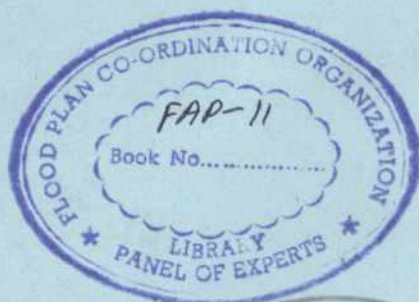


United Nations Development Programme  
Government of the People's Republic of Bangladesh

# Assistance to Ministry of Relief in Coordination of Cyclone Rehabilitation (BGD/91/021)



Final Report

Volume V

DISASTER MANAGEMENT TRAINING STRATEGY

Mott MacDonald International Ltd.  
in association with  
Asian Disaster Preparedness Centre  
assisted by  
House of Consultants Ltd.

December 1993

2

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**ASSISTANCE TO MINISTRY OF RELIEF  
IN COORDINATION OF CYCLONE REHABILITATION  
(BGD/91/021)**

The Final Report for the Project comprises the following volumes:

- Volume I : Main Report
- Volume II : Natural Disasters affecting Bangladesh
- Volume III : Organisation and Systems for Disaster Management in Bangladesh
- Volume IV : Damage Caused by Disasters (Agriculture [including Livestock and Fisheries], Forestry and Infrastructure)
- Volume V : Disaster Management Training Strategy**
- Volume VI : Concept Plan for Integrated Coastal Protection



8

**ASSISTANCE TO MINISTRY OF RELIEF  
IN COORDINATION OF CYCLONE REHABILITATION  
(BGD/91/021)**

**FINAL REPORT  
VOLUME V**

**DISASTER MANAGEMENT TRAINING STRATEGY**

**LIST OF CONTENTS**

	Page Nr.
1. OVERVIEW	1
2. BASIC CONCEPTS OF DISASTER MANAGEMENT TRAINING	4
3. PRINCIPLES FOR DISASTER MANAGEMENT TRAINING IN BANGLADESH	5
4. TRAINING AUDIENCE AND FOCUS	7
4.1 Introduction	7
4.2 Local Level (Union and below)	7
4.3 Thana Level	7
4.4 District Level	8
4.5 Middle-management, and Technical Officials of Line Ministries, Agencies, and Other Organizations	9
4.6 National Level and Policy-makers	10
4.7 Donors and NGOs	11
5. SPECIFIC ASPECTS OF COMMUNITY MOBILIZATION PROGRAM	12
6. SPECIFIC ASPECTS OF DISASTER MANAGEMENT TRAINING ACTIVITIES	14
7. METHODS, MATERIALS, AND RESOURCE PEOPLE FOR TRAINING ACTIVITIES	16
7.1 Materials	16
7.2 Resource People	16
8. PROCESS AND RELATIONSHIPS	18
9. TIMETABLE AND SCHEDULE FOR IMPLEMENTATION	20

**LIST OF APPENDICES**

- A Training Activity Matrix (Provisional)
- B Budget



# DISASTER MANAGEMENT TRAINING STRATEGY

## CHAPTER 1

### OVERVIEW



The disaster management training strategy for Bangladesh which is developed in this report stems from the initial assessment of disaster management training needs and resources discussed in the Project BGD/91/021 Inception Report (MM, June 1992) pp.5-18 to 5-21. It takes into account further discussions with other project staff and advisors during 2-8 October 1992, conclusions of meetings on disaster management training convened by the DCMU on 9 September and 5 October 1992, 31 January and 3 February 1993 and additional discussions held with selected staff of organizations represented at those and subsequent meetings. The views of other disaster management training professionals familiar with Bangladesh have also been taken into account.

The report reviews factors which should be considered by all contributors to the development of the program "Support to Comprehensive Disaster Management" and by the Government authorities who will ultimately be responsible for the implementation of the training program. It aims to provide a framework for further planning while recognizing that the application of Bangladeshi know-how will be crucial to successful implementation. The proposal is arranged in the following sections:

- Basic Concepts of Disaster Management Training
- Principles For Disaster Management Training in Bangladesh
- Training Audience and Focus
- Aspects of Community Mobilization Programs
- Aspects of Disaster Management Training Activities
- Methods, Materials, Resource People for Training Activities
- Training Process and Relationships

The proposal concludes with a comprehensive matrix suggesting training activities appropriate to the various administrative levels and audiences in the country.

The term "disaster management" includes all aspects of planning for and responding to disasters. It refers to the management of the risks and consequences of disasters - including measures for prevention and preparedness in anticipation of possible hazards, the whole range of necessary response measures when disasters do occur, and rehabilitation and long-term reconstruction.

There is a broad consensus that training is an essential to prerequisite to the development of viable disaster management policy and its implementation, and that training should be provided for a wide range of people at all administrative levels and in many professions. There is, however, less understanding of what the training should consist of and, depending on the perspectives of the people involved, opinions differ as to what may actually be feasible.

9

Much of what is loosely termed training, may be better addressed through well-organised programs of advocacy/sensitization or community mobilization directed at different levels of society. For the purposes of this paper "training" is deemed to embrace advocacy/sensitization, and community mobilization as well as formal disaster management training where:

**Advocacy/Sensitization** is the process of informing political leaders, senior officials and other influential people of the importance of a comprehensive approach to disaster management in order to obtain their commitment and support.

**Community Mobilization** is the process of informing people of the actions (preparedness and proofing) which they can and should take to protect themselves, their property and their communities against hazards, and to encourage and help them to organise and take appropriate initiatives.

**Disaster Management Training** aims to strengthen the capacities of managers and leaders to fulfill their respective functions. To a significant degree it involves improving basic management and inter-personal skills.

The proposed outputs of the "Support to Comprehensive Disaster Management" project indicate that training will be a critical, and complex, component of the project. The success of a viable national disaster management training program will be determined by the seriousness with which training, and the essential policy formulation on which it must be based, is pursued. A sustained commitment will be required from concerned people, all of whom must be aware, interested, and involved in the process -- from senior policy makers down to the individual villagers who are usually the victims of the disasters which so frequently strike Bangladesh. Political commitment will be essential to the success of the program. Without it the whole process will lack authority, focus and, eventually, relevance.

The specific elements of a national disaster management training program (syllabi and topics for each audience, identification of individual participants and teachers, appropriate training methods etc) must necessarily grow out of the training process itself. Bangladeshi know-how will be an essential ingredient. Thus, this proposal is only the first step in the process intended to ensure that action can begin immediately. A comprehensive disaster management training needs assessment, commissioned by the proposed Disaster Management Bureau (DMB), is still essential and frequent reviews should be conducted during the whole life of the program to ensure that it remains appropriate and effective.

The **matrix** and **budget** (See Annexes A and B) provide a wide range of training (categorised as advocacy/sensitization, community mobilization or disaster management training) and program support activities at all levels of Bangladesh society national, district, thana, union and local community. Some activities are designed to improve individual skills; some to develop team skills. At the district level and below emphasis is placed on the development of Action Plans. Throughout the whole program emphasis should be given to the relationship between disasters and development and the ways in which response operations can help to rebuild society.



9

Successful implementation of the program will call for the mobilisation of all possible training resources. Existing training institutions and NGOs should be brought into the program. In order for them to work together harmoniously they must first learn more about each other.

An essential prerequisite will be the creation of an effective disaster management organization staffed by high grade people. The DMB will play a nodal role in coordination the program, working with all the agencies involved to ensure the coherence of the various components and the best possible use of human and material resources.



## CHAPTER 2

### BASIC CONCEPTS OF DISASTER MANAGEMENT TRAINING

The ultimate objective of disaster management training is to reduce vulnerability and protect the economic well-being of society. At the time of a disaster an immediate requirement is to minimize the suffering of those affected by the disaster through the timely and effective provision of essential services and to foster the restoration of a community's assets and abilities. Although obvious, it must be emphasized that effective disaster management training must be based on an informed anticipation relevant to the environment and the needs of those people at risk, which is developed and exercised prior to the onset of the hazard. Disaster management is essentially an outlook, coupled with improved practical abilities, which enables people better to reduce their vulnerability to risk and cope with disasters when they do occur.

Disaster management training is a continuous, structured process involving a wide range of activities to enhance the capacities and abilities of a population which is either operationally engaged or immediately affected by a hazard. Training is less a matter of "teaching" than organizing known experience for the purpose of developing and sustaining motivations among related groups of people affected by a common threat. Advocacy/Sensitization, community mobilization and formal disaster management training activities are complementary. Training should be conducted at all administrative levels although a different emphasis will be required at each level.

To be effective and sustainable the process should be institutionalized and conducted through a recognized authority able to provide information, motivate, and promote collaboration among the many sections of society involved. This requires:

- political will
- willingness to incur current expenditure for deferred, but clearly anticipated, returns
- public determination to reduce vulnerability, and an understanding of what can be achieved
- a coherent national disaster management policy, articulated in a National Disaster Plan which incorporates an agreed strategy with designated authorities, specified functional responsibilities and coordinating mechanisms
- comprehensive Disaster Action Plans designating departmental, or sectoral, responsibilities at the various levels of operational engagement and underlining the relationships necessary for effectiveness.
- compilation and dissemination of standard operating procedures, instructions, guidelines, prescribed formats, and similar operational details in a National Disaster Management Handbook based upon the requirements at all levels of implementation
- a clear training strategy
- the willingness and mechanisms to review experience continuously and incorporate the lessons learned in the on-going training process.



## CHAPTER 3

### PRINCIPLES FOR DISASTER MANAGEMENT TRAINING IN BANGLADESH

In the initial formulation of a training strategy that is both suitable and realizable in prevailing conditions in Bangladesh, some guiding principles should be established. While ideally training should be based on an "all-hazards" approach, the prevalence and severity of impact of the most serious hazards should be emphasized at the outset, with other risks being considered later. Priorities must be established. In Bangladesh the training program should be concerned initially with preparedness and risk reduction measures related to the occurrence and effects of cyclones and storm surges, floods (including flash floods), and river bank erosion. Other types of hazards such as earthquakes, landslides, technological hazards, etc. can be addressed later.

Training should consist of a series of coordinated activities designed to secure a greater degree of public involvement through concentrated and focused advocacy/sensitization, community mobilization and formal training programs with particular attention being paid to the local and lower administrative levels of the country. These activities should include structured workshops designed to link specific responsibilities and skills with applicable, officially directed, disaster action plans at every administrative level. Training activities should seek to sensitize and to inform those segments of the population most immediately affected by, and therefore able to initiate, effective disaster management counter-measures. Training activities should proceed simultaneously at all levels of administration, although the emphasis will differ at given times and places, as indicated in the attached diagram. A major function of the training strategy, to be encompassed in a national training needs assessment, will be to introduce appropriately phased specified training activities at different levels and for different participants in consideration of the prevailing risks to which they are exposed and their relative capabilities and needs in addressing those risks.

**Figure 3.1** highlights the relative importance of advocacy/sensitization, training and community mobilization at each administrative level.

While training must ultimately be directed toward local actions, there must also be awareness and sustained commitment to the process at higher administrative levels. Throughout the process the over-riding commitment should be to practical and organized, task-oriented skills training for all those people who are to be operationally engaged or immediately affected by disasters. Many of the structured training activities should be organised in specifically-focused workshop formats generally not exceeding 30-40 selected participants, but other techniques will also be needed to increase disaster awareness. The wide range of people concerned underlines the need for varied, but complementary, approaches to training to be conducted by Government, the Armed Forces, NGOs, schools, professional associations, and other agencies.

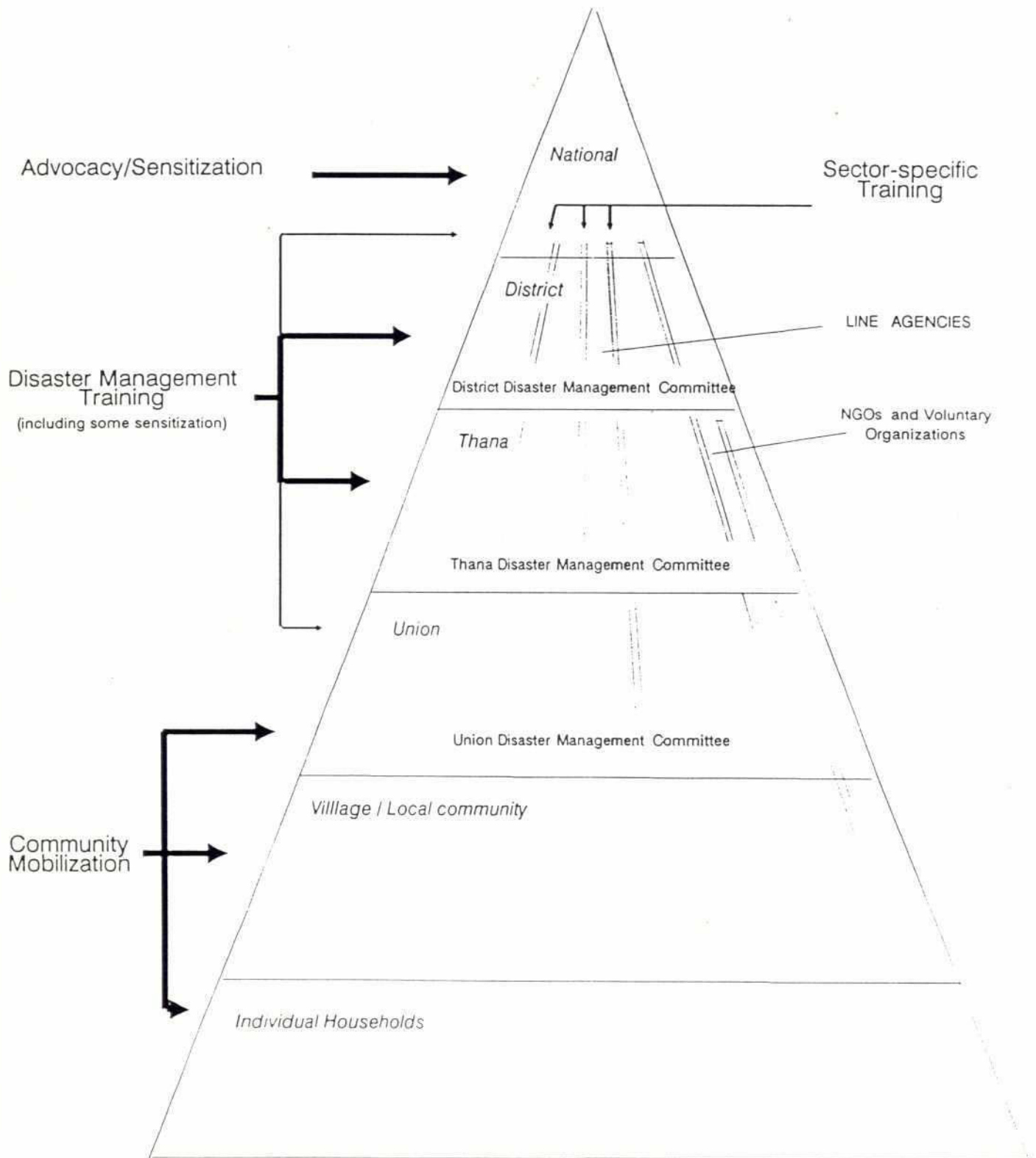
Training content must be carefully specified to insure its relevance and appropriateness to the intended participants. If training is to be effective it must be practical not theoretical. It must be based on clear definitions and simple concepts, consistently conveyed by all the implementing institutions and organizations. If the many agencies involved in the training

29  
process are to work together harmoniously they will need to get to know each other better.

Throughout the whole program emphasis should be placed on the relationship between disasters and development and the ways in which response operations can help to rebuild society. The underlying philosophy should be to promote the development of protection (proofing) and preparedness measures that serve all sectors of society, especially the poorest, and the adoption of response mechanisms that help to rebuild society in a way that will reduce the vulnerability, and enhance the coping capabilities, of those various sectors.



Figure 3.1  
Comprehensive Disaster Management Training Pyramid



## CHAPTER 4

### TRAINING AUDIENCE AND FOCUS

#### 4.1 Introduction

The people most exposed to risk and those having disaster management responsibilities in the field must be the prime target audience. This section therefore begins at the local level. It should, however, be recognised that actions at the local level will be of limited value unless they are fully supported right up the administrative chain to the very highest level of government.

#### 4.2 Local Level (Union and below)

The aim is to reach individual members of the public and community households through community mobilization programs. To achieve this it will be necessary to involve community "motivators" and leaders to reinforce mass media messages and to elaborate on local applications and conditions. For this purpose, union council members and other local and religious leaders, school teachers and other influential opinion-makers should be involved as close to their place of habitation as is feasible. It is these local community leaders who can play a vital role in preparedness, warning, response to a disaster and promoting proofing measures. One of the most important activities at Union level will be the preparation and testing of Union Disaster Action Plans.

Local leaders and the public should be included in disaster management training programs. Topics could include: the meaning of warnings and appropriate responses; life and facility protection measures; village or local security measures; evacuation procedures; immediate search and rescue; reporting damage and needs; emergency communications; re-enforcement of public health, safe water and sanitation practices; and initial relief distribution procedures.

#### 4.3 Thana Level

The thana level has an important role to play in coordinating response and training at the local level. An appropriate administrative and a motivational structure should be established.

For this to occur, the engagement of NGO project workers and local emphasis "from below" is necessary, along with necessary guidance and a degree of material and training support emanating from the district. Thana Disaster Action Plans should be developed with local initiative and through the local interpretation of priority considerations and needs. The same issues cited above should also be addressed in community mobilization and structured training activities at Thana level, focusing on the Thana officials through the authority of the Thana Nirbahi Officer.

At this important level of development activity and Government administration, training should emphasize the relationships between disasters and development. It could include baseline data compilation, basic operational information, means and resources related to physical access, logistical support and material/equipment availability, identification and advance preparedness or protection of critical lifeline facilities, along with procedural



26  
requirements necessary to consolidate local information and transform it into effective preparedness and response practice.

Examples of measures that can be institutionalized at the Thana level are on-going program activities related to public health awareness and practice, agricultural and related seasonal activities relevant to preparedness such as food security and small scale structural protection measures. Additionally, the meaning and response requirements of warning systems, assessment procedures, communications readiness and organized local public participation in collective training efforts can all be promoted and institutionalized at the Thana level.

Studies undertaken in the context of the Flood Action Plan have identified 47 thanas that are vulnerable to cyclones and 100 that are flood-prone. A phased and scheduled introduction of formalized training activities based on priority vulnerabilities is necessary. In this respect it is important to consider and include the training and awareness activities already undertaken by the Cyclone Preparedness Program of the Bangladesh Red Crescent Society so as to complement and expand the overall effort.

#### 4.4 District Level

The Deputy Commissioner, his staff (especially ADCs) and district officials of line agencies, should be the primary target audience for training in disaster functions at the district level. Attention should be given to developing their abilities to provide encouragement and support to disaster training at the Thana and lower levels. While it is recognised that a Deputy Commissioner already has many responsibilities his crucial control and coordination functions will make his office an essential link in implementing Government policies and ensuring local action. An understanding of relevant institutional arrangements for disaster management at national Government level (e.g. the functions and capabilities of the Disaster Management Bureau, the Inter-Ministerial Disaster Management Committee, and the National Disaster Management Council) are important elements of policy and procedural awareness in the districts. Emphasis should be given to the relationships between these policy structures and their absolute dependence on the information flow to and from the district, often in parallel streams, through the Deputy Commissioner's office and line agency channels.

While general community mobilization programs at the district level should be encouraged, the emphasis of specific training activities should be on the preparation of Disaster Action Plans in the most vulnerable districts. These plans should include detailed functional responsibilities to be assumed by the concerned line agency officials in the specific local context. The training process should emphasize that these critical operational relationships at the district level must be based on reliable communication capabilities and a prior awareness of standard operating procedures and mutually understood responsibilities. Essential data should be stored accurately and updated regularly. Operational resources should be assessed and tested periodically as a part of district level training.

A particularly important element of training at the district level is to convince all concerned of the necessity that effective disaster capabilities are developed and refined in the course of normal activities prior to the onset of a specific hazard. A major effort is required to instill a common understanding that effective disaster management is not only a matter of post-



disaster relief. The frequency with which officials are routinely transferred will necessitate on-going training programs.

#### **4.5 Middle-management and Technical Officials of DMB, Line Ministries, Agencies, and Other Organizations**

The audience is large and diverse. It will be a major focus of formal disaster management training both in terms of improving their own capabilities and encouraging them to promote additional sector-specific training beyond their immediate operational responsibilities. People who receive extended training should be expected to remain in their jobs for at least two years. While it should not be the intention of the program to train specialists in their own fields - e.g. public health workers in public health or even first aid - it is important to develop their skills and organizational abilities pertinent to disaster management.

The staff of the DMB should be trained as a group in a special one-week workshop soon after the bureau has been established. The workshop should be conducted by a selected institute in Dhaka and designed as a team building exercise as well as for the enhancement of personal skills. Later, the staff should be given the opportunity to attend overseas training and go on study tours to observe disaster management practices in other countries.

Overseas training and study tours should also be made available to officials in key training establishments (e.g. BPACT).

Officials placed on the standby roster for emergency duties should attend one-day workshops to familiarize them with their responsibilities.

Specific attention should be given to the disaster-related skills and services found among mid-level technical officials engaged in departments or agencies with particular disaster preparedness and response capabilities. Civil engineers, hydrologists, meteorologists, public works specialists, utility and power system technicians, telecommunications engineers, public health officials, tubewell maintenance staff, and similar technical professionals are examples of these intended audiences. While government agencies represent one avenue of approach to these technical professionals, there are also other means of access, e.g. professional organizations such as the Institute of Bangladesh Engineers, and technical educational institutions like the Bangladesh University of Engineering and Technology.

In this process the role of the DMB will be primarily to identify key departments and their functional responsibilities pertinent to disaster management needs. Training should then aim to improve the capacities of key officials in critical geographical and sectoral areas to utilize their technical skills in the disaster context, emphasise the importance of inter-agency collaboration, and encourage them to initiate sector-specific training in their respective organisations. There must, however, be a process to link specific interests and activities to the larger framework of collaboration implicit in comprehensive disaster plans. Similarly, the training should emanate from an institutional and policy base, motivated by a coordinated disaster management training strategy.



2d

Key activities and critical relationships should be identified in advance, paying particular attention to what constitutes essential information, the means of its transmission, and the allocation of jointly-derived operational resources and materials. Sensitizing a broad base of administrative officials such as the Bangladesh Civil Service to the broader concerns of disaster management will be an important starting point in motivating professional interest. This will help to promote wider participation in the disaster management training process at all levels of responsibility. Offering relevant training modules or materials to a wider audience, or by selectively including key "ancillary" officials in disaster management training activities can also broaden the range of organizational exposure.

Equally important, community leaders should be encouraged to participate in training activities outside their customary organizational frame of reference. This can be achieved by promotional presentations. Such approaches can be useful in promoting the preparation of individual agency or sectoral action plans and similar activities which touch on broader constituencies. The process may also be promoted by the designation of key focal points within individual departments and organizations. Training activities within private or professional organizations may be encouraged by the designation of critical subject areas for training, preparation of guidelines for specific types of training, and the identification or provision of resource people and materials.

Civil and military emergency services are important groups whose training and operational abilities must be brought into the collaborative training relationship. Experience has shown that in many respects (planning, operational procedures, institutionalized training methodologies, and specific technical expertise) the military have much to contribute to the training process. While recognizing that there may be practical limitations to the extent by which civilian or government officials could participate directly in military training activities, there should be no hesitation in involving military expertise as a training resource for wider application in the country. The design and conduct of demonstration exercises, simulations and drills for disaster scenarios involving civil activities are an example of the way in which military skills can be utilised to improve training techniques and to help develop important linkages.

An important element of training for mid-level, administrative and technical personnel is the prior promotion of working relationships between the many segments of the disaster community. This can be achieved by collective, team building, training exercises. Attention should be paid to the wide range of skills required in preparedness and response ordinarily dispersed throughout society - in Government departments and agencies, military forces, NGOs, the private sector, and the local representatives of the international community. They must be mobilised and harmonised. If it is not done in advance by collective training activities it is unlikely that it will happen in the event. Too often, in the absence of prior attention to the establishment of relationships, at the time of a crisis the various entities either respond individually with inefficient commitment of resources and greater confusion, or last minute efforts are made to establish a coordination mechanism at the very time that previously established measures should be put into practice.

#### 4.6 National Level and Policy-makers

The development of a comprehensive program structure to promote disaster management in

Bangladesh will necessarily involve senior Government officials and policy-makers, notably the members of the National Disaster Management Council (NDMC) and the Inter-Ministerial Disaster Management Committee (INDMC). Advocacy/Sensitization activities will necessary to gain their commitment and support. Short well constructed briefings, utilising specially prepared audio-visual materials, should be given to members of Parliament and senior officials of deputy secretary rank and above. Occasional fora should be held at critical junctures in the establishment of the comprehensive disaster management program to develop and to demonstrate a level of official commitment that will serve as a catalyst for other training and program activities. Opportunities should be found to:

- present the wider dimensions of disaster management to senior officials,
- emphasize the cost benefits of advance preparedness activities,
- provide an opportunity to measure the progress of national implementation and the effectiveness of coordination,
- enable a wider exposure to the development of related programs and different approaches in other countries.

This will reinforce the importance of established institutional relationships and enable on-going attention to the range of organizations among both Bangladeshi and foreign interests which compose the disaster management community in the country. Without a consciously promoted element of regularly scheduled participation at the national level among senior officials any efforts to promote local initiatives and the assumption of individual responsibilities at the working levels of the thanas and districts will be neither sustained nor effective.

**4.7 Donors and NGOs**

As major contributors to the general development objectives in Bangladesh, the representatives of bi-lateral and multi-lateral aid organizations and non-governmental development agencies are very concerned about the disaster risk. They will benefit from an enhanced appreciation of what the Government is seeking to do to improve its disaster management capacity. The funding potential of international donor and development organizations, together with the practical level of engagement reflected in the activities of the large number of NGOs in the country, underline the importance of including these audiences fully in public awareness initiatives and the range of disaster management training activities.



## CHAPTER 5

### SPECIFIC ASPECTS OF COMMUNITY MOBILIZATION PROGRAM

The overall purpose of the community mobilization program will be to provide basic and practical information to the public and people with official responsibilities, systematically and in a sustained manner, so as to enable them to reduce their own exposure to risk and to perform disaster-related functions more effectively. The process of community mobilisation is also intended to serve a motivational role in developing a greater degree of informed collaboration among diverse, but necessarily complementary, official and private, national and local, domestic and foreign organizations.

The program should concentrate on informing the public about the major hazards and their effects, emphasis being given to practical means of preparedness and proofing. Drawing on the lessons of previous disasters, the public should be told:

- What they need to know to to be prepared
- How to protect themselves and their families
- How to protect their communities
- How to minimize damage and losses
- What they can do to reduce risk at the personal, household and community level

While community mobilization programs do not necessarily have to wait upon official policies or an institutional basis, their effect will be significantly reduced over time without obvious Government commitment. This should be demonstrated by a clear national policy seen to be implemented through practical and feasible activities with designated actors working through prescribed relationships. A community mobilization program should be consistent in content and approach; it must encourage public participation and harmonise with other related promotional programs or activities.

A structured community mobilization program is a complex undertaking, requiring skilled prior study and a comprehensive strategy and implementation plan firmly based in local experience. Poorly structured or ad hoc approaches to community mobilization are of little value, wasteful of resources, and may do harm by spreading inaccurate or inappropriate information which can create misunderstanding and inhibit positive community motivation. Prior to embarking on a program, potential linkages should be considered with other organizations with past experience in the field, such as UNICEF. The program should be directed from a single management structure so as to provide coherence and consistency, but implementation should be decentralized. The directing authority should ideally be supported by a small steering group representing the major interested parties in order to provide a broader frame of guidance. Such a review body should be constituted in such a way as to facilitate, not hinder progress by unnecessary bureaucratic processes. The means of realizing the program should be varied and include the mass media and local forms of mass communication, traditional means of community information exchange, locally based (but externally supported) motivators, demonstration and exposure programs. Special activities such as drills, exercises, disaster days/weeks, etc. should also be invoked. In all cases, a community mobilization program should be re-enforced and encouraged by elements of official policy and concerned government authorities, who also need to be sensitized.

Initial "baseline" research should be conducted through a Knowledge, Attitudes and Practices (KAP) survey so that appropriate methodologies can be developed. These should then be field-tested in pilot projects. Elements of the program might be:

#### **Community Mobilization**

- miking
- local folk media
- specially staged local events

#### **Mass media campaigns/productions**

- TV and radio (especially regional radio)
- national events
- oral history documented and disseminated in drama  
(live, on TV, posters, flip charts, booklets etc)

In parallel with these activities arrangements should be made with the education authorities for the inclusion of suitable material in school curricula and in general reading materials targeted at Grades V to VIII. Relevant items/modules, suitably adapted to the areas served by each institution, should also be provided for primary and secondary school teachers through the PTIs and TTCs.



## CHAPTER 6

### SPECIFIC ASPECTS OF DISASTER MANAGEMENT TRAINING ACTIVITIES

In contrast to community mobilization program activities targeted at the people as a whole, structured training activities should be carefully directed to varied, if smaller, more specific audiences selected because of their critical roles and leadership responsibilities. Training activities themselves serve a disaster awareness function, but their primary rationale is to impart specific knowledge about responsibilities or tasks, or to provide instruction in sector-specific skills or procedures. In most cases, structured instructional training workshops should be concentrated at district and thana levels where functional capabilities should be institutionalized. The general disaster management content of the workshops should be determined by the requirements of a commonly acknowledged policy document. Training is likely to be diffuse and of limited practical value if it is not linked to disaster action plans which specify precisely what has to be done, by whom, when, where, with what resources, and within what organizational framework.

At a broader level, structured training activities may be conducted in either abbreviated and focussed, or broader generalized forms to sensitize policy-makers or officials. These sessions should be designed to promote a common awareness of policy, institutional structure and modified procedures. Training activities of this type can be conducted within Bangladesh pertaining to a particular organizational structure or set of responsibilities, as within an individual Government agency or NGO, or in an external environment providing exposure to a broader range of disaster management concepts and experiences than is possible in Bangladesh. If full value is to be obtained for the expense involved participants in external training programs should be carefully selected taking into consideration their capabilities and future disaster management responsibilities.

The training strategy for disaster management in Bangladesh must take account of identified training needs of the designated target population, which will then be accommodated by different forms of training. The following types of training activities apply to the needs of the various groups and should be considered in a comprehensive program. The presentation of individual topics will depend on clearer identification of the needs of respective groups. The training activity matrix appended to this report illustrates possible applications of each of these types of training activities.

#### a) Disaster Management Courses

^These are formally structured and scheduled programs organized in Bangladesh or abroad by recognized institutions or organizations with demonstrated competence and proven resources in the field. Curricula emphasize principles, concepts, and broadly-based information intended for senior authorities and program managers responsible for policy determination or program implementation of activities associated with disaster management. Overseas courses, which give the participants the opportunity to interact with their peers from other countries, will be beneficial to some carefully selected officials. However, in-country training capacity must be increased and appropriate curricula developed utilizing the resources of collaborating institutions, national resource people and local materials.

20

**b) Disaster Management Workshops**

^These are workshops or seminars conducted on an occasional basis, generally of limited duration held at various locations. Subject topics should be selected to highlight specific programming concepts or to promote the realization of activities related to the common interests or organizational affiliation of the participants. Topics are presented by qualified resource people from the sponsoring organization or invited from elsewhere. At district, thana and union levels the workshops will be used to prepare and practise Disaster Action Plans (see also Collective Team Training Activities below).

**c) Sector-Specific Skills Training**

Specifically focused training in a skill, or knowledge about the conduct of an activity, necessary for the successful engagement of the participants, in an environment associated with disaster risk. Training may be conducted either in the field or working environment where a variety of skills or practitioners may be involved, or at a common location to which participants of particular skills are invited. Skills training conducted within the framework of a comprehensive disaster management program can be implemented by departments or agencies specialising in the chosen subjects.

**d) Collective Team Training Activities**

These expose teams of participants of mixed disciplines (e.g. Disaster Management Committees) to disaster management issues. The purpose is to develop a broader appreciation of the complementary nature of their work and participants' mutual dependencies within a team. The activities may be conducted in a formalized workshop, but they may also be promoted through simulations, practice drills, or exercises specially prepared for the purpose.

**e) Promotional Presentations**

A brief exposure of participants to disaster management issues, focusing on their special interests, in order to solicit their closer involvement and support. Presentations will usually be given on an opportunity basis i.e. when the participants are already gathered for their own purpose and a "slot" has been requested for a disaster management presentation.

**f) Public Awareness Meetings**

A gathering of relatively short duration, of a day or less, convened in order to stimulate disaster awareness, and to motivate the public to take appropriate actions.

**g) Curriculum Development**

Meetings of trainers to review teaching materials and methodologies and improve them or create new materials.

**h) Training of Trainers**

Teaching trained disaster managers how to teach.



## CHAPTER 7

### METHODS, MATERIALS, AND RESOURCE PEOPLE FOR TRAINING ACTIVITIES

#### 7.1 Materials

The methods and materials employed in a comprehensive training program for disaster management in Bangladesh should derive from or reflect the Bangladesh experience. Most written materials will have to be in the national language and this will create a major translation workload. In view of prevailing literacy levels in the country and especially at the important local levels, considerable attention will have to be given to the development of appropriate simple visual materials. Effective use of these materials will depend to a great extent on the inter-personal skills and presentations techniques of the motivators who must themselves be trained. Local experience and materials from neighboring or similar environments should be tapped. For the relatively few individuals able to receive training outside Bangladesh it could be made a requirement of their participation in an external program that they look for additional training materials and, upon their return, adapt them to the needs of Bangladesh.

One of the first requirements of a national training program will be the identification and review of current training activities and existing materials already in use in the country. This should be done as a centrally directed process that is methodical in approach and compact in execution. The review should not, however, become so cumbersome as to delay subsequent actions. Standard materials are unlikely to serve the diversity of training activities and target audiences, but it is important to strive to produce a body of materials that is compatible and consistent.

To the extent that it is feasible, efforts should be made to utilize the body of experience and organizational knowledge which already exists in Bangladesh for the development of relevant training materials. As curricula and workshop programs are conducted it will undoubtedly be necessary to develop new or revised materials. Development should be motivated and overseen by the DMB assisted by a small steering group in order to insure uniformity and appropriateness. The actual development work should be undertaken as a collaborative effort between training institutions, NGOs and other organisations in Bangladesh. Once identified or developed, all training materials should be produced in quantity by the program so that they may be disseminated widely to all interested parties.

This process is not new to Bangladesh. It has been followed in several "social marketing" programs, e.g. the outstandingly successful Extended Program of Immunisation, the Campaign for Mass and Primary Education, BRDB and others. Although the message of the EPI program was simpler the lessons learned from the program and other such programs are likely to have much to offer to the disaster management training program. EPI, and other similar programs, should be studied and the methodologies and techniques adopted or modified as appropriate.

#### 7.2 Resource People

There is a prevalent misconception in Bangladesh among expatriates and Bangladeshis alike that "few people in Bangladesh have been trained in disaster management", and therefore there are not enough people to organise the necessary training in the country. Disaster management is, in truth, the application of basic management skills coupled with an understanding of the causes and effects of disasters and the ability to function under crisis

conditions. Disaster management needs to be de-mystified. A good manager, even though s/he may not have had the benefit of specific disaster management training, will be more effective than a poor manager who has attended a disaster management course.

The training program should identify individuals in Bangladesh who are informed and professionally competent in their field but who also possess the personal motivation to apply their experience and abilities to the teaching of disaster management. There are many Bangladeshis active in a wide range of disciplines related to disaster preparedness and response and many of them have had direct experience of disaster. Carefully selected retired government and military officials, resident Bangladeshi "international consultants" (who provide expert technical advice outside the country !), educators, engineers, private sector professionals, resident expatriate and NGO staff, community leaders and organizers, if they can be located, could constitute a valuable pool of expertise for the disaster management training program. They will, however, have to be integrated into an effective management structure and taught modern communication skills. The national training strategy should exploit these indigenous resources and abilities, offering appropriate incentives, since they are likely to be very cost-effective in the longer-term. This will be much better than relying on external resources.





## CHAPTER 8

### PROCESS AND RELATIONSHIPS

The national disaster management training strategy must be based on a consciously determined, and conscientiously directed, national policy applied at all administrative levels. Public expenditure will be necessary. Reference has been made to the formulation of a National Action Plan with the need for similar Disaster Action Plans at district, thana, and local levels. These plans, along with a National Disaster Management Handbook setting out standing operating procedures must provide the foundation for any training programs if the related activities are to have any coherence or systematic relevance. The critical functions and essential relationships must be clearly defined, known, and understood by those parties expected to fulfill their designated responsibilities. The plans will then help to define the audiences to be addressed and the skills they must have.

However, the training process cannot entirely await the completion of a series of planning measures. Equally, that same training process, by providing a broader exposure to the objectives and principles of disaster management, will inform and contribute to the formulation and application of appropriate policies. The policy development and related planning process should, therefore, proceed along with the evolution of the training program, as is suggested in the time schedule which follows.

The specific training plan, with the identification of audiences and appropriate emphasises, will ultimately have to be decided upon by those government authorities responsible for establishing a national, institutionalized, disaster management capability. There should a comprehensive national training needs assessment to determine the relative priorities of the various types of training necessary at different levels for different groups of people. This assessment should be based on a recognition of the prevailing risks and relative local needs, but with the full knowledge that training cannot be organised only at the local level. Competing interests will need to be reconciled and compromises accepted in expectations of what can realistically be achieved within a specific period of time.

Existing training institutions and disaster management training materials should be evaluated. The collection of this preliminary information should not be confused, however, with an officially sanctioned training needs assessment *per se*. The major actors in the training program must be briefed as what is expected of them. In every Government department and agency that will be involved individuals must be identified, briefed and trained as necessary, and encouraged to become effective contributors. It will be relatively easy to identify trainers and resource people for specific disaster response activities, but the professional assistance and organizational relationships required for training in the newer disciplines of on-going disaster preparedness measures and mitigation practice will be more difficult to establish. Collaborators will required for activities such as the preparation of local hazard profiles and Disaster Action Plans.

Things that will have to be done to insure that an effective and sustainable disaster management program is established include:

- i) Sensitize senior policy officials to the necessity, and complexities of, a comprehensive national disaster management and public awareness commitment.

- ii) Design, finance, and manage an appropriate organizational structure and appoint key staff.
- iii) Organize and conduct a national disaster training needs assessment, including an assessment of critical public information requirements.
- iv) Identify and prioritize geographical areas, administrative levels, and subject matters for training and community mobilization programs.
- v) Conduct a Knowledge, Attitudes and Practices (KAP) survey for community and social mobilization. Prepare strategy and implementation plan.
- vi) Develop phased introduction of training and community mobilization plans.
- vii) Identify and review existing curricula and other training materials.
- viii) Evaluate potential training institutions and other organisations. Select suitable collaborators and establish working relationships.
- ix) Identify, motivate, train and manage resource people and motivators.
- x) Produce and distribute training materials and aids appropriate to the various needs.
- xi) Conduct and supervise training activities.
- xii) Promote, and accommodate the training needs of the development process for hazard profiles and action plans at district and thana levels.
- xiii) Identify and foster productive training relationships with "peripheral" partners engaged in supplemental training activities.
- xiv) Plan, test, and execute public disaster drills and exercises.
- xv) Develop, and thereafter to promote, appropriate syllabi and materials for use in formal educational programs.
- xvi) Establish productive relationships within and beyond Bangladesh, able to create "coalition networks" among interested organizations, departments, agencies, NGOs, local officials and leaders.
- xvii) Evaluate the effectiveness of nationally-promoted training and community mobilization programs in terms of understanding risks, taking effective measures to reduce those risks, and the sustainability of improved capabilities in all aspects of disaster management.
- xviii) Remain responsive to the benefits of Bangladeshi disaster experience in the continuous evaluation of lessons to be learned from experience.



## CHAPTER 9

### TIMETABLE, SCHEDULE FOR IMPLEMENTATION

#### 9.1 Activities

It will not be possible to do everything at once. Actions must be phased over a period of time. With a systematic application over several years, it is anticipated that as it progresses the program will be able to build upon its own earlier achievements and thereby multiply its own capabilities. The following outline provides a suggested timetable of implementation for major activities from now through three years.

##### a) The Present, Prior to Project Start up

- i) Prepare broad-based training strategy, identifying key principles of an appropriate training program for Bangladesh.
- ii) Begin identification and inventory of disaster management training resources in Bangladesh: individuals, organizations, training institutions, materials.
- iii) Review and initially consider associated departments, agencies, officials, and individual professionals likely to be associated with, or supportive to training activities.
- iv) Cultivate international development agency, NGO, and bilateral interest and potential support for a comprehensive disaster management training program.
- v) Develop outlines of basic training functions, activities to be considered.
- vi) Conduct a KAP study. Develop a community mobilization strategy and implementation plan.
- vii) Organize initial briefings or sensitizing sessions for senior policy-makers to develop appreciation of disaster management objectives and principles and the associated role of training responsibilities.
- viii) Sensitize senior government officials to the necessity of firm policy commitment to a national disaster management policy structure as a precursor to any sustainable and comprehensive training program.
- ix) Promote initial meetings, discussions and collaboration among potential civil administration, military, and private agency training collaborators to formulate training feasibilities.
- x) Develop organizational framework and outline intended functions and operating requirements for a specialized, national disaster management training unit to be incorporated in the DMB.

**b) First 0 - 8 Months after Project Start up**

- i) Establish specialized training unit in DMB, with adequate operational budget and the appointment of qualified professional staff.
- ii) Define training unit functions and operating program requirements.
- iii) Identify and recruit specialist training consultants or associates.
- iv) Review preliminary assessment data collected and complete review of potential collaborating relationships.
- v) Undertake a detailed, national disaster management training needs assessment, following broad guidelines from earlier training strategy.
- vi) Identify critical program collaborating institutions and key program individuals.
- vii) Refine program objectives and emphasis.
- viii) Prioritize audiences and activities.
- ix) Initiate detailed review and assessment of existing and needed training materials, identifying means to address unmet needs.
- x) Initiate the production of a series of Bangladesh case studies in disaster management to complement findings of the training needs assessment and to serve a later purpose of relevant indigenous training materials.
- xi) Identify "initiators" and primary "programmers".
- x) Develop a specific training implementation plan (work plan)
- xi) Consider establishment of formal relationship(s) with training/public awareness institutions or other primary partnership organizations.
- xii) Support initial disaster management training for key staff or officials responsible for directing national training programs, with particular expectation of them motivating additional training staff.

**c) Project Months 8 - 12**

- i) Develop annual work plans.
- ii) Confirm, and develop syllabi based upon needs assessment.
- iii) Initiate broad national community mobilization program.
- iv) Continue training for key staff or officials responsible for directing national training programs, with emphasis given to mid-level and technical people in associated departments or agencies.



- 29
- v) Identify and train program trainers.
  - vi) Continue the development of materials.
  - vii) Initiate development of specialized curricula and related resource people for assistance to "peripheral" partners and for inclusion in formalized educational programs.
  - viii) Develop community mobilization strategy, motivators, and materials for application at lower administrative levels and local communities, focused on thanas and unions respectively.
  - ix) Identify priority districts and thanas, scheduling rate of implementation.
  - x) Determine, initiate specific work programs and activities with primary partnership organizations.
  - xi) Conduct national level executive and related line ministry or department training with emphasis on the development of national, sectoral action plans - to be focused and consolidated at district level.
  - xii) Identify and engage key collaborators for development of action plans and related training.
  - xiii) Introduce Disaster Action Plan process in a few selected pilot districts and thanas.
  - xiv) Review program budget.

**d) Project Months 13 - 24**

- i) Implement community mobilisation programs and related activities in all selected thanas and local communities.
- ii) Refine emphasis of community mobilisation appeals taking into consideration relative effectiveness and needs of initial local program implementation.
- iii) Promote and finalize action plans in all primary districts and thanas, using the plan process as a basis of disaster management exposure and training at those levels.
- iv) Introduce action plan development process in secondary districts and thanas.
- v) Establish Bangladesh disaster management training course capability in-country
- vi) Continue training for key staff or officials responsible for directing training, or related skilled programs, with emphasis given to mid-level, technical people and operational staff in associated departments, agencies, NGO, "projects" at the local level, etc.

- vii) Identify specific skills training requirements through action plan process, or if previously identified, consolidate and prioritize them.
  - viii) Develop skills training work plan.
  - ix) Identify skills training curricula, methods, training resources, materials, and collaborating partners.
  - x) Promote the development of "coalition networks" among interested departments, agencies, NGOs, local officials and leaders to merge public awareness and skills training at local levels.
  - xi) Pilot test limited examples of public participation drills and exercises in selected areas.
  - xii) Promote training activities in "peripheral partner agency" through the provision of training materials, modules, resource people.
  - xiii) Pilot test curricula materials developed for formalized educational programs.
- e) **Project Months 25 - 36**
- i) Continue and refine public awareness programs with increasing focus at local community level. Encourage, document and promote the dissemination of local initiatives.
  - ii) Continue training in disaster management for key staff or officials responsible for directing training, or related skilled programs, with emphasis given to mid-level, technical people and operational staff in associated departments, agencies, NGO, "projects" at the local level, etc.
  - iii) Continue training of trainers, with increased attention for local level, sustainable motivation activities.
  - iv) Continue program of skills training activities, multiplying the skills in which training is available or developing more "advanced" levels of skills training in selected fields.
  - v) Use continued training programs as contributions to the development of more, and more focused, Bangladeshi training materials and experiences.
  - vi) Institute comprehensive program of public participation drills and exercises at all levels of the country.
  - vii) Install disaster training curriculum in formalized educational and professional training programs throughout the country.
  - viii) Review and as necessary revise district and thana level action plans in view of past three years disaster experience.



- ix) Review disaster management training needs assessment, for purpose of future planning.
- x) Evaluate effectiveness of all training and public awareness activities of past three years, including the management and direction of the national disaster management training policy.
- xi) Consider future national disaster management training strategies.
- xii) Prepare a work plan for appropriate activities, with revised emphasis, for two more years.
- xiii) Identify sources and confirm funding to ensure sustained commitment to disaster management training.

### **9.2. Matrix of Training Activities and Budget**

It is recommended that the program concentrates initially on 24 priority districts (approx 200 thana).

A provisional matrix of training activities and budget are attached though it should be recognised that they may require considerable modification in the light of the above. They cover advocacy/sensitization, training and community mobilization activities at the national, district, thana and union level and program support activities.

### **9.3. Coordination**

The DMB will play a nodal role in coordinating the program working with and through other training institutions (government and non-government) to ensure the best possible use of human resources and materials. Disaster management training for personnel of the Armed Forces will continue to be organised by the Armed Forces Command and Staff College (AFCSC). The DMB, BPATC and AFCSC should work closely in the preparation of training materials. Joint exercises should be arranged.

A Disaster Management Training Steering Committee should be established by DMB to act as a clearing house for information on training materials and programs. Membership might include representative of the line agencies most involved (e.g. Social Welfare, Health, Local Government), BPATC, the Armed Forces, other training institutes (e.g. NILG, BARD), CIRDAP, national disaster management training institutes (e.g. SADMC, BDPC), ADAB, VHSS, NGOs having significant training programs of their own and concerned professional associations.

Political commitment will be essential to the success of the program. Without it the whole process will lack authority, focus, and eventually, relevance. An essential prerequisite will be the creation of an effective management structure staffed by high grade people.

ANNEX A  
TRAINING ACTIVITY MATRIX



SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agencies)	FREQUENCY TIMING DURATION	LOCATION
1. NATIONAL LEVEL POLICY MAKERS AND PLANNERS										
1.A	National Policy Meetings (Advocacy/ Sensitization, Policy and Planning)	NDMC and others	<ul style="list-style-type: none"><li>- Matters of National Interest</li><li>- Political Commitment</li><li>- Anticipation, Preparedness</li><li>- Critical Economic Implications.</li><li>- Cost and Benefits</li><li>- On - going responsibility</li><li>- National leadership, local emphasis in application</li><li>- Building DM Team</li><li>- Institutionalized capabilities designed for effectiveness</li><li>- Training, Community mobilization</li><li>- Comprehensive nature of DM (in contrast to relief or response)</li><li>- Strategic nature of planning DM</li><li>- Disasters and development objectives</li></ul>	Examine nature of national DM requirements Consider formulation of national DM Policy Identify organisational structure Sensitize audience to objectives and principles of DM	Ideas generation Draft circulation Discussion process Consideration Refinement Decision making	National antecedents and initiatives, external stimulus external examples	GOB authorities External technical assistance Experienced and respected professional individuals available in country	Prime Minister Cabinet Military Authorities Parliamentary Committees Planning Commission Technical Assistance Organisation Representatives of Foreign Assistance donors	Annually 4-8 hours On going in policy support for DM motivation and training at lower levels	Dhaka continuously through existing national institutions
1.B	National DM Strategic Planning Workshops (Advocacy/ Sensitization, Policy and Planning)	IMDM/CC and others		Strengthen, and where necessary formulae, official Government policies for the implementation of comprehensive DM. Identify critical elements of authority, relationship of coordination, monitoring communication essential for implementation. Formulate risk reduction strategy, for implementation Authorise training and community mobilization strategy for national implementation.	Scheduled workshops into fixed agenda Circulation of topical working papers Critical examination and discussion, revision Resolution Identified means of implementation	Subject-specific working papers GOB initiatives External examples and stimuli Summary review of previous experience.	Senior GOB authorities concerned Experienced technical officials concerned GOB initiated or identified (known and respected) external assistance External moderator of proceedings.	Prime Minister's Office Cabinet Military Authorities Parliament Committees Planning Commission Technical assistance organisations Representatives of Deputy Commissioners BDRCS NGOs Representatives of Foreign Assistance donors.	Initial meeting 6-8 months from project start. Preliminary meetings of 2-4 hours Workshops 1-2 days duration Thereafter annually	Dhaka
1.C	National DM Forum (Advocacy/ Sensitization)	Senior Government officials International organisations NGO officials and staff Public Media Bilateral agencies Line ministries Schools Professional associations Local community representatives		Inter-organisational considerations and commitment to current national disaster issues. Inter-agency GOB/NGO/IO collaboration and familiarization Public focus on disaster issues. Emphasis on planned DM collaboration.	Senior level seminar Agency gatherings Interagency working sessions Critical policy meeting Initiation of campaigns Public displays Product exhibitions Public events	Case studies Films Posters Local initiatives Local products Public awareness materials	Sectoral Bangladeshi experts Senior policy officials Visiting guests of standing in the field of disasters Neighboring Asian DM officials and practitioners.	External multi-, bi-lateral agencies NGOs Media Military & Police International organisations Regional/Asian collaborating institutions.	1 Annually for 2-3 days, (preferably on a commemorative date "National Disaster Day"/IDNDR day)	Dhaka, and progressively throughout the country focused on major areas at risk, e.g. Chittagong
1.D	Promotional Presentations (Advocacy/ Sensitization)	Political leaders Senior Govt. officials Social and community leaders of influence Agency officials Leading professionals National educators	<ul style="list-style-type: none"><li>- Communicate National Commitment</li><li>- Hazards, Capabilities</li><li>- Comprehensive, on - going attention to DM.</li><li>- Building Awareness of Anticipation, Preparedness</li><li>- Community participation</li><li>- Sustained Public Commitment.</li></ul>	Expose leaders of Bangladesh society to DM issues Create social awareness of capabilities and local resources relevant to DM. Highlight critical relationships and seek to build DM policy team and consistency of purpose	Presentations Guest speakers or authorities Panel discussions Case studies International expert presentations	Films, videos Case studies National DM awareness materials developed by Ministry impetus.	Bangladesh or external authorities experienced in DM issues. Senior, respected BGD officials	NGOs National agency training institutions Development and investment institutions International organisations External bilateral development assistance agencies media External DM institutions Deputy Commissioners	Intensive during first year On going throughout the life of project on opportunity basis Activities to be incorporated in other official forums 2-3 hours duration	Dhaka, and progressively throughout the country focused on major areas at risk, e.g. Chittagong

SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agencies)	FREQUENCY TIMING DURATION	LOCATION
1.E	National DM Day (Advocacy and Community Mobilization)	Public	Create and sustain public commitment	Mobilise social awareness	Public displays media involvement competitions	Films posters local initiatives	community mobilisation motivators	Military Police NGOs Media	Annually in April or on IDNDR Day	National
1.F	Study Tour (Advocacy/ Sensitization)	Selected senior officials	-	Technology transfer Regional networking	-	-	-	Governments of other Asian countries, UNDP Field Offices Regional DM Institutions	Once at start of Project	Asian region
1.G	Orientation of press and media (Advocacy/ Sensitization)	Press Media	Communicate national commitment, policies, priorities	Expose press/media to DM issues	Presentation	Films, videos Audio-visual aids	GOB authorities	Military Police NGOs Aid agencies	Early in programme	Dhaka



SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agencies)	FREQUENCY TIMING DURATION	LOCATION
<b>2. NATIONAL LEVEL AND BELOW FOR OPERATIONAL AND MIDDLE MANAGEMENT</b>										
<b>2.A</b>	DM Training Courses (in-country and overseas) (Training)	DMB staff 'Ascendant' technical professionals, managers and operational personnel engaged in disaster related activities and/or policy determination related to a particular field or relevant sector. Participants should have achieved a degree of professional standing, have prior disaster experience, be able to exert either authority or skill in their position, and be expected to remain in a disaster – relevant position in the future.	<ul style="list-style-type: none"> <li>Objectives, Principles of Disaster Management</li> <li>Hazard and Risk Assessment</li> <li>Anticipation, Preparedness</li> <li>Critical Functions</li> <li>Professional Responsibilities</li> <li>Operational Linkages</li> <li>Role of Information</li> <li>Action Plans, Procedures</li> <li>Professional Sectoral Training and Awareness</li> <li>Relationships of Disasters and 'Regular Work'</li> <li>On-going Attention</li> <li>Building Community</li> <li>Importance to Development Objectives.</li> </ul>	Apply DM knowledge and practices to own organizational responsibilities Identify and associate with individual and organizational collaborators Develop broader exposure of potential resources and related experience relevant to national needs and conditions	Lectures Discussions Case studies Exercises Group Work Individual Study Readings "Action Planning" Organisational analysis	Case studies Videos Books Lecture materials Materials to be drawn from BGD and other relevant countries	Competent professional engaged in DM in Bangladesh National Senior Government and military officials with DM experience Visiting or guest technical or DM experts Externally based technical assistance	National Training Institutes and NGO's Armed Forces Training External Specialist DM institutions Bilateral, International assistance organizations Technical, professional organizations Line Ministries, Agencies	On going throughout the life of the project In-country courses – 2 weeks duration (Total of 12 courses) Overseas courses 4–6 weeks duration depending on content (Total of 16 fellowships)	Dhaka Chittagong District HQs Asian environment or elsewhere pertinent to the nature of the training
<b>2.B</b>	Training of Trainers (Training)	People who have attended previous DM training courses Professional and technical people who have developed abilities and/or disaster experience and are able to become effective trainers. Agency officials involved in DM activities NGO, other interested organisation staff engaged in development or educational/training activities. Curriculum experts or similar practitioners involved in educational or training activities	Training techniques	Technology transfer Develop national DM training abilities and resources by imparting effective training skills Familiarize trainers with course content and curriculum materials adopt training materials to the learning environment and intended participants Provide a setting for developing appropriate training strategies.	Practical works and case studies related to practical experience and the means to communicate experience effectively. Evaluate experience and performance within groups. Identify reasons for success and failure Review, assess materials and suitable methods of training for different groups. Identify training needs and various means of approach for varied audience.	National & externally developed DM material Technical or professional material suited to DM environment. Training, communication exercises, drills Case studies Videos DM simulation materials DM post-event evaluations, reports DM exercises, drills	Skilled professionals in DM training Effective communicators and dynamic professional achievers Military trainers NGOs	National training institutions NGOs Military Institutions External Specialists DM institutions	On going but to be emphasized during first 2 years of the project. 3 weeks duration Training in individual subjects or activities could either be of shorter duration or integrated into larger, longer, course of study. (Total of 4 courses)	Dhaka, then Chittagong and other primary risk areas, or those where key training institutes are located

SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agencies)	FREQUENCY TIMING DURATION	LOCATION
2.C	Study Tours (Training)	Staff of DMB Selected officials from Government, Armed Forces, NGOs and collaborating DM institutions	—	Technology transfer, Regional networking	—	—	—	Government's of other Asian countries UNDP field officers Regional DM institutions	Early in project 1–2 weeks duration Total of 24 individuals	Asian region
2.D	Promotional Presentations (Advocacy/ Sensitization)	Line Ministry and Agency officials Practising professionals Educators, academics, social and community leaders NGO staff and program implementors	<ul style="list-style-type: none"> <li>— Professional relevance</li> <li>— Operational relationships</li> <li>— Practical Implementation</li> <li>— Policy structure</li> <li>— Commitment</li> </ul>	<p>Expose technical, operational and management professionals to disaster management issues</p> <p>Identify relevance of each professional discipline and responsibility to DM needs and context</p> <p>Develop professional awareness of capabilities and local resources relevant to DM.</p> <p>Highlight critical relationships and build DM team.</p>	<p>Guest speakers or authorities Panel presentations "In-house" promotion of DM consciousness and awareness.</p> <p>"In house" training in related DM practice</p>	<p>Shared experiences and case studies of Bangladesh or external experiences. Films, Video, Posters Materials to promote DM awareness that may be developed by National program of DM under Ministry impetus Simulation exercises and practice drills</p>	<p>National or external technical, operational, or management authority experienced in DM awareness professionals Military officers (direction of simulation exercises and drills)</p>	<p>Senior Government authorities Training institutions NGOs Professional organisations International organisations Internal agency or organisational communications programs Development project collaborators Private sector.</p>	<p>On going throughout the life of the project on opportunity basis Activities to be incorporated within other professional or agency functions 2–3 hours</p>	Initially Dhaka but with intention of awareness and activity to spread in conjunction with range of professional activities and functions

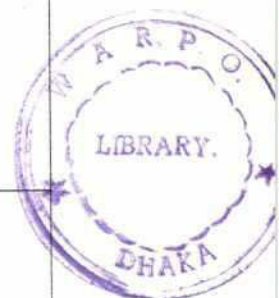


SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agencies)	SEQUENCE/ TIMING DURATION	LOCATION
<b>3. DISTRICT LEVEL PERSONNEL</b>										
<b>3.A</b>	DCs' Briefing (Advocacy/ Sensitization Policy/Planning)	All DCs	<ul style="list-style-type: none"> <li>National DM Policy</li> <li>District Responsibilities</li> <li>District Operations</li> <li>Preparedness Planning</li> <li>Hazard Assessment</li> <li>Development and Vulnerability</li> <li>Communications, Logistics</li> <li>Resource Availability</li> <li>Damage, Needs Assessment</li> <li>Information management</li> <li>Support DM Training</li> <li>Public Awareness</li> <li>Mitigation, Promotion and Practice</li> <li>Skills Training</li> <li>Support to Thana and Local Initiatives</li> </ul>	Clarify government policies and establish common framework for implementation at district level and below.	Presentation	National DM structure policies and standing orders.	National DM trainers External technical assistance	Prime Minister's office Cabinet Planning Commission Technical assistance organisations and DM training institutions.	Annual presentation at DCs Conference	Dhaka
<b>3.B</b>	Divisional Workshops (Sensitization Training)	All DCs, ADCs and DRROs (5 from each District) (all districts)	(as above)	Promote, establish and clarify government or other national policy intentions regarding DM Review sectoral operational responsibilities and critical linkages	Presentation, review and discussion of application of policy instruments.	National DM structure policies and standing orders. Model District DM Action Plan and Guidelines	National DM trainers External TA	Divisional Commissioners DMB Technical assistance organisations and DM training institutions.	Initially according to phased implementation of training programme, then annually 1 day (in 5 Divisions)	Division HQs
<b>3.C</b>	District DM Workshops (Training and Planning)	District Disaster Management Committees (15 Districts)	<ul style="list-style-type: none"> <li>National DM Policy</li> <li>District Responsibilities</li> <li>District Operations</li> <li>Preparedness Planning</li> <li>Hazard Assessment</li> <li>Development &amp; Vulnerability</li> <li>Communications, Logistics</li> <li>Resource Availability</li> <li>Damage, Needs Assessment</li> <li>Information management</li> <li>Support DM Training</li> <li>Public Awareness</li> <li>Mitigation, Promotion and Practice</li> <li>Skills Training</li> <li>Support to Thana and Local Initiatives</li> </ul>	Promote, establish and clarify government or other national policy intentions regarding DM Review sectoral operational responsibilities and critical linkages Identify district capabilities and liabilities, available resources and limitations. Prepare and practice District Action Plan Team Building	Presentation, review and discussion of application of policy instruments. Discussion, review and modification of local conditions, needs, procedures.	National DM policy and plan District disaster profiles, hazard maps DM Handbook Appropriate training materials in Bangla identified training needs. Model District DM Action Plan and Guidelines	National DM training Officers Officials acting on authority of Cabinet Division and/or M of DMR National "trainers"	Locally available professionals, educators NGO, or IO project staff able to provide technical operational, managerial expertise. Thana Nirbahi Officers	Introductory and promotional meeting of 1-2 days. Preliminary work and associated discussions at district to develop district profiles and hazard maps (several weeks). Action Plan workshop 1-3 days.	District HQs Meetings convened by DC
<b>3.D</b>	Sector specific Skills Training Workshops (Training)	District Officials responsible for critical DM functions, for which skills training is required.	<ul style="list-style-type: none"> <li>Field activities</li> <li>Local Hazards</li> <li>Anticipation</li> <li>Capabilities</li> <li>Motivation and Support within the District</li> </ul>	Identify and respond to (particular) district DM training needs in area of skills development. Develop means to motivate and support DM training and support community mobilisation activities within the district, conducted at thana and local levels.	Presentations, demonstrations, exercises, practices simulations Equipment or technique familiarisation Group work Team formation	Subject specific, local training materials in Bangla - identified, revised, or designed for the purpose.	National DM trainers, augmented by professionals in the specific subject.	Government agency Locally available professionals, NGOs, educators or IO project staff able to provide appropriate expertise.	Following completion of District Action Plan and identification of specific skill training needs. Emphasis 2nd-3rd year of project. Motivator training may be concurrent with Action Plan development.	Within priority districts, or at Divisional level

SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agencies)	FREQUENCY TIMING DURATION	LOCATION
3.E	Promotional Events	Officials of Line ministry and agency officials at District level and below Practising professionals, educators, social and community leaders. People's representatives NGO staff and program implementors Public	<ul style="list-style-type: none"> <li>- Local hazards and measures</li> <li>- Anticipation</li> <li>- Capabilities</li> <li>- Motivation and Support within the District</li> </ul>	<p>Introduce, publicize, and promote national policy of disaster awareness. (whenever possible in association with other public information programme)</p> <p>Develop awareness of community disaster hazards, vulnerability and local capabilities. Promote anticipatory involvement within the local community. Identify and support local motivators and influential opinion formers</p>	<p>Displays</p> <p>Presentations</p> <p>Drills, exercises</p> <p>Local publicity</p> <p>Posters, films, or forms of local information.</p>	<p>Public information materials</p> <p>Skills manuals, in Bangla</p> <p>Posters</p> <p>Public warning devices</p>	<p>Local Govt. officials</p> <p>Local motivators</p> <p>Local leaders</p>	NGOs, local project staff	<p>On going throughout the project in selected priority Districts</p> <p>To be emphasised at time of Action Plan engagement and annually prior to/ during the emergency season.</p>	Throughout the districts, in collaboration with similar public awareness and community mobilisation programmes at thana and union level



SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agencies)	FREQUENCY TIMING DURATION	LOCATION
<b>4. THANA LEVEL PERSONNEL</b>										
<b>4.A</b>	TNOs/PIOs Workshops (Training)	TNOs/PIOs (60 priority Thana)	<ul style="list-style-type: none"> <li>- District DM Policy</li> <li>- Thana Responsibilities</li> <li>- Thana Operations</li> <li>- Local Hazards</li> <li>- Preparedness Activities</li> <li>- Warning Preparedness</li> <li>- Evacuation, Shelter</li> <li>- Search and Rescue</li> <li>- Security Issues</li> <li>- Damage/Needs Assessment</li> <li>- Communications</li> <li>- Logistics</li> <li>- Relief Distribution</li> <li>- Monitoring Capability</li> <li>- Public Awareness</li> <li>- Skills Training</li> <li>- Local Initiatives</li> <li>- Primary Health Care</li> </ul>	Clarify Government policies and establish common framework for implementation at Thana level	Presentations Peer - group discussions	National DM structure, policies and standing orders.	DCs, ADCs, DRRCs, DM Trainers	DM training Institutes	Initially according to phased implementation of training programme, then annually 2 days	HQs of 15 Priority Districts
<b>4.B</b>	Thana DM Workshops (Training)	Thana DM Committees Government agency officials at Thana level Thana community leaders NGO officials (60 priority Thana)	.	<p>Promote local application of DM policies to local hazards</p> <p>Promote local initiative to review needs, structures</p> <p>Identify Thana responsibilities and critical linkages</p> <p>Identify Thana capabilities and liabilities, available resources, deficiencies</p> <p>Prepare and practice Thana Action Plan</p> <p>Team Building</p>	Presentations Discussion. Exercises, drills	District Action Plan Thana Action Plan National DM Handbook Appropriate training materials in Bangla Thana Action Plan Guidelines Requirements	DM trained motivators Govt. officials acting on authority of DC	Locally available NGO staff, professionals, educators and other community leaders	In three phases: 1) Introductory meeting (1 day) 2) Preparation of Thana Action Plan 3) Rehearsing of Plan (2 days)	District HQ's for initial presentation to be pursued in thanas. Thana location
<b>4.C</b>	Sector specific Skills Training (Training)	Selected Thana level officials and other local community leaders responsible for DM functions and preparedness measures	.	<p>Identify practical DM skills training required at Thana and local levels</p> <p>Provide resources and methods to provide needed skills</p> <p>Develop and motivate recognition of local capabilities and preparedness outlooks</p>	<p>Presentation</p> <p>Demonstration</p> <p>Exercises drills</p> <p>Equipment/technique familiarisation</p> <p>Public displays, activities</p> <p>Group work</p> <p>Team formation</p>	Thana Action Plan National DM Handbook Subject specific local training materials in Bangla identified, revised, or designed for the purpose.	District or Thana officers augmented by professionals in the specific subject. Military training teams.	Locally available professionals NGO and International organizations staff available at Thana level.	<p>Following preparation Thana Action Plan and identification of specific skill training needs.</p> <p>Emphasis of 2nd - 3rd year of project in conjunction with District skills training.</p> <p>Training of 1-3 days duration depending on subject.</p>	Depending on subject and degree of common interest or importance, training may be conducted at District for several Thana Thanas, within Thana for specific local application



SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agnosias)	FREQUENCY TIMING DURATION	LOCATION
4.D	Promotional Events	Thana level officials with specified responsibilities in Thana Action Plan. Local community leaders NGO and other project staff Educators, practicing professionals, Public	<ul style="list-style-type: none"> <li>- Local hazards and measures</li> <li>- Anticipation, Capabilities</li> <li>- Local level motivation and support</li> <li>- Local Initiatives</li> </ul>	<p>Generate a sustained awareness of community disaster hazards vulnerabilities and local capabilities</p> <p>Develop and support a local cadre of DM motivator and community opinion-formers</p> <p>Promote anticipatory involvement in risk reduction within the local community.</p>	<p>Public meetings, drills, exercises, displays</p> <p>Local information exchange including of subject in other opportunities and and local gatherings</p>	<p>Public information materials</p> <p>Posters</p> <p>Simple brochures</p> <p>Tips in Preparedness, Risk Reduction</p> <p>Thana Action Plan</p> <p>simplified version</p>	<p>Local Govt. officials</p> <p>Local Motivators</p> <p>Local social and community leaders</p>	<p>District level officials involved in DM and public information</p> <p>Local teachers</p> <p>NGO and local project staff</p> <p>Union Council Chairmen</p>	<p>On going throughout the project</p> <p>To be emphasized early and to progress with development of locally-based initiatives</p> <p>Emphasis prior to emergency season.</p>	<p>Throughout the Thana with emphasis at places of particular exposure and at local communities, events, e.g. markets, other campaigns.</p>



SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agencies)	FREQUENCY TIMING DURATION	LOCATION
<b>5. UNION LEVEL PERSONNEL AND LOCAL COMMUNITY</b>										
<b>5.A</b>	Union Leaders Workshops (Advocacy/Sensitization)	Union Chairmen, Secretaries and Ward Members (6)	Specific local application of subjects cited a Thana level.	Clarify Government Policies and establish common framework for implementation at Union/Ward levels	Presentations Peer – group discussions	National DM structure policies and standing orders	Thana officials DM trainers	NGO project staff	Initially according to phased implementation of training programme, then annually for 4 officials from each of approx 2 days 400 Unions (Total of 45 workshops)	Selected Thana HQs
<b>5.B</b>	Union DM Workshops (Training)	Union DM Committee (400 unions)	.	Prepare and practice Union Action Plan Team Building	Presentation Exercises/drills	Union Action Plan	Thana officials DM trainers	Locally available professionals	In three phases: 1) Introductory meeting (1 day) 2) Preparation of Union Action Plan 3) Rehearsal of Plan (2 days) Following preparation Thana Action Plan and identification of specific skill training needs. Emphasis on 2nd – 3rd year of project in conjunction with District skills training Training of 1 – 3 days duration depending on subject	Union HQs
<b>5.C</b>	Sector specific Skills Training (Training)	Union officials Other local community leaders, workers as determined by the community e.g. school teachers, Imams, CPP volunteers, members of cooperatives, NGO field workers, health, family planning, agriculture and health department personnel	.	Promote understanding and acceptance of anticipation and preparedness measures at the local level Orient local leaders to expected functions, needs in DM as applied to own locality Provide basic skill training to enhance local preparedness and response capabilities.	Discussion Demonstration Drills Exercises Local initiatives	Illustrated materials Simplified manuals Posters Example materials, formats, etc.	Thana officials DM trainers Military training team	Locally available professionals NGO and International organisations staff available at Thana level	Depending on subject and degree of common interest or importance, training may be conducted by District for several Thana Thanas, within Thana for specific local application	
<b>5.D</b>	Community Mobilisation	The public, addressed directly and through local representatives and leaders, down to individual household.	<ul style="list-style-type: none"> <li>Warning Systems, Anticipation</li> <li>Preparedness measures</li> <li>Local Risks Reduction</li> <li>Mobilisation of local Initiatives</li> <li>Counter – measures</li> </ul>	Promote hazard awareness Disseminate information and instructions in local preparedness measures Develop awareness and locally applied capabilities to risk reduction within the community. Motivate local initiatives to improve household and community preparedness and coping capacities	Public meetings Presentations in selected local activities, schools, mosques etc. Media and other means mass communication One – to – one communications	Illustrated materials film/video traditional focus of communication and entertainment. Thana Action Plan	Motivators Thana officials Public awareness workers. NGO, project staff	Union councils Thana officials Local community leaders Volunteers	On going from the initiation of the project activities in the Thana To be emphasized prior to the emergency seasons and in areas of primary vulnerability of exposure	Throughout the Union area, reaching individual homesteads in the areas at risk

SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agencies)	FREQUENCY TIMING DURATION	LOCATION
<b>6. PROGRAMME MANAGEMENT AND SUPPORT ACTIVITIES</b>										
<b>6.A</b>	Development of audio-visual materials for presentations to senior officials and community leaders (Advocacy Sensitization)	Political leaders Senior Govt. officials Social and community leaders of influence Agency officials Leading professionals National educators	<ul style="list-style-type: none"> <li>Communicate National Commitment</li> <li>Hazards, Capabilities</li> <li>Comprehensive, on-going attention to DM.</li> <li>Building Awareness of Anticipation, Preparedness</li> <li>Community participation</li> <li>Sustained Public Commitment.</li> </ul>	<p>Expose leaders of Bangladesh society to DM issues</p> <p>Create social awareness of capabilities and local resources relevant to DM.</p> <p>Highlight critical relationships and seek to build DM policy team and consistency of purpose</p>	Presentations	Films, videos Case studies National DM awareness materials	Bangladesh or external authorities experienced in DM issues. Senior, respected BGD officials	DMB National training institutions	During first year	Dhaka
<b>6.B</b>	Training Needs Assessment (Training)	-	-	Refine training strategy and conduct comprehensive needs assessment	-	-	DMB consultants	National training institutions	one at start of programme	Dhaka
<b>6.C</b>	DM curriculum development and production of materials including training aids (Training)	Specific agencies, organizations, NGOs, or professional individuals that have DM training experience. Experienced DM professionals who are potential trainers.	<ul style="list-style-type: none"> <li>Objectives, Principles of Disaster Management</li> <li>Hazard and Risk Assessment</li> <li>Anticipation, Preparedness</li> <li>Critical Functions</li> <li>Professional Responsibilities</li> <li>Operational Linkages</li> <li>Role of Information</li> <li>Action Plans, Procedures</li> <li>Professional Sectoral Training and Awareness</li> <li>Relationships of Disasters and 'Regular Work'</li> <li>On-going Attention</li> <li>Building Community</li> <li>Importance to Development Objectives.</li> </ul>	<p>Review and identify material appropriate for specific training activities and/or audiences.</p> <p>Develop, promote, conduct DM training programmes for particular, identified professional or organizational groups.</p> <p>Use materials and curriculum design process as tracking activity for specific training instructors and.</p>	Group work Review process Materials modification Development of "lesson plans"	DM training materials and resources from Bangladesh and elsewhere	National DM training directing officers. Experienced national educators, trainers and public awareness practitioners. Experienced DM professionals, particularly from Bangladesh.	DM Bureau Training Cell National Training Institutions Representative specialized departments, agencies, NGOs, or organizations intended to become locus of training	Concentrated during first year of project. Periodic, thereafter based on need. Series of 3-5 day workshops	Dhaka, or at appropriate training institutions or participating agencies involved in the activity.
<b>6.D</b>	DM curriculum development for schools and Teacher Training institutions and production of materials (Training)	Officials of training institutions and other educators sensitized to the need of DM curricula. National officials in education and curricula development staff. Experienced DM professionals or those engaged in DM training interested in formalized educational approaches.	Schools audience	<p>Review existing curriculum and DM materials</p> <p>Identify, review, revise or create suitable teaching materials.</p> <p>Use materials and curriculum design process as training activity for educators.</p>	Presentations Demonstrations Review process Discussion Material revision or design Development of curricula plans	DM training materials and resources from Bangladesh and elsewhere	National DM training directing officers National educators and educational officials Experienced DM professionals, and trainers, particularly from Bangladesh	DM Bureau Training Cell National Training Institutions Ministry of Education Officers Local school teachers Imams and Madrasha Instructors NGOs	Concentrated during second and third year of project, although progressing in conjunction with DM curriculum development for special courses and audiences Series of 3-5 day workshops.	Dhaka, or at appropriate training and educational centres involved in the activity. Field testing at local level



SERIAL	ACTIVITY	AUDIENCE	EMPHASIS	FOCUS/ OBJECTIVE	METHODS	MATERIALS	RESOURCE PEOPLE	COLLABORATORS (Agencies)	FREQUENCY TIMING DURATION	LOCATION
6.E	Knowledge, Attitudes and Practice (KAP) survey Development of Strategy and Implementation Plan for community and social mobilization (community mobilisation) and pilot projects	-	-	Implementation of community mobilisation	-	-	DMB consultants	-	As soon as possible	4 areas
6.F	Mass media productions (Community mobilisation)	Public	Community mobilisation	-	-	-	-	-	in first year	Dhaka
6.G	Operational costs for trainers and DM steering Group (Training, Community mobilisation)	-	-	-	-	-	-	-	On going	Nationwide
6.H	Evaluation	-	-	Evaluation of all activities	-	-	-	-	On going from second year	Dhaka and Districts

82

ANNEX B

BUDGET





**DISASTER MANAGEMENT TRAINING PROGRAM**  
**BUDGET BREAKDOWN BY YEAR**  
**US\$**

Serial	Year 1	Year 2	Year 3
<b>Advocacy/Sensitization</b>			
1A to 1D	5,000	5,000	5,000
1E	20,000	20,000	20,000
1F	15,000	-	-
1G	5,000	-	-
2D	10,000	8,000	7,000
3A	500	500	500
3B	2,000	5,000	8,000
4D	6,000	10,000	14,000
6A	30,000	20,000	-
6H	-	2,500	2,500
<b>Totals: (221,500)</b>	<b>93,500</b>	<b>71,000</b>	<b>57,000</b>

**DM Training**

2A	40,000	40,000	40,000
2B	60,000	60,000	60,000
2C	120,000	-	-
3C	15,000	15,000	15,000
3D	8,000	9,000	8,000
4A	12,000	12,000	12,000
4B	18,000	18,000	18,000
4C	8,000	9,000	8,000
5A	1,500	1,500	1,500
5B	32,000	32,000	32,000
5C	8,000	9,000	8,000
6B	15,000	-	-
6C	50,000	30,000	20,000
6G	13,000	14,000	13,000
6H	-	7,500	7,500
<b>Totals : (900,500)</b>	<b>400,500</b>	<b>257,000</b>	<b>243,000</b>

88

Serial	Year 1	Year 2	Year 3
<b>Community Mobilisation</b>			
6.C	50,000	30,000	20,000
6.D	50,000	30,000	20,000
6.E	200,000	—	—
6.F	30,000	50,000	20,000
6.G	30,000	40,000	30,000
6.H	—	15,000	20,000
<b>Totals: (635,000)</b>	<u>360,000</u>	<u>165,000</u>	<u>110,000</u>
<b>GRAND TOTALS:</b>	<u>854,000</u>	<u>493,000</u>	<u>410,000</u>



**INDICATIVE DISASTER MANAGEMENT TRAINING BUDGET (3 YEARS)**  
(US\$)  
**SUMMARY**

(Page 1 of 7)

Serial	Activity	Budget			Total
		Advocacy/Sensitization Policy & Planning	Training	Community Mobilisation	
1.	National Level Policy Makers and Planners	95,000	-	-	95,000
2.	National Level and below for Operational and Middle Management	25,000	510,000	-	535,000
3.	District Level Personnel	16,500	70,000	-	86,500
4.	Thana Level Personnel	-	115,000	-	115,000
5.	Union Level Personnel	-	125,500	-	125,500
6.	Programme Management and Support Activities	55,000	170,000	635,000	860,000
<b>GRAND TOTAL:</b>		<b>191,500</b>	<b>990,500</b>	<b>635,000</b>	<b>1,817,000</b>

## INDICATIVE DISASTER MANAGEMENT TRAINING BUDGET (3 YEARS)

(US\$)

(Page 2 of 7)

Serial (See Training Matrix)	Activity	Cost per Event	Number of Events	Budget			Total
				Advocacy/Sensitization Policy & Planning	Training	Community Mobilisation	
NATIONAL LEVEL POLICY MAKERS AND PLANNERS							
1.A	National Planning Meeting		}				}
1.B	National DM Strategic Planning Workshops		}				}
1.C	National DM Forum		}	15,000			15,000
1.D	Promotional Presentations		}				}
1.E	National DM Day	20,000	3	60,000	—	—	60,000
1.F	Study Tours	15,000	1	15,000	—	—	15,000
1.G	Orientation of press and media	5,000	1	5,000	—	—	5,000
Totals:				95,000	—	—	95,000

# INDICATIVE DISASTER MANAGEMENT TRAINING BUDGET (3 YEARS)

(US\$)

(Page 3 of 7)

Serial (See Training Matrix)	Activity	Cost per Event	Participants	Number of Events	Budget			Total
					Advocacy/Sensitization Policy & Planning	Training	Community Mobilisation	
NATIONAL LEVEL AND BELOW FOR OPERATIONAL AND MIDDLE MANAGEMENT								
2.A	DM Training courses							
	—In-country (12 courses of 2 weeks)	10,000	180	12	—	120,000	—	120,000
	—Overseas (Individual Fellowships)	6,000	16	—	—	96,000	—	96,000
2.B	Training of Trainers (4 courses of 3 weeks)	15,000	60	4	—	60,000	—	60,000
2.C.	Study Tours	5,000 Pers	24	4/5	—	120,000	—	120,000
2.D	Promotional Presentations	100	—	250	25,000	—	—	25,000
Totals:					25,000	396,000	—	421,000



87

**INDICATIVE DISASTER MANAGEMENT TRAINING BUDGET (3 YEARS)**  
(US\$)

(Page 4 of 7)

Serial (See Training Matrix)	Activity	Cost per Event	Participants	Number of Events	Budget			Total
					Advocacy/Sensitization Policy & Planning	Training	Community Mobilisation	
DISTRICT LEVEL PERSONNEL								
3.A	DCs' Briefing (All DCs) (annual at-national level)	500	60	3	1,500	—	—	1,500
3.B	Divisional Workshops * (annual in each of 5 divs)	1,000	300	15	—	15,000	—	15,000
3.C	District DM Workshops (3 in each of 15 dist)	1,000		45	—	45,000	—	45,000
3.D	Sector specific skills training workshops	—		—		25,000	—	25,000
3.E	Promotional Events	—		25	15,000	—	—	15,000
Totals:					16,500	85,000	—	101,500

\* For all DCs, ADCs and DRRROs.

# INDICATIVE DISASTER MANAGEMENT TRAINING BUDGET (3 YEARS)

(US\$)

(Page 5 of 7)

Serial (See Training Matrix)	Activity	Cost per Event	Participants		Budget			Total
			Number of Events	Events	Advocacy/Sensitization Policy & Planning	Training	Community Mobilisation	
THANA LEVEL PERSONNEL								
4.A	TNOs/PIOs Workshops (3 in each of 15 dist)	500	220	45	—	36,000	—	36,000
4.B	Thana DM Workshops (3 in each of 60 thanas)	300	900	180	—	54,000	—	54,000
4.C	Sector specific skills training	—	—	—	—	25,000	—	25,000
4.D	Promotional Events	—	—	100	30,000	—	—	30,000
Totals:					30,000	115,000	—	145,000

INDICATIVE DISASTER MANAGEMENT TRAINING BUDGET (3 YEARS)  
(US\$)

(Page 6 of 7)

Serial (See Training Matrix)	Activity	Cost per Event	Participants	Number of Events	Budget			Total
					Advocacy/Sensitization Policy & Planning	Training	Community Mobilisation	
UNION LEVEL PERSONNEL AND LOCAL COMMUNITY								
5.A	Workshops for Union leaders (at district level in 15 dist)	100	2400	45	—	4,500	—	4,500
5.B	Union DM Workshop (3 in each of 400 unions)	80	8000	1,200	—	96,000	—	96,000
5.C	Sector specific skills training workshops	—	—	—	—	25,000	—	25,000
5.D	Community Mobilization (Operational costs for motivators in 400 unions)	—	—	—	—	—	200,000	200,000
Totals:					—	125,500	200,000	325,500



**INDICATIVE DISASTER MANAGEMENT TRAINING BUDGET (3 YEARS)**  
(US\$)

(Page 7 of 7)

Serial (See Training Matrix)	Activity	Cost per Event	Number of Events	Advocacy/Sensitization Policy & Planning	Budget Training	Community Mobilisation	Total
PROGRAM MANAGEMENT AND SUPPORT ACTIVITIES							
6.A	Development of audio visual materials for presentations to senior officials and community leaders	50,000	—	50,000	—	—	50,000
6.B	Training Needs Assessment	15,000	1	—	15,000	—	15,000
6.C	Preparation of DM curriculum, production of materials, purchasing of training aids	—	—	—	100,000	100,000	200,000
6.D	DM Curriculum and materials for schools and teacher training	100,000	1	—	—	100,000	100,000
6.E	KAP survey and strategy/plan for community mobilization and pilot projects	—	1	—	—	200,000	200,000
6.F	Mass media productions	100,000	—	—	—	100,000	100,000
6.G	Operational costs for trainers/motivators and Training Steering Group	—	—	—	40,000	100,000	140,000
6.H	Evaluation	—	—	5,000	15,000	35,000	55,000
Totals:				55,000	170,000	635,000	860,000

