



Project SAMETS

Report on the first peer review workshop

04.-06.07.2014 Wiesbaden

Topic: Children

Focus: Organizational and management challenges

213/210

antwort*ING*

Tailors of fine safety & security concepts.

© 2014 – antwortING Ingenieurbüro Weber Schütte Käser PartG
Alle Rechte vorbehalten, auch bzgl. jeder Verfügung, Verwertung,
Reproduktion, Bearbeitung, Weitergabe sowie für den Fall von
Schutzrechtsanmeldungen.

© 2014 – antwortING Ingenieurbüro Weber Schütte Käser PartG
All rights reserved.

Contents

1	Introduction	1
1.1	How to use this document	1
1.2	The project SAMETS	2
1.3	Task and objectives	2
1.4	Methodology	2
2	Workshop results	4
2.1	Day 1: Special structural and organizational requirements for children	4
2.1.1	Guiding questions	4
2.1.2	The affinity map	4
2.1.3	Identified challenges	12
2.2	Day 2: Key issues of future guidelines and training	12
2.2.1	Problem definition	12
2.2.2	Structural and management conclusions regarding future guidelines and training	13
2.3	Next steps	14
3	Summary and conclusions	16
3.1	Summary	16
3.2	Conclusions	17
4	Acknowledgements	18
	List of Figures	19

1 Introduction

1.1 How to use this document

This document summarizes the results from the first SAMETS (Social Affairs Management in the Emergency Temporary Shelter) peer review workshop on emergency temporary shelters (ETS). The topic of this workshop was the needs of children in an ETS and especially the organizational and management challenges arising from those needs.

ETS: Emergency
Temporary Shelter

The workshop was conducted during two days, with different emphasis on each day. The document structure follows this approach. In particular, this document contains the following sections:

The introduction section gives a short overview of the project SAMETS as well as the task, objectives and methodology underlying the workshop and this report.

The workshop results section describes in detail the results drawn from both days of the workshop. The first day was focused on discussion, idea creation and experience collection, the second day on challenges arising from those ideas and experiences for future guidelines and training.

The summary and conclusions section summarizes the findings of the workshop as well as the identified points for further research. Finally, conclusions and ideas are presented to be used as a starting point for an ETS guideline development with a focus on children.

The document itself offers some features that aim to guide the reader through the document and help to find information of the readers particular interest:

Marginal notes will summarize important parts in the document in short sentences.

Such marginal notes will
summarize important parts
in the document.

In addition, a black bar on the left of the text will show important sections such as conclusions and findings for further research.

1.2 The project SAMETS

1.2 The project SAMETS

When a disaster has occurred – such as flood or earthquake – in many cases people are forced to leave their homes and live temporarily in emergency shelters. The project SAMETS (Social Affairs in the Emergency Temporary Shelter) is interested in guidelines and methodologies which have been implemented to deal with different situations and social affairs in such Emergency Temporary Shelters. The joint disaster relief project SAMTES is commissioned and funded by the European Community Humanitarian Office (ECHO)

1.3 Task and objectives

On the 6th of June 2014 antwortING Ingenieurbüro PartG was requested by Arbeiter-Samariter-Bund Deutschland e.V. (ASB Deutschland e.V.) to take the leading and moderating part in a workshop dealing with the special needs of children in ETS.

The task was to prepare, conduct and analyze a workshop on special needs for children in an ETS. The results of the discussion as well as the findings should be collected and reported after the workshop.

The mentioned task was split into two workshop parts:

Day 1: Special structural and organizational requirements for children:

The first day was about identifying, collecting and structuring the requirements for children in an ETS with special focus on structural and organizational requirements. A parallel workshop was held with a special focus on the psychosocial needs of children.

Day 2: Key issues of future guidelines and training: The second day was about shaping requirements for guidelines and training from the identified requirements for children. In addition, next steps for the project should be defined in order to ensure a smooth transition from the workshop results to the project work.

1.4 Methodology

About half of the participants of the SAMETS project meeting took part in the structural and organizational workshop. The other half took part in the psychosocial demands workshop.

1.4 Methodology

To collect ideas and experiences from the participants the method of the affinity map was used.

Used method: The affinity map

Participants were asked to collect ideas and experiences on cards. After this brainstorming each participant was asked to present his/her ideas and experiences in front of the other participants in order to discuss the individual idea. The cards were then collected on a board.

Collecting

After the collection process the participants were asked to structure the cards according to affinity of the contents of the cards. In this case the groups *Organization*, *Management*, *Target-Group*, *Equipment* and *Staff* have been identified. In addition, the grouping was performed according to *must-have* and *nice-to-have* items.

Structuring

Finally, the identified and structured ideas and experiences were again discussed, keeping in mind the structure context as well as the aim of creating a guideline. This process then lead to the conclusions for future guidelines and training.

Drawing conclusions

2 Workshop results

2.1 Day 1: Special structural and organizational requirements for children

The first day of the workshop was focused on a collection of ideas and experiences related to the needs of children in ETS. For that reason guiding questions were presented to the participants in order to start the creation of an affinity map.

2.1.1 Guiding questions

The first day of the workshop was guided by the following questions:

- Is it necessary to expand the management structure of an ETS with a "manager for children"?
- How is the management of an ETS organized?
- Who is responsible for special groups?
- Which additional equipment is needed if children are accommodated in an ETS?
- Is it necessary to distinguish age-groups?

The questions were used to get the participants engaged in the discussion and to start the idea collecting process.

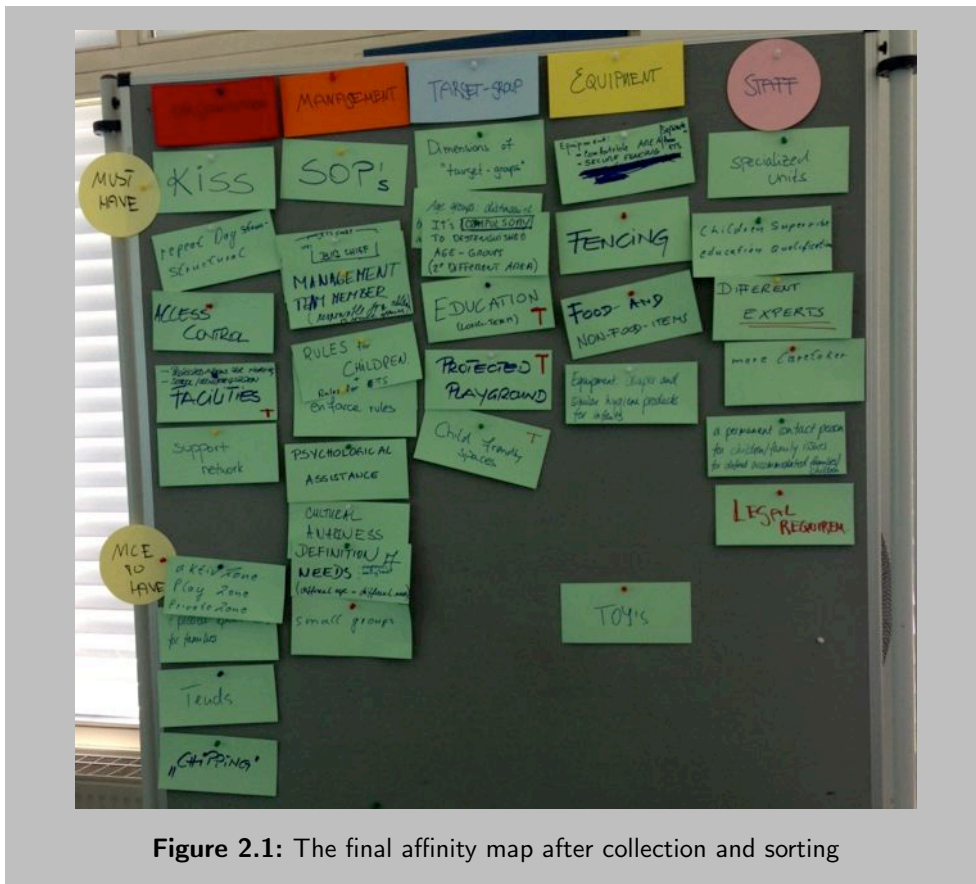
2.1.2 The affinity map

Participants were asked to collect ideas on cards to create an affinity map of the situation guided by the questions above. Ideas were presented in front of all participants so that a vital discussion could develop about different ideas and concepts. Figure 2.1 shows the result of the affinity map process.

It can be seen that five areas of importance have been defined. These are:

Five areas of importance have been defined.

2.1 Day 1: Special structural and organizational requirements for children



- Organization
- Management
- Target-Group
- Equipment
- Staff

Figure 2.2 shows the result of the structuring process and the final areas of importance.

The results have further been structured in *must-haves* and *nice-to-haves*, indicating the importance of an item or idea. The participants agreed that a more detailed prioritization would not be helpful.

Figure 2.3 shows the content of the map as well as its final structure.

The participants agreed upon, that a single manager for the ETS is necessary. This manager would coordinate the different areas of the ETS (see figure 2.4) . It is obvious that there is a need for the management of children, although the participants disagreed on the focus of such management. Some had the opinion

Must-haves and nice-to-haves

A single manager for the ETS is necessary.

Special management for children is needed.

2.1 Day 1: Special structural and organizational requirements for children

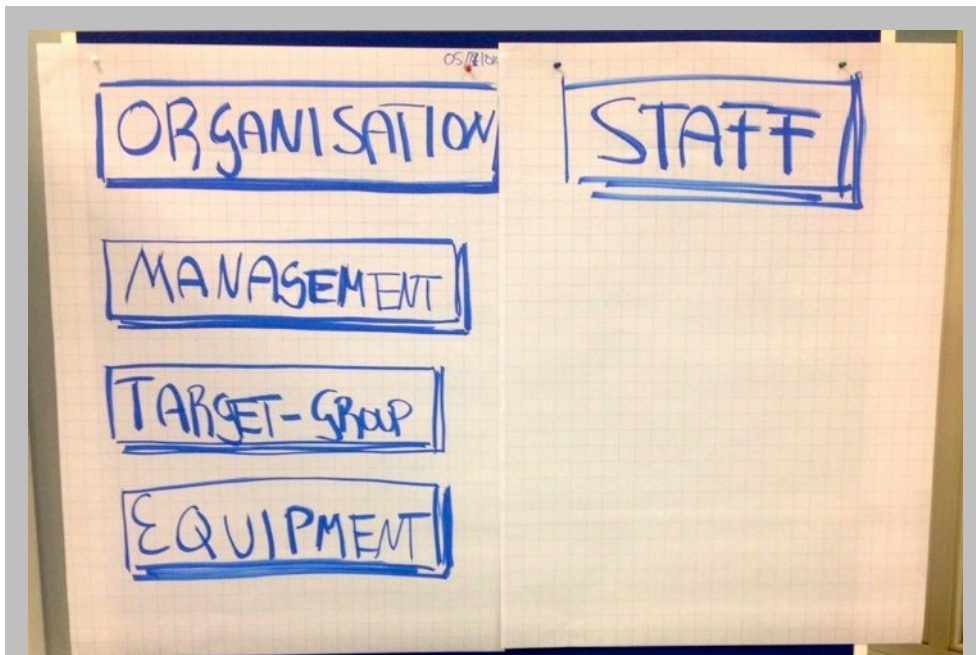


Figure 2.2: Defined structure of the affinity map

the focus should lie on children supplies, other on childcare or psychosocial care and education.

Tightly linked to the question of how an ETS would be managed is the question if it is necessary to distinguish age-groups among the children in the ETS. The ideas of the participants regarding this question were clear and it was agreed upon that a distinction of age-groups would be compulsory (see figure 2.5).

Such distinction is necessary since the demands of children differ from age-group to age-group. The suggested grouping criteria were:

- Babies / Infants
- Small children
- Adolescent

A distinction of age-groups is compulsory.

In order to further structure the results of the affinity map process a matrix was suggested that took into account two dimensions of an ETS situation: The duration of the situation as well as the availability or lack of infrastructure that needs to be coped with.

A third dimension has been discussed: The number of people accommodated in the ETS. However, since the project SAMETS already uses a scenario with a defined number of people (250), this dimension has not been added to the

2.1 Day 1: Special structural and organizational requirements for children

	Organization	Management	Target-Group	Equipment	Staff
Must have	KISS*	SOPs***	Dimensions of „target-group“	Controlable area / Secure fencing / Separate from ETS	Specialized units
	Repeated day structure (daily routine)	Several management charts	Age groups: Distinguish between babies, „small children“ and adolescent	Fencing	Children supervision / Education qualification
	Access control	Rules for children	It's compulsory to distinguish between age-groups (different areas)	Food and non-food items	Different experts
	Protected areas for nursing / School / Kindergarten / Facilities	Enforce rules	Education (long term)	Diapers and similar hygiene products for infants	more Caretakers
	Support network	Psychological assistance	Protected playground		A permanent contact person for children / family issues for defined accommodated families / children
		Cultural awareness	Child friendly spaces		Legal requirements
		Definition of needs			
Nice to have	Active Zone / Play Zone / Private Zone	Small groups		Toys	
	If possible separate spaces for families				
	Tents				
	„Chipping“**				

identified as important over a longer time period

* Keep it smart and simple / ** meaning registration / *** Standard operating procedures

Figure 2.3: Overview of ideas and structure of the affinity map

final result matrices. Further information about the problem definition of the project SAMETS can be found in section 2.2.1.

Figure 2.6 shows the initial idea of the dimensions matrix to further structure the results of the affinity map process.

Figures 2.8 to 2.11 show the final matrices featuring the results of the previous work. It is obvious that most of the demands arise immediately and are more or less independent of the available infrastructure.

2.1 Day 1: Special structural and organizational requirements for children



Figure 2.4: Suggested management structures of the ETS

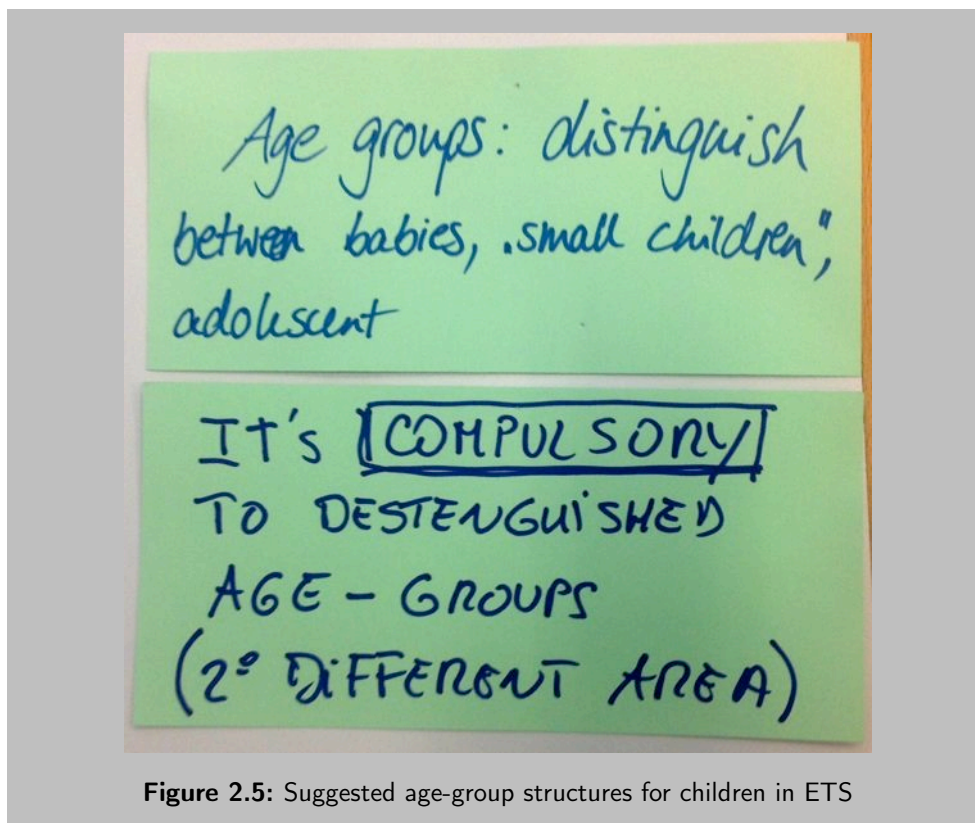


Figure 2.5: Suggested age-group structures for children in ETS

2.1 Day 1: Special structural and organizational requirements for children

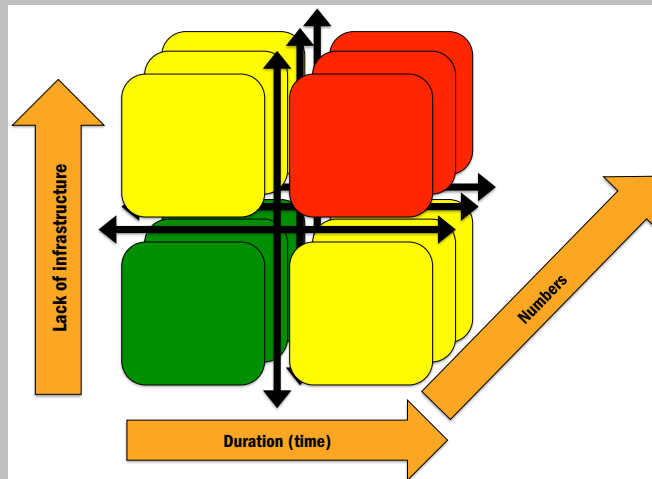


Figure 2.6: Matrix model to structure demands related to ETS

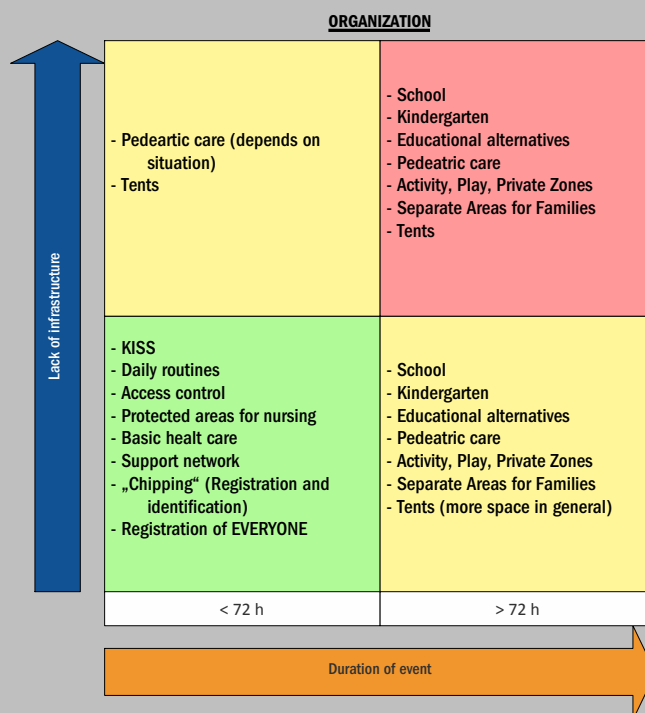
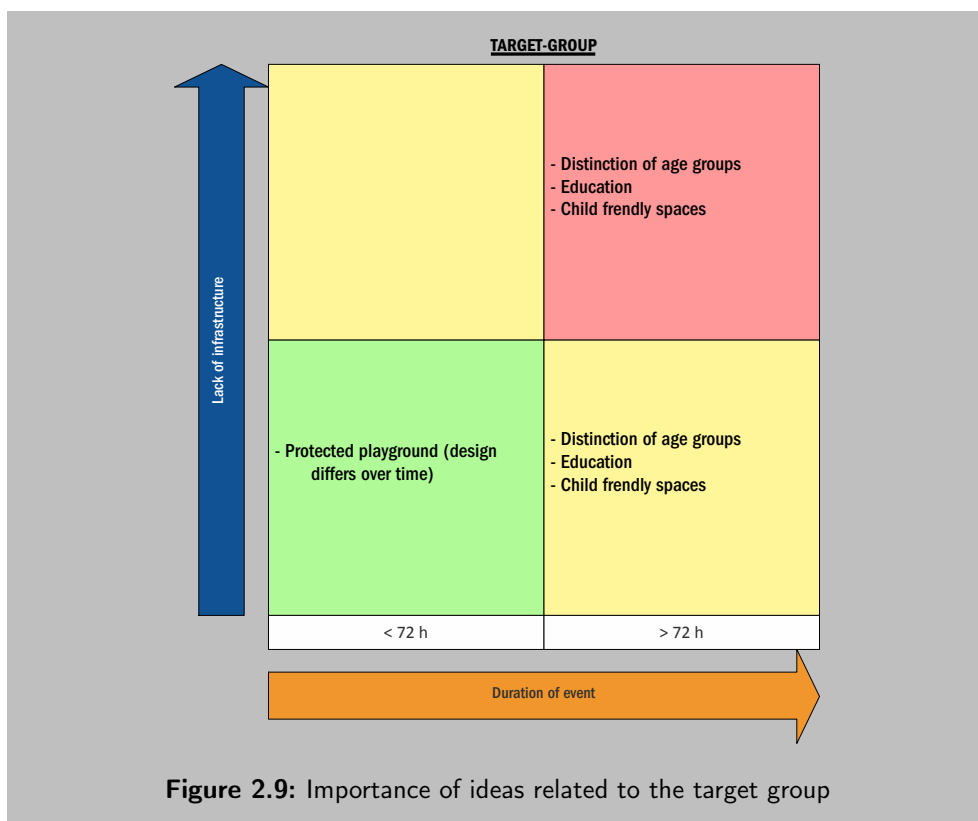
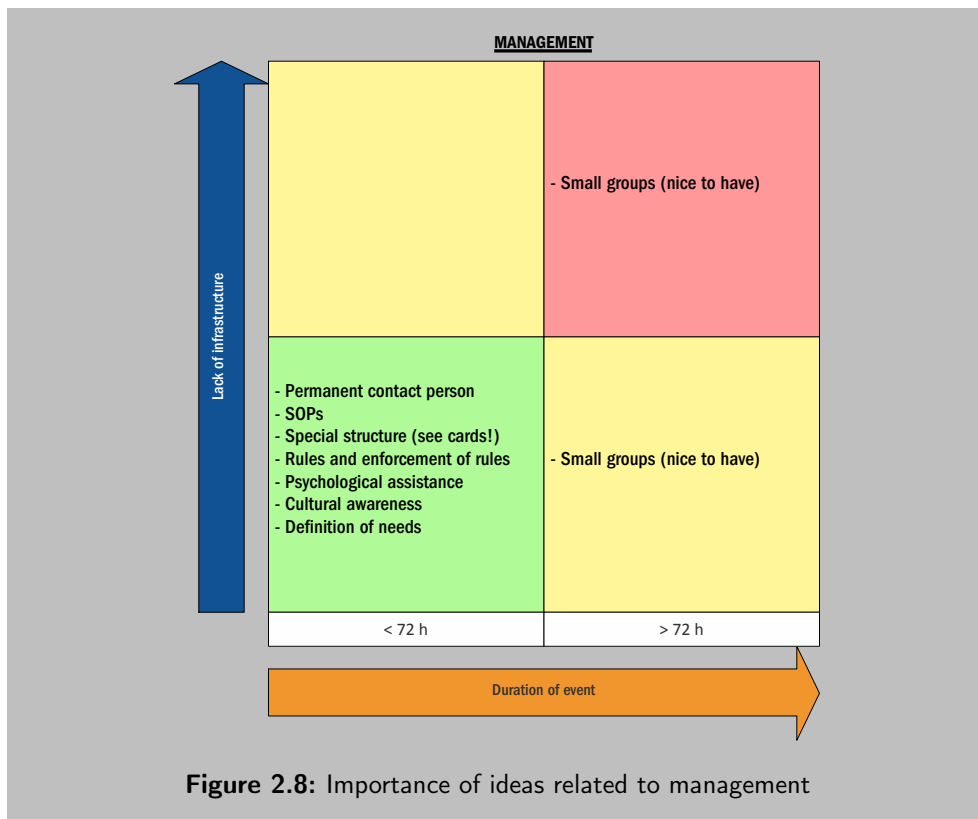
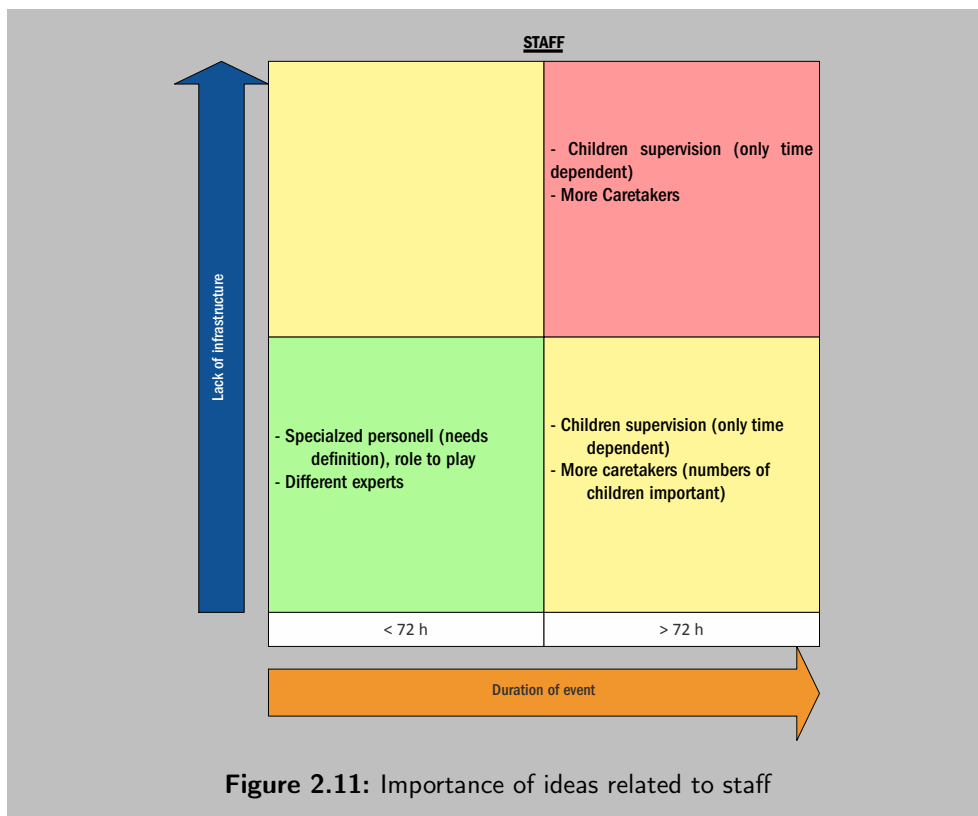
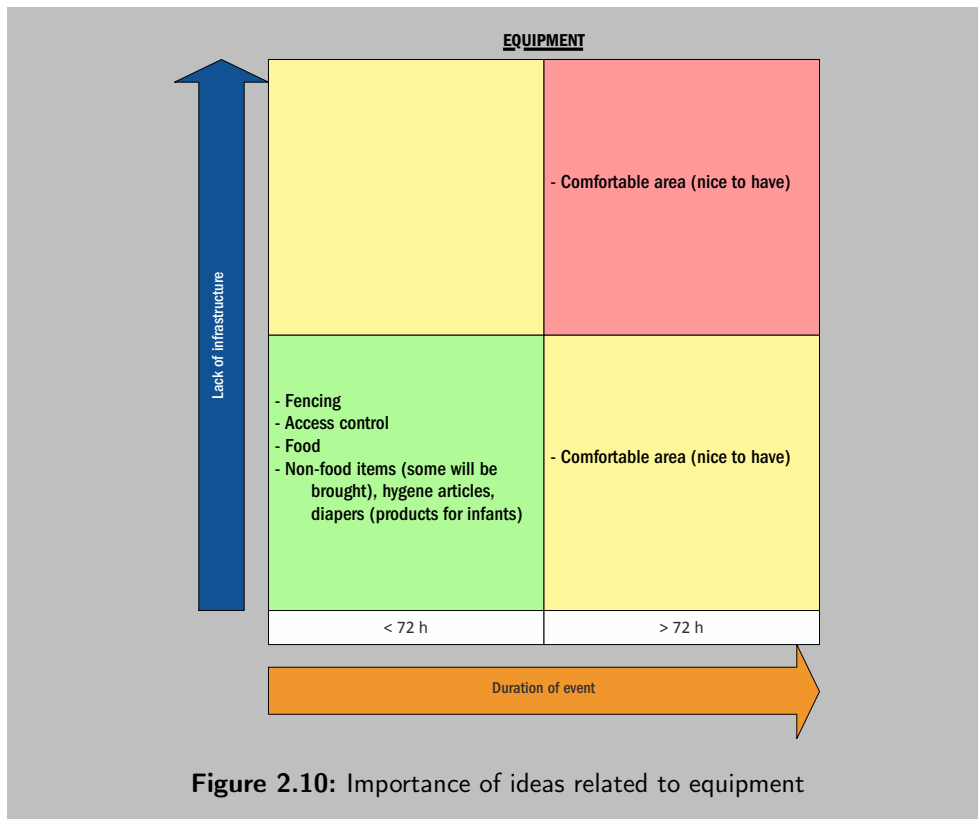


Figure 2.7: Importance of ideas related to the organization structure

2.1 Day 1: Special structural and organizational requirements for children



2.1 Day 1: Special structural and organizational requirements for children



2.2 Day 2: Key issues of future guidelines and training

2.1.3 Identified challenges

During the first day of the workshop several challenges were identified that needed further discussion at the second day or will need further discussion later in the project. These challenges are:

- How can we react to a certain level of impact?
- A definition of dimensions of the target-group is needed in terms of quantity and quality (age-groups, other grouping criteria)
- The need for a calculation key for equipment and staff (Algorithm)
- The definition of a time-frame.

Some of these challenges have been solved during the problem definition discussion (see section 2.2.1). Others will need further discussion during the project.

2.2 Day 2: Key issues of future guidelines and training

The second day of the workshop was focused on how future guidelines should react to the needs of children in ETS and how training for such tasks needs to be designed.

2.2.1 Problem definition

In the discussions during the workshop it turned out that the discussion itself as well as the proposed ideas were suffering an insufficient problem definition. Different assumptions were made by the participants regarding the scenario the ETS would be implemented in.

The projects SAMETS is assuming that an ETS has to be established to host 250 people. Since this information turned out to be too vague to make good assumptions for the accommodation of children additional parameters have been defined as can be seen in figure 2.12.

The discussions about the problem definition showed that most importantly a time frame needed to be decided upon. For that reason the participants decided that only those scenarios would be covered that have a duration above 72 hours.

The discussion was suffering from an insufficient problem definition.

SAMETS scenario: 250 inhabitants of ETS, duration > 72h, undefined number of children.

2.2 Day 2: Key issues of future guidelines and training

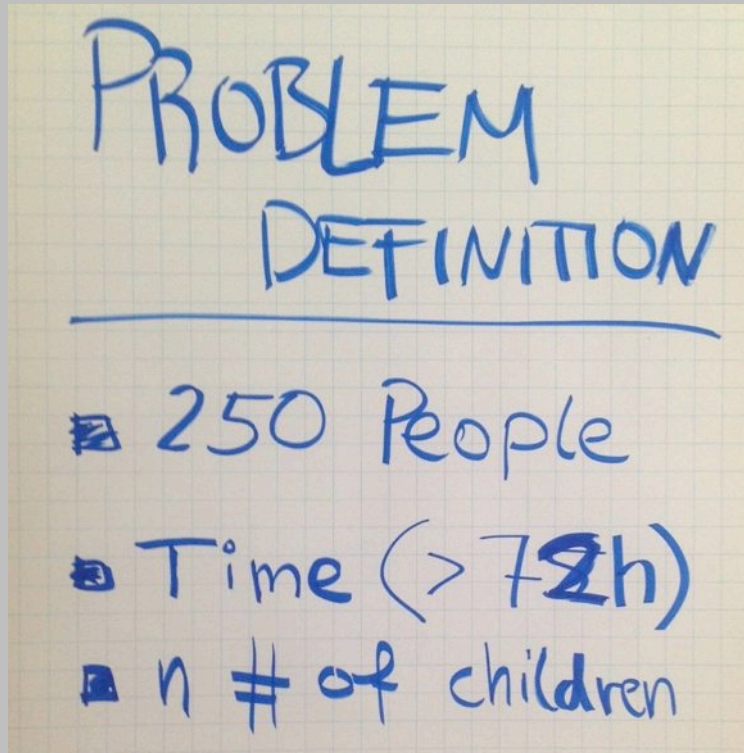


Figure 2.12: Making the problem definition more exact

In addition, it was discussed if the number of children needs to be exactly defined. The result of this discussion is that this is not necessary. Although statistical data exists to derive an estimated number of children from a population size this is nothing to plan with. Rather, the overall size of the ETS in terms of numbers of inhabitants is important.

In summary, the more detailed problem definition for the SAMETS scenario as agreed upon during the workshop is as follows:

- Implementation and operation of an ETS for 250 people.
- Operation time of ETS is longer than 72 hours.
- The ETS will accommodate an indefinite number of children among the 250 inhabitants.

2.2.2 Structural and management conclusions regarding future guidelines and training

The discussion about the relevant contents of future guidelines and training with respect to children in ETS did reveal a need for a management structure

Management structure that allows management of children is necessary.

2.3 Next steps

that allows the management of children. A special manager for children was suggested. Figure 2.13 summarizes the conclusions of the discussion.

However, depending on the size of the event and the ETS this structure needs to have an escalating design. This means that in small situations the management of children will fall under the responsibility of the psychosocial responsible. Such a psychosocial responsible was seen as necessary independent of the size of the event. If the event is bigger or the ETS needs to grow a special manager for children needs to be established who will be responsible for organizing the life for children and to be a reference for the family.

Escalating approach

Operational structure	SOPs / Tasks
Psychosocial responsible	Entertainment
Childcare	Providing food
Education	Organize supplies
Manager for children	Interoperability with managers
Organize life for children	Identify and distinguish age groups
Reference for family	Needs assessment
	Definition of needed (specialized) additional assistance

Figure 2.13: Agreed content of possible guidelines of ETS management for children

In terms of training, tasks (or possible SOPs) were identified that need to be done when children are accommodated in an ETS (see figure 2.13). The participants agreed that a specially trained person needs to be responsible for this tasks. The identified tasks need to be further refined and possible SOPs (e.g. how to distinguish age-groups) need to be created out of them.

Tasks related to children need to be supervised by specially trained personnel.

2.3 Next steps

As mentioned in the last section the findings regarding guidelines and training need to be refined during the SAMETS project. The suggested structural changes need to be taken into account in the other workshops that follow in order to create a comprehensive ETS management that will respect all identified target-groups. In addition, the defined tasks need to become more detailed so concrete SOPs and training regulations can be created.

The workshop did reveal a lot of insight into the management of an ETS with regards to children. However, some questions remained unsolved and need to be discussed in the future. Since a workshop dealing with the needs of children in ETS was conducted parallel to this workshop some of the questions might already have been answered.

2.3 Next steps

In order to proceed with the SAMETS work on children-needs the following questions need to be addressed:

- What special needs do the children have according to age?
- What are the levels of the tasks? (Specialists, Generalists)
- How can the training needs be defined more concrete?
- What are the terms of reference of the project SAMETS with regards to children?
- How will the results be demonstrated?

Especially the last two points are of project-wide interest and should be taken into consideration also for the other workshops with focus on other target-groups.

3 Summary and conclusions

3.1 Summary

The results presented in this report have been created during the first peer review workshop of the project SAMETS from the 4th to the 6th of July 2014 in Wiesbaden. The topic of the workshop was the special needs of children in ETS. The focus of the particular workshop were the organizational and management demands arising from the needs of children in ETS and the conclusions that can be drawn from that demands for future guidelines and training.

The workshop was conducted during two days. The first day was about identifying, collecting and structuring the requirements for children in an ETS with special focus on structural and organizational requirements. The second day was about shaping requirements for guidelines and training from the identified requirements for children.

During the first day an affinity map of the ideas and experiences of the participants was created. The main groups of interest of the affinity map were *Organization*, *Management*, *Target-Group*, *Equipment* and *Staff*. In addition, the grouping was performed according to *must-have* and *nice-to-have* items. Since it was agreed upon that time, available infrastructure and the number of accommodated people are of importance for the management of an ETS the individual ideas and experiences were transferred to a time/infrastructure matrix. It was agreed that 72 hours will be the boundary between a short and a long operation.

During the second day the structured information was discussed with regards to the implications for future guidelines and training. It was agreed that a more specific problem definition for the project SAMETS was necessary in order to come to useful conclusions. For that reason the projects SAMETS scenario was defined as follows:

- 250 inhabitants of the ETS.
- Operation duration > 72 hours.

3.2 Conclusions

- Undefined number of children in the ETS.

The participants agreed that a special manager for children is necessary. Such management can be implemented with an escalating approach. This means that for small operations the responsible for psychosocial care will also take care of the needs of children, in larger operations this will become a separate manager.

3.2 Conclusions

This workshop as well as the presented results are paving the ground for further development and work in the project SAMETS. The chosen method of the affinity map was successful in terms of collecting valuable information and synchronizing the project perception of the participants.

Next to the concrete results related to the needs of children in ETS the more concrete problem definition will be a benefit for the project.

Since this was the first workshop of its kind in the project SAMETS the results will serve as a guideline for the workshops to come. For that reason three main tasks follow this report:

- The results of this workshop and the ones to follow need to be integrated in terms of scope and detail.
- The problem definition needs constant observation, especially during the next workshops. If the definition will become insufficient again more details need to be discussed.
- The results of this workshop need further elaboration and detail needs to be added in order to create a textual basis for the future guidelines.

Synchronizing the results and coordinating further work on the details is a task of the project management and lies beyond the scope of this report.

4 Acknowledgements

The project Social Affairs Management in Emergency Temporary Shelter (SAMETS) is co-funded by EU Humanitarian Aid and Civil Protection under the grant agreement No. ECHO/SUB/2013/671416



List of Figures

2.1	The final affinity map after collection and sorting	5
2.2	Defined structure of the affinity map	6
2.3	Overview of ideas and structure of the affinity map	7
2.4	Suggested management structures of the ETS	8
2.5	Suggested age-group structures for children in ETS	8
2.6	Matrix model to structure demands related to ETS	9
2.7	Importance of ideas related to the organization structure	9
2.8	Importance of ideas related to management	10
2.9	Importance of ideas related to the target group	10
2.10	Importance of ideas related to equipment	11
2.11	Importance of ideas related to staff	11
2.12	Making the problem definition more exact	13
2.13	Agreed content of possible guidelines of ETS management for children	14

