



Crisis Management for Health Sector Professionals

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Session Contents

1. Key terms in Crisis/Disaster Management
2. Crisis Management Framework
3. Healthcare in a crisis [Introduction to Sphere]
4. Community resilience in managing crisis situations

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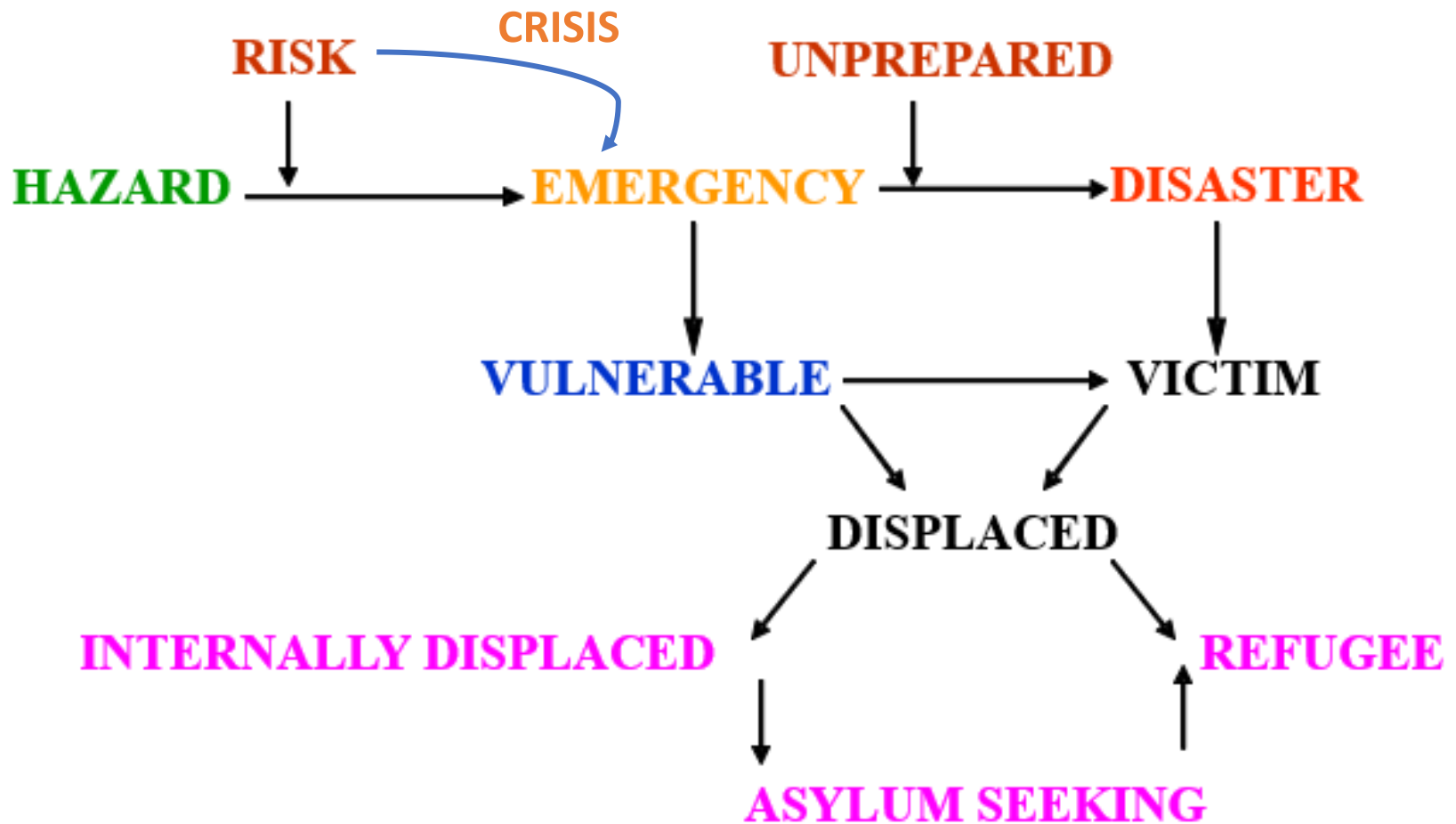
Crisis -> Emergency -> Disaster

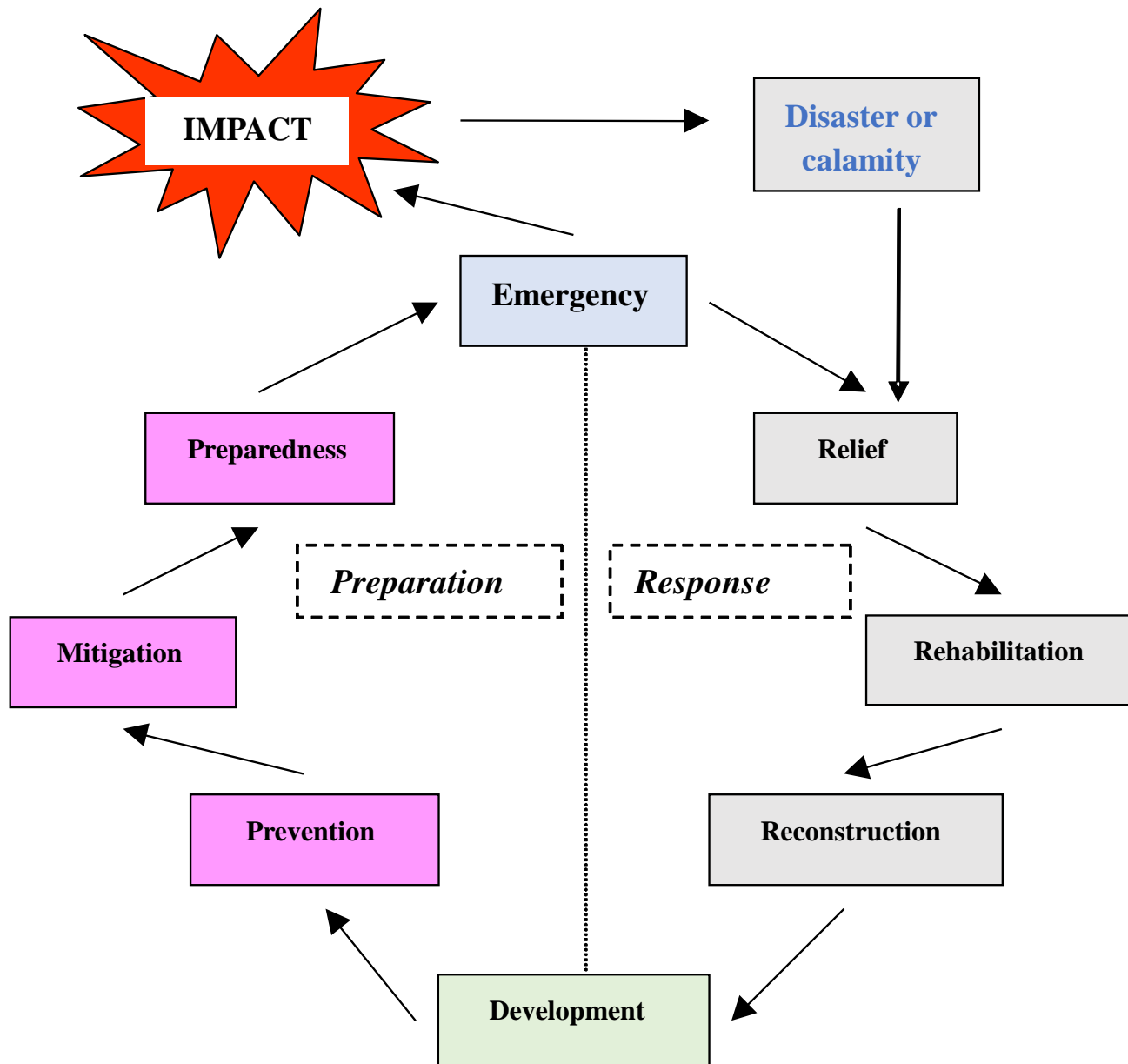
Crisis: *a time of intense difficulty or danger*

Emergency: *a serious, unexpected, and often dangerous situation requiring immediate action*

Disaster: *a natural or man-made catastrophe that causes great damage to property or loss of life and livelihood*

Crisis -> Emergency -> Disaster





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Crisis Management Framework

**Risk
Assessment**

Planning

**Institutional
Framework**

**Information
Systems**

**Resource
Base**

**Warning
Systems**

**Response
Mechanisms**

**Public
Education/
Training**

**Rehearsal/
Mock drills**

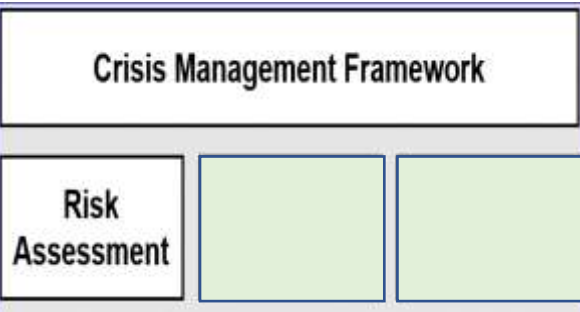
Crisis Management Framework

**Risk
Assessment**

Conditions which adversely affect peoples ability to:

- prevent
- mitigate
- prepare
- respond to potential disaster events or crisis situations





Scenario/Risk Analysis

Details of Scenarios/ Risks	Likelihood of specific events [Scale 1 – 5]	Potential Impact of events on the population	Impact Rating [Scale – L; M; H]	Risk Rating [Scale – L; M; H]
Long power cuts/ Electricity interruptions				
Fuel shortage/No fuel supply				
Shortage of essential medical supplies				

Crisis Management Framework

Planning



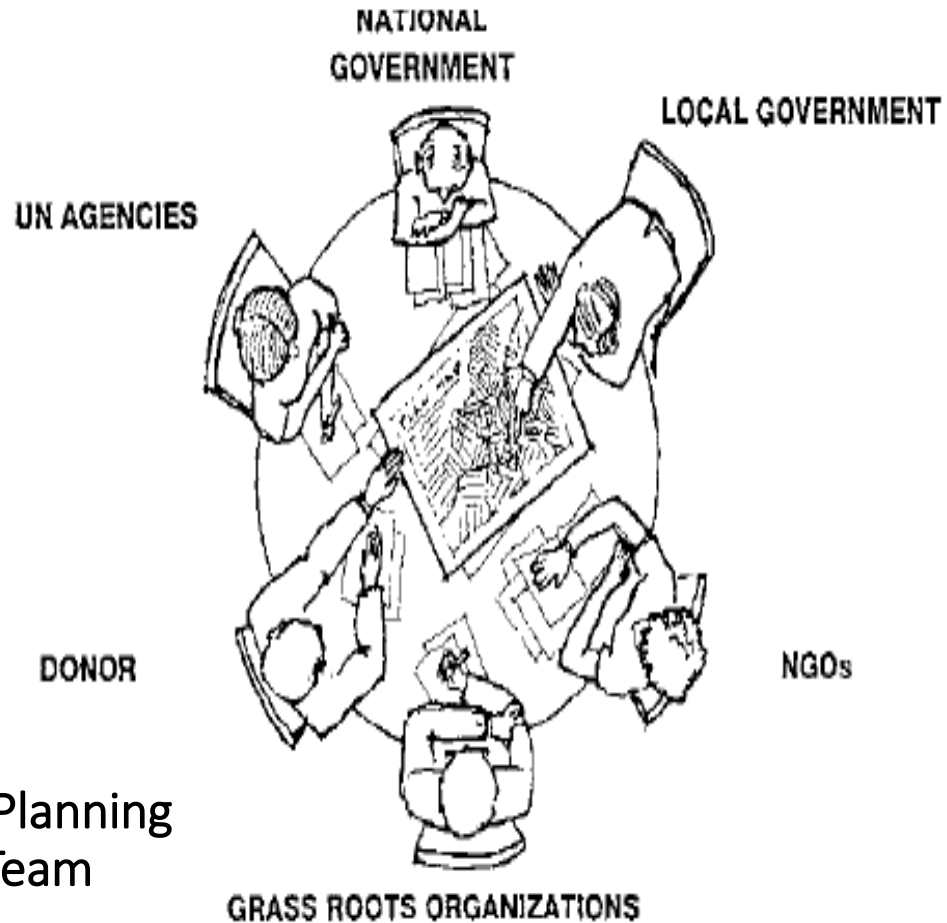
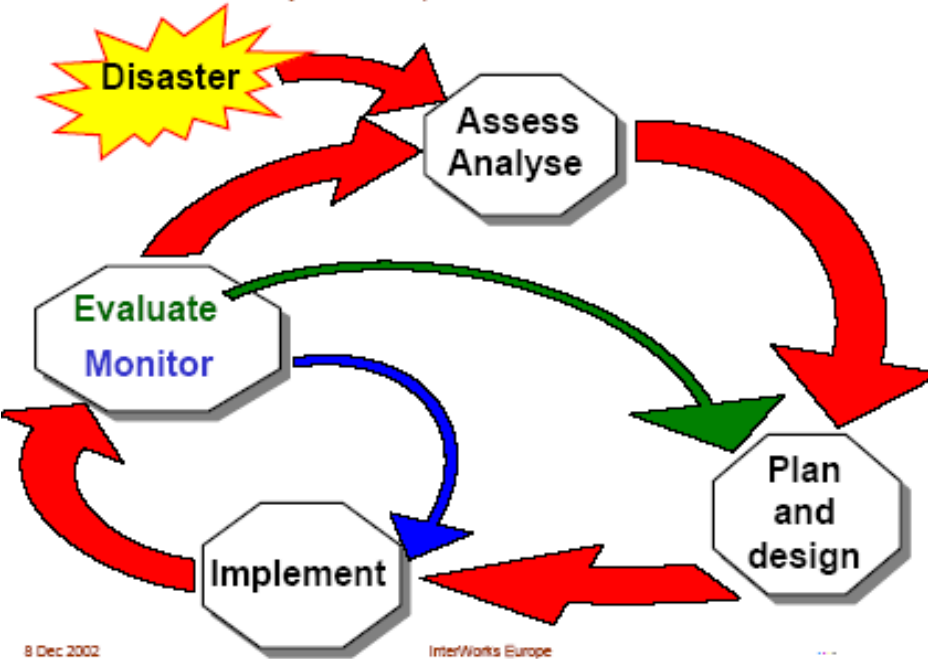
Crisis Management Framework

Planning

- Crisis Preparedness Plan
- Emergency Response Plan



Assessment is only the first step



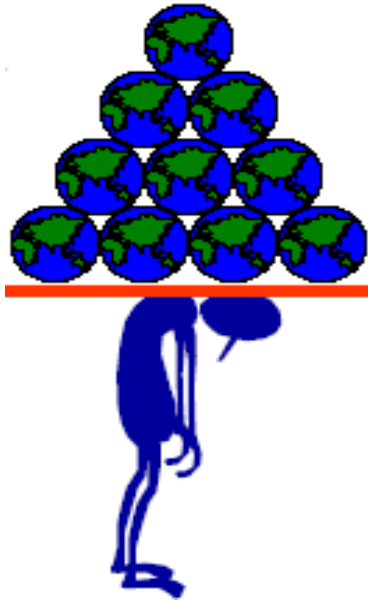
Crisis Management Framework

**Institutional
Framework**

Crisis Management Framework

Institutional
Framework

*Organisational
Continuity
Plan for Health
Institutions*



Collaboration

*Work within
established
structures and
systems*

Coordination

Crisis Management Framework

**Information
Systems**

Crisis Management Framework

Information Systems

- Joint operations
- Common analysis
- Common information sharing
- Distributed information sharing



Crisis Management Framework



The diagram illustrates the Crisis Management Framework. It features a central white box labeled "Resource Base" surrounded by eight light green boxes arranged in a 3x3 grid. The top row contains three green boxes. The middle row contains a green box on the left, the central "Resource Base" box, and a green box on the right. The bottom row contains three green boxes. The entire grid is enclosed in a blue border.

**Resource
Base**

Crisis Management Framework

	Resource Base	

Stockpiling

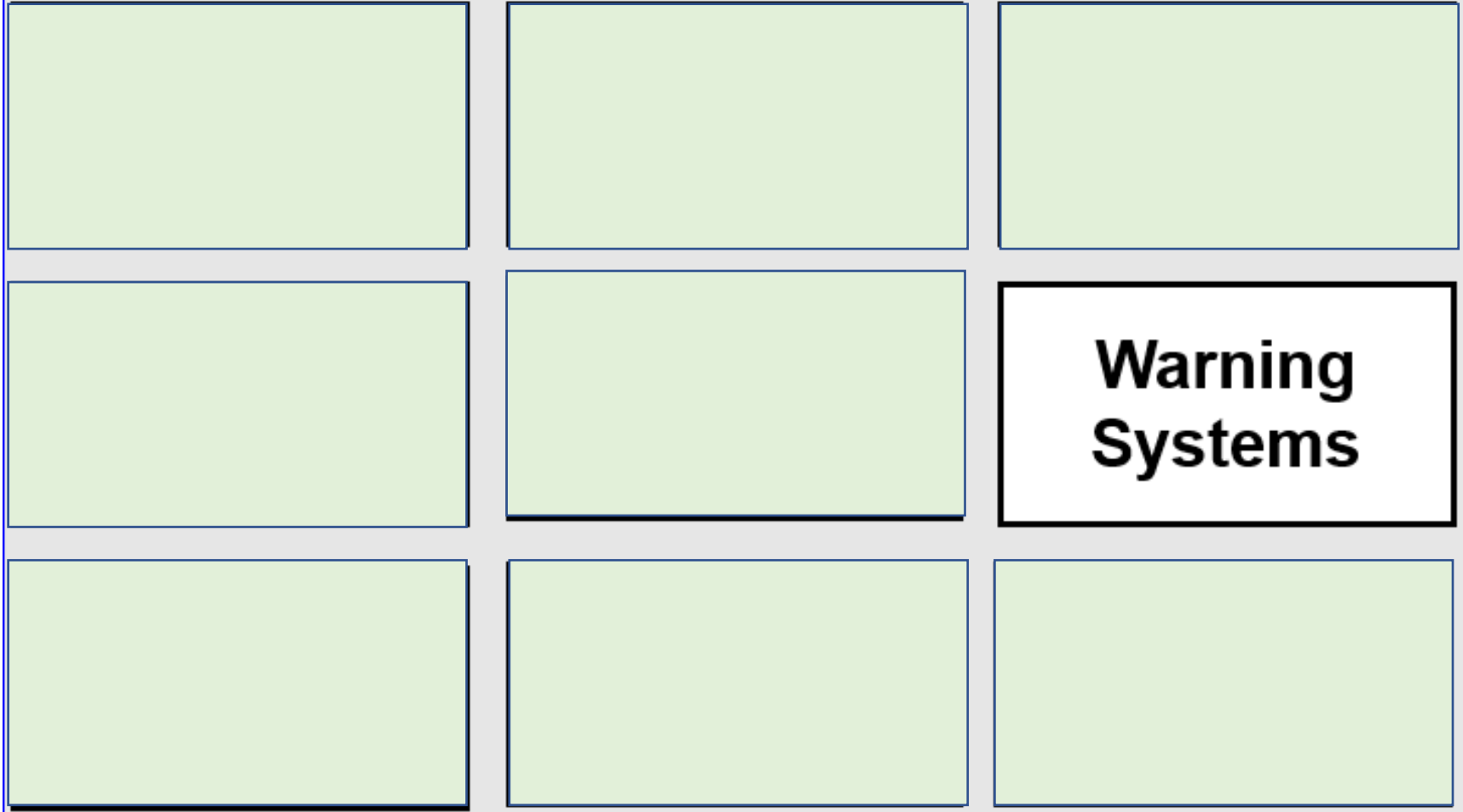
Disaster preparedness funding

Disaster relief funding

Mechanism for aid coordination



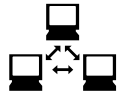
Crisis Management Framework



Crisis Management Framework



Warning
Systems



Internet



TV



Radio



Phones



Loudspeakers



Early Warning Node



Community

Crisis Management Framework



Crisis Management Framework

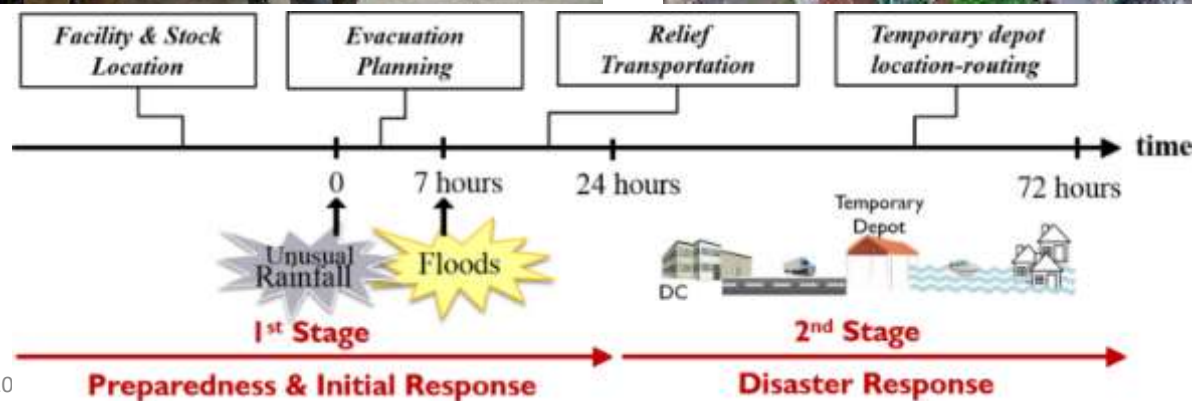
Response Mechanisms		

Response Preparedness



In crisis situations

In complex emergency scenario



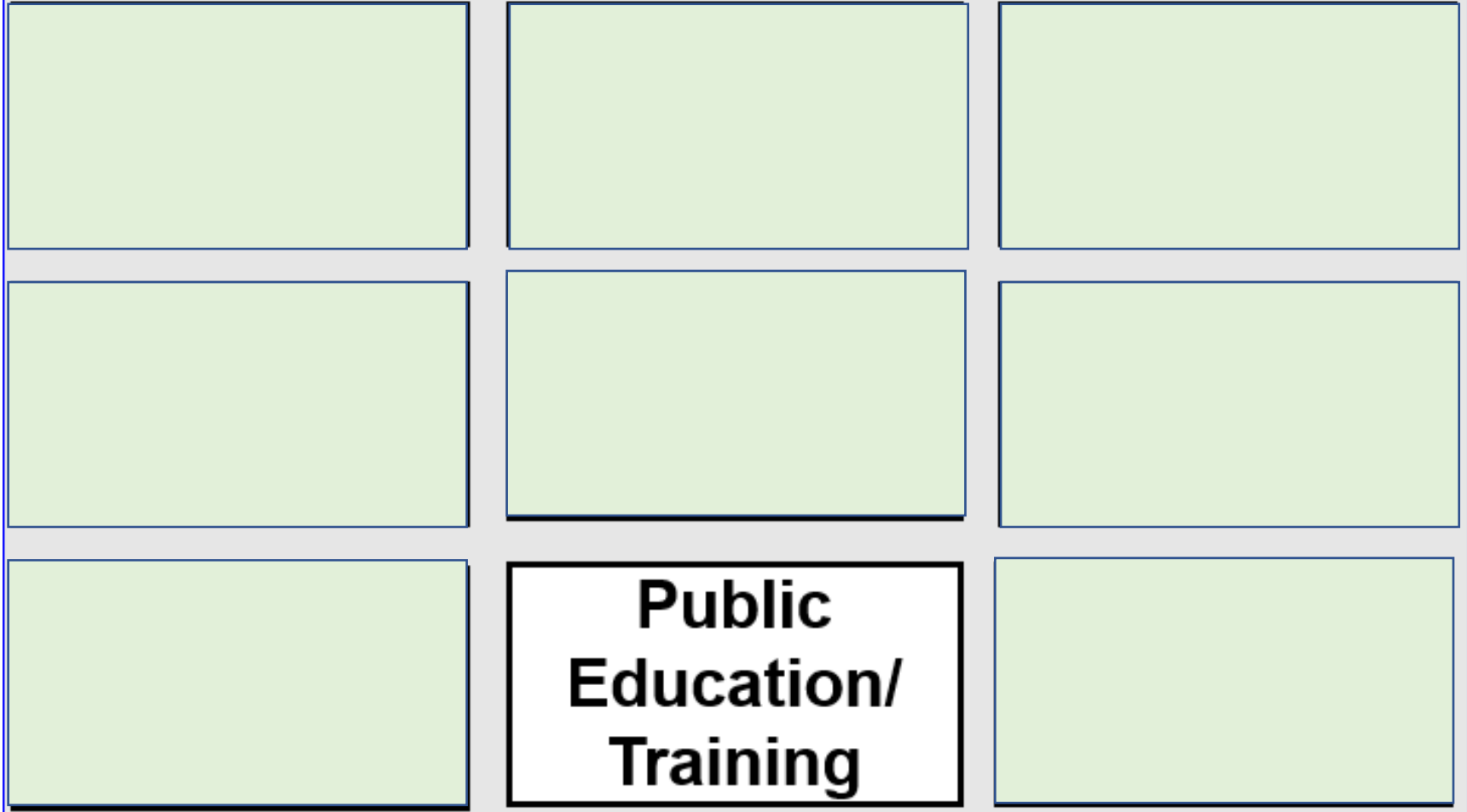
Crisis Management Framework

Response Mechanisms		



- Ensuring the security of affected areas
- Emergency Assessment teams
- Activating special installations (such as emergency hospital facilities)
- Activating community support systems
- Preparing emergency reception centres and shelters
- Activating emergency transport facilities

Crisis Management Framework



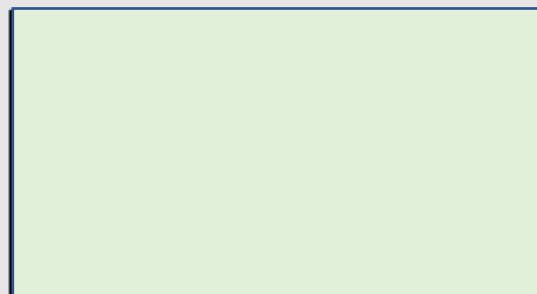
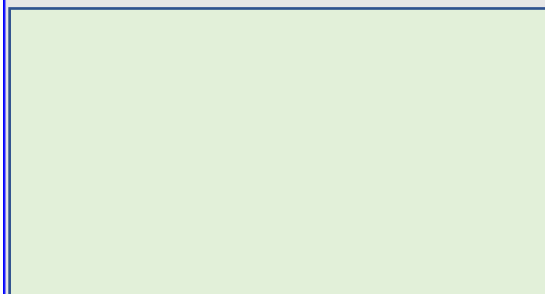
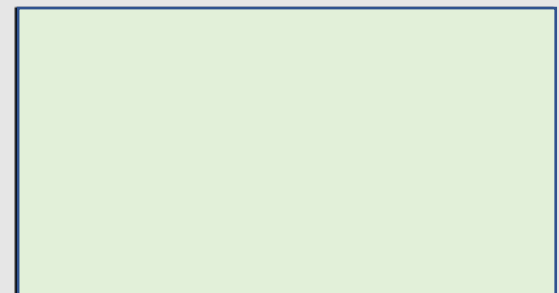
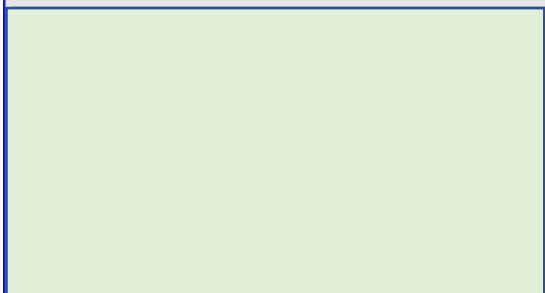
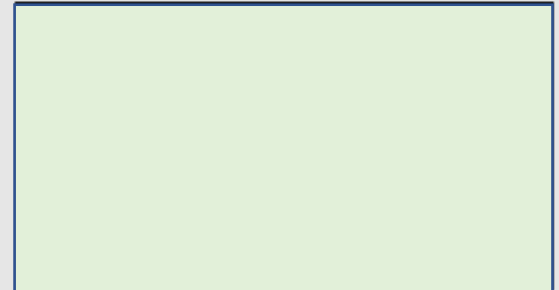
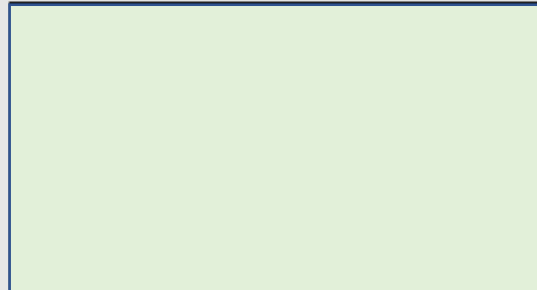
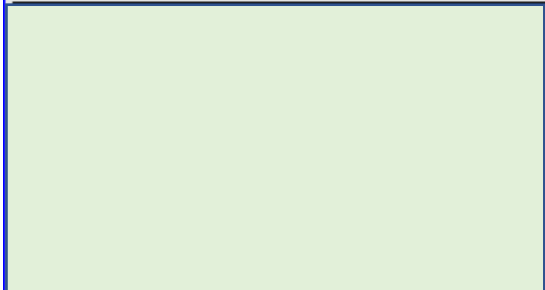
Crisis Management Framework

Public
Education/
Training



- Special training courses for officers/community leaders and workers
- Public information/awareness for people
- Special education through school programs

Crisis Management Framework



**Rehearsal/
Mock drills**

Crisis Management Framework

Rehearsal/
Mock drills



Establishing Community Groups

Conduct simulations for staff and community members

Standard Operating Procedures at the institutions during emergencies



Crisis Management Framework

**Risk
Assessment**

Planning

**Institutional
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**Resource
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**Response
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3



Sphere

WHAT IS SPHERE? USING THE STANDARDS IN CONTEXT



Sphere and you

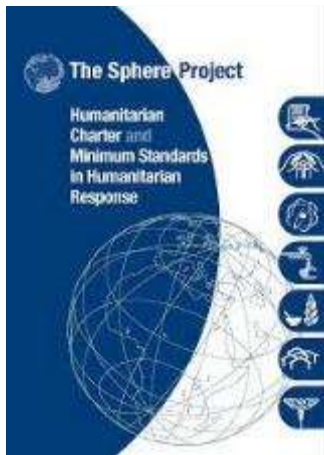
Quick survey – please raise your hand if you...

- ... have ever heard of Sphere
- ... have ever held the Sphere Handbook in your own hands (any edition)
- ... have used Sphere in a field application



What is Sphere?

The Sphere Project was created in 1997 by humanitarian NGOs and the International Red Cross and Red Crescent Movement **to improve the quality of humanitarian response and to be more accountable for their actions.**



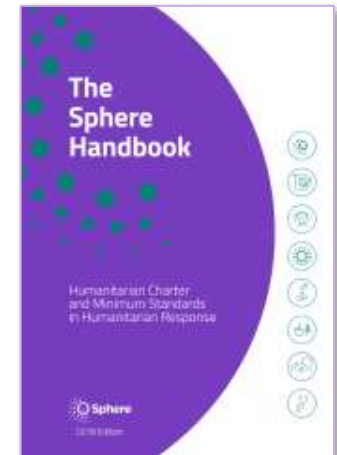
2000



2004



2011



2018

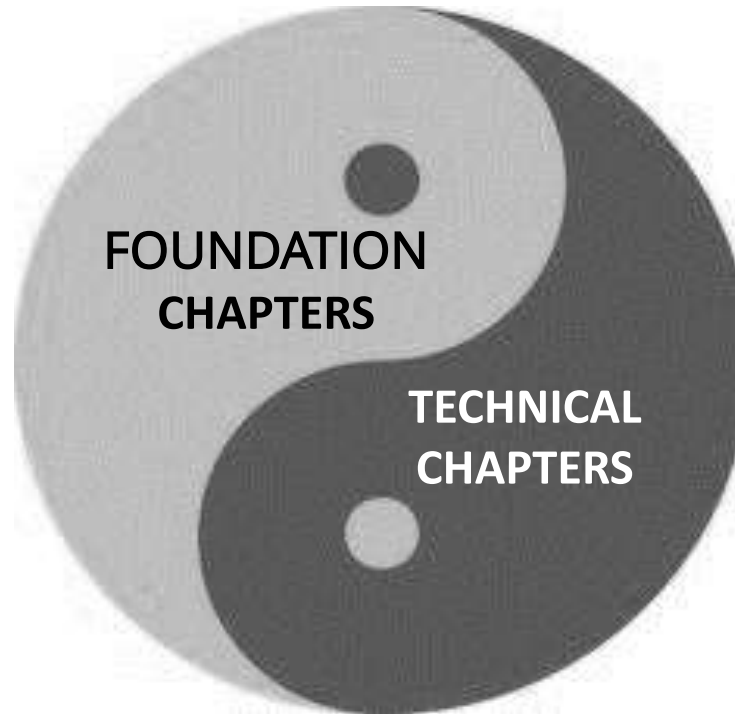
The Sphere Handbook

1. What is Sphere?

2. The Humanitarian Charter

3. Protection Principles

4. Core Humanitarian Standard



5. Water Supply, Sanitation and Hygiene Promotion (WASH)

6. Food Security and Nutrition

7. Shelter and Settlement

8. Health

Understanding vulnerabilities and capacities

- Not all people have equal control of power and resources.
- Individuals and groups in a population have different capacities, needs, and vulnerabilities, which change over time.
- Factors such as age, sex, disability, and legal or health status can limit access to assistance.
- These may provide a basis for discrimination.

What does this mean for humanitarian responders?

Data collection and disaggregation

- In many situations, population-level data is difficult to find or determine but is still required to show the distinct needs and impact of actions on different groups.
- Disaggregated data can help to identify those people most at risk, and indicate whether they are able to access and use humanitarian assistance, and where more needs to be done to reach them.



Palestinian refugees queuing for food in the Yarmouk refugee camp. Syria, 2014. UNRWA

Special Attention in times of a crisis...

Children

Older people

People's gender roles

People at risk of gender-based violence

Prevention of sexual exploitation and abuse

Persons with disabilities

People needing psychosocial support

Children...

- are often less visible to responders;
- have different needs and capacities according to their age and stage of development; and
- face life-threatening risks which require immediate action.



Haiti, 2014. Lutheran World Federation

Older people...

- are a fast-growing proportion of the population in most countries;
- are often neglected in humanitarian responses; and
- should be consulted and involved at each stage of humanitarian response.



Mozambique, 2016. Lutheran World Federation.

People's gender roles

Women and girls most often face constraints within gender roles, but men and boys are also influenced by strict expectations of masculinity.

Gender equality programming requires inclusion and equal participation of women, girls, men, and boys.



Children collect water at the overcrowded reception centre on the island of Samos, Greece. UNHCR/Yorgos Kyvernitis

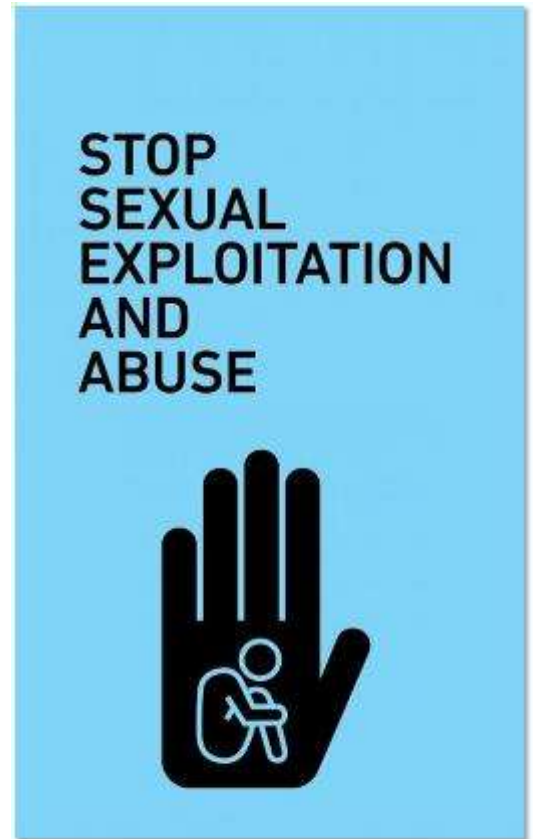
People at risk of gender-based violence

Crises can intensify many forms of gender-based violence, including intimate partner violence, child marriage, sexual violence, and trafficking.

How can humanitarians collect this kind of data, and what are some of the main concerns about using it?

Prevention of sexual exploitation and abuse

- Organisations are responsible for taking **all necessary steps to prevent the sexual exploitation and abuse of people affected by crises**, including in their own activities.
- When allegations of misconduct are found to be true, it is important that the competent authorities hold the perpetrator(s) to account and that cases are dealt with in a transparent way.



Graphic from an OCHA campaign message

Persons with disabilities

Deliberate efforts must be made to remove physical and attitudinal barriers to services, information, transportation, and full participation

Risks to women and girls with disabilities are often compounded by gender inequality and discrimination.



Haiti. CBM/Shelley

People needing psychosocial support

Some people are more likely to be overwhelmed by distress, especially if they have been **forcibly displaced, separated from family members, survived violence or experienced previous mental health conditions.**

Provide basic services and security in a socially and culturally appropriate way to both reduce distress among affected populations and to address discrimination.



Special Attention in times of a crisis...

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Prevention of sexual exploitation and abuse

Persons with disabilities

People needing psychosocial support

People with non-communicable diseases

Healthcare in a crisis

The aim of healthcare in a crisis is to reduce excess morbidity and mortality.

The public health impact of a crisis can be both:

- **direct** (injury or death from the crisis itself) requiring trauma care focus; and
- **indirect** (changes in living conditions, forced displacement, lack of legal protection, or decreased access to healthcare) requiring a public health focus.

Two key terms – morbidity and mortality

The **mortality rate**, or **death rate**, is a measure of the number of deaths (in general, or due to a specific cause) in a particular population, in proportion to the size of that population, per unit of time.

The **morbidity rate** is the frequency with which a **disease** appears in a population.

Crude mortality rate (CMR)

The clearest indicators to monitor and evaluate the severity of a crisis are the mortality rates for everyone, and for those under 5 years of age.

In the absence of a known baseline, the following constitute an emergency threshold:

- $\text{CMR} > 1/10,000/\text{day}$
- Under 5 $\text{CMR} > 2/10,000/\text{day}$

For some crisis situation, these are not the most useful indicators for humanitarian action.

CMR calculation

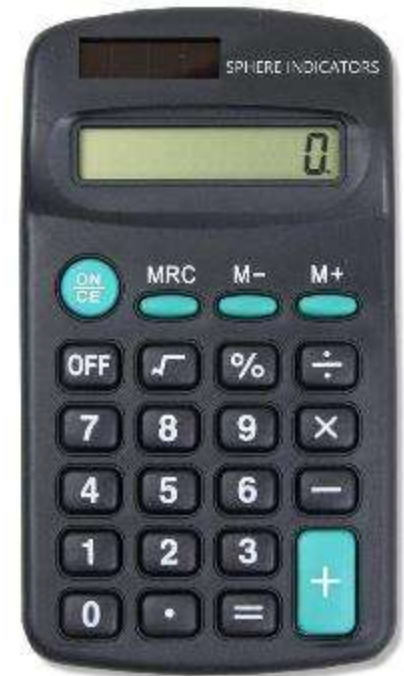
The calculation for the CMR is:

$$\frac{\text{Number of deaths} \times 10,000}{\text{Days counted} \times \text{population}}$$

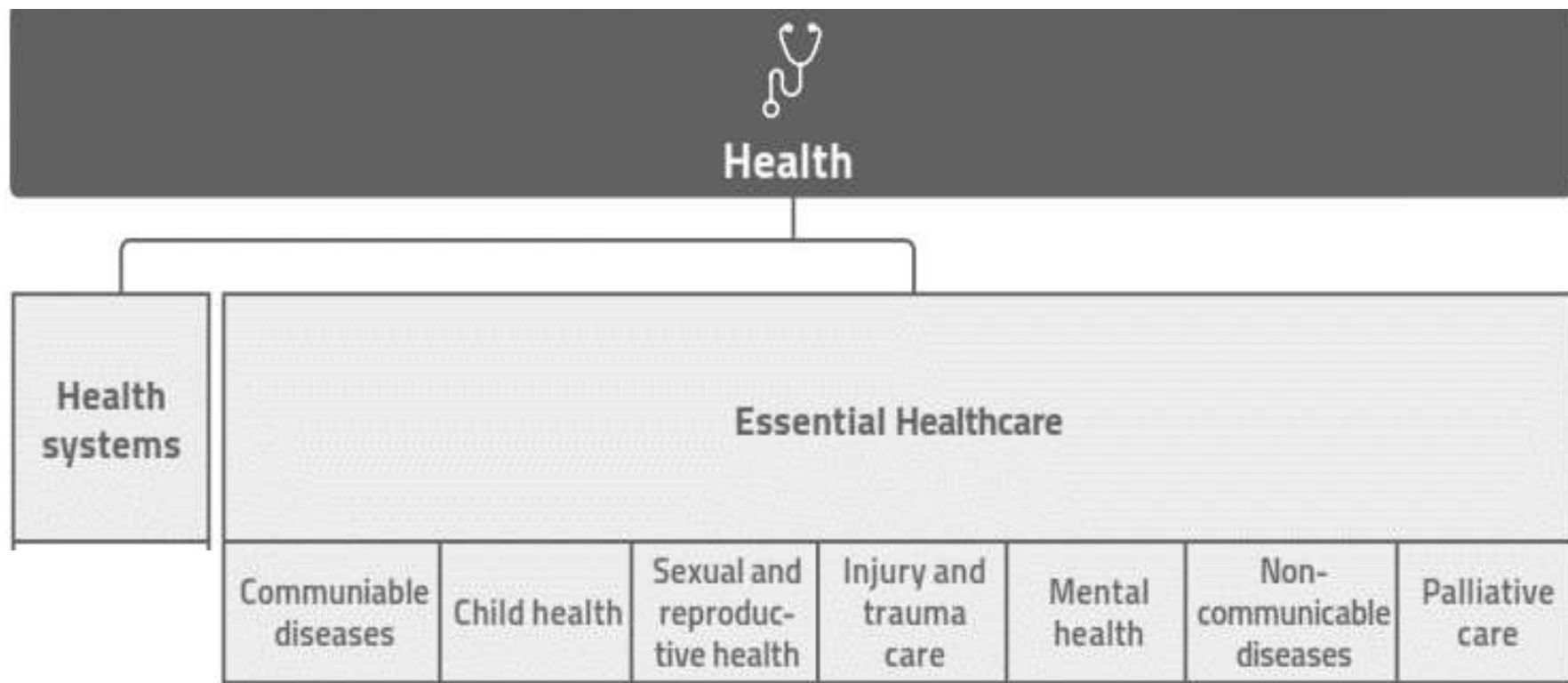
So, if you have 14 deaths in the span of 1 week in a population of 5,000 affected by a disaster or crisis, what is the CMR?

$$\frac{14 \text{ deaths} \times 10,000}{7 \text{ days} \times 5,000}$$

4/10,000/day



Health sector sphere standards



Health Systems – Sphere Standards



1. *Delivery of quality health services*
2. *A trained and motivated healthcare workforce*
3. *Appropriate supply, management and use of medicines, diagnostics material and technology*
4. *Appropriate financing of healthcare*
5. *Good health information and analysis*

Standards 1.1–1.5: Health systems

- In a crisis, **health systems** and the provision of healthcare are often weakened, even before demand increases.
- Healthcare workers may be lost, medical supplies interrupted, or infrastructure damaged.
- It is important to understand the impact of the crisis on health systems to determine priorities for humanitarian response.

Review the health system standards (1.1-1.5)...

What are some of the priority Key actions in the current crisis in Sri Lanka?

Standard 2.1: Essential Health Services

Prioritising Health Services

1. **Identify potential health related problems/risks**
2. **Identify the most vulnerable population**
3. **Prioritise health services needed**
4. **Identify barriers that impedes access to prioritised health services**
5. **Implement priority health services in coordination with other sectors**

Review the essential health services standard (2.1)...

What are some of the priority Key actions in the current crisis in Sri Lanka?

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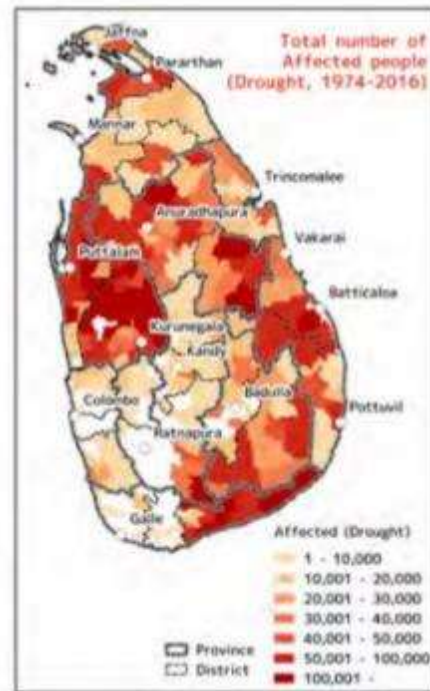
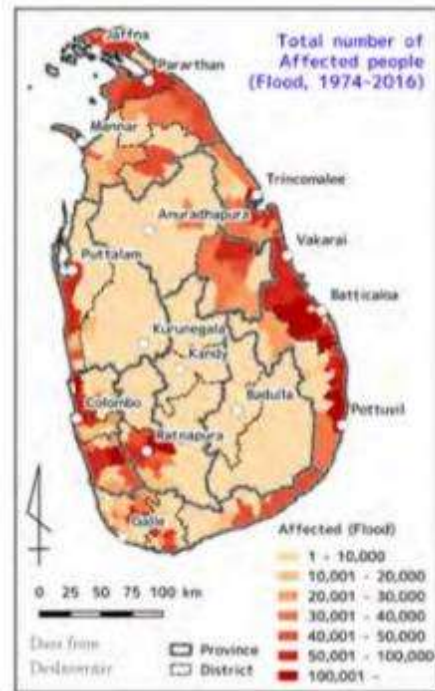
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4

Every disaster or crisis is different

Disaster Risks

Flood & Drought + Cyclone /Tsunami



Ampara District

Other risks to human lives/properties

Socio-economic crisis →

Drought

**Heat
waves**

**Sea
erosion**

**Forest
Fire**

**Air
pollution**

**Epidemic/
Pandemic**

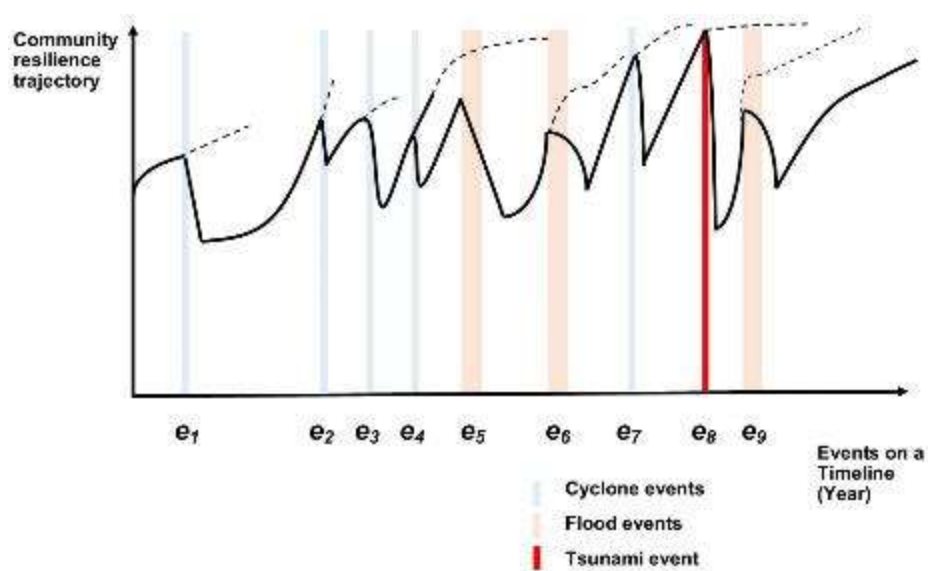
**Chronic
Diseases
(CKDu)**

**Industrial
accidents
/Fire**

**Traffic
Accidents**

**Human
Elephant
Conflict**

Resilience of the community – South Eastern Region of Sri Lanka



Other	1935 famine	Due to no rain for more than six months, all paddy fields were abandoned leading to large scale famine.
	1917 epidemic	Later in 1940, 1970, 1980, and 2006 many different infectious diseases were reported.
	2020-21 COVID19 pandemic	COVID19 infectious disease started spreading in 2021 and had three severe waves

Disaster	Disaster Event (Year/Date)	Description about the Disaster
Cyclone	1845	No historical records found.
	1891	Called "mini cyclone." No other records available.
	9 March 1907	Called "major cyclone," between midnight and 7 a.m. in the morning.
	1921	Mini cyclone.
	23 November 1978	Major cyclone, many houses were partially damaged and severe loss of livestock were reported.
Flood	1933	Flooding due to rain over the four-month period.
	December 1957	Major flood and severe damage to many infrastructures.
	2010 (During December/January)	Minor flood due to heavy rain in the residential areas, major damage to paddy fields.
Tsunami	26 December 2004	The worst disaster in the history of Sri Lanka

Extract from Sainthamaruthu History Book, produced in Saja et al. (2021)

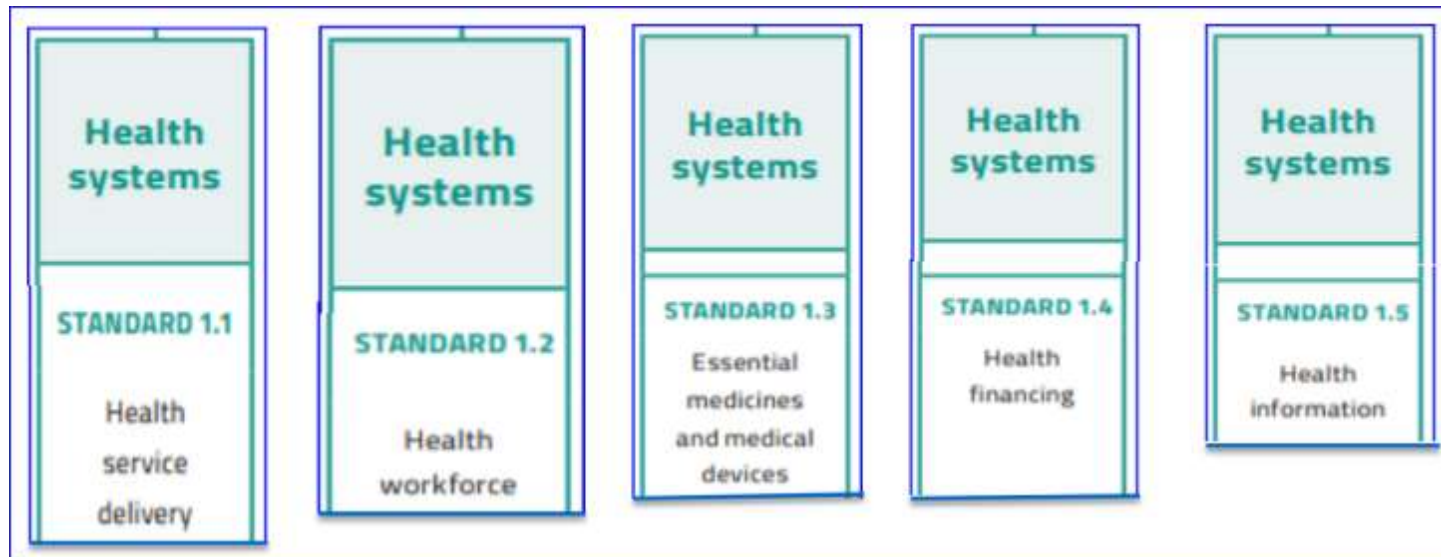
Key Messages for managing a crisis

Crisis Management Framework		
Risk Assessment	Planning	Institutional Framework
Information Systems	Resource Base	Warning Systems
Response Mechanisms	Public Education/ Training	Rehearsal/ Mock drills

Is our health system resilient to the current crisis?

Special Attention in times of a crisis...

Children
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People at risk of gender-based violence
Prevention of sexual exploitation and abuse
Persons with disabilities
People needing psychosocial support
People with non-communicable diseases



Is our health system **resilient** to disasters or national/regional crisis situations?

Long power cuts/
Electricity
interruptions

Fuel shortage/No
fuel supply

Shortage of
essential medical
supplies

*How long your health
institution **survive with
available resources?***

Hours/Days/Weeks

*How long it will take
your health institution to
recover if affected?*

Hours/Days/Weeks

*Available
alternatives/
**New resources
required***

*New alternatives
and
**New resources
required***

Reflections/Questions/Discussion



Coordination

Collaboration

Complementary

Community Service



Live, Love, Learn, Lead, & Leave a Legacy

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