & CONSOLIDATION TABLE
HOW TO FILL OUT RATING FORM 3 from the (REA) Guidelines:

Task 4: Unmet Basic Needs

Identifying unmet basic needs highlights areas in which the survivors’ own relief efforts and external assistance are not likely to be adequate. Needs which are not being met may result in environmental damage from a survivor’s efforts to cover basic needs. These impacts can be direct (e.g., cutting wood for cooking fires) or indirect (e.g., cutting and selling wood to buy water). Links between the way needs are being met and possible environmental impacts are generally obvious, but may require quick investigation to ensure information is accurate and complete.

In some cases, the basic needs of a disaster-affected population were not being fully met before the disaster. Considering the change in how well basic needs are being met before and after a disaster can provide useful insight into the relative needs of the disaster survivors and provide an indication of where recovery assistance can also be used to improve the pre-disaster level of development of the affected populations.

It is important to determine whether meeting a basic need is taking place in a way which could seriously deplete essential resources during relief and recovery periods. Excessive use will affect future supplies, and likely quality, of the resource. The result is that a resource may meet minimum needs at one point during the relief operation, but these needs will become unmet as the resource is depleted.

This will, of course, lead to problems with relief operations and may result in avoidable environmental damage. As a result, defining resource availability throughout the 120 day relief and recovery period is an important part of minimizing the environmental impacts of disasters.

It is important to note that in a disaster, damage to the environment can be accepted if this damage is an unavoidable consequence of saving lives and maintaining basic welfare. Noting this damage is important in planning remediation efforts as part of the recovery and rehabilitation phases.

Rating Form 3 (Annex B) provides a list of twelve basic need categories and thirty four indicators. A simple three step process, described below, is used to identify how well the basic needs of disaster affected populations are being met. This form should be completed based on actual conditions and not expectations or promises of aid.

The indicators used in Rating Form 3 were selected based on (1) their general applicability, (2), their direct link to actions by survivors following a disaster, (3) the likelihood of information on the indicator would be available after a disaster and, (4) the link between the indicator and reported environmental impacts during or after disasters. Indicators are derived largely from the standards and indicators contained in the Humanitarian Charter and Minimum Standards in Disaster Response (www.sphereproject.org/), which reflects universally applicable human rights to life with dignity.

Specific countries or regions may use higher indicators based on laws or tradition. In this case the indicators in Rating Form 3 can be changed as appropriate. Alternately, users can substitute other indicators which are more relevant to the specifics of a disaster or needs of an organization doing an assessment. But in no case should indicators be lowered below those currently found in Rating Form 3.
STEP ONE

Each of the basic needs (e.g., water, shelter, food) is rated on how well the need was being met before the disaster and under current (disaster) conditions.

Rating Form 3 uses four categories — **Not met at all, Lesser part of needs met than not met, Greater part of needs met than not met, Largely met, Totally met** — to characterize each basic need. Alternate scales can be used, but should maintain the transition from needs not being met to needs which are being totally met.

The indicators provided to the right of each basic need can be used in deliberations on how well a need is being met. The more an indicator is met and the more indicators met for each need, the greater the score for a particular indicator.

Disaster situation and other reports are a good source of data and information on whether needs are being met. If quantitative data is used, the source of the data should be noted for future reference.

STEP TWO

For each need, a yes or no answer should be provided to the question “Will the quality or quantity of the resources used to meet this need deteriorate significantly in the next 120 days?”

This question is intended to identify needs which are being met at the time of the assessment but which may not adequately meet needs sometime in the near future. For instance, water supplies may be adequate at the time of the assessment, but the supply may run low (due to pumping) or deteriorate in quality in the near future. Thus, considering a need will continue to be met allows for planning and interventions to prevent a shortage or reduction in quality in the near future. This information is useful in identifying potential operational challenges for relief programs and negative environmental impacts.

STEP THREE

A prioritized list of unmet needs which require action to limit environmental damage is created by:

- Ranking the rated needs from highest to lowest priority for action. Based on the rating scale used in **Step One**, the order of priority is:
  1. **Not met at all.**
  2. **Lesser part of needs met than not met.**
  3. **Greater part of needs met than not met.**
  4. **Largely met.**
  5. **Totally met.**

(A similar priority sequence should be used if the rating scales are changed.)

- Identifying the use of resources to meet a basic need will likely deteriorate in quantity or quality over the next 120 days. (The answer to the question posed in **Step Two**.)

Needs at the top of the list have a greater priority for action as they are more likely to lead to negative impacts on the environment as survivors attempt to meet these needs.

If a need is being met but at resource use rate which will lead to a deterioration of quantity or quality then there is a need for immediate mitigation measures to avoid future problems for relief operations and the environment.
Prioritizing needs which are being met in a way which can lead to resource deterioration in the ranked list depends on:

- How soon the deterioration is likely to occur and,
- How critical the need is for the survivors.

An immediate deterioration affecting a highly critical need would lead to this need being ranked at the top of the list regardless of whether the need was being met at the time of the assessment.

A comparison of the level of needs met before and after a disaster is possible by comparing the rankings in columns two and three of the rating form for each need. The expectation is that greater the difference in scores, the greater potential environmental impact, as well need for relief assistance.

However, the ratings are subjective and not necessarily based on the survivors’ own priorities and actions. Any comparison of scores should be used cautiously. Any resulting analysis should be confirmed with survivors.

Some disaster relief operations focus on bringing conditions for an affected population back to the level existing before a disaster. This focus may generate an interest in using the difference between the before and after scores to define how much assistance is needed to recover from the impact of the disaster.

Since there may be significant gaps in whether basic needs were met before a disaster, this use of the rating information raises the question whether relief should be used to improve on pre-disaster conditions. Some funding agencies promote such a developmental relief approach. Other agencies limit relief assistance to only a return to pre-disaster conditions however poor they may be. However, even when pre-disaster inadequacies cannot be addressed using relief, the identification of these inadequacies provides input into focusing developmental efforts after the disaster.
2.4 Module I: Negative Environmental Consequences of Relief

Main Objectives

After completing this session, you will be able to:

- Identify the purpose and outcome of Task 5 in Module I, Organization Level Assessment.
- Use Rating Form 4, “Negative Environmental Consequences of Relief” to identify which relief interventions may create negative environmental consequences.
- Propose general mitigation / prevention options to respond to the environmental threats.

Key Messages

- Disaster organizations are involved in a great variety of disaster relief and rehabilitation activities. Some of these activities may inadvertently have negative environmental consequences.
- Disaster relief workers necessarily focus on saving lives and stabilizing well-being and living conditions in humanitarian emergencies.
- However, as experience has shown it is also important that they assess the environmental consequences of their disaster relief interventions.
- Form 4 helps identify potential "Negative Environmental Consequences of Relief Activities." This form lists the most common types of relief interventions which are then reviewed to determine (yes or no) whether the intervention is planned or underway as part of the disaster relief effort. It also asks whether or not negative environmental consequences of proposed interventions have been considered and addressed. If follow-up is required then general "Avoidance or Mitigation" Options are also listed on this form. These options can require further assessment and planning, possibly involving specialists and requiring community involvement, to be used effectively in countering the negative impacts noted.

Exercise

SimEx 5 “Negative Environmental Consequences on Relief Activities”

Instructions

1. READ SCENARIO UPDATE & COMPLETE FORM 4
- Read Situation Update for SimEx 5. In your teams, complete Rating Form 4, based on your assigned disaster scenario and Situation Updates for Sim Ex 1, 2, 3 and 4.

What you need for SimEx5:

Information: HANDOUT FOR SimEx 5
Forms: Form 4 “Negative Environmental Consequences of Relief Activities” found in the REA Process & Forms packet.
• Find the type of interventions on the form that correspond to those interventions mentioned in the update.

• If you need further guidance on completing this task, refer to the Rating Form 4 procedures from the (REA) Guidelines included below. Use your best judgment to complete the form based on this scenario, making any necessary assumptions.

2. PRIORITIZE ISSUES

• In your teams, arrive at consensus on the top three disaster relief interventions that could potentially have negative environmental impacts.

3. DETERMINE RECOMMENDATIONS

• Discuss and recommend options for avoiding or mitigating the negative impacts.

• List these priority interventions with potential negative impact below and in the appropriate section of your team’s “Issues Consolidation Table.”

<table>
<thead>
<tr>
<th>Interventions with potential negative environmental impact requiring urgent action</th>
<th>Recommended avoidance or mitigation options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
HOW TO FILL OUT RATING FORM 4 from the (REA) Guidelines:

Task 5: Negative Environmental Consequences of Relief Activities

Disaster relief activities focus on saving lives and stabilizing well being and living conditions. The need for an urgent response often does not allow time to assess possible negative environmental consequences or secondary impacts of emergency interventions. The rapid identification of potential negative environmental consequences of possible relief activities provides a way to quickly recognize and mitigate these negative impacts.

This Section focuses exclusively on relief efforts. It anticipates that some (and possibly most) relief activities will not be developed based on detailed pre-disaster plans. The need to act quickly requires a process where the objectives and the conduct of relief operations are decided on a daily basis in the field. Activities may be developed and implemented by organizations with no pre-disaster familiarity with an affected population or area. These conditions create a strong likelihood that environmental consequences will not be fully assessed and mitigated before relief operations begin.

An identification of negative impacts of relief assistance can lead to three outcomes.

- A decision to postpone or cancel a relief action because it will result in unacceptable environmental damage. This decision should not be taken lightly, as it may result in more immediate hardship for the disaster survivors.
- A change to ongoing activities or plans to incorporate environmental impact mitigation or avoidance measures. This outcome is preferred. The Green Review of Relief Procurement module is specifically designed to help minimize negative environmental impacts from the procurement of supplies and services.
- An acceptance of negative environmental impacts due to relief assistance as unavoidable and preferable to not providing assistance. This could be the case, for instance, with the use of pesticides to control an insect-related disease outbreak. In this case, impact mitigation and remediation actions should be included in other elements of the relief effort or in post-disaster recovery programs.

The identification of potential negative environmental consequences of possible relief activities is accomplished by completing Rating Form 4 (Annex B) in a three step process.

STEP ONE
Each of the possible relief interventions listed are reviewed to determine (yes or no) whether the intervention is planned or underway as part of the disaster relief effort. This elimination of interventions which are not planned or underway can take place before the assessment, and will shorten the time needed to conduct the assessment in a group setting. However, this pruning should not eliminate possible future interventions. If it is unclear whether a relief intervention is underway or planned, then the intervention should not be eliminated from the list.

The interventions summarized in Rating Form 4 cover the most common types of relief assistance. Other types of interventions are possible and need to be assessed for negative impacts. If a Community Level Assessment has not or will not be done, then the coping strategies employed by the disaster survivors need to be added to the form and assessed in the same manner as the other interventions listed. Survivor coping strategies should not be ignored as they are likely to be significant in scale and scope (upwards of 80% of disaster relief can be provided by the survivors themselves), with consequent impacts on the environment.
STEP TWO
Relief interventions which are planned or underway are screened to determine whether potential negative environmental impacts have been addressed in project design or operations. This screening takes place by answering the questions in the third column with a yes or no in the fourth column. If there is insufficient information to answer a question, then the answer should be no.

Potential negative impacts which have not been addressed, that is have no answers, become issues which require follow-up as a result of the assessment. (All interventions should be monitored in real time for negative impacts and this list amended accordingly.)

The form also includes possible avenues for consequence avoidance or mitigation. This information can help identify ways to address negative impacts when they are identified.

STEP THREE
Identify which of the interventions for which potential negative impacts have not been addressed should be:
- Changed to avoid negative impacts,
- Implemented despite negative impacts, which should be in turn addressed through other short-or long-term interventions, or
- Canceled or avoided due to possible or actual negative impacts.
(See above for a summary of these options.)

These determinations will aid in the **Consolidation and Analysis** process (see Module Two) and in emergency project planning and design. Of course, canceled interventions do not need to be considered further unless they are judged to have already caused environmental damage.

STEP FOUR
Rank the interventions identified from most to least significant impact on the environment. This ranking should be based on the following criteria:
- Canceled interventions which have already had negative impacts.
- Interventions which will have negative impacts but which need to proceed none the less.
- Interventions which should and can be modified before implementation to avoid negative impacts.

The prioritized interventions are carried over to the **Consolidation and Analysis** process.

To the degree possible, the disaster survivors and their neighbors should be involved in discussions about mitigating the negative environmental impacts of relief activities. **Decisions to accept environmental damage as necessary for effective relief delivery should not be taken without consultation with survivor representatives if at all possible.**

The avoidance/mitigation options listed on the form are indicative and require further development, possibly involving specialists and requiring community involvement, to be used effectively in countering the negative impacts noted. The **Key Resource** list in Annex A should be consulted as a starting point for information and advice on ways to avoid or mitigate environmental impacts.
Main Objectives

During this session you will:

- Report in plenary as teams on the results of the last three REA tasks.
- Have an opportunity to raise questions and comment on the REA Process and Guidelines.

Your Notes
2.6 Participant Experience & Context Sharing

Main Objectives

During this session you will:

- Be asked to share and discuss your disaster management and/or environmental management experience (participants who have prepared short case studies will each be given about 10 minutes to present their experience).
- Or to reflect on how the topics covered in today’s sessions relate to your disaster work experience or to the local context.

Key Messages

Option 1: A critical element of the workshop is the application of theory to practice. You and other participants with disaster assessment or environmental assessment in disasters experience may be asked to share your experience if time permits. If you agree to do a presentation, you can structure your presentation according to the guidelines presented below.

Option: 2 This brief session is intended to give you a chance to process the information covered in the last three days and to contextualize and personalize their learning experience. Even if the discussion is brief, it is important to reflect and share aloud about the relevance of the REA concept and tools to your work and to the local situation.

Option 1: Participant Experience Sharing Guidelines

If you are giving a presentation, please use the following questions to guide what you present:

- What happened? What was the context or impact?

- What did you do? How did you do it (e.g. tools, methods, approach)?

- What were the results?

- What lessons learned or best practices from this experience can inform the REA?

Please bring maps and photos to support your presentation if they are available.

Option 2: Contextualizing lessons learned
Considering today’s topics, reflect and prepare to share in plenary how they relate to your disaster work or the local disaster context.

*Go through each topic / session title covered today and consider how or if these tools or concepts applicable to your work? Do you have anything to share from your experiences about these concepts or topics?*
3.1 Module II: Community Level Assessment

Main Objectives

After completing this session, you will be able to:

- Describe the concepts and outcomes of the Community REA.
- Describe possible methods for data collection and the time and resources needed.
- Identify the benefits and constraints of conducting the Community REA.
- Consolidate results of a completed REA community form.
- Develop a plan to troubleshoot and facilitate the Community REA.

Key Messages

- Local populations are the most affected by the disaster and are also the main actors in post-disaster relief efforts. Thus, it is critical that an environmental assessment both incorporate community knowledge and views and assess local self-help relief efforts.
- The REA Community Level Assessment (CLA) makes the REA results more representative of the local views of the disaster and its impacts.
- Information for this module can be obtained either directly or indirectly. Information can be collected directly from affected communities using either a questionnaire and/or other rapid appraisal techniques. Information for the CLA can also be extracted from other existing community post-disaster assessments.
- Information generated through the CLA needs to be condensed and prioritized into a format similar to that used in the Organization Level Assessment. This is done on the Community Assessment Summary Form.

Exercise

SimEx 6-A and 6-B Overview

SimEx 6 consists of two parts:

- SimEx 6-A Planning the Community Level Assessment
- SimEx 6-B Tabulating and Recording Community Level Results

What you need for SimEx6-A & B:

Information: REA Information Collection Guide, Annex 3.1.A, completed forms for the simulation scenarios found in HANDOUT FOR SimEx 6

Form: Scenario Community Level Results forms found on the following pages in this Participant Workbook.
SimEx 6-A  Planning the Community Level Assessment

Overview

The purpose of this exercise is to become familiar with planning considerations to complete a community level assessment process. Imagine that you have been asked to organize a rapid Community Level Assessment (CLA) of four affected communities. You will need to rely on questions found in the REA Information Collection Guide, Annex 3.1.A.

In this exercise, you will begin to plan for this Community Level Assessment, which take into account the following resources and constraints:

- Six staff persons, mix of men and women, international and national staff.
- Five days to complete the CLA in all four communities. Report of results by the 7th day.
- For the Hurricane Inez scenario: at least one community takes six hours to get to, and another takes sixteen hours to get to.
- In the SurGas explosion scenario, two of the communities are 30 minutes away and the other two are each one hour away.

Instructions

Discuss and prepare your CLA plan based on the following questions:

1. How will you utilize and organize your six staff (together, apart, mix)?

2. What four communities will you visit? All urban? All rural? Mix?

3. What is your assessment methodology? Walk-throughs? interviews? Questionnaires? Why this way and not another way?

4. How will you make your CLA gender sensitive?

5. How will you reach different community groups, especially those not represented by “official” leaders? What groups?

6. Timing? Propose your schedule, including time required to travel, time in community, time to complete the report.
SimEx 6-B  Tabulating and Recording the Community Level Results

Overview

The purpose of this exercise is to become familiar with the content of the Community Level Assessment form. Imagine that your Community Level Assessment plan (from SimEx 6-A) has been implemented and the results have been tabulated on the Community Assessment Results form (see HANDOUT FOR SimEx 6).

Instructions

• Review the Community Assessment Results form for your team’s assigned disaster scenario, taking note that the form is separated into similar categories as the Organizational Level Assessment (e.g. Context Questions, Factors Influencing Environmental Impact, etc...).

• For each category, identify the top two or three priorities from the community results (in general, higher importance ranking = higher priority) and list these on your “Issues and Consolidation Table,” under the column heading “Community Level Issues.”

• If you need further guidance on completing this task, refer to the Module III procedures from the (REA) Guidelines in Annex 3.1.B.

Note: the following questions on the Community Assessment Form correspond to previously used forms in Modules I and II:

Questions 1-4 = Section One of the Organizational Level Assessment (OLA), the Context Statement.

Questions 5-16 = Section Two of the OLA, Factors Influencing Environmental Impacts.

Questions 17-22 = Section Three of the OLA, Environmental Threats of Disasters.

Questions 23-32 = Section Four of the OLA, Unmet Basic Needs.
Annex 3.1.A  Community REA Information Collection Guide

The following document can be used as a guide in collecting information for the community level rapid assessment of environmental impacts. The information collected through this guide corresponds to the information required to answer the questions posed in the Community Assessment Summary Form (Annex E).

The guide should be used in conjunction with standard Rapid Rural Appraisal (PRA) and Rapid Assessment Procedures (RAP) methods and approaches. See Annex F, RAP and PRA Techniques for Emergencies and Annex F, Guidelines on Community Assessments, for additional information on PRA and RAP and data collection methods.

This document should be reviewed before use and modified as appropriate for the community being assessed and the circumstances of the disaster being investigated.

A. GENERAL INFORMATION (completed by data collection team)
   1. Date:
   2. Time Started:
   3. Time End:
   4. Name of Community:
   5. Person/s conducting the assessment:
      a. Facilitator:
      b. Recorder:
      c. Observer:
   6. Distance of community from main road and district capital:
   7. Nature of access to the community: paved, all season, dirt track, no road.
   8. Ethnic group/s and religion diversity present in the community:
   9. Description of the community. Including physical location, types of housing, physical layout and natural environment (agro-climatic zone, presence of rivers, lakes, parks, nature reserves etc). If possible, conduct a social mapping.
   10. Description of the origin of the community (e.g., when settled and where first settlers came from).
   11. Number of people currently living in the community:
   12. Are there people who migrated/displaced from the area? If yes when, how many, in which direction and to where?

B. ENVIRONMENT AND LIVELIHOOD INFORMATION

Environment
   13. How does the group describe the environment in which the community is located?
      Specifically ask about how the community has changed in the past ten years, noting changes to agriculture land, forests, pasture, supplies of raw materials, access and availability of water and pasture, and rainfall.
   14. Is the community near any unique environmental areas (e.g., national park, industrial site)?
15. Are there any areas which the community considers as special, such as holy sites, locations of natural resources or places which are protected by tradition? (Where possible, identify exact location.)

16. Does the community have any specific concerns about the environment? Specifically ask about fire, drought, floods, water and air pollution and other hazards, and recent changes to environmental conditions.

17. Does the group see the location of the community as one that is safe from floods, erosion, and other problems?

18. What are the rules that the community has governing the use of natural resources (agriculture land, forests, pasture, water)? Is there any difference for males and females?

19. How does the community resolve a dispute over the use of natural resources (forest, pasture or land use) water or other natural resources?

Livelihood/ economic activities

20. Nature of livelihood system: herding, agro-pastoral, farming, industry, other wage labor (indicate what type of labor). Indicate if more than one system is used, and number 1 to 5 in terms of importance.

21. What are major means of incomes and who involve from family members? Describe major occupation in terms of importance.

22. What are the criteria for wealth classification?
   Do (1) most families have about the same wealth, (2) are there a lot of poor and a few wealthy families in the community, or (3) are there some poor and wealthy, but most families have sufficient resources for all needs?

23. Are families supported by only one type of work, or by several family members with different occupations?

24. Are there any development projects working with the community and what do they do?

C. DISASTER INFORMATION

25. Has the community been affected by any of the following events in the past year.?
   □ Flood
   □ Wildfire
   □ Strong Winds
   □ Erosion
   □ Crop pests or diseased
   □ Human diseases
   □ Animal diseases
   □ Conflict
   □ Accidents (e.g., fire burning someone)
   □ Drought

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7 This list should be revised to reflect a specific disaster event. See Rating Form 2 for additional hazards.
Ask if any similar events are not included in this list.

26. For each type of event identified, ask whether this event was considered a disaster, that is, why was it different than normal conditions?

For each item identified as a “disaster” above answer the following questions.

27. What was the cause and impact of the disaster?
28. What damage happened as a result? Describe human and material damages.
29. How many people have left the community due to the disaster, where did they go and when are they expected back?
30. When did the disaster start and how long is it expected to continue?
31. Has the type of work that people do to support families changed since the start of the disaster? If yes, note changes.
32. What has the community done to address the disaster? What coping mechanisms have been used?
33. Since the disaster began, how do people in the community get money and have these sources changed? (List sources and changes.)
34. Has the community been able to address (1) most, (2) some, (3) few of the impacts of the disaster from their own resources?
35. Has the community received any assistance from the government or NGOs to deal with the disaster? (Yes/no). If no, skip to number 38.
36. What kind of assistance was received? (List, including origin – government, donor, NGO, other communities, people who have left the community-- if possible)
37. Was this assistance considered to be (1) a lot of assistance, (2) enough assistance, (3) just some assistance, (3) little assistance?
38. Has this assistance (1) improved, (2) stabilized or (3) not had much impact on conditions in the community?
39. Has the assistance which has been provided caused any problems for the community? (Prompt for impact on the environment.)
40. When the disaster is over, how long does the community think it will take for environmental conditions to return to normal?

D. BASIC NEEDS

This section asks about conditions in the community affected by the disaster.

41. How did the community get water before the disaster: purchase, wells, cisterns, lakes, ponds etc.? Indicate more than one if needed)
42. How does the community describe the water quality before and after the disaster?
43. Is there enough water for everyone in the community? Compare before and after the disaster.
44. What types of shelter does the community use and has there been any change after the disaster? If yes, describe major changes.
45. How did community members get materials to build a house before the disaster: purchase, collect from country side, receive as gift, etc?
46. Does the community have any problems with shelter since the disaster? If there are problems, note what they are.

47. How does the community meet their clothing needs?

48. Are there any changes after the disaster? Describe.

49. How will additional clothing be secured: purchase, manufacture, and/or gift?

50. How do community members get food: own production, purchasing in market, gift etc.? (Indicate importance if more than one source.)

51. Do all the community members have enough food? If not, who is most affected by the lack of food?

52. How does the community get fuel for cooking and other uses? (purchase, free collection, other means – note)

53. Has the supply of fuel changed because of the disaster? If yes, describe how and why.

54. Have community members lost any household resources (utensils, soap for personal hygiene, bedding, tools etc.) due to the disaster?

55. How will these be replaced: sale of assets, gift, purchase, etc?

56. Do people in the community have any concerns about personal safety, either in the community or when outside the community? If yes, who is affected and why?

57. Is there adequate health care for the community?

58. Has the availability of health care changed since the disaster?

59. Is health care free, including drugs?

60. If health care is not free, how do community members pay the costs involved?

61. Does the community use latrines? If yes, indicate their type, location and ownership (family, group of families, communal).

62. Are there enough latrines?

63. If no, why people do not have them?

64. Is there any agro-chemicals use in the village? If yes, note type, sources and for what purpose the agro-chemicals are used.

65. Have agro-chemical users received training on safe use?

66. Is the community aware of the dangers of excessive application of agro-chemicals?

E. CONCLUSION

67. How would the group describe a good future for the community? (Prompt for types of work, types of housing, access to water, electricity, roads, education and health status and changes to the environment.)

68. What suggestions do community members make as to how environmental issues in the community should be addressed?

F. COPING STRATEGIES

69. If not indicated elsewhere during discussions with the community, note specific coping strategies which are being used in response to the disaster. Some of these coping
strategies may only become evident in one-on-one or small group discussions since they may be illegal or not socially acceptable.

G. OBSERVATIONS

Observation should be made as to the way that human, animal and other waste is disposed.

70. Is the community clean of human/animal waste and garbage? (yes/no).

71. Are waste sites (where people throw waste or use as a toilet) distant from the community (yes/no).

72. Are there obvious insect breeding sites (particularly for flies and mosquitoes) in the community? (yes/no).

73. Is the community graveyard distant from housing and water supplies?

74. If there is a health facility in the community are medical wastes disposed of safely? (yes/no)

Additional observations by individuals conducting the assessment about disaster or environment-related conditions in the community.
Annex 3.1.B  How to complete a CLA- from (REA) Guidelines

REA MODULE II: COMMUNITY LEVEL ASSESSMENT

The Community Level Assessment focuses on critical environmental issues from the perspective of communities affected by a disaster. The assessment can either use the direct collection of information from communities or information collected through other assessments to complete a simple process to identify environmental issues which are most prevalent in disaster-affected communities. The process of identifying and prioritizing community level issues requires one to two days, depending on sources of information and should involve at least three persons. Approximately one day per community is needed to collect information direct from a community, with at least two persons in each group working in community.

Introduction

Community input into the identification and prioritization of environmental issues during a disaster is critical to the success of the REA and to the effective overall relief efforts. At one level, a considerable part of the post-disaster relief effort is undertaken by the disaster survivors themselves. The REA needs to identify and assess these efforts to anticipate and help define ways to address any resulting negative environmental impacts.

At another level, a best practice for relief operations is that they take into account the views and needs expressed by disaster affected populations. A community level assessment of environmental issues serves to incorporate these views and needs into the REA. This makes the REA results more representative of the local (as opposed to external organization level) views of the disaster and its impacts. The overall result is for relief operations to be more effective since they will respond more closely to the needs and expectations of the disaster survivors.

The Community Level Assessment module is intended to assist those doing a REA to collect and perform a preliminary analysis of community level information to identify critical environmental issues. The module contains two sections, one dealing with information collection and the other proving a simple process for using the information collected to identify issues. These sections are described below.

Information Collection Options

There are two basic options for collecting information on community perceptions about the environment and related relief needs and expectations. The first is to use a specifically designed data collection tool and conduct community level data collection from a sample of the communities (and groups within these communities as appropriate) in the disaster affected area.

The second option is to use other assessment efforts to collect needed information, and later extract the information on environmental issues using a method set out below. Using another assessment process, for instance those used for a household food security or a water and sanitation assessment, is possible because most of the information needed on environment-
disaster linkages is also collected as part of these types of assessments.\(^1\) (Sources on other types of assessments are provided in Annex A.)

The advantage of a separate REA community level survey is that it can focus on a more detailed understanding of environment-disaster linkages from the community perspective. The disadvantages are the time and resources needed to conduct a representative survey of communities in the disaster-affected area. The press of responding to a disaster may mean that organizations involved in providing relief may not have the time, resources or skilled personnel to devote to an extensive community survey without compromising the overall objectives of the emergency relief effort.

The advantage of using another assessment (either planned or already conducted) to collect REA-related data lies in the efficient use of resources. One assessment serving two purposes is more efficient than two overlapping assessments. The major disadvantages are that:

- The other assessments need to cover all the information requirements for the REA (a particular problem if an already conducted assessment is used) and,
- A depth of information on environmental issues may not be available from assessments which focus on other issues.

Further, to be compatible with the community assessment process set out below, data is needed for each community covered in the assessment. This level of information may not be available from summary assessment reports.

Basically, the information collected in another assessment needs to be sufficient to allow for the answering of the questions and identification of coping strategies covered in the Community Assessment Summary form (Annex E). Specific questions which can be used in other assessments can be gleaned from the Community REA Information Collection Guide in Annex D.

The choice of one or the other option depends on policies, resources and capacities of the organization(s) conducting the REA. In most quick onset disasters it is unlikely organizations will be able to devote time and resources to a stand-alone community level REA assessment. In these situations, incorporating REA information requirements into other assessments may be most effective.

There is a greater chance that a stand-alone community level assessment can be done for slow onset disasters, if only because these types of disasters often clearly involve environmental issues. However, parallel and competing surveys should be avoided. The REA assessment should incorporate (or be incorporated into) other assessment efforts whenever possible. The following three sections of this module discuss a REA-only community assessment approach.

**Questionnaire versus Focused Discussion**

The first issue in deciding to collect REA information directly from communities is selecting which data collection method to use, with a questionnaire or a focused discussion the most likely options. In the former, a fixed list of questions is asked of one or more groups in the community and the answers recorded for later use. In the later, communities are presented with a set of general topics and then allowed to discuss these topics and the resulting discussion recorded for later use. This later approach is often associated with participatory rapid appraisal.
(PRA, see www.worldbank.org/wbi/sourcebook/sba104.htm#top and other sources listed in Annexes A and G).

The advantage of the focused discussion approach is that participants can openly express their views without being closely guided by the interviewer. The advantage of the questionnaire approach is that it focuses the information collection effort, making the collection process more rapid than with open ended discussions. In addition, it takes less skill to administer a questionnaire than manage a focused discussion, an important consideration if there is limited time to train surveyors and complete the assessment.

The choice of whether to use the questionnaire or focused discussion approach is strongly governed by the time available to do the assessment and the skill levels of those who will do the community assessments. A compromise between the two methods is to use the questionnaire method but construct as many of the questions as possible in a way which allows for open-ended answers. This approach allows for the community information collection process to proceed relatively quickly but provides community members opportunities to express their views on the topics being raised in the questionnaire.

The following section discusses the questionnaire approach in more detail on the presumption that this approach is the most convenient in the absence of any other on-going or already conducted assessment which can be used for this module. However, REA users should feel free to use the focused discussion approach, or other data collection methods more suited to an organization’s means or the circumstances of a specific disaster. The bottom line is that whatever method is used, sufficient information to complete the Community Assessment Summary form in Annex E should be collected from a broad cross section of a community.

**Recording and Using Information Collected in Communities**

Any well done community assessment generates considerable information about past problems, immediate conditions and plans and expectations of community members about the relief and recovery process. This information has considerable value beyond the REA. It has specific uses in project design and recovery planning and in framing longer term developmental objectives.

As a result, it is necessary that information collected in communities be recorded in a form and format which permits future use. The results of each community assessment should be written-up, preferably using a standard data form. A full narrative and statistical report of assessment results may not be possible immediately after a disaster. But a short summary of findings should be prepared and circulated to all potentially interested parties.

Each assessment should also have a mechanism to note and pass on issues and information from communities relating to the effectiveness, transparency and appropriate allocation of relief and recovery assistance. Any assessment will identify operational gaps and successes. These need to be signaled to the responsible parties to ensure that the disaster recovery effort is as effective as possible.
**Task 6: Generating Condensed Community Assessment Information**

Information generated through the community assessment needs to be assembled and condensed into a format similar to that used in the Organization Level Assessment. With the community and organizational information in a similar format, the results of the two assessments can consolidated for analysis, as described in the following module.

The condensation and prioritization process is accomplished through a three step process using the Community Assessment Summary form in Annex E. The form contains a set of questions based on possible environmental issues which may be affecting a community.

**STEP ONE**
Answer each question with a yes or no using the information from the community questionnaire.

**STEP TWO**
The resulting identification of the prevalence of issues is then prioritized by scoring each answer according to whether the response for a community is a yes or no, as indicated in the form. Note that the significance of yes and no answers and the respective scoring changes between different sections of the form.

These scores are then totaled. Questions with the highest frequency of yes or no answers (depending on the respective section of the form) are considered to be the issues which the greatest prevalence and expected importance from the community perspective.

**STEP THREE**
Once the scoring and ranking is completed, the final section of the summary form, dealing with coping strategies and actions, can be completed. In this section, assessment results are used to identify relief and coping strategies used by the community and enter these actions in the first column of the form. Each action should be judged as to whether it is having a positive or negative impact on the environment (second column). Some actions can have both impacts concurrently or at different times. Details on the actions and strategies should be provided to understand the scope and overall impact of each action.

The rating and ranking process is overly simple as it is intended to quickly extract the information from the questionnaires for use in the overall REA. The issues identified in the assessment should be validated with the communities (or community representatives) through community meetings or other methods as part of a formal project design process.

The same method can be used with the results of other assessments. Based on a review of the assessment reports or supporting documentation, the questions on the Community Assessment Summary form are answered and scored as described above and information on coping strategies and actions entered as indicated.
**Personnel Requirements**

The *Community Assessment Summary* form should be completed by a team of at least three persons. The process works best when all involved have reviewed all the questionnaires (or other assessment reports) and participate in the consolidation and ranking process. Ideally, members of the teams which conducted the assessment should complete the *Community Assessment Summary*.

The staff, resources and time needed to complete the *Community Level Assessment* depend on whether a separate REA questionnaire is used and the number of communities visited. At a minimum, two information collection teams of two persons each are recommended, with each requiring a vehicle (and translator if appropriate). Each team can complete one community per day, with the total time needed to collect data dependent on the number of communities visited. Completion of the assessment summary can take up to two days depending on how well the questionnaires are process or if other assessment materials need to be reviewed. However, with good preparation, the assessment summary should not take more than one half of a day.
3.2 Module III: Consolidation and Analysis

Main Objectives

After completing this session, you will be able to:

- Describe the concepts and outcomes of REA Process Module III, Consolidation and Analysis.
- Develop a plan to facilitate the Consolidation and Analysis process.
- Lead the Consolidation and Analysis process.

Key Messages

- This module facilitates the process of consolidating, analyzing and prioritizing the issues that have surfaced from all previous REA tasks.
- Completing the Consolidation and Analysis module results in a simple tabular presentation of critical issues identified in the OLA and CLA and an indication of further action to address these issues.
- Four types of actions are anticipated:
  - Redesign or re-orient existing relief or recovery effort
  - Design a new project
  - Acquire additional information
  - Advocate on behalf of disaster survivors.
- The Consolidation and Analysis Module is comprised of two forms. The first form, the "Issues Consolidation Table", is used to select the most critical issues identified in both the Organization Level Assessment and in the Community Level Assessment.
- The second form, the "Issues and Actions Table" is used first to further consolidate and prioritize the issues identified in the OLA and the CLA, and to identify appropriate actions and responsibilities.
- The focus of the REA is not to completely resolve issues which have been identified, but to identify how best to start addressing an issue. Avoid making this task more complicated than necessary.
- The items listed under the Recovery Issues section should be covered in a separate short report, to be passed onto those involved in recovery planning and operations (only as a written document or though a public information meeting.) Documentation and referral is important to ensure that information collected during the assessment is not lost and has a positive impact on recovery, reconstruction and development efforts following a disaster.
- Once issues and actions have been prioritized, a second review of possible negative environmental impacts needs to be completed using the procedure set in Module I, Section Five: Negative Environmental Consequences of Relief Activities.
Planned actions should be changed, when possible, to reduce negative environmental impacts. If negative impacts cannot be avoided, then mitigation measures should be incorporated into relief or recovery activities.

NOTE! If the entire workshop has just completed a “real life” Community Level Assessment and your group worked on one of the simulation scenarios for SimEx 1-6, go back to your scenario to complete SimEx 7, the Consolidation and Analysis. You’ll need to imagine that you just did the CLA in Surestan or Paroma. Find the completed Community Level Assessment for Paroma and Surestan scenarios on the preceding pages of the previous session.

Exercise

SimEx 7-A, 7-B, 7-C Overview

SimEx 7 consists of three parts:

- SimEx 7-A Completing the Issues Consolidation Form
- SimEx 7-B Consolidate Issues and Identify Actions
- SimEx 7-C Prioritizing Actions

What you need for SimEx 7-A, 7-B & 7-C:

Information: The (REA) Guidelines that correspond with SimEx 7-A, 7-B and 7-C which are included below.

Forms: Issues Consolidation Table (the same one your team has been updating throughout the simulation) and Issues and Action Table

SimEx 7-A Completing the Issues Consolidation Form

Objective and Instructions

The purpose of this exercise is to give you experience in completing the Issues Consolidation Form.

This is accomplished through the following actions.

1. Refer to your results for Simulation exercise 1 through 6. By now, you should have transferred the results of each exercise to your team’s “Issues Consolidation Table.”

2. Review all of the issues and develop a single list of issues by consolidating all duplicate and substantially similar issues listed in the two columns. Duplication can be:

- Within each assessment, e.g., water being mentioned several time in the community assessment, or
- Between assessments, e.g., water being mentioned in the organizational and community level assessments.
Duplicate items should be marked (e.g., with a star) as they indicate issues which have a higher frequency, and are likely more important in terms of disaster-environment linkages.

SimEx 7-B  Consolidating Issues and Identifying Actions

Objective and Instructions

The purpose of this exercise is to prepare to prioritize issues and actions. This is accomplished through the following actions:

1. Transfer the results of the consolidation process to the first column of the “Issues and Actions Table.”
2. Identify simple and specific actions to address each issue using a rapid brainstorming approach. Actions fall into four groups:
   • Redesign or re-orient an existing project or activity
   • Design a new project
   • Collect more information, or
   • Advocacy

SimEx 7-C  Prioritizing Actions

Objective and Instructions

If a multitude of issues have been identified, you will need to further prioritize which ones will require immediate attention. The prioritization is based on answers to three questions:

1. Does the issue pose an immediate threat to Life?
2. Does the issue pose an immediate threat to Welfare? or
3. Does the issue pose an immediate threat to the Environment?

*LWE life, welfare & environment

Prioritization Process:

Issues for which the answer is yes to the first question are given top priority. Among these issues, the ones involving the greatest threat to life are given the highest priority.

Issues with yes answers to the other questions have correspondingly lower priority for action, and can be ranked according to the level of threat to welfare or the environment, as appropriate.

The prioritization process should give attention to issues which were mentioned more than once at the consolidation stage (e.g. marked with a star). These issues are more likely to be of greater importance to communities and assistance providers and should be given priority within each priority category (i.e., threat to life, welfare or the environment).
Task 7: Consolidating Issues

The first step in the consolidation and analysis process is to develop a simple listing of critical issues identified in the Organization and Community Level Assessments. This is accomplished by filling in the Issue Consolidation form in Annex H. Ideally three, but no more than five, of the top ranked issues from each assessment form developed in the two assessments should be entered into the respective column in the form.

Critical issues identified during the assessment which may not be covered by the issues listed on the two assessment forms can be entered under Other Critical Issues. These types of issues are often specific to a location and a particular disaster.

Issues which may not be immediately critical but need to be considered for long-term recovery should be listed under Recovery Issues. These longer term issues will not be addressed as part of the REA, but passed on for consideration in the design of longer term recovery programs.

The point of the consolidation process, and the whole REA effort, is to identify environment related issues which need immediate attention as part of critical disaster relief operations. Overloading the consolidation list will prevent the most important issues being addressed and waste the limited resources available to respond to a disaster.

A single list should be developed by consolidating the two lists on the Issue Consolidation form. This is most easily done by eliminating any duplication in the issues identified in each assessment. This duplication can be both from within each assessment (e.g., water being mentioned several times in the community assessment) and between assessments (e.g., water being mention as an issue in both community and organization assessments). Duplicate items should be marked (e.g., with a star) as they indicate issues which have a higher frequency, and are likely more important in terms of disaster-environment linkages.
Task 8: Identification of Critical Issues and Actions

The results of the consolidation process should be transferred to a second form dealing with Issues and Actions (Annex I). This form has three columns, one for the issues consolidated from the previous form, a second for an initial identification of actions to address these issues and a third for an overall prioritization of the issues listed. (A fourth column can be added to indicate who will have responsibility for specific actions if this is appropriate.)

The identification of actions to respond to the critical issues should be based on the four types of actions summarized above (modify an existing project, design a new project, collect more information, advocacy) and use of a rapid brainstorming approach to quickly identify the next steps in addressing the issues. Reference should be made to the original assessment documents if there is a need to clarify the origin and nature of an issue.

At this stage, the focus of the REA is not to completely resolve issues which have been identified, but to simply identify how best to start addressing an issue. A tendency to make this step more complicated than necessary should be recognized and avoided.

The process of identifying actions is less of a challenge for issues which relate directly to physical tasks and activities, and more of a challenge for issues which are more conceptual in origin. For instance, identifying an action to address a critical issue caused by poor water quality and quantity is more straightforward than identifying how to address a critical issue related to environmental resilience.

In most cases, conceptual issues (which generally come from the Context Statement and Factors Influencing Environmental Impact sections of the assessments) are addressed by incorporating them into the manner in which relief and recovery assistance is provided. For instance, if self-sufficiency is identified as a critical issue, then relief and recovery activities should be designed and implemented in a way which promotes self-sufficiency.

The items listed under the Recovery Issues section should be documented in a separate short report to those overseeing the relief and recovery process. Documentation and referral is important to ensure that information collected during the assessment is not lost and can have the most positive impact on recovery, reconstruction and development efforts following a disaster.

The Nairobi Method

During a training on the REA in Nairobi, one group doing the consolidation and analysis process divided issues into conceptual and practical sections on the Issues and Actions table. This allowed the group to more easily focus on how to address the practical problems identified in assessment and to clearly identify which issues would need to be addressed in project design or advocacy efforts.

The Nairobi Method can be a useful way to segregating a large number of issues into more easy to manage groups. This approach is useful when groups encounter difficulties in prioritizing or identifying actions for a number of apparently complex or contrasting issues.
In addition to a report, passing on the medium and long term issues identified in the assessment can be facilitated by holding a short meeting on the REA results for representatives of organizations which focus on medium and long term post-disaster assistance. These organizations typically include government planning and disaster management offices, regional and international lending organization, the UN system of organizations and donors.

Of course, front line assistance organizations themselves should incorporate medium and long term issues in their own planning and program development. The report-and-meeting approach can generate interest and funding for in-house efforts to address these issues. This approach also provides an opportunity to advocate with other front line organizations for the adoption of issues which may be outside an organization’s own mandate.

**Task 9: Prioritizing Issues and Actions**

Once actions have been identified the next step is to prioritize the actions based on the nature of the corresponding issues. This step may not be necessary if only a few issues are listed. However, the shortage of time and resources, characteristic of a disaster, mean that some level of formal or informal prioritization will usually be necessary.

The simplest approach to prioritization is to review the issues and actions based on three questions:

- Does the issue pose an immediate threat to life?
- Does the issue pose an immediate threat to welfare? or
- Does the issue pose an immediate threat to the environment?

Issues for which the answer is yes to the first question are given top priority. Among these issues, the ones involving the greatest threat to life are given the highest priority. Issues with yes answers to the other questions have correspondingly lower priority for action, and can be ranked according to the level of threat to welfare (second priority) or the environment (third priority), as appropriate.

The prioritization process should give attention to issues which were mentioned more than once at the consolidation stage (e.g. marked with a star). These issues are more likely to be of greater importance to communities and assistance providers and should be given priority within each priority category (i.e., threat to life, welfare or the environment).

If a large number of critical issues remain after an initial REA this may be due to the lack of information on the issues and factors covered in the assessment. However, if a large number of issues remain after several revisions of the REA, this may indicate that relief operations are facing significant operational problems or that little or no attention is being paid to environmental issues.

This situation should be called to the attention of senior management within the organization doing the REA and those overseeing the overall relief operation. These operational problems and lack of attention to environmental issues may themselves become a topic of advocacy.
**Task 10: Reviewing Environmental Consequences of Relief Operations**

A review of possible environmental consequences of on-going or planned relief operations is conducted in **Section Five** of **Module I**. This review needs to be conducted again once the specific actions are identified as a result of the consolidation and analysis process.

The review process is the same as set out in **Section Five/Module I** and based on completing **Form 4** in **Annex B**. Unanticipated or unwanted negative environmental impacts should be addressed by changes to the manner or nature of proposed actions and interventions. The environmental impact review should be conducted for each new action or intervention identified in the consolidation and analysis stage of the assessment.
3.3 Module IV: Green Review of Relief Procurement

Main Objectives

After completing this session, you will be able to:

- Describe the concepts and outcomes of the Green Review.
- Describe the process of using the Green Review forms and the time and resources needed.
- Identify the benefits and constraints of using the Green Review.
- Identify tasks which can facilitate the incorporation of the Green Review into organizational assessments and procurement.

Key Messages

- Green procurement is the selection of products and services that minimize negative environmental impacts.
- Green procurement may be as simple as buying recycled paper or as complex as considering the environmental impact of a product at each stage of its life, from when it is manufactured to when it is disposed of as waste.
- Green procurement involves applying the 4 R’s methodology at each phase of the material life-cycle:
  - Reduce
  - Reuse
  - Recycle and
  - Recover
- In disaster conditions, the objective is to procure the greenest or most sustainable item without compromising the assistance effort. The best way to do this is to use a simple yes/no screening process based on the focus areas summarized above. For the REA, this approach has been formalized into the "Greenness Procurement Screening Checklist."
- There are at least four areas for green procurement in emergencies.
  - Purchasing energy efficient equipment
  - Reducing amount of waste produced
  - Recycling products
  - Reducing energy requirements
Exercise

SimEx 8 Using the Greenness Procurement Screening Checklist

Objective

The purpose of this exercise is to give you experience applying the “Greenness Procurement Screening Checklist” found in Module IV, Green Review of Relief Procurement.

Instructions

- Read the following short project description and the procurement list of requested inputs found on the next page.
- After reviewing the list, apply the “Greenness Procurement Screening Checklist” and answer each question on the checklist as well as you can.
- Pair up with one or two other participants and apply the checklist to two or three of the twenty items on the project list.
- If you need further guidance on completing the checklist, refer to the instructions from the (REA) Guidelines found below.

Note: All participants will undertake this same exercise. Although it is based on the Hurricane Inez scenario, the exercise is equally applicable to both disaster cases.

What you need for SimEx8:

Information: Read Project Description below. HANDOUT FOR SIM EX 8

Forms: “Greenness Procurement Screening Checklist” found in the REA Process & Forms packet.

Note: the facilitator will distribute a worksheet called the “Trainer’s Answer” to correspond with the Greenness Procurement Screening Checklist at the end of the exercise.

Project Description

After consideration of several important environmental issues associated with their response to the disaster in Paroma, Shelter for All has redesigned their housing reconstruction program to better incorporate environmental considerations.

The following points outline the new proposal which is now being considered for immediate funding:

- 500 of the most vulnerable affected families will be served.
- The project will focus on rebuilding homes at their original (dispersed) sites.
- Mitigation features will be built into the new houses.
- A building material recovery and reuse approach will be used wherever feasible.
- A small sawmill project for use of dead and downed trees will complement the program, and will provide materials for reconstruction.

The new project has been initially greeted with some acclaim from donors who are very supportive of this more environmentally sensitive approach.
HOW TO REVIEW RELIEF PROCUREMENT from the (REA) Guidelines:

Task 11: Green Procurement

Green procurement is basically the
...selection of products and services that minimize environmental impacts. It requires a company or organization to carry out an assessment of the environmental consequences of a product at all the various stages of its lifecycle. This means considering the costs of securing raw materials, and manufacturing, transporting, storing, handling, using and disposing of the product.

Green procurement is rooted in the principle of pollution prevention, which strives to eliminate or to reduce risks to human health and the environment. It means evaluating purchases based on a variety of criteria, ranging from the necessity of the purchase in the first place to the options available for its eventual disposal. (From Green Procurement, wwwbsdglobal.com)

Green procurement is part of the Sustainable Procurement approach promoted by the UNEP, whereby organizations buy supplies or services by taking into account:

- the best value for money considerations such as price, quality, availability, functionality, etc.;
- environmental aspects ("green procurement": the effects on the environment that the product and/or service has over its whole lifecycle, from cradle to the grave);
- the entire Life Cycle of products;
- social aspects: effects on issues such as poverty eradication, international equity in the distribution of resources, labor conditions, human rights (From Sustainable Procurement, www.uneptie.org)

The Sustainable Procurement approach goes beyond green procurement and requires consideration of social impacts. This broader view can be integrated into a rights-based approach to identifying, procuring and providing assistance.

A common tangible impact of green procurement is lower expenses for such things as fuel, utilities, supplies and maintenance. These savings usually off-set higher costs associated with procuring an item or resource with a lower negative impact on the environment. The bottom-line impact of savings exceeding costs is why many large businesses have adopted green procurement.

NGOs don’t have a profit rational for pursuing green procurement. NGOs do have an obligation to use donated funds as wisely as possible. Wise use can mean (1) making funds go as far as possible, typically by holding down expenses, and (2) not spending funds today in ways which will result in otherwise avoidable expenses in the future, as would be the case if procurement led to avoidable environmental damage.

Conceptually, green procurement involves
...applying the 4 R's methodology (Reduce, Reuse, Recycle and Recover) at each phase of the materiel life-cycle (planning, acquisition, operations, utilization and maintenance, and disposal), procurement activities can be more environmentally responsible. When purchasing, environmental considerations should be integrated with other criteria such as performance, life expectancy, quality, and value for money (cost), as far as possible (From Green Procurement Checklist, www.ec.gc.ca/eog-oeg/greener_procurement/Green_Procurement_Checklist.htm).
Green Procurement in Disasters

The challenge of green procurement in emergency response is to manage the process of selecting a greener product or service in a way which does not delay the provision of assistance. Unlike normal green procurement, urgency can override the environmental impact assessment process normally used to select the most environmentally positive product or service.

The urgency-in-emergency reality means that much in the way of identifying and selecting more environmentally positive products and services should be done before a disaster as part of the preparedness and planning process. This pre-disaster process can follow the “4R” process summarized above and the procurement review checklist contained at the Green Procurement Checklist noted above (see Greener Procurement, www.ec.gc.ca/eog-oeg/greener_procurement/Green_Procurement_Checklist.htm). Also see Environmentally Preferable Purchasing at www.epa.gov/opptintr/epp/pilot/index.htm.

Four areas in which greener procurement criteria can be applied to emergency procurement are summarized below. These focus areas are drawn from work by WFP, UNHCR and other sources.

ENERGY EFFICIENT EQUIPMENT
The focus here is on equipment which is designed to use less energy, such as by automatically going into a sleep mode when not being used. The best examples are copiers and “Green Star” computer equipment. Other energy efficient-rated equipment include items like refrigerators and air conditioners, which may have an “EnerGuide” label, or provide energy rating information on labels.

A focus on energy efficient equipment includes vehicles. Preference should be given to buying vehicles with which can provide greater kilometers per liter of fuel. The size of a vehicle (often a good indicator of fuel efficiency) should be matched with the expected task. A large 4x4 vehicle, and its higher fuel consumption and operating cost, is not needed if all the vehicle will be used for is running around a capital city.

WASTE REDUCTION
As with the Bangladesh example, the idea here is to reduce unnecessary waste, usually by reducing, changing or eliminating packaging. Waste reduction also means not providing unnecessary or unusable assistance, or food that people throw away for that matter.

Waste reduction also covers recurrent management (e.g., vehicle maintenance) and site management (e.g., buildings). For example, a vehicle which leaks oil is wasting oil and an office with air conditioners and open windows wastes energy. This aspect of waste reduction is less in the procurement domain that in those of fleet and facility maintenance

RECYCLING
Attention to recycling usually focuses on finding new or alternate uses for once-used items. The reuse of scrap office paper is a good example, and should likely be institutionalized.
The recycling focus goes further to include purchasing items which have been recycled (printer cartridges) or which include recycled parts (some computers) or material (e.g., copy paper and envelopes). The recycling focus basically comes down to two questions:

1. Is there another use for this item once it is no longer needed for the reason it was bought, and
2. Does this item include recycled sections?

Complementing both questions is whether items can be recycled to the provider, as can be the case with printer cartridges, or other re-users.

REDUCTION OF ENERGY REQUIREMENTS
This area is similar to energy efficient equipment, but the focus is on minimizing the down-stream energy requirements needed to use assistance items. For instance, reducing energy requirements can be accomplished by providing food aid which requires the least energy possible to prepare at the beneficiary level. An example is milling maize before distribution, where this milling requires less energy and results in less short-term damage to the environment than preparation and cooking at the user level.

Green Procurement in Emergencies Checklist
The elaborate review process to define the sustainability or greenness of a procurement used in normal times will not work in emergencies. In disaster conditions, the objective is to procure the greenest or most sustainable items without compromising the assistance effort.

The best way to do this is to use a simple yes/no screening process based on the focus areas summarized above. This approach has been formalized into the following checklist.

The checklist can be complete for each item or class of items to be procured. The best point at which to complete the checklist is when the results of needs assessments are being turned into assistance requests.

Alternatively, the checklist can be used by procurement staff to try to select the greenest product or service from a range of available options. Use by procurement staff would, of course, require ensuring that an item or service eventually selected was acceptable to field staff and beneficiaries.

Answering “no” does not preclude procuring an item or service. A “no” answer does indicate that other items or services might be better if they can be secured without delaying the delivery of relief assistance.

In some cases, more green items are available, but at a higher cost. For some organizations, environmental impact can be considered as part of the cost review of procurement actions, and a higher cost justified on this basis.

Answering “no” to one of the questions in the list also indicates that actions will likely be needed to address environmental impacts which occurred because the least environmentally negative item could not be procured. These impact mitigation actions need to be incorporated into relief and recovery planning to mitigate or remediate any negative environmental consequences.
3.4 Participant Experience & Context Sharing

Main Objectives

After completing this session, participants will be able to describe:

- How the topics discussed and introduced during the last three days pertain to their disaster work.
- How the REA can be applied to the local disaster context.

Key Messages

This brief session is intended to give you a chance to process the information covered in the last three days and to contextualize and personalize your learning experience. Even if the discussion is brief, it is important to reflect and share aloud about the relevance of the REA concept and tools to your work and the local situation.

Exercise

Contextualizing lessons learned

Considering today’s topics, reflect and prepare to share in plenary how they relate to your disaster work or the local disaster context.

Go through each topic / session title covered today and consider how or if these tools or concepts applicable to your work? Do you have anything to share from your experiences about these concepts or topics?
3.5 REA Implementation Issues

Main Objectives

After completing this session, you will be able to describe:

- The level of expertise required to use the REA.
- The personnel requirements for conducting an REA.
- The length of time required to conduct an REA.
- How to use and modify the rating scales.

Key Messages

- The REA is intended to be used by persons with no specific background in environmental issues and relatively little background in disaster management.
- The primary REA users are expected to be government, NGO or international organization staff conducting field assessments or directly managing relief operations.
- Participants in the REA (especially in the CLA) should reflect the gender, social and cultural diversity of the population within the area for which the assessment is being conducted.
- The REA is preferably used by a group of persons directly involved in the disaster response. While the REA can be completed by an individual, this approach will take more time and often suffers from the individual assessor's own bias and limited perspective.
- The group process should be managed by one person charged with leading the assessment process, collecting background information and recording and keeping a file of the assessment results.
- The REA is designed primarily for use during the critical disaster response period. Ideally, the REA can be conducted as soon as practicable after a warning or start of a disaster until conditions have stabilized-normally within 120 days after a trigger event. This 120-day period provides time to begin an Environmental Impact Assessment as part of the recovery and rehabilitation process.
- An REA can be completed by using only either the Organization Level Assessment (OLA) module, or the Community Level Assessment (CLA) module. Using only the OLA module is conceivable when there is no opportunity to collect information from communities, as is likely in rapid onset disasters.
When using the REA rating forms, remember:

- Everyone has a vote.
- Votes can be averaged.
- Voting is productive.
- Sometimes it is necessary to push ahead and keep things moving rapidly.
- Clear rating and ranking criteria make voting and rating and ranking easier.
- Main criteria: impact on Life, Welfare, the Environment.

Your Notes
3.6 Evaluation and Closing

Main Objectives

During this session you will:
- Test your learning at this workshop.
- Complete a course evaluation.
- Learn about additional electronic REA resources.

Key Messages

- You can order a self-study REA eResource Packet CD course from InterWorks LLC by calling the U.S. at 1-608-251-9440 or emailing Paul Thompson at: thompson@interworksmadison.com
- All of the REA training material and field test reports can be seen and downloaded at the Benfield Hazard Research Centre website at: http://www.benfieldhrc.org/disaster_studies/rea/rea_training_materials.htm
- Fill out the Evaluation Form found in Annex II
Annex I  Workshop Evaluation Form

Rapid Environmental Impact Assessment in Disasters Workshop

Surname (optional): _______________________    First Name: ____________________

A. Please circle to what extent you agree or disagree with the following statements:

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<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>3</td>
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<tr>
<td>Content was suitable for my background and experience</td>
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<tr>
<td>Program was well-paced</td>
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<tr>
<td>Participants were encouraged to take an active part</td>
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<td>4</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>The program met my individual objectives</td>
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<tr>
<td>The REA is relevant to my work, or to that of the organization I represent</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>I would recommend this program to my colleagues</td>
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<td>4</td>
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<tr>
<td>I feel prepared to conduct an REA</td>
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B. Please rate the following, as applicable (5=excellent to 1=poor).

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C. Please check as appropriate:
- Was the seminar length:  □ correct?  □ too short?  □ too long?
- Were there: □ just enough participants?  □ too few?  □ too many?
- What are the 3 most important things you learned during the workshop?
1.
2.
3.
D. Additional suggestions or comments for improving this course?  
(continue on back if necessary)

E. What is your overall rating of this course?  
☐ Excellent    ☐ Very good    ☐ Good    ☐ Fair    ☐ Poor

F. Please rate the individual workshop sessions

<table>
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<th>Session No. &amp; Title</th>
<th>Session Content</th>
<th>Instructional Methods</th>
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<tr>
<td>1.1 Welcome / Introductions</td>
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<td>1.2 Overview of Disaster Management</td>
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<td>1.3 Disasters and the Environment</td>
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<td>1.7 REA Context Statement SimEx1</td>
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<td>1.8 Participant Sharing</td>
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<td>2.2 Environmental Threats of Disasters</td>
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<td>2.5 Reports/ Discussion</td>
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<td>2.6 Participant Experience Sharing</td>
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Please turn this form into the workshop facilitator. Thank you.