



Project SAMETS

Report on the second peer review workshop

20.-21.09.2014 Banská Bystrika

Topic: Elderly and disabled people

Focus: Structural and organizational requirements /
Key issues for future guidelines and training

213/210

antwort*ING*

Tailors of fine safety & security concepts.

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1 Introduction

1.1 How to use this document

This document summarizes the results from the second SAMETS (Social Affairs Management in the Emergency Temporary Shelter) peer review workshop that took place in Banská Bystrica (Slovakia) from 20th to 21st September 2014, following a similar workshop in Wiesbaden in July 2014 with a focus on children.

The topics of this second workshop were the needs of elderly and disabled people in an emergency temporary shelter (ETS), focusing on the organizational and management challenges arising from the special requirements.

ETS: Emergency
Temporary Shelter

The workshop was held for two days with different emphases on each day. This report follows the approach that has been used during the workshop to clarify the progress that has been made throughout the two days. Furthermore, this document gives an overview of the project SAMETS with the task, the objectives and the methodology underlying the workshop and the report.

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 results of the workshop are described in detail in an extra section of this report. Briefly, the first day focused on collecting ideas and discussion about experiences while the second day focused on a feasible structure for future guidelines and trainings.

The summary and conclusions at the end of this report summarize the report and describe conclusions to be drawn from the workshop in order to enable the next steps and to use them for a starting point for an ETS guideline development that is focusing on elderly and disabled people.

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:

1.2 The project SAMETS

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

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

Such marginal notes will summarize important parts in the document.

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 Project SAMETS workshop history

04.–06.07.2014 Wiesbaden (Germany): First peer review workshop with topic “children” and a focus on organizational and management challenges

20.–21.09.2014 Banská Bystrica (Slovakia): Second peer review workshop with topic “elderly and disabled people” and a focus on structural and organizational requirements as well as key issues for future guidelines.

1.4 Task and objectives

On the 8th of July 2014 antwortING Ingenieurbüro was requested by Associazione Nazionale Pubbliche Assistenze (ANPAS) to take the leading and moderating part in a workshop dealing with the special needs of elderly and disabled people in an ETS as a follow up of a workshop held in Wiesbaden with focus on children.

The task was to prepare, conduct and analyze a workshop on special needs for elderly and disabled people in an ETS and to bring the methodology and results in line with the methodology and results from the workshop in Wiesbaden. The results of the discussions as well as the findings should be collected and reported after the workshop. The task was split into two workshop parts.

Results of this workshop should be in line with the results from the workshop in Wiesbaden.

1.5 Methodology

First day: Special organizational and management requirements: The first day was focused on collecting, identifying and structuring special requirements for elderly and disabled people in an ETS. One workshop group concentrated on structural and organizational needs while in a parallel session a second workshop group focused on psychosocial needs.

Second day: Key issues for future guidelines and training: The second day was to define headlines and contents for future guidelines and training and to summarize the results of both workshop groups.

1.5 Methodology

A smaller part of the participants of the SAMETS project meeting took part in the structural and organizational workshop. The bigger part took part in the parallel psychosocial demands workshop.

The morning of the first workshop day was used for the final session of the FLOOD project which started in Banská Bystrica on 17th of September. The workshop methodology was agreed to be the same as in the one in Wiesbaden in July 2014 focusing on special needs for children in an ETS.

Therefore the participants were asked to collect ideas and experiences on cards in order to create an affinity map.

After a brainstorming section each of the participants presented his or her ideas to the others in a brief comment on what he or she wrote on the card. The participants then were asked to collect the cards on different boards to cluster them and to find a first global structure.

The cards were structured in five areas of importance that have been defined in the Wiesbaden workshop to keep up the chosen structure also for the target group of elderly and disabled people:

- Organization
- Management
- Target group
- Equipment
- Staff

The structure itself has been discussed further on through the first workshop day as well as the identified ideas and experiences in order to lead to contents for future guidelines and training.

The workshop methodology was the same as in the Wiesbaden workshop.

Affinity Map

Clustering of ideas.

Structuring by five areas of importance.

2 Workshop results

2.1 Day 1: Structural and organizational requirements for elderly and disabled people in an ETS

The first workshop day was guided by the following questions in order to create an affinity map.

2.1.1 Guiding questions

- Who is/who belongs to the potential target group?
- Do we need a glossary for terms concerning elderly/disabled people?
- Is a checklist for requirements of elderly/disabled people needed?
- Which SOP's are relevant for taking care of elderly/disabled people?
- Which infrastructure and design of an ETS is needed for the target group?
- What are the challenges for the organization and management?
- Which special requirements do we have to look at?
- What tasks/competences and responsibilities must be kept in mind?
- Can we get input from existing concepts?

The first four guiding questions were presented to get the participants engaged in the discussion. The other guiding questions were added by the participants themselves. The guiding questions started a good discussion and lead to first ideas that were collected on cards by the participants.

The problem definition was kept from the Wiesbaden workshop and was supposed to build the basis for the Banská Bystrica workshop as well (see Wiesbaden report page 13, figure 2.12 – Making the problem definition more exact). The project SAMETS is assuming that an ETS for about 250 people has to

The problem definition was not changed.

2.1 Day 1: Structural and organizational requirements for elderly and disabled people in an ETS

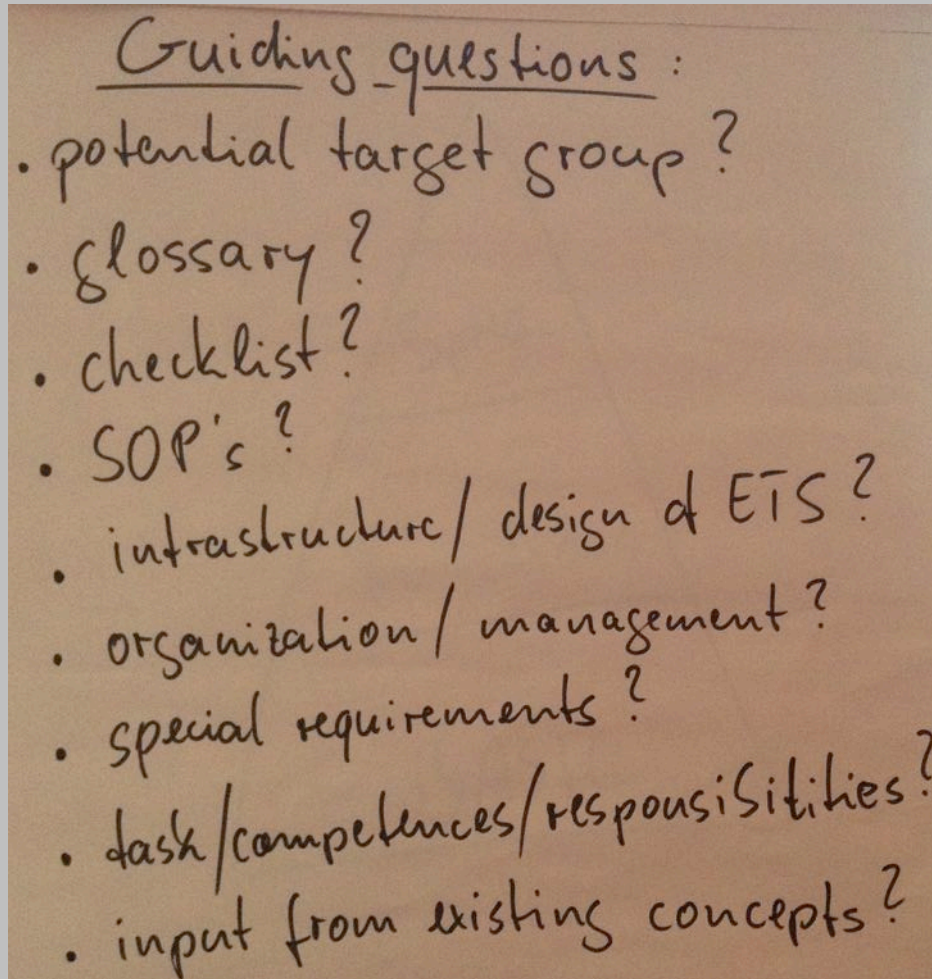


Figure 2.1: Guiding questions

be established. The ETS should be operated for more than 72 hours with an unpredictable number of elderly and disabled people. To make sure that the discussion would not suffer from an insufficient problem definition the definition was presented to the participants at the very beginning. Everybody agreed on this basis for the Banská Bystrica workshop, too.

2.1.2 The affinity map

Along the guiding questions the participants were asked to collect their ideas on cards in order to create an affinity map. The participants presented their ideas and cards afterwards in front of the group to start a discussion about the different headlines.

2.1 Day 1: Structural and organizational requirements for elderly and disabled people in an ETS



Figure 2.2: Collection of ideas on cards

2.1 Day 1: Structural and organizational requirements for elderly and disabled people in an ETS

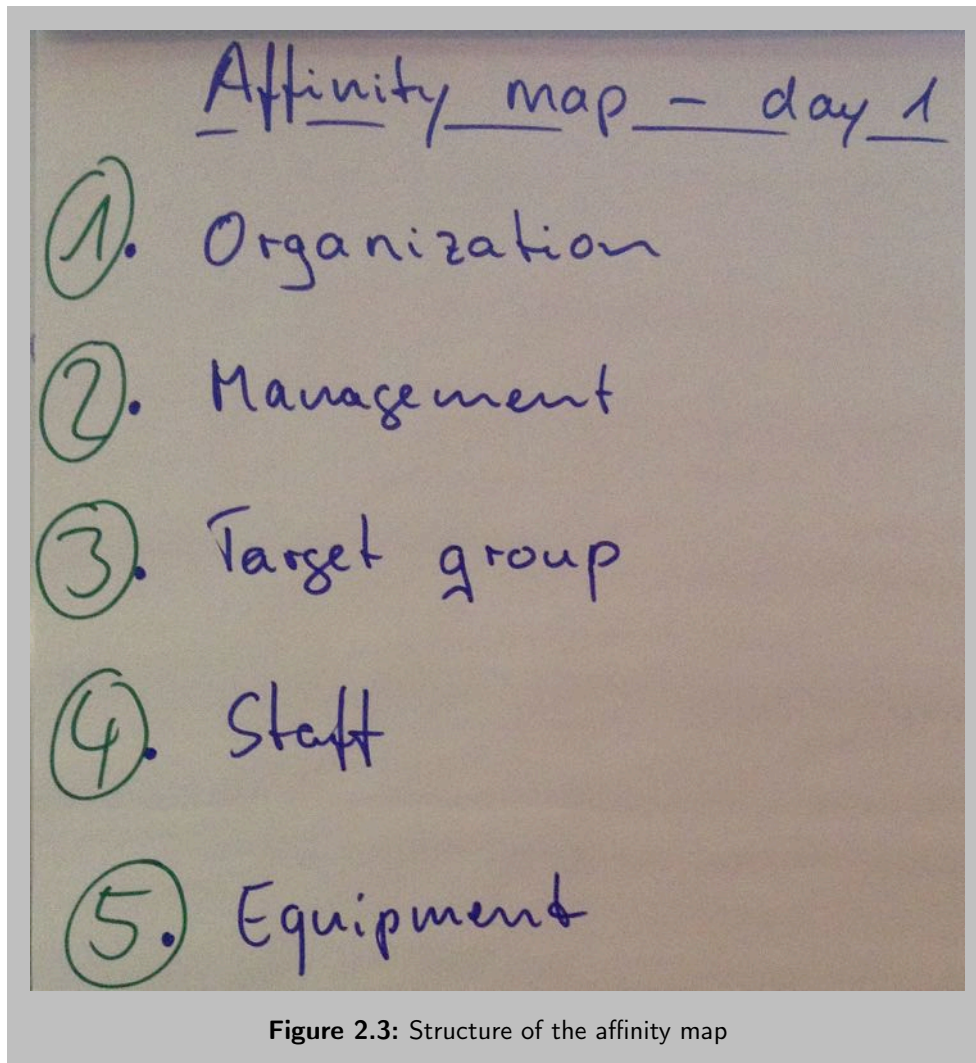


Figure 2.3: Structure of the affinity map

In a developed discussion the cards were clustered according to the structure of the affinity map. Therefore summarizing topics were put on a flip chart in order to find headlines to the (in some cases detailed) written cards (see figures 2.4 and 2.5).

2.1 Day 1: Structural and organizational requirements for elderly and disabled people in an ETS

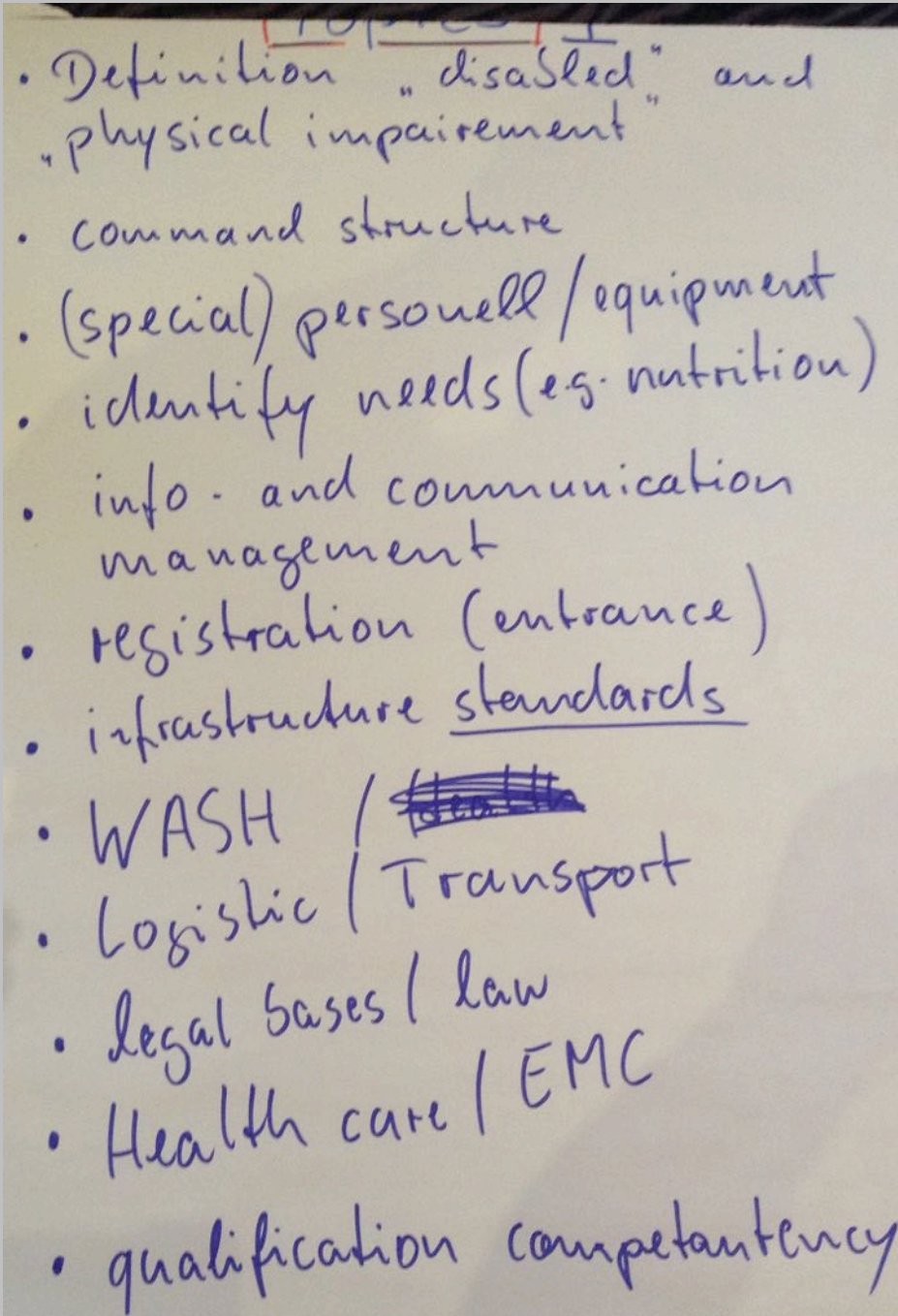
- 
- The image shows a piece of paper with handwritten notes in blue ink. The notes are organized into a list of topics, each preceded by a bullet point. The topics are: 'Definition "disabled" and "physical impairment"', 'command structure', '(special) personell / equipment', 'identify needs (e.g. nutrition)', 'info - and communication management', 'registration (entrance)', 'infrastructure standards', 'WASH / ~~Health~~', 'Logistic / Transport', 'legal bases / law', 'Health care / EMC', and 'qualification competency'. The paper is slightly wrinkled and has some faint lines from a grid or notebook.
- Definition "disabled" and "physical impairment"
 - command structure
 - (special) personell / equipment
 - identify needs (e.g. nutrition)
 - info - and communication management
 - registration (entrance)
 - infrastructure standards
 - WASH / ~~Health~~
 - Logistic / Transport
 - legal bases / law
 - Health care / EMC
 - qualification competency

Figure 2.4: Topics after summarizing and clustering the detailed ideas from the written cards (1/2)

2.1 Day 1: Structural and organizational requirements for elderly and disabled people in an ETS

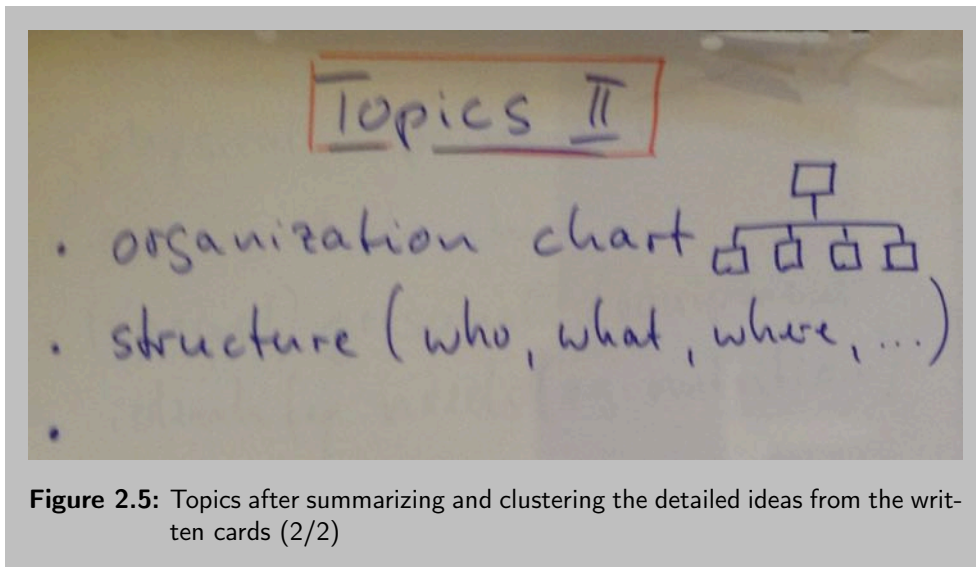


Figure 2.5: Topics after summarizing and clustering the detailed ideas from the written cards (2/2)

The group working on the structural and organizational requirements agreed that no further details but a sixth area of importance is needed and added “whole guidelines” to the five existing areas of importance known from the Wiesbaden workshop to add remarks with an overall meaning for the whole guidelines (definition and introduction of specialties of target groups) and cross cutting issues (see figure 2.6(f) on page 10).

A sixth area of importance was needed.

The improved structure of the affinity map from that point on was:

- Organization
- Management
- Target group
- Equipment
- Staff
- Whole guidelines

Apart from the headline “whole guidelines” the elements that have been linked to this topic belong to the framework and the cross cutting issues which is probably the better name for that new area of importance. The participants pointed to the fact that cross cutting issues are relevant for working together smoothly and therefore have to be defined beforehand.

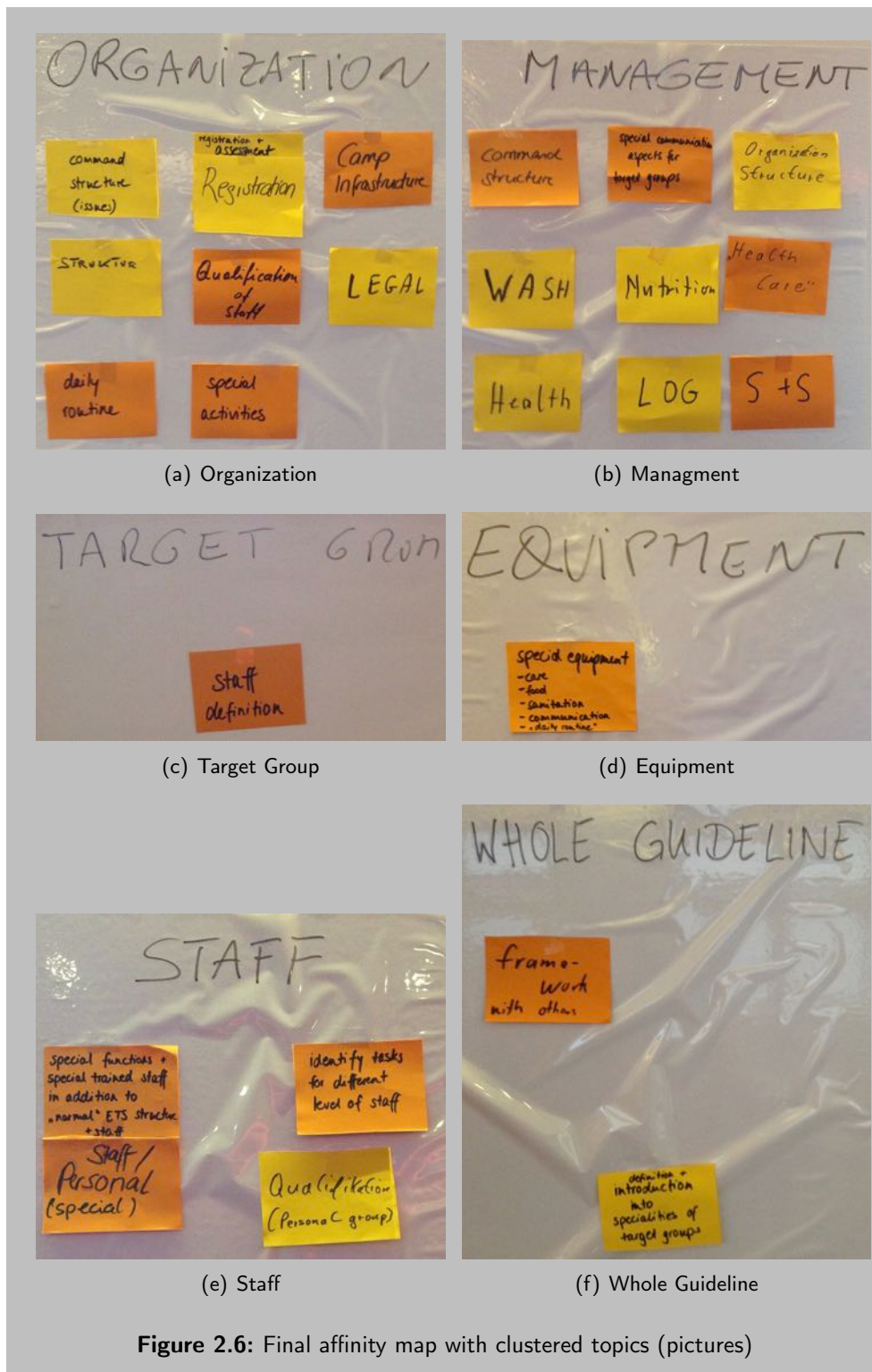
Whole guidelines topic:
Framework and the cross cutting issues

The structure of the affinity map was build up in the conference room on six flip charts and the participants linked the topics to the six areas of importance to get an overview of the responsibilities. The differences between responsibilities of management and organization were discussed intensively resulting in some

2.1 Day 1: Structural and organizational requirements for elderly and disabled people in an ETS

topics linked to both management and organization, for example the topic 'command structure'. On one hand command structure needs to be planned before going out into action, on the other hand command structure needs to be build up and is to be implemented by the executives in charge.

Some topics are linked to both management and organization.



2.1 Day 1: Structural and organizational requirements for elderly and disabled people in an ETS

Organization			Management		
Command structure (issues)	Registration and assessment	Camp infrastructure	Command structure	Special communication aspects for target group	Organization structure
Structure	Qualification of staff	Legal	Wash	Nutrition	Health care
Daily routine	Special activities		Health	Log	S+S
Target group			Equipment		
Staff definition			Special equipment - Care - Food - Sanitation - Communication - Daily routine		
Staff		Whole guideline			
Special functions & special trained staff in addition to „normal“ ETS structure and staff	Identify tasks for different level of staff	Framework with others			
Staff / Personal (special)	Qualification (Personal group)	Definiton and introduction into specialities of target groups			

Figure 2.7: Final affinity map with clustered topics (clean text)

2.1.3 Debated contents on the first day and identified challenges

During the first workshop day several key points were discussed intensively and challenges were identified that in some cases needed further discussion on the second day or will need detailed assessment in the later process of the project.

Concerning the first guiding question (target group) the participants found consensus in adding *people with physical impairments* to the target group due to the fact that elderly and disabled people not necessarily have physical impairments but could have. Physical impairments (e. g. wheelchair) would have a relevant impact on the design and structure of an ETS. The group decided to keep that in mind for a discussion about the consequences for the infrastructure of an ETS that is ready for elderly/disabled people and people with physical impairments as well.

Some of the participants had the opinion that a special ETS manager for el-

People with physical impairments are part of the target group.

The need of a specialized ETS manger depends on requirements and numbers of people.

2.1 Day 1: Structural and organizational requirements for elderly and disabled people in an ETS

derly and disabled people and people with physical impairments is not needed because the ETS is not only for these kinds of people but that they are accommodated among others. Others pointed out that it depends on the special requirements, the total number of disabled people in the ETS and planning in advance. Everybody agreed that the ETS is not build to shelter and care take only elderly people for example after evacuating a retirement home.

The participants agreed that special trained staff is needed to take care of elderly/disabled people and people with physical impairments. Depending on the requirements special trained personnel still would be the minority of the overall staff. Especially health care and emergency medical care would have to be provided by special trained staff in addition to 'normal' ETS staff.

To make a conclusion about special qualifications needed for elderly/disabled/impaired people the tasks for different level of staff have to be identified. A calculation-key (How many elderly/disabled/impaired people with which special requirements do we expect when 250 people all together are sheltered in an ETS?) could help for the preparation.

The challenges that have been identified on the first day can be summarized as follows:

- People with physical impairments will issue a challenge to an ETS concerning infrastructure.
- An ETS manager for elderly/disabled people and people with physical impairments is to be discussed depending on quantity and quality of requirements and beforehand planning.
- A minority of special trained staff is needed for health care and emergency medical care. The tasks for different level of staff qualification need to be identified.
- A calculation-key to anticipate the expected quantity and quality of requirements and the needed equipment and (special trained) staff is needed.

After the developed discussion throughout the day in the late afternoon of the first day the two workshop groups (psychosocial needs and structural/organizational requirements) came together to define the upcoming challenges in an outlook on the second day. Briefly the contents and the status quo of the two groups were presented to each other.

For the second day the workshop groups agreed on a presentation of daily routine in health care in an ETS by Florian Zeiger (workshop participant from

The ETS is not build to shelter and care take only elderly people. Specially trained staff is needed, especially for health care and emergency medical care. A calculation key is needed to identify qualification needs.

2.2 Day 2: ETS infrastructure and key issues for future guidelines and training

ASB Germany) to draw more conclusion from that for the special requirements, the needed infrastructure and the design of an ETS. A second aspect for day two was to define the key issues and the structure for future guidelines and training. The workshop team agreed to separate into the two groups as on the first day for the second day as well and to get altogether for a final session at the very end of the second day to present the results.

2.2 Day 2: ETS infrastructure and key issues for future guidelines and training

The second day was about to identify and to describe special needs and infrastructural requirements for elderly and disabled people and people with physical impairments in an ETS and to define key issues for future guidelines and training.

2.2.1 Presentation in order to identify special needs and infrastructural requirements in ETS

As agreed on the first day at the start of the second day workshop participant Florian Zeiger held a presentation about activities of daily life in ETS health care. Twelve routine activities of daily life have been identified according to Liliane Juchli¹. These activities gave an overview of the needs and helped to identify special requirements and infrastructure. The twelve activities are:

1. awake and sleep
2. moving around
3. washing and getting dressed
4. eating and drinking
5. egesting/discharging
6. adjusting body temperature
7. breathing
8. ensuring safeness
9. working, creating his life and keeping oneself busy

¹Liliane Juchli – Nurse from Switzerland, famous author of course books for health care and founder of the health care model 'Activities of daily life'.

2.2 Day 2: ETS infrastructure and key issues for future guidelines and training

10. communication
11. finding a meaning in life, crisis of meaning and coping with death
12. to be a child, a woman, a man

After the 15 minute presentation the workshop split into the two groups as on the first day. The group working on the psychosocial needs worked out the needs and the requirements and the needed human resources to present the results to the group that was working on the structural/organizational requirements. This group worked out the needed infrastructure and design required for elderly/disabled people and people with physical impairments in an ETS.

The results achieved by both groups can be seen in figures 2.8, 2.9 and 2.10.

2.2 Day 2: ETS infrastructure and key issues for future guidelines and training

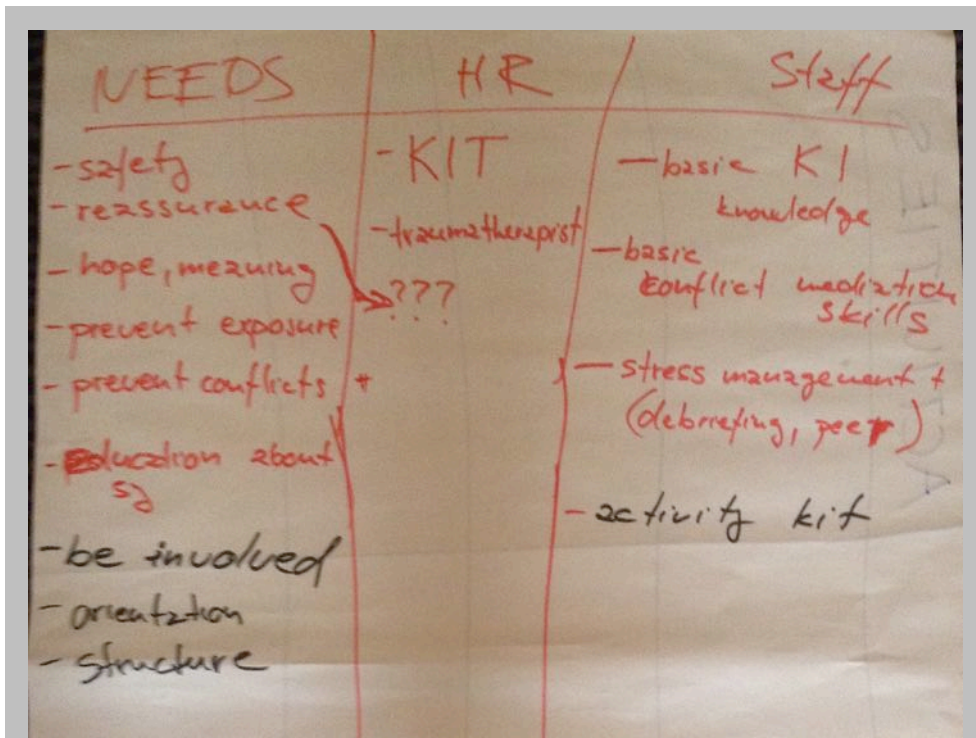


Figure 2.8: Needs, human resources and staff worked out by the 'psychosocial group' (picture)

Needs	HR	Staff
Safety	KIT	Basic KI knowledge
Reassurance	Trauma therapist	Basic conflict mediation skills
Hope, meaning	Reassurance (?)	Stress management (debriefing, peep)
Prevent exposure		Activity kit
Prevent conflicts		
Education about SJ		
Be involved		
Orientation		
Structure		

KI: Crisis Intervention
KIT: Crisis Intervention Team

Figure 2.9: Needs, human resources and staff worked out by the 'psychosocial group' (clear text)

2.2 Day 2: ETS infrastructure and key issues for future guidelines and training

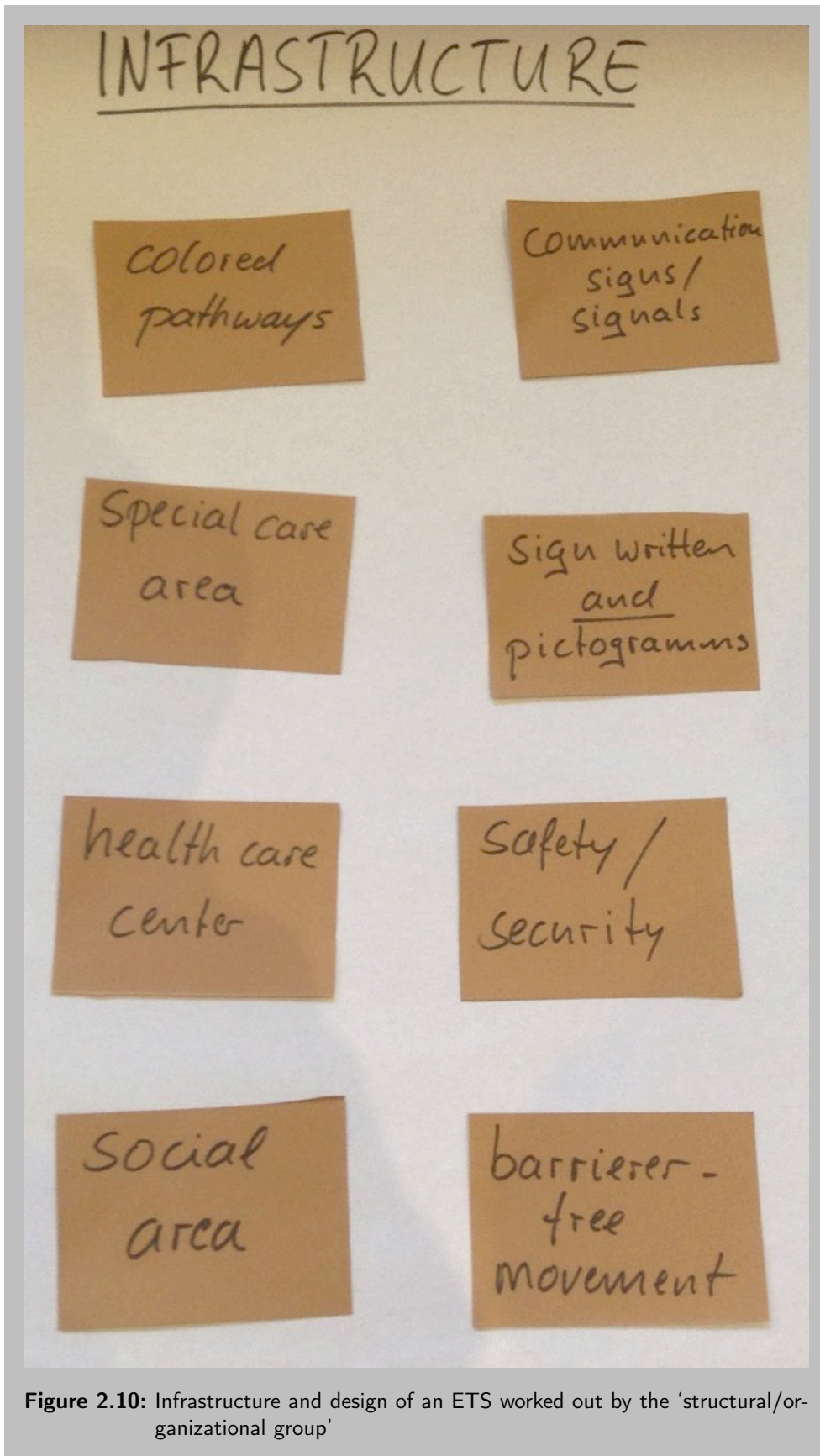


Figure 2.10: Infrastructure and design of an ETS worked out by the 'structural/organizational group'

2.3 Next steps

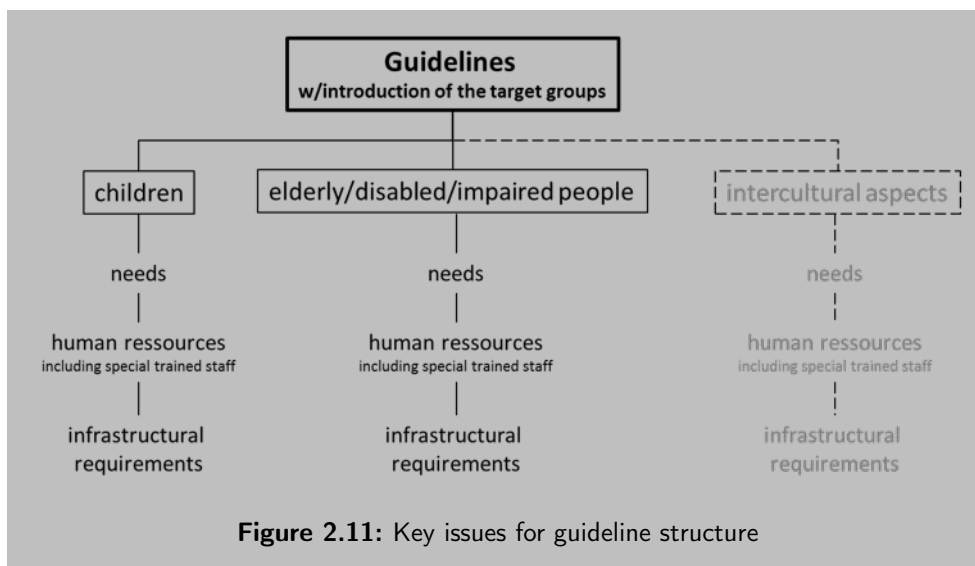
2.2.2 Key issues for future guidelines and training

Finally by the 'structural/organizational group' a structure with brief key issues for future guidelines was worked out in accordance to everything that has been discussed so far.

Future guidelines structures should rely on the target groups *children, elderly/disabled people and people with physical impairments* and *intercultural aspects*.

For every target group the special needs and requirements and the needed human resources and infrastructure have to be defined. According to the sixth area of importance defined during the workshop in future guidelines a definition of the target groups with their very own specialties and the relevant cross cutting issues should be part of the introduction of the guidelines.

Definition of target groups should be part of the guideline introduction.



The tight time schedule did not allow any further detailed issues on the guideline structure and training which probably makes a session on that necessary within the context of the ongoing project.

2.3 Next steps

The debated contents from the first workshop day in some cases still need a finding. It has to be clarified if a specialized manager for elderly/disabled/impaired people is necessary in general or in at least some cases depending on the event. For both a specialized manager and special trained personnel for health care and emergency medical care the different levels of qualification need to be identified. While the majority of the ETS staff

2.3 Next steps

needs basic training the staff taking care of the target group of elderly/disabled/impaired people needs special training that should be linked to SOPs to adjust a proper training and action.

A calculation-key for anticipating figures of elderly/disabled/impaired people in an ETS with their special needs should help both the beforehand planning and the management in the field. The participants suggested that in this case the project could probably learn from other existing concepts. These topics remain unsolved so far and will need further discussion within the process of the project. An outlook on the next project meeting revealed the imperative to talk about intercultural aspects which was already taken into account in the guideline structure model (see figure 2.11).

3 Summary and conclusions

3.1 Summary

The results presented in this report have been created during the second peer review workshop of the project SAMETS from 20th to 21st of September 2014 in Banská Bystrica. The topic of the workshop was the special needs of elderly and disabled people in an ETS. The focus of the particular workshop group were the organizational, structural and management demands arising from the requirements of elderly and disabled people in an ETS and the conclusions that can be drawn from these 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 elderly and disabled people in an ETS. The second day was to define headlines and contents for future guidelines and training.

Within the first day an affinity map of ideas and experiences of the participants was created. The focus areas of the affinity map were ORGANIZATION, MANAGEMENT, TARGET-GROUP, EQUIPMENT, STAFF and WHOLE GUIDELINES (CROSS CUTTING ISSUES and FRAME WORK). The problem definition was kept from the Wiesbaden workshop and was supposed to build the basis for the Banská Bystrica workshop as well (250 people as inhabitants of the ETS during a > 72 hour operation). The participants discussed the need of a special manager for elderly and disabled people in an ETS. An escalating approach for such specialized management could implement this function in a large operation and spare it in a smaller one. The special requirements for elderly and disabled people and especially people with physical impairments lead to the need for special infrastructure that fits to all inhabitants of an ETS but also to for example people in a wheelchair. The health care and medical care needs special trained personnel in addition to the basic ETS staff.

3.2 Conclusions

3.2 Conclusions

The workshop and its results present the basis for the ongoing work of the project and key issues and contents for future guidelines and starting points for specialized training. The chosen method of the affinity map was successful in terms of collecting valuable ideas from the participants and developed a debate about the requirements and special needs of elderly/disabled/impaired people in an ETS.

Since the first workshop focusing the needs of children in an ETS this second workshop had a certain benefit from the first workshop. The structure and the method that has been used in the Wiesbaden workshop about the needs of children in an ETS were retained unchanged in this second workshop in Banská Bystrica and are recommended for workshops to come in this project, too.

For future guidelines the elaborated key issues and structure (see figure 2.11 on page 17) need to be integrated in the process and should be part of the guideline introduction. A further elaboration might define new topics and headlines going beyond the basic key issues. These should be added in order to create a textual basis for future guidelines. Training skills for specialized staff have to be issued on this basis.

The synchronization of the results and the coordination of the ongoing work in the SAMETS project lie ahead with the project management as an upcoming task 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



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