



**Opportunities for Environmental Emergencies Training
Discussion Paper
Rosersberg Initiative Working Group
Tunis, 3-5 December 2007**



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English only

Purpose

This document proposes ideas and options for increased environmental emergencies training, for discussion at the 3-5 December 2007 meeting of the Rosersberg Working Group. It should be read in the context of other background documents prepared for this event. The document lists questions for participants to discuss. These questions should be considered as indicative only. Participants are encouraged to contribute their own ideas, questions and proposals, whether or not they are noted below.

Context

At the June 2007 meeting of the Advisory Group on Environmental Emergencies, governments and other participants agreed that opportunities to increase training for environmental emergencies should be explored. This direction, in turn, was based on analysis presented to meeting participants indicating both a need and opportunity for such activities (see related AGEE 7 documents, in particular *Strengthening the International System for Environmental Emergency Response*).

At present, training – broadly defined - for environmental emergencies is conducted as follows:

- *Training for Rapid Environmental Assessments.* A first training in the use of the Flash Environmental Assessment Tool (FEAT), which enables users to identify acute environmental impacts of disasters, was conducted in November 2007. This training was organized by the Crisis Management Netherlands, the Dutch Public Institute for Environment and Health and the Joint UNEP/OCHA Environment Unit (Joint Environment Unit) and targeted at environmental emergency specialists. The FEAT is a new tool developed by Crisis Management Netherlands and the Dutch Public Institute for Environment and Health at the request of the Joint Environment Unit (see AGEE 7 documentation for more details).
- *NATO/Partnership for Peace course on International Environmental Disaster Operations.* The Swedish Rescue Services Agency conducts an annual course to enable participants to organize and implement an international response to environmental emergencies. The target audience is disaster response specialists, as well as professionals and a range of environmental experts. There is a maximum of 24 participants to the course each year. The Joint Environment Unit typically contributes to the training both by providing trainers and by sponsoring participants.

- *Contributions to United Nations Disaster Assessment and Coordination (UNDAC) courses.* The Joint Environment Unit contributes about 1-3 hours of training on environmental emergencies within the context of annual UNDAC induction and refresher courses. This training provides disaster managers with a brief overview of the nature of the international response to environmental emergencies. There is a chapter in the UNDAC field handbook related to environmental emergencies.
- *Ad hoc trainings.* The Joint Environment Unit can organize trainings on a more *ad hoc* basis, upon request. For example, a general awareness training seminar on the role of environment in emergencies and on the UN system for disaster response was held in 2005 and in 2007 for the United Nations Environment Programme. Swedish environmental experts also received mission preparedness training as part of the Hurricane season 2007 preparedness activities. Contributions of this sort may be made, as needed, by the Joint Environment Unit in the context of trainings organized by other organizations. For example, the Joint Environment Unit will provide training to staff from Veolia Environment, an international environmental services company. This training will help prepare staff for deployment through the UN system.

A different but related course is from the European Commission - Community Civil Protection Mechanism. The Community Mechanism runs a training programme for civil protection experts from EU Member States to help prepare them to participate in international responses to emergencies of any kind. The programme consists of four steps: 1) an induction course, which forms the basis of the programme 2) an Operational Management Course. This is followed by three types of specialised supplementary courses on Needs Assessment, OSOCC Staff Management and implementation of Media and Security policies. 3) a High Level Co-ordination Course 4) two different specialized Refresher Courses for participants who attended the previous steps.

Observations and analysis.

While the above efforts are generally regarded as useful and successful, several issues are immediately evident:

1. Many of the above trainings are *ad hoc* rather than systematic.
2. Existing trainings rely heavily on the travel and/or presence of a small number of qualified trainers. This creates an immediate constraint as training is therefore dependant on trainer schedules, flights, funding and other issues.
3. None of these courses make use of internet technologies, which potentially could reach more people at a low cost and in more countries.
4. While there is general dialogue between the providers of these trainings, including through partnership mechanisms such as the AGEE, these efforts and the information they contain are not 'joined' in any particular way or accessible through any specific hub or knowledge center. As a consequence, synergies between existing courses may be missed.
5. With the exception of certain UNDAC courses, courses are conducted in English only.

At the same time, the paper *Strengthening the International System for Environmental Emergency Response*, endorsed at AGEE 7, clearly lays out a rationale for engaging and training more people in environmental emergencies, with specific objectives of raising awareness to ensure a faster and more effective response, and ensuring that there is a sufficient array of experts to conduct rapid environmental assessments and provide advice and support to national authorities on measures to mitigate the effects of environmental impacts on human life and

health. The paper also focused on the need to increase linguistic, national and regional diversity of this expert pool.

In principle, an almost infinite number of other options could be considered to complement these existing efforts, create synergies, and add flexibility. For example, subject to funding and interest:

- The number, locations, content and languages of certain of the above trainings could be expanded. For example, FEAT trainings and NATO PfP –style courses could be offered to more participants, and in more languages.
- In-depth, one-on-one environmental emergency response training could be provided for a small number of focal points in countries at particular risk of environmental emergencies.
- Efforts could be made to integrate more environmental emergency training and awareness curriculum into the material and courses of existing university programs. Specifically, analysis could be conducted to identify general disaster management courses where environmental emergencies material could be integrated into individual single disaster management course, perhaps through guest lectures. More ambitiously, an entire course could be developed on the management of environmental emergencies and offered as part of one of the currently available Masters degrees in disaster management. These undertakings would need to be done in partnership with academic institutions.
- On-line / CD-ROM based training could be provided.
- Train trainers so that more courses can be provided
- Trainings could be coordinated with, or integrated into, trainings for a broader array of organizations, for example the Red Cross.

All such options can, and should, be discussed at the 3-5 December Working Group meeting and beyond. It is suggested, as an initial proposal, that the group focus in particular on finding ways to develop and implement one or two of the ideas below. The first two ideas are suggested because they are discrete, stand-alone initiatives that respond to immediate needs, and the third because it helps make best use of existing efforts.

Training options for discussion

1. On-line environmental emergencies ‘overview’ training.

Preparing experienced disaster managers to also provide a more effective response to environmental emergencies both within potential donor and affected country governments, and as members of UNDAC and other teams, could be achieved through a comprehensive on-line training. This could incorporate the best of all existing general environmental emergencies training material, and present it to users in a compelling, interactive format in different languages. Specific objectives could include:

- Familiarizing users with types of environmental emergencies, including typical scenarios
- Familiarizing users with key international response mechanisms
- Describing key international tools and resources
- Providing specific advice to potential donors and potentially affected countries on how to provide and receive assistance effectively

Outputs from this project would include more experienced disaster managers with an understanding of the importance of environment in disasters, and specific knowledge of how to address acute environmental issues. Users could receive a certificate for successful completion of the overview training, following an on-line test.

There is already a useful and practical example of such a training that has been developed within the Office for the Coordination of Humanitarian Affairs, specifically for civil-military coordination. Annex 1 provides costs and details for the development of this module, which can be downloaded at <http://ocha.unog.ch/uncmcoord/>. Although the substance is different, many of the objectives and concepts are similar and could be used for environmental emergencies.

Benefits could include easy dissemination, and rapid results. A drawback would be the cost of developing such a module. Based on OCHA experience, this module would cost 200,000USD (see Annex 1). Over the medium-longer term, however, these costs may be saved through reduced travel and staff time expenses. Clearly, this module would need to be focused at an audience already familiar with disaster response generally.

Questions for participants:

- What should be the main operational objectives of an environmental emergencies training? Who should be trained? How many? To what degree? What experience should they have prior to the training? From which countries should trainees be drawn?
- Is an on-line course a useful way to address these objectives? Is there a better way? What are other possibilities?
- What material should an on-line (or other) course cover? Environmental emergency scenarios? The international system governing emergencies? Practical tools and resources? All of these?
- Are there better ways to reach general audiences?
- Should a course be translated into languages beyond the six official UN languages?
- How could it be managed and updated?
- Would someone be interested in implementing it or supporting the implementation?

2. Expanded FEAT training

As noted above, training was conducted in November 2007 to familiarize UNDAC team environmental experts with the use of the FEAT tool so that they can more readily identify acute environmental impacts from disasters. The next step in this initiative is to field-test the tool during 2008 and revise it if needed. Following this, it is envisioned that more UNDAC team members (including non-environmentalist UNDAC team members) will be trained in the use of the FEAT. This is a good start. However, the FEAT tool should be used more widely than UNDAC team missions alone. US-DART team members, experts deployed by the EC-MIC, Red Cross teams and others, for example, may also benefit from this tool. Accordingly, a next step could be to develop the curriculum for a substantial FEAT training with disaster managers from diverse organizations, and hold a training session in 2009.

Questions for participants:

- Would widespread (regional/national-level) FEAT training be useful?
- Would a training workshop be useful or should the material be on-line?
- What countries / audiences should be prioritized?

3. Training Academy / Resource Center / Center of Excellence

As noted, there is at present little that ‘connects’ or maximizes existing training efforts or makes all the information available in one place for easy access. Swedish authorities are looking into possibilities to address this over the longer-term. An in-house development project at the Swedish Rescue Services Agency is studying the concept, and will deliver recommendations at

the end of 2007. It would be of great value to have detailed discussions prior to this, at the 3-5 December 2007 meeting. A draft of the recommendations will be presented at the meeting and used as a basis for discussion and input.

The recommendations will target response to environmental issues in both relief and recovery phases of a disaster. The centre could be situated at a physical location, but access and the input of knowledge and experiences could be virtual, perhaps making use of existing tools such as the Virtual OSOCC.

It is also worth noting that in other, related, areas, the European Commission has funded three 'Virtual Academies' for learning management so there are already a number of instructive models.

Questions for participants

- What are the needs to have access to compiled information on training opportunities for
 - Organizations in disaster-prone areas
 - Organizations active in international assistance to environmental emergencies?
- What are the needs to have access to applied academic research in the field of environment, humanitarian response and recovery for:
 - Organizations in disaster-prone areas
 - Organizations active in international assistance to Environmental Emergencies?
- Would it be possible to agree on the most important subjects/objectives for a prospective resource centre with respect to:
 - Humanitarian Relief
 - Recovery
 - Risk Reduction and Emergency Preparedness?
- Which organizations should be addressed/engaged in this issue?

Introduction

The objective of the proposal is to develop a self-study UN-CMCoord CD-ROM with a focus on civil-military coordination in multidimensional missions. It should raise awareness about the humanitarian dimension of peace operations among all military and civilian actors. The focus of this interactive course will be to deliver comprehensive training on civil-military coordination to military peacekeepers and civilians working in multidimensional missions.

CMCS will ensure that the content of this interactive training programme will be consistent with all relevant policy documents of the humanitarian community and the Department of Peacekeeping Operations (DPKO).

Self-Study CD ROM: training priority

As of January 2006, OCHA has delivered 79 training courses on civil-military coordination. In 2006 alone, 15 training courses are planned in disaster prone regions and ongoing peace operations. Despite all efforts OCHA cannot meet the demand, particularly of troop contributing countries to peace operations. To supplement national training programmes and re-enforce the aspect of civil-military coordination from a humanitarian perspective, the development of alternative learning material is indispensable.

The in-mission training courses in East and West Africa reaffirmed the need for more training courses. OCHA cannot physically deliver more courses, but can, based on ten years of experience, assist military and humanitarian organizations in achieving their training objectives.

CD ROM Content

The interactive training material will consist of four to six sections. Each section must be completed with a revision of the material. The successful completion of the three- to four- hour training course will be rewarded with a certificate. Based on existing guidance documents of the humanitarian community and political actors, the *United Nations Civil-Military Coordination CD ROM* will include the following topics:

- introduction to the scope of civil-military relations with a focus on international military and international civilian actors from a humanitarian perspective;
- humanitarian coordination mechanisms with a focus on the relationship between military/political and humanitarian actors;
- the role of the Office for the Coordination of Humanitarian Affairs in civil-military coordination;
- guidelines on civil-military interaction, including DPKO policy documents;

- information management and coordination tools in support of a strengthened civil-military interface.

Organisation and partnerships

OCHA's in-house capacity will be sufficient to provide the technical expertise of a sustainable product. CMCS will take the lead in the management of the project. Project staff shall be recruited after the project is granted. The development of the CD must be done external to OCHA.

The project will be coordinated with on-going training programmes such as Training for Peace (TFP), the African Civil-Military Coordination Training Programme (ACMC) and various in-mission training programmes of DPKO. United Nations agencies will be asked to comment on sections relevant to their policy documents on civil-military coordination.

Budget

Personnel	Time	Cost per month/day ¹	Total Cost
Project personnel			
P1/2 Project Officer	12 months	USD 10,208.42 /month	USD 122,501.04
P4 Project Coordinator	3 months	USD 15,358.96 /month	USD 46,076.88
			USD 168,577.92
Review personnel			
P5 Consultants	30 days	USD 308.00 /day	USD 9,240.00
UN-CMCoord Graduates	100 days ²	N/A	N/A
Volunteers	30 days	N/A	N/A
			USD 9,240.00
IT Development			
Developer/Company	40 days ³		USD 36,372.75
			USD 36,372.75
TOTAL			USD 214,190.67

¹ Cost per month/day including the 13% administrative costs.

² Review by 1,000 graduates of the UN-CMCoord training programme. Decision on the interface, consultation on the content, provision of multimedia resources (pictures, videos, interviews, etc.).

³ When content is ready, the IT development lasts between 1 ½ month to 2 months. The project officer was working closely with the developer and, being trained, developed some slides.

