Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction in India, under NCRMP

National Consultation Workshop on Accreditation Process and Policy, and Training Approach and Modules

Deliverable 13

19 May 2014

Submitted to

Submitted by

SEEDS Technical Services

Knowledge Links Private Limited
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1. WORKSHOP BACKGROUND

National Institute of Disaster Management has commissioned a study titled ‘Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction in India’ under the World Bank assisted National Cyclone Risk Mitigation Project. The responsibility of preparing this long-term training and capacity building strategy has been entrusted by NIDM to SEEDS Technical Services and Knowledge Links. It is a countrywide study with in-depth field research across six sample states of Andhra Pradesh, Bihar, Gujarat, Odisha, Uttarakhand and West Bengal and takes a multi hazard approach.

A first of its kind and scale, the study offers a very significant opportunity to contribute towards strengthening disaster management capacity in the country. It addresses all levels extending from national to urban and rural local bodies, cuts across four priority sectors, includes the crucial role of the media, and also lays down the roadmap for setting up centres of excellence. Besides creation of training material, it lays down policy frameworks for training and education, sets up a research agenda, suggests HR plans, outlines a national public awareness campaign, suggests study of institutional and organisational mechanisms and develops a white paper on the policy issues related to the sector. It aims to come out with seventeen deliverables with a number of sub-deliverables in the form of reports, modules and consultation events.

2. AIM AND OBJECTIVES

The aim of the workshop was to facilitate discussions to share the findings on Accreditation Process and its Policy for DM Technical Courses at Graduate and Postgraduate Level, and the approach of the training modules being prepared under the study from key professionals in the sector and to get useful comments and feedback from them.

The workshop focussed on the following thematic areas:
- Training and TOT modules
- Accreditation Process and its Policy for DM Technical Courses at Graduate and Postgraduate Level
- Exploring linkages in different components of the study

The workshop was attended by representatives from the participating states, professionals of Disaster Management and project officials among others. List of participants is annexed as Annexure I
3. WORKSHOP DETAILS

VENUE: National Institute of Disaster Management, New Delhi

DATE: 05 February 2014

SCHEDULE:

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<tr>
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<th>Item</th>
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<tbody>
<tr>
<td>1000 – 1010</td>
<td>Welcome and Introduction</td>
<td>Dr. Satendra, ED, NIDM</td>
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<td>1010 – 1020</td>
<td>Overview of the project “Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction in India, under NCRMP”</td>
<td>Dr. K.J. Anandha Kumar, NIDM, Coordinator, NCRMP Capacity Building Study</td>
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<tr>
<td>1020 – 1040</td>
<td>Presentation on training component and TOT modules</td>
<td>Shri. Nisheeth Kumar, Knowledge Links</td>
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<tr>
<td>1040 – 1130</td>
<td>Open discussion on training approach and modules</td>
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<td>1130 – 1150</td>
<td>Tea Break</td>
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<td>1150 – 1210</td>
<td>Presentation on accreditation process and policy</td>
<td>Dr. Anshu Sharma, SEEDS Technical Services</td>
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<td>1210 – 1300</td>
<td>Open discussion on accreditation process and policy</td>
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<td>1400 – 1530</td>
<td>Plenary discussion on way forward and linking different components of the study</td>
<td>Facilitated by Shri. M P Sajnani, DM Expert, Knowledge Links</td>
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<td>1530 – 1545</td>
<td>Tea Break</td>
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<td>1545 – 1600</td>
<td>Summing up and closure of workshop</td>
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4. SETTING THE CONTEXT

4.1 Opening Remarks

The opening remarks by Dr. Satendra, Executive Director, National Institute of Disaster Management, and Project Director of the NCRMP Capacity Building Study, provided the context to the workshop. He emphasized that the study and the workshop come at a very critical time, as the country is facing disasters at very high frequency. This is first study of its kind in India, it will set up a basis for further decision making in DRR capacity building. He welcomed all the participants for their valuable feedback during the workshop. He said that the comments of the participants will provide more inputs that will be helpful in finalizing the deliverables of the study. The study will lead to decision making for other projects.

Talking about the past work done, Dr. Satendra appreciated the work done so far and mentioned about the training needs assessment, which provided some critical benchmarks for capacity development in DRR.

4.2 About the CB Study under NCRMP

A presentation by Dr. K.J. Anandha Kumar, Associate Professor, NIDM and Project Coordinator, NCRMP Capacity Building Study, gave the background, approach and process details of the study.

The presentation covered the study background and origin, its context within the larger NCRMP Project, its objectives and time frame. It provided the study framework with coverage of different hazards, states, sectors, disaster management cycle phases, levels and study components. Describing the NCRMP project, Dr. Anandha explained that the project focuses on cyclone risk mitigation but the Capacity Building Study focuses on all hazards, not only cyclones. The study is therefore on DISASTER RISK REDUCTION in India. It is still in progress, but a large number of lessons have emerged from the six states under study – Andhra Pradesh, Bihar, Gujarat, Odisha, Uttarakhand and West Bengal. The most important theme emerging is of Community Based Disaster Management approach. Programmes will be beneficial to the country only when the last needy persons are covered. The study therefore looks at all levels of intervention, right from senior government officials, to field staff, trainers, journalists, frontline workers such as Asha Workers and Anganwadi Workers, community leaders, and local volunteers. To be completed by February 2014, the study promises to deliver a number of tools, and a new direction to the national capacity building effort. The project covers the following four themes:

a. Training and capacity building
b. Research and education
c. Public awareness
d. Organisational and institutional development

The presentation also gave an overview of the systematic approach and PERT chart of the study. It illustrated the various states, districts and urban areas covered under the study and the rationale for selection of these survey locations. Finally it shared the project deliverables of the project completed so far and the ones to be prepared in the future.

The handout of the presentation is annexed in Annexure II.
4.3 Workshop Objectives and Process

Dr. Anshu Sharma, SEEDS Technical Services, Team Leader, Capacity Building Study, shared the workshop objectives and process, laying down the approach to be taken during the workshop. He highlighted that the day’s proceedings will revolve around three key themes, related to three project deliverables:

- Training and TOT modules
- Accreditation Process and its Policy for DM Technical Courses at Graduate and Postgraduate Level
- Exploring linkages in different components of the study

In terms of stakeholders it was highlighted that critical reflection session in the workshop will focus on the four sectors of the key focus of the study, which include health, education rural development and local governance, and within the sectors to look specifically at stakeholders who have to implement the actions emerging from the study. These stakeholders will include:

- Policy makers
- Program and project managers
- Operational field staff at the district level
- Frontline functionaries working at the community level

Finally it was stressed that the consultation process is not limited to the workshop of the day, but has been going on through a series of events. In addition, an interactive website has been launched to share the project deliverables and receive comments from practitioners, researchers and users of the study’s outputs. The reports are available at the links: http://nidm.gov.in/ncrmp.asp and also with a provision of giving online comments at http://www.seedstechnicalservices.com/projects/NCRMP/#
5. WORKSHOP SESSION 1: TRAINING COMPONENT AND TRAINING MODULES

A presentation on Training of Trainer Modules was made by Ms. Anjali Verma from the study team. The presentation is annexed as Annexure III.

5.1 Session 1: Summary

The ensuing discussion with participants covered the following aspects:

Training Needs and Training Modules

The need and importance of training was explained by Mr. Nisheeth Kumar, Executive Director of Knowledge Links, and Training and Capacity Building Specialist on the Study Team. He talked about the modules and a brief process of preparing the modules. Prof. V K Sharma appreciated the effort put in preparing the training modules. He said that the modules are well drafted covering a range of aspects. Giving an example of the missing link of humanitarian aspects in the training of National Disaster Response Force (NDRF), he said that the training needs to be strengthened covering multi-dimensional aspects. Besides other components, the psychological and social component needs to be incorporated in training schedule. The study was much needed and will be a good document to be referred to.

Participation in Training Modules

It was suggested that the modules should be shared with all states for review and incorporate their requirements into the module for training. It is very important to test-run the modules before actually implementing it. This will give an idea about the missing links in the module and how it can be addressed to make comprehensive document. For inclusion of wider range of participants, blended learning can be done for one module. For using the prepared modules, a framework should be in place. Dr. Anandha gave insights on the future planning and implementation of TOT modules, stating that the follow up work by NIDM will be on testing and implementing the modules developed under this study, and development of further modules on remaining thematic areas will also be taken up subsequently.

Aligning Training with Community Perspectives

Talking about the attitude of people, it was said that people want immediate results of any initiative but in the field of disaster management it takes time to develop an understanding and act upon that. It was suggested that one should be creative in selling the idea of disaster management to everyone in the field. The importance of knowledge about disaster management should be shown to people to safeguard their lives in emergency situations. In case of PRIs, people know about their rights after prolonged intervention. Similarly, DM concepts should be made available to common people for wider outreach. This will be best achieved by deploying the awareness tools in parallel with the training programmes, and making components of training aligned with the needs as per community perspectives in the target areas.

Awareness about DM Training

It was discussed that to increase the awareness about disaster management, it can be included in school leaving exams as a mandatory component rather than as optional subjects. Mr. Amit Chaudhury, Jt. Secretary, Department of Disaster Management, Government of West Bengal stated that this will ensure that a sound base is prepared for entry level in the undergraduate courses, and a continuity and build up of knowledge can thus be ensured. There should be a mechanism to safeguard the sectoral knowledge but provisions should also be made to allow cross sectoral learning. One of the discussion points
was that most of the teachers in disaster management field do not have enough knowledge about it. Academic Training Institutes (ATIs) should be strengthened and teaching of disaster management should cascade to other institutions so that there is capacity building among teachers from all fields in addition to master resource persons and resource persons. Proper trainings should be given to people involved at disaster management planning stage for making different plans. Accreditation bodies should be mandated to include DM policies in accreditation process. For awareness about disaster management, the concept should be embedded in the study curriculum. The curriculum should include DM chapters as compulsory chapters. This can be included in curriculum of NCERT and SCERT. NIDM has a number of training programs. These should be certified through UGC so that people will be more interested to take these courses. It was however highlighted by the study team that though these are very valuable suggestions and will be forwarded to NIDM for further consideration, however the present study is limited in its mandate to accreditation and quality management in research and higher education.

**Stress Management in DM Trainings**

Dealing with trauma after disasters is one of the most difficult tasks. Mr. Anuj Tiwari, Sr. Advisor, BSDMA, talked about lack of stress management in training of relevant forces. Giving example of Cyclone Phailin, he said that as per media reports even some responsible forces were stressed at the news of Phailin. The media reports coming up in between added to their stress factor. Training should include special focus on taking care of response phase stresses and after disaster shocks and trauma.

**Decentralisation of DM Training**

Imparting of trainings should not be concentrated only in hands of special institutions. Other institutes should be trained and strengthened to conduct trainings to benefit maximum number of people. The information should reach to last mile in the country. Interactive systems like video conferencing can be used for training. It was also discussed that at local level it becomes difficult to implement programmes because of lack of training. Resource persons and infrastructure at State and sub state level should be strengthened to address these. The study team informed the house that an upcoming component of the study deals with the establishment of Centres of Excellence in disaster management, and these along with all centres imparting disaster management training and education will form a national network for such decentralisation to take place.

**Communication gaps in DM Training**

Dr. Shabana Khan, Consultant, SEEDS Technical Services, pointed out the communication gap in case of disaster management. The difference of languages and terminology between the different sectors and institutions makes it difficult to communicate in a better way. There is a need of communication strategy that addresses the need of different languages to communicate in emergency situations. Prof. Sanjukta Bhaduri, HOD, Urban Planning Department, SPA, New Delhi, said that training can include stakeholders from various fields. The multiple stakeholders have some commonalities but there is also typicality. The typical aspects should be addressed in training to include all components of various interest groups.

**Inclusion of Additional Dimensions in TOT Modules**

It was discussed by the participants that Tsunami was also to be included in study scope, to which the study team clarified that Tsunami, and also Climate Change impacts, have been included in the various deliverables of the study. Similarly on an earlier suggestion, stakeholders such as revenue department, emergency services and civil defence have also been included. The nomenclature in the sectoral sections is, however, not being changed as it will have contractual implications. Mr. Nisheeth Kumar, Training and Capacity Building Specialist, and Mr. M P Sajnani, DM Specialist, responded to the questions raised by the
participants on similar issues and requested participants to refer reports on SWOT Analysis and Strategic Framework for Implementation of training for further information on their queries.

The presentation made in Session 1 highlighted the brief structure of TOT modules. It presented the overall aim of creating Master Resource Persons at national and state levels. The different themes covered in the TOT modules were explained along with the structure adopted for training. The target audience and the universe to be addressed were also presented in brief. The training and performance objectives of modules were presented in detail, which portrayed performance, training and enabling objectives of all themes of the modules. The Learning Units in the modules were explained to give an overall insight of the modules and requested for participants’ suggestions to improve it further.

5.2 Session 1: Outcome and actionable points

The detailed discussion in Session 1 provided reflections of participants on the training component and TOT modules prepared under the Capacity Building Study. Out of the discussion various actionable points emerged. It was discussed that the process of training should be kept very simple for people to understand. The participatory approach should be followed for training and reaching out to people on a multi-stakeholder platform. It was also concluded that DRR should be embedded in education system at all levels and should be encouraged through distance learning. Awareness creation and sensitization at all levels in the government covering all sectors was also one of the key actionable points discussed in the session. Decentralisation of training process was suggested to facilitate for wider outreach. Stress management in DM trainings came out as one of the major components that need to be looked after. The communication gap in post disaster situation was also discussed as a major aspect to be incorporated in training modules. The study team concluded that all the suggestions within the scope of the study will be incorporated in the deliverables, and remaining comments related to actions subsequent to this study that deal with implementation of training will be forwarded to NIDM for consideration.
6. WORKSHOP SESSION 2: ACCREDITATION PROCESS AND POLICY

A presentation on Suggestions for Accreditation Process and Policy was made by Dr. Anshu Sharma, SEEDS Technical Services, Team Leader, Capacity Building Study. The presentation is annexed as Annexure IV. The handouts circulated for a clearer understanding of the subject included a brief note on the study and an executive summary of accreditation process and its policy for DM technical courses at undergraduate and post graduate level. The handouts are annexed as Annexure V and VI.

6.1 Session 2: Summary

The ensuing discussion with participants is summarised under the following aspects:

**Approach for Accreditation**

Mr. Anil Kumar Sinha, Vice Chairman, BSDMA, suggested that for strengthening accreditation process and policy, capacity building and public awareness component under the working group of 12th Five Year Plan may be referred. Training institutions across sectors have a role to play in the disaster management field, and should form part of subsequent planning on implementation of education and training. The policy should include reaching out to all of them.

**Capacity Development of Institutions**

Institutions should have in-house capacity to understand and respond to DRR issues. It was suggested that establishment of SIDM (State Institutes of Disaster Management) may be included in DM Act. Decentralised training process needs to be strengthened to reach out to people efficiently. For this training institutes should be strengthened. Lessons learnt from disaster events should be taken and put to practice to avoid future mistakes in DRR.

**Last Mile Inclusion**

Vulnerable groups need to be serviced at last mile of the chain of communication. It was felt that when people are reached out, they participate in discussions which promote mutual learning. This leads to public awareness in real sense. Grassroot level planning should be improved for including issues of all sections of society in DM policy. Involvement of states and districts is very important as they are responsible for actual implementation of any activities. If possible, representatives from district and local level can also be included in local level planning.

**Options for Accreditation Body**

Exploring options for constituting an accreditation body, it was suggested that a national programme for accreditation can be a good first step. For learning lessons and for alignment institutions such as BIS can be referred to. Eventually an institution such as an independent accreditation council can be set up at national level once the national programme is fully established and need is felt to further elevate its status. Advice of experts in formulation of council should be taken and it should be a well thought out process. It was suggested that NIDM can initially anchor the national programme on accreditation of disaster management training and education. Dr. Satendra, Executive Director, National Institute of Disaster Management, and Project Director of the NCRMP Capacity Building Study, suggested that accreditation process requires a long term approach, but under this project a framework for basic standards for accreditation can be made. As suggested by participants, it can be initiated through a program by NIDM. The approach should not be of enforcing and should be voluntary. Mr. Anuj Tiwari, Sr. Advisor, BSDMA, said that at later stages relevant accreditation bodies of various streams can take up the task of accreditation in a
mainstreamed manner, but the quality check for disaster management component should be centrally administered by NIDM as it is a domain specific issue.

The presentation made in Session 2 highlighted the areas of the Capacity Building Study in detail for accreditation process, quality management and certification method of disaster management trainings, research and education and technical education at undergraduate and postgraduate levels. It presented the strengths of the disaster management education system and concerns in quality accreditation and certification. Good practices in training, accreditation and quality management was presented and approach and strategy for accreditation process and quality management was explained. The accreditation criteria, certification process, options for accreditation body and way forward for certification was also presented in detail. Status of international and national DM research and education was presented along with a roadmap for research and knowledge management. Based on this and SWOT summary of the study, findings and recommendation of DM research and education were presented. The overall presentation portrayed the framework for accreditation process, certification principles and implementation approach for disaster management education.

6.2 Session 2: Outcome and actionable points

The detailed discussion in Session 2 pointed out critical reflections of participants on accreditation process and policy. The key actionable points discussed included following incremental approach in accreditation process. For enhancing the policy framework, it was discussed that participatory approach should be followed to strengthen inclusive planning. The capacity development of institutions for DM trainings was suggested as one of key actionable points. For establishment of an accreditation body, it was suggested that a national programme for accreditation of disaster management education be established at NIDM, which can be later scaled up to an independent council. It was also agreed in the session that accreditation process requires a long term approach, but the basic standards and framework for accreditation should be focused under the study.
7. CONCLUSION

A plenary session for collective sharing and final debriefing was held at the end of the workshop sessions. Dr. Anshu Sharma presented a brief summary of the day’s session, sharing highlights of the comments and inputs received from the participants. He extended on behalf of SEEDS Technical Services and Knowledge Links gratitude to NIDM, presenters, participants and the organising teams for an active consultation workshop with engaging sessions.

Dr Anandha Kumar made the closing address, thanking all the participants and the presenters for their active support and participation.

8. WAY FORWARD AND LINKING DIFFERENT COMPONENTS OF THE STUDY

The national consultation workshop on “Accreditation Process and Policy, and Training Approach and Modules” provided valuable insights to carry forward the project with a clearer view. The participants with their invaluable experience added suggestions that will strengthen the study further. The following is taken as the way forward for this workshop:

- The suggestions given during the sessions in the workshop will be incorporated in upcoming deliverables, which include TOT modules, White Paper on capacity building and training in DRR and organisation/institutional development report. Comments specific to the accreditation aspects will be incorporated in the revised reports on accreditation and quality management.
- The first study of its kind in India will create basis for decision making, and will lead to roadmaps for the country’s future in Disaster Management. The outcomes of the Capacity Building Study will provide a base for next phase of implementation by NIDM. NIDM will take into account suggestions of participants while planning the implementation phase of the programme.
- The discussion session during the workshop provided a link to different components of the study. This was discussed with Ms. Reshmi Theckethi, representative from UNDP to incorporate findings from this study for capacity building and training aspects of the ongoing work under UNDP-GOI capacity building activities.

The comments and suggestion of the participants in the workshop were found in agreement by the consultants and the same will be addressed in all the further activities of the study.
ANNEXURES
Annexure I

Participant List
## List of Participants for Workshop

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Designation/Organisation</th>
<th>Contact no.</th>
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<tbody>
<tr>
<td>1</td>
<td>Mr. Anil Kumar Sinha</td>
<td>Vice Chairman, Bihar State Disaster Management Authority</td>
<td>9473400208</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Vinod Kumar Sharma</td>
<td>Vice Chairman, Sikkim State Disaster Management Authority</td>
<td>9818961977</td>
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<td>3</td>
<td>Dr. Satendra</td>
<td>Executive Director, NiDM</td>
<td>8130554694</td>
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<td>4</td>
<td>Mr. Amit Chaudhuri</td>
<td>Joint Secretary, Govt. of West Bengal, DM Dept.</td>
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<td>5</td>
<td>Mr. S.S. Jain</td>
<td>Deputy Project Director, NCRMP, NDMA</td>
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<tr>
<td>6</td>
<td>Mr. Durga Prasad Mohapatra</td>
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<td>7</td>
<td>Mr. V. Shrinivas</td>
<td>Communication Specialist, Revenue DM Department, A.P.</td>
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<td>8</td>
<td>Dr. K.J. Anandha Kumar</td>
<td>Project Coordinator, NCRMP, NIDM</td>
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<td>9</td>
<td>Mr. Anuj Tiwari</td>
<td>Sr. Advisor, BSDMA</td>
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<td>10</td>
<td>Ms. Tanushree Verma</td>
<td>Consultant, MHA</td>
<td>9808993690</td>
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<tr>
<td>11</td>
<td>Ms. Reshmi Theckethi</td>
<td>UNDP</td>
<td>9560919519</td>
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<td>12</td>
<td>Ms. Najma Akhtar</td>
<td>Prof. &amp; HOD, Deptt. Of Training and Capacity Building, NUEPA, New Delhi</td>
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<td>13</td>
<td>Prof. Sanjukkta Bhaduri</td>
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<td>14</td>
<td>Ms. Nirmita Mehrotra</td>
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<td>15</td>
<td>Mr. Vineet Kishor</td>
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<td>16</td>
<td>Ms. Priyanka Chowdhary</td>
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<td>17</td>
<td>Ms. Rani Dhakad</td>
<td>Executive Assistant, NCRMP, NIDM</td>
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<td>18</td>
<td>Mr. Priyanka Jindal</td>
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<td>19</td>
<td>Mr. M.P. Sajnani</td>
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<td>20</td>
<td>Mr. Nisheeth Kumar</td>
<td>Training and Capacity Building Specialist, KL</td>
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<td>21</td>
<td>Ms. Anjali Verma</td>
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<td>22</td>
<td>MS. Amrita</td>
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<td>23</td>
<td>Dr. Anshu Sharma</td>
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<td>24</td>
<td>Dr. Shabana Khan</td>
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<td>25</td>
<td>Ms. Meghna Chawla</td>
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<td>26</td>
<td>Mr. Sunny Kumar</td>
<td>Deputy Manager, SEEDS Technical Services</td>
<td>8800113419</td>
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Annexure II

Presentation on Capacity Building Study under NCRMP
Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction

Project Background

5th February, 2014

NCRMP

- National Cyclone Risk Mitigation Project
  - 5 years starting 2009-10

- Components:
  A. Early Warning System
  B. Cyclone Risk Mitigation Infrastructure
  C. Technical Assistance for Capacity Building on Disaster Risk Management
  D. Implementation Assistance

The Study

- Title:
  - Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction

- Objective:
  - to strategize and suggest DM training models with focus on quality, accreditation process, research and education initiatives, strengthen organizations & institutions and further strategize public awareness initiatives

- Time period:
  - 01 August 2012 to 30 September 2013. Now revised to 28 February 2014.

States Covered in the Study

- Andhra Pradesh
  - East Godavari
  - Vishakhapatnam
  - Krishna
  - Machilipatnam (urban)
- West Bengal
  - South 24 Paraganas
  - Darjeeling
  - Jalpaiguri
  - Kolkata (urban)
- Odisha
  - Balasore
  - Kalahandi
  - Khorda
  - Puri (urban)
- Uttarakhand
  - Nainital
  - Rudraprayag
  - Chamoli
  - Uttarkashi (urban)
- Gujarat
  - Kutch
  - Ahmedabad
  - Jamnagar
  - Bhuj (urban)
- Bihar
  - Supaul
  - Darbhanga
  - Gaya
  - Patna (urban)

### Deliverables Achieved

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</thead>
<tbody>
<tr>
<td>1. Format of Inception Report</td>
<td>14 August 2012</td>
<td>Approved</td>
</tr>
<tr>
<td>2. Draft Inception Report</td>
<td>27 August 2012</td>
<td>Approved</td>
</tr>
<tr>
<td>4. Preliminary Survey Analysis Report</td>
<td>15 April 2013</td>
<td>Approved</td>
</tr>
<tr>
<td>5. SWOT Analysis Report</td>
<td>24 May 2013</td>
<td>Approved</td>
</tr>
<tr>
<td>6. Strategic Framework for Implementation</td>
<td>03 July 2013</td>
<td>Approved</td>
</tr>
<tr>
<td>7. Accreditation of Short Term Trainings</td>
<td>19 July 2013</td>
<td>Approved</td>
</tr>
</tbody>
</table>

(On time as on date in accordance with revised schedule)

### Deliverables Status

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Del Workshop on Accreditation of Short Term Trainings</td>
<td>1st draft Received</td>
</tr>
<tr>
<td>9th Del : First set (2) of Training and ToT modules</td>
<td>3rd draft of two TOT modules Received</td>
</tr>
<tr>
<td>10th Del : Finalized report on accreditation process of DM related education and research</td>
<td>2nd draft Received</td>
</tr>
<tr>
<td>11th Del : Report on DM Technical Courses</td>
<td>1st draft Received</td>
</tr>
<tr>
<td>12th Del : Second set (2) of Training and ToT modules</td>
<td>To be submitted by 19th Feb, 2014</td>
</tr>
<tr>
<td>13th Del : Finalization of Accreditation Report on Technical Courses - Workshop</td>
<td>To be conducted by 5th Feb, 2014</td>
</tr>
<tr>
<td>14th Del : All expected outcomes of Public Awareness as indicated in scope of study</td>
<td>To be submitted by 28th Jan, 2014 (part I) submitted; 9th Feb, 2014 (part II)</td>
</tr>
<tr>
<td>15th Del : White Paper on Capacity Building and Training</td>
<td>To be submitted by 31st Jan, 2014</td>
</tr>
<tr>
<td>Two workshops to be conducted in states by the Consultant as per the decisions taken in the Central Review Committee</td>
<td>To be conducted before 28th Feb, 2014</td>
</tr>
<tr>
<td>16th Del : Outcomes on Organizational/Institutional Development</td>
<td>To be submitted by 19th Feb, 2014</td>
</tr>
<tr>
<td>17th Del : Consolidated Report</td>
<td>To be submitted by 28th Feb, 2014</td>
</tr>
</tbody>
</table>

Thank You!
Annexure III

Presentation on Training of Trainer Modules
Training of Trainer Modules

5th February 2014
New Delhi

Structure of the Modules

- Training Package: 5 days
  - Base Module: 3 days
  - TOT Module: 2 days

Overall Aim

- Create a pool of Master Resource Persons at national and state level. Trained master resource persons are supposed to train Resource Persons who will be organizing direct training programs at national, state district and sub district levels across different districts in the country over a span of 5 years.

Areas

- Health
- Education
- Rural Development
  - Urban Local Bodies
  - Panchayati Raj Institutes

Themes

<table>
<thead>
<tr>
<th>Sector</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>Training of Trainers for Doctors on Preparation and Implementation of Hospital Disaster Management Plan</td>
</tr>
<tr>
<td>Education</td>
<td>Training of Trainers for Teachers on Creation of Culture and Safety through Knowledge and Education</td>
</tr>
<tr>
<td>Rural Development</td>
<td>Training on Integration of Disaster Risk (DR) and Climate Change (CC) Resilience in Rural Development Policies and Programmes</td>
</tr>
<tr>
<td>PRIs</td>
<td>Training of Trainers for Strengthening PRIs for Mainstreaming DR in Development</td>
</tr>
<tr>
<td>ULBs</td>
<td>Training of Trainers for Mainstreaming of Disaster Risk &amp; Climate Change Resilience for City Development Plans and implementation Strategies</td>
</tr>
</tbody>
</table>

Structure of Training
**Universe to be addressed**

<table>
<thead>
<tr>
<th>Sector</th>
<th>Master Resource Person</th>
<th>Resource Person</th>
<th>Direct Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>60</td>
<td>295</td>
<td>88,268</td>
</tr>
<tr>
<td>Education</td>
<td>42</td>
<td>2000</td>
<td>6,00,000</td>
</tr>
<tr>
<td>Rural Development</td>
<td>50</td>
<td>7508</td>
<td></td>
</tr>
<tr>
<td>PRIs</td>
<td>192</td>
<td>9400</td>
<td>2,818,018</td>
</tr>
<tr>
<td>ULBs</td>
<td>175</td>
<td></td>
<td>68,723</td>
</tr>
</tbody>
</table>

**Target Audience**

<table>
<thead>
<tr>
<th>Sector</th>
<th>Target Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>Chief Medical Officers (CMOs)</td>
</tr>
<tr>
<td>Education</td>
<td>Teachers of primary school, secondary school, high school, intermediate school, college/universities and other institutions.</td>
</tr>
<tr>
<td>Rural Development</td>
<td>Government officials engaged at the policy level</td>
</tr>
<tr>
<td>PRIs</td>
<td>PRI members</td>
</tr>
<tr>
<td>ULBs</td>
<td>Group A officers involved in project management at city / town level</td>
</tr>
</tbody>
</table>

**Aim**

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>To create the requisite capacity within the hospital staff to prepare and effectively implement the hospital disaster management plan.</td>
</tr>
<tr>
<td>Education</td>
<td>To promote a culture of safety through knowledge and education by raising awareness and providing a better understanding of disaster management for teachers enabling them in doing effective disaster risk reduction (DRR) at the school level.</td>
</tr>
<tr>
<td>Rural Development</td>
<td>Sensitization of policy makers and program designers about the instruments, incentives, tools and processes for mainstreaming of disaster risk and climate change resilience in sectoral policies, plans and program designs.</td>
</tr>
<tr>
<td>PRIs</td>
<td>To strengthen PRIs for doing effective disaster risk reduction at the local level by mainstreaming it in regular developmental initiatives.</td>
</tr>
<tr>
<td>ULBs</td>
<td>Mainstreaming of disaster risk and climate change resilience in city development plans, sectoral plans and their implementation strategies.</td>
</tr>
</tbody>
</table>

**Objectives**

- Training and Performance Objectives.docx

**Learning Units : Base Modules**

<table>
<thead>
<tr>
<th>Health</th>
<th>Education</th>
<th>Rural development</th>
<th>PRIs</th>
<th>ULBs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LU 1: Disaster management and its key concepts</td>
<td>LU 2: What constitutes hospital preparedness?</td>
<td>LU 3: Formulation and implementation of the disaster management plan</td>
<td>LU 4: Review and implementation of the disaster management plan</td>
<td>LU 5: Awareness of risk, monitoring and evaluation</td>
</tr>
<tr>
<td>LU 11: Disaster reduction and School Management Plan: components and practice</td>
<td>LU 12: Disaster Management and Development in the context of Climate Change</td>
<td>LU 13: Role of PRIs in implementation of development programmes</td>
<td>LU 14: Community Based Disaster Risk Management (CBDRM)</td>
<td>LU 15: Disaster Risk Vulnerability and Capacity Assessment (DVRCA)</td>
</tr>
<tr>
<td>LU 16: Disaster planning</td>
<td>LU 17: Disaster Risk Vulnerability and Capacity Assessment (DVRCA)</td>
<td>LU 18: Introduction to school development, disasters, and climate change</td>
<td>LU 19: Disaster Risk Assessment and Management: programs and strategies</td>
<td>LU 20: Disaster risk prevention for sustainable and resilient development</td>
</tr>
</tbody>
</table>
Learning Units: TOT Module

- **Learning Unit 6: Systematic Approach to Training (SAT):**
  The objective of this module is to equip the participants with basic knowledge about the key issues to be addressed in the course of designing a training intervention/programme.

- **Learning Unit 7: Learning and Facilitation Skills:**
  The objective of this module is to equip the participants with basic facilitation skills that help the trainers conduct training/learning sessions with efficiency and effectiveness.

Content

- **Learning Unit 1: Systematic Approach to Training (SAT):**
  - Session 1: Assessing training needs
  - Session 2: Defining training objectives
  - Session 3: Deciding the content, methodology, and resource persons
  - Session 4: Deciding monitoring and evaluation indicators and processes

- **Learning Unit 2: Learning Facilitation Skills**
  - Session 1: Art of facilitation including: understanding self and others; promoting trust and sharing; listening; handling questions; managing expectations; managing conflicts; nurturing the eco-system of learning.
  - Session 2: Sharing, listening and learning including: creating a learning event and environment; learning to listen and listening to learn; receiving and giving feedback; consolidating learning

Thanks
## Objectives

### PRI

<table>
<thead>
<tr>
<th>PERFORMANCE OBJECTIVES</th>
<th>TRAINING OBJECTIVES</th>
<th>ENABLING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In their jobs, the trainees will:</strong></td>
<td><strong>After the training course, the trainees will be able to:</strong></td>
<td><strong>During the training, the trainees will learn to:</strong></td>
</tr>
<tr>
<td>1. Mainstream disaster risk reduction in various city development plans;</td>
<td>1. Formulate an action plan for mainstreaming DRR into national flagship programmes at the GP level;</td>
<td>1. Examine the critical inter-linkages across climate change, disasters and development;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify the key disaster related risks, issues and challenges in their respective local contexts;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify the ways in which DRR can be mainstreamed into the implementation of the national flagship programmes at the GP level;</td>
</tr>
</tbody>
</table>

### Rural Development

<table>
<thead>
<tr>
<th>PERFORMANCE OBJECTIVES</th>
<th>TRAINING OBJECTIVES</th>
<th>ENABLING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In their jobs, the trainees will:</strong></td>
<td><strong>After the training course, the trainees will be able to:</strong></td>
<td><strong>During the training, the trainees will learn to:</strong></td>
</tr>
<tr>
<td>• Design plans and policies in a manner that they address DRR and CCA concerns and are sustainable</td>
<td>• Assess critical issues of disaster risk reduction and climate change which impacts the development discourse</td>
<td>• Relate the disaster risk and climate change with respect to their combined and potential effect on development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognize the relevance of disaster risk reduction and climate change adaptation for planning for sustainable</td>
</tr>
</tbody>
</table>
Examine the various factors and issues involved in disaster risk and climate change resilience development planning.

- Identify instruments, tools, processes and provisions that facilitate DRR into development planning.

### Health

<table>
<thead>
<tr>
<th>PERFORMANCE OBJECTIVES</th>
<th>TRAINING OBJECTIVES</th>
<th>ENABLING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>In their jobs, the trainees will:</td>
<td>After the training course, the trainees will be able to:</td>
<td>During the training, the trainees will learn to:</td>
</tr>
<tr>
<td>1. To impart requisite knowledge on the fundamentals of disaster risk management, various phases of disaster management;</td>
<td>1. Trained doctors and health functionaries are able to develop and review a workable hospital disaster management plan in their respective hospitals and health centres.</td>
<td>1. Articulate the crucial role of hospitals in emergencies.</td>
</tr>
<tr>
<td>2. To articulate the importance, goals and objectives of a hospital disaster management plan</td>
<td>2. Trained doctors and health functionaries are able to implement the hospital disaster management plan.</td>
<td>2. Spell out the various constituents of hospitals safety and preparedness</td>
</tr>
<tr>
<td>3. To illustrate the process of preparation of a disaster management plan and its implementation.</td>
<td></td>
<td>3. Articulate the significance of a hospital disaster management plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Articulate the key elements of a good plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Describe the process of evaluating the plan and upgrading the plan</td>
</tr>
</tbody>
</table>
## Education

<table>
<thead>
<tr>
<th>PERFORMANCE OBJECTIVES</th>
<th>TRAINING OBJECTIVES</th>
<th>ENABLING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In their jobs, the trainees will:</strong></td>
<td><strong>After the training course, the trainees will be able to:</strong></td>
<td><strong>During the training, the trainees will learn to:</strong></td>
</tr>
<tr>
<td>1. Adapt and customize this base module for training the resource persons.</td>
<td>1. To impart requisite knowledge on the fundamentals of disaster risk management, functions during disasters and role of school disaster management team in developing school disaster management plan; 2. To sketch the basic requirements for school safety measures.</td>
<td>1. State the role of education sector in disaster management 2. Sketch the role and functions of school disaster management team in mitigating the impact of disasters 3. Spell out potential roles of students and School Management Committee (s) in disaster 4. Specify the components of School Disaster Management Plan 5. Prepare the School Disaster Management plan</td>
</tr>
</tbody>
</table>

## Urban Local Bodies

<table>
<thead>
<tr>
<th>PERFORMANCE OBJECTIVES</th>
<th>TRAINING OBJECTIVES</th>
<th>ENABLING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In their jobs, the trainees will:</strong></td>
<td><strong>After the training course, the trainees will be able to:</strong></td>
<td><strong>During the training, the trainees will learn to:</strong></td>
</tr>
<tr>
<td>1. Trained functionaries (Officials and elected representatives) are able to integrate DRR and CCA concerns in their respective city development plans</td>
<td>1. Relate the disaster risk and climate change with respect to their combined and potential effect on urban vulnerability and development. 2. Identify the various factors and issues involved in disaster</td>
<td>1. Relate the linkage between disaster, climate change and development 2. Assess hazard, risk and vulnerability using participatory tools and methods</td>
</tr>
<tr>
<td>PERFORMANCE OBJECTIVES</td>
<td>TRAINING OBJECTIVES</td>
<td>ENABLING OBJECTIVES</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>In their jobs, the resource persons will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Design and develop training module</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Facilitate training programs/workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the training course, the trainees will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The participants will be able to adapt the base module to specific local contexts in which further training programmes are to be organised and organise it with effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the training, the trainees will learn to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Conduct training need assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Design a training program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Evaluate and monitor the training program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Acquire facilitation skills for training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annexure IV

Presentation on Suggestion on Accreditation Process and Policy
Suggestions on Accreditation Process and Policy

Accreditation

• Essentially a process of quality assurance and improvement
• Helps maintenance and enhancement of services
• Provides confidence
• Assurance of good standing
• Enables independent inspection for quality of education

Accreditation and Quality Management Process and Policy for:

• Short-Term Disaster Management Trainings
• Disaster Management Research
• Disaster Management Education
• Technical Courses at Undergraduate and Postgraduate Levels

Accreditation Process, Quality Management and Certification Method of Short-Term Disaster Management Trainings

The Study

• Strategy to Develop Accreditation Methods
• Definition of Short-term Trainings: upto 6 weeks
• Outcome of Sub Activity A3.1 of the study:
  • Establishing standards for accreditation and certification
  • Establishing national and state level bodies for accreditation and certification
  • Study of international accreditation and certification practices
  • Setting up criteria for certification
  • Setting up benchmarks for maintaining standards of training courses
  • Setting up schedules for upgrading courses and review of accreditation systems and certification modalities

The Breadth of Institutions and Training Programmes

• Inventory of 55 institutions imparting DM training
• Varied approaches studied across 15 institutions
• Areas of study:
  • Institutional setup and programme details
  • Certification
  • Accreditation
  • Quality Management
### Strengths of the Training System

- Legal framework and policy
- Institutional infrastructure
- Good practices and the related learning
- Availability of funds under different programmes

### Concerns in Quality Accreditation and Certification

- Spatio-temporal gaps in training
- Inadequate human resources
- Inadequate infrastructure
- Funding
- Training gaps
- Training modules
- Training frequency and duration
- Training of multiple stakeholders
- Accreditation

### National Training Policy and Accreditation System

- National Training Policy, 2012
- Accreditation and Accreditation Bodies
- Benefits to institutions, students, employers, industry and infrastructure providers, public and society at large
- Catalyst for international accreditation

### Emergence of Outcome Oriented Approach

- Accreditation criteria
- Accreditation parameters
- Accreditation policy and process
- The Outcome Based Approach

### Good Practices

1. Trainer Development Programme, DoPT, Government of India
2. Centre for Disaster Management, LBSNAA
3. Training and Learning Circle, AIDMI
4. Sevottam
5. Civil Defence Training
6. Federal Emergency Management Agency, USA
7. International Association of Emergency Managers
8. ISO and the Case of Australia and New Zealand Risk Management Standard
9. Accreditation policy and procedure of ABET, USA
10. Training course accreditation policy by The Open Group, UK
11. Teacher Accreditation (Initial and Renewal) in Saskatchewan, Canada
12. CENDEP’s Modular Credit System
13. National Assessment and Accreditation Council

### Application of Lessons Learnt

1. Institutional Level
2. Faculty
3. Programme
4. Process
5. Individual Level
**Approach and Strategy**

- Approach in the Context of NDMA Guidelines
- Accreditation Methods and Standards
- Accreditation of Institutions
- Accreditation of Courses
- Accreditation on the basis of outcomes of the course
- Comprehensive System

**Multi Tiered Approach**

- Accreditation of Institutions
- Accreditation of Faculty
- Accreditation of Programmes

**Quality Management Tools**

- Cyclic Process
  - Assessment
  - Improvement
  - Monitoring
  - Corrective actions
  - Reassessment

**Accreditation Process**

- Cycle: Application & Data Sheet, Examining Eligibility, Self-Assessment, Final Accreditation, Follow-up, Re-Accreditation
- Criteria: Examining of Evaluating Committee, Reapproved/Disapproved, Approval

**Accreditation Criteria**

- Institutional Mission, Vision and Programme Educational Objectives
- Programme Outcome
- Programme Curriculum
- Student Performance
- Faculty Contributions
- Facilities and Technical Support
- Academic Support Units and Teaching-Learning Process
- Governance, Institutional Support and Financial Resources
- Continuous Improvement in Attainment of Outcomes

**Certification**

- Used by number of national training institutes
- Simply recognition of participation
- Issued by institutions by themselves or in collaboration with other institutes
- Improve credentials of participants but do not testify to quality of training
### Options for Accreditation Body

1. An independent council for disaster management education and certification  
2. A council established under NDMA/Ministry of Home Affairs  
3. Council under Ministry of HRD  
4. NIDM as an accreditation body  
5. Accreditation through linkage with National/International systems

### Way Forward for Certification

- Certification system to be attuned to accreditation system  
- Certification system needs to be followed across a spectrum of training programs  
- Certification needs to be based on quality criteria  
- Consistency in certification system across sectors

### Activities and Process Leading to this Report

- Request for Proposals, Contract and Inception Report  
- Field surveys, literature review, interviews, consultations with NIDM  
- Activity A.3 (Sub Activity of Activity A – Training Activities): Strategy to develop accreditation methods, quality management methods/tools for maintaining a standard of all trainings  
- Deliverable 7: Report on accreditation process, quality management & certification method of short term DM trainings  
- Activity 8.1 (Sub Activity of Activity B – Research and Education): Present status of research & education in field of disaster management as studied through literature review and interviews  
- Activity 8.2 (Sub Activity of Activity B – Research and Education): Policy for accreditation and certification of all DM/DRR related technical courses, as covered through literature review, interviews and deliberations at NIDM  
- Presentations, discussions and training workshop at NIDM carried out as part of the study activities under various sub activities and having direct and indirect links and relevance for DM research and education.

### Accreditation Process, Quality Management and SWOT Analysis of Status of DM Related Research and Education

### Status of International DM Research

- Disaster Research in Universities  
  - United States Geological Survey  
  - Centre for Excellence in DM and Humanitarian Assistance, USA  
  - Bushfire Cooperative Research Centre, Australia  
  - Disaster Information Management Research Centre, USA  
  - Centre for Research on Epidemiology of Disasters, Belgium (EM-DAT)

- NGOs  
  - International Federation of Red Cross and Red Crescent Societies (IFRC)

- Independent Centres for Disaster Research  
  - Asian Disaster Preparedness Centre

- Disaster Research Networks and Associations  
  - Global Network of Civil Society Organisations for Disaster Reduction  
  - National Climate Change Adaptation Research Facility, Australia  
  - Integrated Research on Disaster Risk, China
Lessons

- The nature, source and funding of Disaster Research Centres are diversified at the international scale.
- Collaborative and cooperative research is promoted that has encouraged development of international networks and application of DM research in cross-cultural context.
- New areas of DM research have emerged including resilience, climate change and integrated DM.
- There are multiple centers for disaster related data collection, which facilitate and promote DM research by providing free data and guiding the research agenda.

Status of International DM Research

Lessons

- The research institutes looking at the scientific background of DM research were established much earlier than those focusing on social aspects. Therefore, guidelines and details for the latter are less developed in the Indian context.
- Action research and case study reporting are more common than analytical research.
- There is a scope to develop a national agenda and a set of priority areas to define and bring new directions to DM research.
- There are very few DM research centers engaged in data collection. Such institutes should be promoted and diversified to encourage further research.

Status of National DM Research

Lessons

- Limited opportunities for higher research such as Ph.D. and post-doctoral.
- Availability of funds under different programmes.
- Lack of training, workshops, plans and research:
  - Implicit and well-timed research.
  - Policy Practice Assessment and the Missing Middle.
  - Focus on Rogers and the role.
- Excessive emphasis on case study, research and reporting.

SWOT Summary

Disaster Research in Universities

- National Institute of Disaster Management
- Indian Meteorological Department
- Centre for Snow and Avalanche Study Establishment
- Wadia Institute of Himalayan Geology
- National Institute of Science, Technology and Development Studies
- Centre for Disaster Management at Lal Bahadur Shastri National Academy of Administration
- Indian Space Research Organisation
- SAARC Disaster Management Centre

Disaster Research in Non Government Organisations

Ensuring Quality in Disaster Research

Markers

- Selected State Universities and their Research Publications/Year and Citations
- Theses on Disasters in University and Professional Courses in India
- Limited Number of Doctoral Theses on Disasters in India

Lessons

- Universities are important drivers of innovation internationally, however, in India major disaster research are carried out in government research institutions. Therefore, centres of DM should be promoted in universities to promote for interdisciplinary and integrated research.
- Collaborative research with national and international research institutions should also be encouraged to cross reference the findings and collective growth.
- Apart from the existing practices of case study approach, new methodologies and areas of further research should be identified and planned.
### Ensuring Quality in Disaster Research

- **Good Practice Case Study**
  - Tsunami and Disaster Mitigation Research Centre, Syiah Kuala University, Indonesia
    - Knowledge Management Division
    - Education and Training Division
    - Applied Research Division
    - National and International Network

### Roadmap for Research and Knowledge Management

- Based on Scope and Range
- Documentation of research carried out at the centres, and inventory of who has done what
- Universities, researchers, and doctoral students be encouraged for innovations in Technical and Social domains
- International and national collaborations should be encouraged to promote quality research
- Research funding and funding for field work should be more readily available for DM research. For research scholars there should be some arrangement for research grant pool, scholarships, fellowships in the Field of DM.
- The DM research should be integrated to a comprehensive knowledge management at the national level. For this national centres of excellence should be promoted that encourage and define key priority areas. These centres may also be responsible for National database for all disasters and DM related data.

### Status of International DM Education

- **International Education in DM**
  - 50 cases of post graduate courses in DM compiled
  - Origin and examples of disaster research institutes linked to DM education
  - 44 cases of research centres and institutes in universities

### Research is Informing DM Education

- **Lessons**
  - The growth of DRCs in universities in the latter half of the 20th century and early 21st century has been phenomenal.
  - International universities are actively engaged in and at the forefront of DM research.
  - The DRCs in universities cover both biophysical and social aspects of disasters. The course work of DM education is diversified in international universities.
  - Studies in international universities are exploring new methodologies and participate actively in international peer reviewed journals.

### Status of National DM Education

- **Education in schools/colleges/universities**
- **Professional education**
- **Vocational education**
- **21 cases of institutions providing DM education**
- **Review of**
  - Programme structure, Curriculum objectives and content
  - Faculty, Students and Administration
  - Institutional facilities, networks and financial status
  - Certificate and credit system

### Status of National DM Education

- **Lessons**
  - The DM education in school, colleges and universities are experiencing consistent growth since 2005.
  - More and more universities are developing DM courses, but these are still at the experimental phase.
  - Most of the curriculum for DM is similar and repetitive. Diversification is required to bring in trained professional from different fields of education.
  - The participation of students and faculty of DM in India has low contributions in international peer reviewed journals.
SWOT Summary of DM Education in India

**Strengths**
- Legal Framework and Policy
- Emphasis on institutional infrastructure in terms of schools and universities
- Increasing interest in DM education at different levels
- Most educational institutions are well developed in terms of educational infrastructure
- DM education is accredited in many institutes
- DM education is well developed in terms of medical and engineering courses

**Weaknesses**
- DM education is isolated in terms of courses in schools and universities
- There are very few DM professionals with Masters and Doctorates in DM
- Role of current accreditation is for quality assurance
- DM curricula are not focused on the current education
- DM curriculum needs to be developed for awareness of vulnerable groups

**Opportunities**
- Applied education of DM to students will enhance disaster preparedness
- Extensive institutional infrastructure of schools and universities could be used to disseminate DM knowledge
- A strong network of civil society organizations, DR and DM agencies, and related centres can be used to extend horizons of DM education
- DM education can also contribute to sustainable development

**Threats**
- High opportunity cost
- Quality of DM education may vary from school to school depending on the ownership and mode of management
- DM education may also suffer from inadequate coordination and vision

Good Practices in DM Education and Accreditation

- Centre for Development and Emergency Practice
- Risk Reduction Education for Disasters (Risk RED)
- Emergency Management Accreditation Program – EMAP
- National Assessment and Accreditation Council

DM Education

- **Lessons**
  - The lack of demand for DM professionals in the employment market discourages students from taking disaster courses.
  - Professional qualification of DM should be an essential criterion for the employment in all DM related activities.
  - DM curriculum should be interdisciplinary in nature.
  - Accreditation of educational institutes particularly for DM activities is essential to bring professionalism and ensure optimum expertise in DM.

Roadmap for DM Education

- **Based on Range and Scope**
  - The Council for Disaster Management (as suggested in deliverable 7) should also be responsible for accreditation of DM education.
  - School education should also be linked with the research and education agenda.
  - Universities and Colleges should promote more professional DM courses.
  - Technical and sector based courses should help students to gain both expertise and enhance their employability.
  - Vocational education should be extended to include varied workers who can contribute to efficient DM on the ground. These may include construction workers, Asha workers, Anganwadi workers and Krishi Vigyan Kendra workers.
  - There should be a planned Accreditation Strategy that integrates short-term training, education, research and resources required by the institutions for efficient DM.

Findings

- The institutions conducting research in DM are very few as compared to the need. They are not accredited for the quality of research they pursue.
- Analytical research and its credibility are not readily measurable across the board of varied research centres and institutions. Efforts are more on process documents which may not necessarily qualify as research.
- There is no certification of research except for the degree imparted for Masters, M.Phil or PhD research. Publications in international peer reviewed journals is low.
- Institutions work in isolation. There is some collaboration with international researchers and research centres, but very little among different disciplines and institutions across India.
- Many of the workers and professionals working in Disaster Management lack professional DM education. (Case of AP)
- No accreditation exists for DM in India.
- The diversity in methods, approach and contents are required to be assessed for accreditation. It should also take international standards of DM education into consideration.
- Challenges include the multi-sectoral nature of the subject; pre-existing systems of accreditation of institutions; legislation based complexities; accountability issues, capacities, budget and other required facilities.

Recommendations

- The Council for Disaster Management (as suggested in deliverable 7) should be the nodal agency and suitably have capacity for research and education.
- Quality control on national peer reviewed journals on disaster management on the basis of their quality, references and applications on the ground.
- Provide a research calendar for each year. The focus should be on both theoretical and action research along with developing forecourt research methodologies and tools.
- Link research with education. Consider the budget, facilities, qualifications of research and past track records, total and peer reviewed publications, qualifications of the faculty, as well as research topics, outputs and calendar for research.
- Research should also be set as a criterion for re-accreditation of institutions engaged in DM research and higher education.
- Apart from individual research centres as centres of excellence for research in DM, research clusters should also be formed.
Recommendations

- An organised approach to establish DM education in different sectors and institutions.
- The accreditation of education for DM can also be planned at different levels.
- State level institutions should be strengthened to provide DM education along with training and basic education.
- All positions related to DM should have mandatory DM education and training.
- One of the criteria for granting accreditation should be that the institute conducting the educational courses should have a Training and Placement (T&P) cell.
- Make appropriate education mandatory for posting in an area vulnerable to disasters, and ensure refresher trainings every 2 years (Resident Commissioner, WB, at NDMA on 30.7.13).

Accreditation Process, Quality Management and SWOT Analysis of Status of DM Related Research and Education

Activities and Process Leading to this Report

- Details outlined in the Request for Proposals, Contract and Inception Report.
- Field surveys across six states, and central research including literature review, in-depth interviews of key informants, and consultations with NIDM.
- Activity B.1 (Sub Activity of Activity B – Research and Education): Present status of research and education in field of disaster management as studied through literature review and interviews as presented in this report.
- Activity B.2 (Sub Activity of Activity B – Research and Education): Policy for accreditation and certification of all DM/DRR related courses being organized at NIDM and other Institutes, as covered through literature review and interviews.
- Presentations and discussions at NIDM and NDMA carried out as part of the study activities under various sub activities.

DM Related PG Course in International Universities

- A study of 50 PG courses across universities in different countries
- Entry level is graduation in stream related to disaster management, with varied levels of flexibility across arts and sciences
- Multi-disciplinary approach looking at scientific dimension of hazards, risks and emergency management, and also social and economic aspects of disaster management
- Newer technical courses include GIS and computer based skills
- Combination of coursework, fieldwork, dissertations and projects
- Credit point system. EU universities have common degree and credit transfer system, enabling student and staff mobility. Later international universities outside EU also joined.

Bologna Process: Common Degree and Credit Transfer

- Started from EU but in 2010 expanded to 47 countries
- Greater opportunity for labour mobility and lifelong learning as a consequence of international qualification recognition
- More efficient sharing of teaching and curriculum expertise and resources through joint degree programs, use of e-learning technologies and doctoral training centres
- Graduate preparation for an international and intercultural job market through mobility opportunities
- Adoption of ‘best of group’ approaches to quality assurance through peer audits and learning exercises.

Good Practices and Lessons

- Hazards and Disaster Management Postgraduate Programmes, College of Science, University of Canterbury, New Zealand
- Institute of Disaster Management and Vulnerability Studies, Dhaka, Bangladesh
- Lessons:
  - Be highly interdisciplinary and cover varied aspects of disaster management.
  - Have professional recognition in the international context.
  - Encourage opportunities in different sectors including academics, policy and the practical field of DM.
  - The prerequisites, assessment processes, accreditation systems and quality management approaches are standardised.
DM Related Post Graduate Courses in India

- 20 courses across various universities studied
- Most courses are on Disaster Management, with little variation in title or specialisation
- Focus is governed by the thematic focus of the institution, and DM has not yet emerged as discipline
- Faculty is accordingly governed by core discipline of the institution: they are engineers, geographers, planners etc.
- Few institutions like IIT Roorkee have specialised laboratories.
- Institutions like Sikkim Manipal University and IGNOU have distance learning courses.

Lessons from PG courses on DM in India

- Postgraduate courses in DM are consistently growing in recent years, indicating an increasing felt need and interest.
- The subject has not developed as a full academic discipline. It lacks standards of content, facilities, credit structures etc.
- Most of the curriculum for DM is similar and repetitive, and often derived from foreign knowledge sources.
- There is no system for establishing the credibility of the course other than the reputation of the institution in other fields.
- Employability remains a concern in the minds of the students as well as the faculty. There are rare cases of campus placements like other technical courses.

SWOT Analysis of DRR in Higher Education

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
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<tbody>
<tr>
<td>Political Framework and Policies</td>
<td>DM education is limited to few universities at the university level.</td>
<td>Applied educations of DM to students will enhance disaster preparedness;</td>
<td>Opportunity cost felt due to unavailability of students and DM education;</td>
</tr>
<tr>
<td>Established Institutional Infrastructure in terms of number of universities and facilities in the country</td>
<td>There are very few DM professionals with real hands-on experiences in DM.</td>
<td>Ensure proper coordination of DM with other DM related courses.</td>
<td>DM education can be promoted in all the related areas professionally;</td>
</tr>
<tr>
<td>Increasing research in DM education at the university level</td>
<td>None of the current accreditation of DM education is valid.</td>
<td>DM education can be used to promote the DM related courses.</td>
<td>DM education suffers from inadequate coordination and storage.</td>
</tr>
<tr>
<td>Most institutions are accredited for quality education</td>
<td>None of the current accreditation of DM education is valid.</td>
<td>DM education can be used to promote the DM related courses.</td>
<td>-quality of DM education depend on the available resources.</td>
</tr>
<tr>
<td>The curriculum of DM is well developed in core fields, such as civil and engineering</td>
<td>Engineering emphasis is not present in almost all the core DM education.</td>
<td>DM education can be promoted in all the related areas professionally; all the DM related courses.</td>
<td>DM education suffers from inadequate coordination and storage.</td>
</tr>
<tr>
<td>DM curriculum needs to be developed for most of the university courses</td>
<td></td>
<td>DM education can be used to promote the DM related courses.</td>
<td>DM education suffers from inadequate coordination and storage.</td>
</tr>
</tbody>
</table>

DM Related UG Courses Internationally

- 65 Courses listed just within the USA. Students can chose DM related themes as major or minor courses
- The spread across arts and sciences, with emergency management and security as range of focus
- Good Practices:
  - Bachelor of Arts in Emergency Management, American Military University
  - Bachelor of Emergency Management, Charles Sturt University, Australia
- Lessons:
  - Detailed and structured programme regime for UG education in DM.
  - Professional recognition leading to secure jobs.
  - Accredited both for course and institution.
  - Faculty comprises professionals who are also engaged in practical application.

DM Related UG Courses in India

- DM appears as content in mainstream UG courses on Geography, and as elective or additional course content in architecture, engineering and medicine
- The Global Open University, Kohima (Nagaland) offers a B.A Degree Course in Disaster Management
- Lessons:
  - Insufficient number of institutions offering UG courses in disaster management in India.
  - Content of DM at UG level is general and offers very limited flexibility.
  - There is less motivation for students to join DM at the UG level due to inadequate number of institutions offering the course, lack of awareness about education in the sector, and uncertainty about employability.
  - The DM courses are not accredited, which further hampers the quality of the course and its attraction value.

Implementation of Approach

1. Establishment of National Accreditation Council for Disaster Management (to cover short term trainings, research and education, and technical courses at undergraduate and postgraduate levels – combining the outputs of deliverables 7, 10 and 11 of the NCRSCP Capacity Building Study)
2. Development of National Policy on Accreditation of DM Education at undergraduate and postgraduate levels, including certification and compliance parameters
3. Development / strengthening of state level bodies for facilitation of accreditation mechanism through state focal points
4. Identification / invitation of applications from institutions for accreditation
5. Invitation of applications from faculty and educators for accreditation
6. Assessment and review of the national accreditation system
The Council for Disaster Management (as suggested in deliverables 7 and 10) is seen as the apex body for the accreditation and quality management process in DM education in India.

Areas of future development in DM education be a basis for accreditation

• ensure a quality management mechanism on the fieldwork and applied education in the sector to encourage practical aspects
• a multi-tiered approach looking at institutions, faculty and programmes be adopted
• organized approach to establish DM education in undergraduate and postgraduate institutions and build it as a discipline
• The accreditation of education for DM can also be planned at:
  – National level - highly specialized national centres of excellence, universities and institutions
  – State and district level - State Universities, colleges and institutions including ATIs

All job positions related to DM should have mandatory education requirement at the undergraduate and postgraduate level, to be built into the system gradually as the cadre of such educated personnel grows.

One of the criteria for granting accreditation should be that the institute conducting the educational courses should have a Training and Placement (T&P) cell that would facilitate on-campus placement.

An individual should not be posted in an area vulnerable to disasters if he has not undertaken education and training on disaster management relevant to this posting.

Recommendations

Recommendations

• Accreditation Process
• Certification Principles
• Implementation Approach

Thank You!
Annexure V

Handout 1: Brief Note on the Study
Workshop on Accreditation Process and Policy, and Training Approach and Modules

05 February 2014

Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction in India, under NCRMP

Briefing Note on the Study

Submitted to

Submitted by

Knowledge Links
Project Unit
The Study

This Study on Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction in India is being carried out under the National Cyclone Risk Mitigation Project (NCRMP), a flagship project of the National Disaster Management Authority that is being supported by the World Bank. Extensive studies were carried out in the six selected sample states of Andhra Pradesh, Bihar, Gujarat, Odisha, Uttarakhand and West Bengal to gather data base, besides extensive literature review and consultations with disaster management experts at national and state levels.

The study has resulted in an in-depth view of the strengths, weaknesses, opportunities and threats in the sector, which were used to develop further products under the project. At a broad level, the following areas of work were focused on:

A. Training and capacity building
B. Research and education
C. Public awareness and media
D. Organisation/institutional development

Disaster Management Training

Considering the 1.2 billion population, living across 127 different agro-climatic zones with 60% in areas vulnerable to significant disasters, the scale of training and capacity building required is accordingly large. It is projected that, to begin with, of the total universe of 315,32,000 (31.5 million) to be trained, 82,32,000 (about 8.23 million) persons needed to be trained under the key sectors of the study. These include 6,50,000 doctors, nurses, ANMs and health workers; 5,00,000 Anganwadi workers and helpers; 6,00,000 education sector personnel; 15,94,000 rural development personnel, 28,18,000 personnel from Panchayati Raj Institutions and Urban Local Bodies, 20,00,000 central and state government employees in related positions; and 18,000 NGO and CBO personnel at state and district levels.

The scale of trainings to be carried out is very large considering the current capacity of training institutions as analysed in this study. A process of prioritisation has thus been carried out and the training needs articulated in the form of 12 major training themes to be taken up as a matter of priority. These are:

<table>
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<tr>
<th>S.N.</th>
<th>TRAINING THEME</th>
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<tbody>
<tr>
<td>1</td>
<td>Mainstreaming DRR into development planning</td>
</tr>
<tr>
<td>2</td>
<td>Mainstreaming DRR into rural development policies and programmes</td>
</tr>
<tr>
<td>3</td>
<td>Mainstreaming DRR into City Development Plans (CDPs) and their implementation strategies</td>
</tr>
<tr>
<td>4</td>
<td>Strengthening PRIs for mainstreaming DRR into development on the ground</td>
</tr>
<tr>
<td>5</td>
<td>Preparing the health functionaries for emergency health services</td>
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<tr>
<td>6</td>
<td>Creating a culture of safety and resilience through knowledge, innovation and education</td>
</tr>
<tr>
<td>7</td>
<td>Strengthening emergency communication including early warning and last mile connectivity</td>
</tr>
<tr>
<td>8</td>
<td>Community led hazard risk vulnerability and capacity (CLHRVC) assessment</td>
</tr>
<tr>
<td>9</td>
<td>Participatory training and capacity needs assessment (PTCNA)</td>
</tr>
<tr>
<td>10</td>
<td>Participatory evaluation and action learning (PEAL)</td>
</tr>
<tr>
<td>11</td>
<td>Integrating gender approaches in disaster management plans</td>
</tr>
<tr>
<td>12</td>
<td>Use of media in generating mass awareness on disaster management</td>
</tr>
</tbody>
</table>
Training and TOT modules are being developed for the sectors of Health, Education, Rural Development, and Local Governance including PRIs and ULBs under the project.

Disaster Management Related Research and Education

The analysis of research and education gives clear indications of gaps that need to be addressed. In the area of research, there has been significant development in recent years with a number of institutions addressing the sector, but the approach remains fragmented and ad-hoc. Initiatives by NIDM and other institutions on documentation of disaster events and practices need to be strengthened and scaled up. Applied research has to be planned and carried out through the national network of institutions that exists and is set to be strengthened. Quality management of research happens in educational institutions through the institutional accreditation arrangements, and in cases such as doctoral research through programme design. The approach needs to be formalised, sectoral quality management measures included, and the network approach strengthened.

Education in disaster management is still an emerging sector in India. At the school level disaster management has been introduced in the middle school curriculum, and at the level of higher education close to twenty institutions are offering degree and diploma courses in disaster management. In addition, a number of institutions and organisations also offer technical courses leading to certification in aspects of disaster management. Some sector based disaster management courses are also part of core curriculum of sectoral education such as architecture, engineering and medicine.

The need for a national system for accreditation and quality management is clearly felt. The model for scope and range of accreditation will need to look at the two primary dimensions of scope and range as follows:

- **Scope** of the structure and programming, including accreditation of institutes/organisations; faculty/trainers (including accreditation of trainers/resource-persons and master trainers), programmes/courses, process, and the individuals being trained.
- **Range** of accreditation, including awareness/sensitisation, short term trainings, role-based/sector-based courses, education certificates, diplomas, degree courses, and quality management of research.

Under the study the need for accreditation and quality management is being looked at for short term disaster management trainings, research and education, and technical courses at undergraduate and postgraduate levels.

Public Awareness and Media

India’s teeming population can be covered through effective disaster risk reduction programmes only with the help of a significant, well organised, and sustained public awareness effort. The role of the community as a first responder, and the media as the communication channel to influence community behavior, emerge very strongly from the study, and have to form the fundamental basis of a national public awareness and media strategy. The need for investment in the specific issues of knowledge, attitudes, public references and operational environment emerges as an area requiring attention while developing a national public awareness strategy. Community groups that have survived on traditional knowledge are now faced with erosion in such knowledge systems and the invasion of technological practices that are locally not understood and cannot be managed in entirety. Changing contexts and new threats such as climate variability are also leading to disruptions in existing local coping systems, and new knowledge is yet to emerge on these subjects locally. Public awareness efforts will need to focus on priority stakeholders at the local level, primarily including
special vulnerable groups, and will need to deploy specifically designed and customised messages and media.

The role of the media itself also emerges as a critical element of a disaster risk reduction approach, and it is found that media personnel are not adequately trained and skilled to report about disasters and disaster risks in ways that are sensitive to the subject and technically sound in understanding and portraying disaster terminologies, magnitudes and management processes. Capacity building of journalists will thus have to address these needs accordingly.

Products being developed under the project include a national strategy for public awareness on disaster risk reduction, training and TOT manuals for training of entry level and mid-career journalists in disaster management and appropriate reporting, a handbook for journalists, and a set of guidelines for journalists.

Organisational and Institutional Development

The component would cover Legal, Institutional and Organizational Development since the institutional and organizational set up is primarily based on legal framework in position and also affords legislative back-up to institutional and organizational systems in place in India. This is the foundation on which the super-structures of Training and Capacity Building, Research and Education and Public Awareness are built.

This component will also analyze Policy and DM Framework put in place at national level in 2009 and 2004 respectively. The four key pillars of the foundation are HPC Report on Disaster Management, National Disaster Management Framework, National Disaster Management Act, 2005 and the National Policy on Disaster Management. The synergy and adequacy of legal, institutional, and organizational arrangements in place will be analyzed. Under the Institutional arrangements, the present status, experiences and strengths and weaknesses, which need to be eliminated, will be assessed for NDMA, SDMAs, DDMAs, NEC and SECs.

The National Institute of Disaster Management is the only apex national level institute exclusively for disaster management in the country. The purpose of this exercise would be to assess whether NIDM has been able to discharge the statutory functions assigned to it under the DM Act effectively; does it enjoy adequate autonomy; has adequate and well trained faculty and infrastructure; constraints being faced by it; and remedial measures required to be taken to enable it to function as a regional institute of excellence for SAARC countries, keeping in view that the SAARC Disaster Mitigation and Management Centre is also housed in NIDM. Therefore, a comprehensive review of NIDM is necessary since it will have a direct impact on training and capacity development in the country, besides extending policy and professional support to NDMA, central and state governments, state training institutes and all other stakeholders.

Under this component, the exercise for development of guidelines for setting up centers of excellence will also be undertaken. Centres of excellence are ‘institutions possessing special knowledge or expertise in a particular area of concern and incorporated into the collaborative environment to facilitate development of the products supporting (key) functions and operations.’ The creation of capacities for disaster management in general and disaster risk reduction in particular currently varies from state to state based on resource availability and the active involvement of respective governments. DM Faculties at ATIs or SIRDs have been established in most states covering DRR aspects. However, it cannot be said that all of these DM faculties are working with optimum capacity and efficiency. There are gaps in existing training institutes covering organizational and institutional issues. There is a need to consider upgrading at least some of the institutes or
establishing new ones as Centres of Excellence. The approach also requires a larger vision of a national network of such Centres of Excellence.

The objective of establishing Centres of Excellence is to augment and strengthen qualitative capacities for disaster risk reduction through resource development. Research & Development activities at such centres enable the development of disaster mitigation and management strategies; the development of databases for rapid dissemination of information and knowledge; experience sharing; and efficient deployment of quality training modules and trainers.

This exercise will seek to address issues such as the idea of a COE, expertise needed, what should the COEs do, where these Centres be located, funding mechanism, process to be followed for establishment of COEs etc.
Annexure VI

Handout 2: Accreditation Process and its Policy for DM Technical Courses at Undergraduate and Postgraduate Level – Executive Summary
Accreditation Process and its Policy for DM Technical Courses at Undergraduate and Postgraduate Level

Executive Summary

The Study

This study on accreditation process, quality management and certification process of the disaster management in undergraduate and postgraduate education has been carried out as part of the larger initiative on preparing a long-term training and capacity building strategy for disaster risk reduction under the National Cyclone Risk Mitigation Project. It forms part of a three-stage process that will look at accreditation and certification of disaster management trainings; accreditation and quality aspects of disaster management research and education; and accreditation of undergraduate and postgraduate courses in disaster management.

The study is based on a range of research activities including national and international literature review and interviews with key informants at the national level, as well as the six states covered by the study namely Andhra Pradesh, Bihar, Gujarat, Odisha, Uttarakhand and West Bengal. It also covers case studies drawn from national and international best practices.

The approach taken is cognizant of the fact that virtually no accreditation system for disaster management education currently exists in the country as of now and that any proposed system would need to be built from scratch. In this light, the study looks at various options. Conclusions and recommendations are made in light of the fact that an iterative approach is needed in a system of such complexity in order to develop a comprehensive accreditation system. Options presented need to be viewed in this perspective. Additionally, education strategy in the field of disaster management is made more complex due to the multidisciplinary nature of the field and the resultant cross-sectoral engagement that is required. The study takes this into account, presenting options that carry different levels of trade-offs. These can be considered in making informed decisions towards establishing a contextualized accreditation and certification regime for disaster management education in India.

The present report on DM in undergraduate and postgraduate education follows the reports on accreditation of short-term DM trainings, and of DM research and education. The overall recommendations from all the three reports converge and need to be seen collectively.
Findings

1. The institutions teaching DM in undergraduate and postgraduate level in India are very few as compared to the need. More and more institutions are opting for DM education in India, however, it is mainly limited to the postgraduate degree. Institutions offering undergraduate education are inadequate.

2. Many of the workers and professionals working for DM lack professional education in the subject. Officials often get posted into disaster management related departments and positions from very different backgrounds and lack required knowledge of disaster management issues. An important reason for this is that DM as a subject is not offered in undergraduate and postgraduate courses in various institutions and hasn’t evolved yet as an academic discipline in itself.

3. The syllabus and content of DM education provided at the undergraduate and postgraduate levels lack specialisation in this field in India as compared to the international institutions. More colleges are offering DM as a subsidiary subject, as part of a major degree in some other subject such as geography.

4. While institutions such as colleges and universities are accredited for the quality of education they provide, none of them is accredited for DM education in particular. This leaves the decision of course content and method of training to institutional budget and capacity, rather than standards or quality control required for the subject.

5. The studied international cases of education in DM at undergraduate and postgraduate level carry professional recognition, which is found missing in India. This is indeed one of the important reasons for students not opting or demanding for this subject in India as noted in interviews with key stakeholders.

6. Certification exists in case of courses completely dedicated to the subject, but is found to be limited for students who pursue DM as a subsidiary subject.

7. There is a need to accredit different institutions offering DM education in order to bring standardisation and professionalism in the sector. The diversity in methods, approach and contents need to be assessed for accreditation. It should also take international standards of DM education in consideration which are developed in-depth and cover more diverse issues related to the subject.

8. In order to establish an elaborate system of accreditation, there is a need to overcome a number of challenges. These include multi-sectoral nature of the subject, pre-existing systems of accreditation of institutions, legislation based complexities, accountability issues, capacities, budget and other required facilities.

Recommendations

1. The Council for Disaster Management (as suggested in deliverables 7 and 10) is seen as the apex body for the accreditation and quality management process in DM education in India. It can be a third party agency mandated by NDMA and should include members from multi-disciplinary fields relating to disaster management. It has already been discussed in other reports under this study that the council should address the accreditation and quality management needs of short-term trainings, research and education in DM. It should additionally be responsible for accreditation of, and make progressive efforts towards networking and creating professional orientation to, DM courses at the undergraduate and postgraduate levels.
2. The council should study varied DM related courses and institutions to identify the gaps, and areas of future development in DM education as a basis for accreditation that will hold relevance in times to come and will be aligned to strategic development of the sector.

3. To ensure the quality of technical education that helps make the practice of DM more effective, the council should also ensure a quality management mechanism on the fieldwork and applied education in the sector.

4. In accreditation of undergraduate and postgraduate educational programmes in DM, a multi-tiered approach looking at institutions, faculty and programmes needs to be adopted. The accreditation process should consider the course content, teaching facilities, qualifications of faculty as well as students’ performance for accreditation. Linking with other dimensions of quality management studied under this project, quality of research should also form part of the assessment for accreditation.

5. The council should adopt an organized approach to establish DM education in undergraduate and postgraduate institutions. While education relating to DM is relevant to all fields, given the diverse dimensions related to DM a phased approach may help to cover all areas efficiently.

6. The accreditation of education for DM can also be planned at different levels. These may include at the national level - highly specialized national centres of excellence, universities and institutions imparting education and awarding degrees on DM, and at the state and district level - State Universities, colleges and institutions including ATIs that provide or can provide education on DM including all courses in undergraduate and postgraduate levels.

7. All job positions related to DM should have mandatory education requirement at the undergraduate and postgraduate level, to be built into the system gradually as the cadre of such educated personnel grows. This would not only enhance the efficiency during disasters, but also generate an interest in people for taking DM education.

8. One of the criteria for granting accreditation should be that the institute conducting the educational courses should have a Training and Placement (T&P) cell that would facilitate on-campus placement of students graduating in these courses. Better possibilities of gaining employment on graduation would help to improve the demand for these courses. Entities recruiting students from the campuses would include Government, private and civil society organisations.

9. An individual should not be posted in an area vulnerable to disasters if he has not undertaken education and training on disaster management relevant to this posting. As the discipline grows, the importance of undergraduate and postgraduate degrees should grow and become more rewarding than short-term trainings for the purpose of employment, professional growth and incentives.