Inception Report

Prefering Long Term Training and Capacity Building Strategy for Cyclone Risk Mitigation in India

25th October, 2012

Submitted to

Submitted by
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PREFACE

This report marks the inception of the study titled 'Preparing Long Term Training and Capacity Building Strategy for Cyclone Risk Mitigation'. The study is commissioned by NIDM under the World Bank assisted National Cyclone Risk Mitigation Project (NCRMP). It is intended to be a countrywide study with in-depth field research across six sample states of Andhra Pradesh, Bihar, Gujarat, Odisha, Uttarakhand and West Bengal.

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 research agenda, and sets up a research agenda, and creates a white paper on the sector. It packs this wide range of activities in a fourteen month period, and aims to come out with fifteen main deliverables with a number of sub-deliverables in the form of reports, modules and consultation events.

This inception report presents the plan, process, approach and methodology for carrying out the assignment. In view of the fact that the scope of study goes beyond cyclone risk mitigation and covers disaster risks associated with five hazards (earthquake, landslides, cyclone, floods and drought) across four key sectors (education, health, rural development, ULBs/PRIs), the study has been re-titled ‘Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Mitigation in India’ as a suggestion, with the hope that the change in title will be acceptable to NIDM and World Bank in view of its wider relevance to the real scope of the study underway.

The study will proceed over the next thirteen months with a number of activities running in parallel to achieve the ambitious goals of all the components as outlined in this report. The study team is grateful to NIDM, NDMA and the World Bank for this opportunity and looks forward to constructively working with the clients for successful completion of the assignment.
# ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>AIILSG</td>
<td>All India Institute for Local Self Government</td>
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<td>ATI</td>
<td>Administrative Training Institute</td>
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<td>BMTPC</td>
<td>Building Materials &amp; Technology Promotion Council</td>
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<td>BPL</td>
<td>Below Poverty Line</td>
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<td>CCA</td>
<td>Climate Change Adaptation</td>
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<td>CDM</td>
<td>Centers for Disaster Management</td>
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<td>CENDEP</td>
<td>Centre for Development and Emergency Practice</td>
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<td>CSO</td>
<td>Civil Society Organizations</td>
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<td>DDMA</td>
<td>District Disaster Management Authority</td>
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<td>DIET</td>
<td>District Institute of Education and Training</td>
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<td>DM</td>
<td>Disaster Management</td>
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<td>DMC</td>
<td>Disaster Management Committee</td>
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<td>DMMC</td>
<td>Disaster Management and Mitigation Center</td>
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<td>DMT</td>
<td>Disaster Management Team</td>
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<td>DRR</td>
<td>Disaster Risk Reduction</td>
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<td>FEMA</td>
<td>Federal Emergency Management Agency</td>
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<td>FGD</td>
<td>Focus Group Discussions</td>
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<td>GFDRR</td>
<td>Global Facility for Disaster Reduction and Recovery</td>
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<td>GidM</td>
<td>Gujarat Institute of Disaster Management</td>
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<td>GP</td>
<td>Gram Panchayat</td>
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<td>GSGES</td>
<td>Graduate School of Global Environmental Studies</td>
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<td>HFA</td>
<td>Hyogo Framework for Action</td>
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<td>IAG</td>
<td>Inter Agency Groups</td>
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<td>IAY</td>
<td>Indira Awas Yojana</td>
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<td>IDI</td>
<td>In-Depth Interview</td>
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<td>IDNDR</td>
<td>International Decade for Natural Disaster Reduction</td>
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<td>IEDM</td>
<td>International Environment and Disaster Management Laboratory</td>
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<td>IMD</td>
<td>India Meteorological Department</td>
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<td>ISRO</td>
<td>Indian Space Research Organization</td>
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<td>ISDR</td>
<td>International Strategy for Disaster Reduction</td>
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<td>JNNURM</td>
<td>Jawaharlal Nehru National Urban Renewal Mission</td>
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<td>KL</td>
<td>Knowledge Links</td>
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<td>KU</td>
<td>Kyoto University</td>
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<td>LABASNAA</td>
<td>Lal Bahadur Shastri National Academy of Administration</td>
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<td>MGNREGS</td>
<td>Mahatma Gandhi National Rural Employment Guarantee Scheme</td>
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<td>MICA</td>
<td>Mudra Institute of Communication Ahmedabad</td>
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<td>Abbreviation</td>
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<td>NCC</td>
<td>National Cadet Corps</td>
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<td>NCDC</td>
<td>National Civil Defence College</td>
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<td>NCRMP</td>
<td>National Cyclone Risk Mitigation Project</td>
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<td>NDMA</td>
<td>National Disaster Management Authority</td>
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<td>NEC</td>
<td>National Executive Committee</td>
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<td>NFSC</td>
<td>National Fire Service College</td>
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<td>NGO</td>
<td>Non Government Organization</td>
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<td>NIDM</td>
<td>National Institute of Disaster Management</td>
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<td>NIHFW</td>
<td>National Institute of Health and Family Welfare</td>
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<td>NIRD</td>
<td>National Institute of Rural Development</td>
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<td>NRHM</td>
<td>National Rural Health Mission</td>
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<td>NSS</td>
<td>National Service Scheme</td>
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<td>NYKS</td>
<td>Nehru Yuva Kendra Sangathan</td>
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<td>OBU</td>
<td>Oxford Brookes University</td>
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<td>OD</td>
<td>Organizational Development</td>
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<td>PRI</td>
<td>Panchayati Raj Institutions</td>
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<td>SDMA</td>
<td>State Disaster Management Authority</td>
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<td>SEC</td>
<td>State Executive Committee</td>
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<td>SHG</td>
<td>Self Help Group</td>
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<td>SIRD</td>
<td>State Institute of Rural Development</td>
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<td>SSA</td>
<td>Sarva Shiksha Abhiyaan</td>
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<td>STS</td>
<td>SEEDS Technical Services</td>
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<td>TOT</td>
<td>Training Of Trainers</td>
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<td>UEVRP</td>
<td>Urban Earthquake Vulnerability Reduction Project</td>
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<td>ULB</td>
<td>Urban Local Bodies</td>
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<td>UT</td>
<td>Union Territory</td>
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1. BACKGROUND AND APPROACH

1.1 Introduction

India has been traditionally vulnerable to natural disasters on account of its unique geo-climatic conditions. Floods, droughts, cyclones, earthquakes and landslides have been recurrent phenomena. About 60% of the landmass is prone to earthquakes of various intensities; over 40 million hectares is prone to floods; about 8% of the total area is prone to cyclones and 68% of the area is susceptible to drought. In the decade 1990-2000, an average of about 4,344 people lost their lives and about 30 million people were affected by disasters every year. The loss in terms of private, community and public assets has been astronomical.

Disasters claimed the lives of more than 2.2 million people globally between 1975 and 2008 and cost the global economy US$ 1,527.6 billion in the same period (ISDR 2009). Storms, floods, droughts, heat waves and other weather-related phenomena are responsible for two-thirds of the fatalities and economic losses from disasters. Climate change is expected to further increase this disaster risk across the world. India, with its heavy dependence on the monsoons, is one of the countries on the frontline of the climate and disaster challenge.

Over the past few years, with an aim to address mounting losses due to disasters, the Government of India has brought about a paradigm shift in its approach to disaster management. The High Powered Committee (HPC) work, the National Disaster Management Act and the National Policy on Disaster Management are some landmark initiatives that have driven this approach; and the agenda has been integrated into practicable instruments including the National Five Year Plans and the Finance Commission Reports. The new approach proceeds from the conviction that development cannot be sustainable unless disaster mitigation is built into the development process. Another cornerstone of the approach is that mitigation has to be multi-disciplinary, spanning across all sectors of development. The new policy also emanates from the belief that investments in mitigation are much more cost effective than expenditure on relief and rehabilitation.

Progress has also been aligned with the international perspective and the evolution of disaster risk reduction (DRR) frameworks and initiatives with special reference to IDNDR, ISDR, Yokohama Strategy and the Hyogo Framework for Action (HFA). Critical inter-linkages across DRR and Climate Change Adaptation (CCA) concerns and issues are another emerging concern that is being addressed at various levels.

The DRR measures taken include efforts to mainstream DRR into development planning through policy frameworks, as well as specific sectoral initiatives towards DRR with key flagship programmes such as MGNREGS, JNNURM, SSA, NRHM, IAY etc.

As part of this larger initiative, Government of India has taken up a National Cyclone Risk Mitigation Project (NCRMP) with World Bank assistance. The programme has three main components: A) Early Warning Systems, B) Cyclone Risk Mitigation Infrastructure and C) Technical Assistance for Capacity Building on Disaster Risk Management.

The current study is a part of Component C and is aimed at preparing a long-term training and capacity building strategy for disaster risk mitigation in India.

In the context of an overarching Capacity Development Framework, the objective of the study is to strategize and suggest DM training models; with a focus on quality, the accreditation process, research and education initiatives, strengthening of organizations and institutions and further strategizing of public awareness initiatives.
Under the study sample surveys will be carried out covering the six states of Andhra Pradesh, Bihar, Gujarat, Odisha, Uttarakhand and West Bengal. The states have been identified by NIDM on the basis of their multi-hazard context, representative vulnerabilities, and ongoing capacity building initiatives that can feed the study. Brief profiles of these states are as follows:

**Andhra Pradesh**
Andhra Pradesh is exposed to cyclones, storm surges, floods and droughts. A moderate to severe intensity cyclone can be expected to make landfall every two to three years. About 44% of the state is vulnerable to tropical storms and related hazards. Extensive efforts on disaster management were initiated after a devastating cyclone in 1977 and the state is one of the pioneer states in disaster management planning.

**Bihar**
Due to its geographical and topographical location, Bihar is prone to floods, droughts, fire and earthquakes. According to seismic zoning, some parts of the state are in Zone-IV & Zone-V, which can cause devastation as faced in the Bihar-Nepal earthquake of 1934. Recent major disasters include the Kosi Floods of 2008. Bihar has been taking active steps to improve disaster management planning and has established significant institutional systems and taken legislative steps in this regard in recent years.

**Odisha**
Odisha is vulnerable to multiple disasters including tropical cyclones, storm surges, droughts and tsunamis. The heavily silted rivers in these areas have very little carrying capacity, resulting in frequent floods that are compounded by breached embankments. The state falls in Earthquake Risk Zone-II and III. After the Orissa Super Cyclone of 1999 the state has taken significant steps to establish institutions and put in place policies and legal instruments for aiding disaster management efforts.

**Gujarat**
Gujarat is vulnerable to a variety of disasters, with earthquake, tropical cyclones, floods and droughts being prominent ones. After the Bhuj earthquake of 2001 major steps were taken up to improve disaster management capacity through the State Disaster Management Authority and its model initiatives of preparation and implementation of DM plans. The establishment of Gujarat Institute of Disaster Management is a major step in the direction of building long capacity.

**Uttarakhand**
Uttarakhand by virtue of its geographical setting in the fragile Himalayan ecosystem is highly vulnerable to disasters and climate change impacts. The state has suffered a number of major earthquakes, landslides, cloudbursts, flash floods, forest fires and is also reeling under climate change related stresses. Uttarakhand is one of the pioneering states in institutionalizing disaster management in governance through creation of a ministerial level focus on the subject.

**West Bengal**
Different parts of West Bengal are vulnerable to varied natural calamities such as floods, tropical cyclones, earthquakes, landslides, drought and embankment erosion. The diversity in the geo-climatic setting of the state, ranging from the Himalayan highlands in the north to the Sundarban delta region in the south creates a varied context of risk. The state has been actively pursuing the establishment of improved DM systems.
Focus by hazard and sector

The study will focus on five disaster types:
1. Earthquakes
2. Floods
3. Droughts
4. Cyclones
5. Landslides

The study will focus on the following prioritized sectors of intervention:
1. Health
2. Rural Development
3. Education
4. PRI/ Local Bodies (these would need to be dealt with separately given the very significant variation in their context based needs, and the different legislative and institutional provisions at play leading to the need for different specific responsibilities for respective target groups)

1.2 Context

The overall objective of the NCRMP project is to undertake suitable structural and non-structural measures to mitigate cyclone risks across the country. The project development objective of NCRMP is to reduce the vulnerability of coastal communities to cyclones and other hydro-meteorological hazards through:

1. Improved early warning dissemination systems,
2. Enhanced capacity of local communities to respond to disasters,
3. Improved access to emergency shelter, evacuation, and protection against wind storms, flooding and storm surge in high risk areas, and
4. Strengthening DRM capacity at central, state and local levels in order to enable mainstreaming of risk mitigation measures into the overall development agenda.

Based on the above objectives, the project has been divided into four components. Component ‘C’ has been planned to meet the objective of S.No. (4) with NIDM as the implementing agency. Training and capacity building would form important components of long-term non-structural mitigation measures of the project.

The objective of component ‘C’ is to undertake damage assessment studies and assess institutional capacities of various stakeholders involved. Amongst the various activities identified under the component, the responsibility of preparing a long-term training and capacity building strategy has been entrusted to NIDM. Deliverables on capacity gaps will be across the sector in relation to all the phases of DM cycle i.e. response, relief, recovery/ reconstruction, prevention, preparedness & mitigation, across multi hazard, multi stakeholder and multi-level. The objective of the study is to assess the capacity gaps of stakeholders in all the phases of the disaster management cycle; to develop short and long-term capacity development strategies; and to conduct training need analysis and develop training designs and modules for all relevant stakeholders. The modules will focus on the capacity development of the State Governments, institutions and their functionaries to effectively reduce and manage the risks of disasters in the coastal states and UTs. The components of this study will also cover awareness generation programmes, sensitization of decision makers and a strategy for quality assurance.
The objective of the study is to map the key capacity building institutions in six states of the country that are highly vulnerable to disasters and to analyze their strengths and gaps. The institutions to be analyzed include those which impart sectoral trainings such as health, education etc. and those which address the training needs of disaster management professionals in the states. The analysis is also required to assess the training needs of various stakeholders; ranging from government officials concerned with urban and rural development across national, state, district and local levels to civil society workers and community members.

Based on the learning from the study, training and awareness modules are required to be developed for piloting in the selected states.

The four components of the study assigned include:

A. Training Activities
B. Research and Education
C. Public Awareness
D. Organizational and Institutional Development

Activities envisaged under each of the components are as follows:

**A. Training Activities**

This component envisages analysis of training gaps and needs leading to the development of a strategic framework for implementation of training on disaster risk mitigation in India. This component also entails the development of a draft training policy and strategy for consideration of the Government along with the development of a set of modules for training of trainers.

All the proposed analyses and development of various products have to be based on a SWOT analysis drawing on both secondary and primary data. Primary data will be collected from the 6 study states of: Andhra Pradesh, Bihar, Gujarat, Odisha, Uttarakhand and West Bengal.

Training gaps and needs will be identified and addressed for the entire country across four key sectors (education/health/rural development/ULBs and PRIs) in view of five major hazards (earthquakes, landslides, floods, droughts and cyclones) across different levels (policy, management, operational). The study also envisages an informed understanding of the techno-legal processes that enable/facilitate the training process.

This component envisages analysis of training gaps and needs in urban and rural areas of target states. Aspects such as manpower, infrastructure, curriculum and capacity of training institutions are to be addressed. The needs will be analyzed with a multi-hazard, multi-sector, multi-level and multi-stakeholder perspective. The study will culminate into a ‘white paper on training and capacity building for disaster risk mitigation in India’, structured as a draft policy document for the consideration and use of Government of India at the national level.

**B. Research and Education**

A SWOT analysis of the existing DM-related research and education is envisaged under this component. The analysis is expected to identify the impact of current research and education interventions in DM on the capacity development process of concerned professionals; and identify specific areas for strengthening within the system.

Recommendations on training and accreditation will be made on the basis of national and international best practices. Recommendations on the use of certification and accreditation tools to incentivize training and capacity building and to use for the career progression of government officials is envisaged. Certification, accreditation and quality management will be looked into, and a
series of consultations will be carried out to come out with recommendations for short-term training programmes, research programmes, and formal educational programmes at graduate and post graduate levels.

C. Public Awareness:

Under this component, a strategy for improving public awareness on issues related to disaster risk and disaster management will be developed. The current methods and media used for the strategy will be studied by media experts and accordingly specific products for improving awareness and communication to the public through different mediums will be developed. Recommendations for a national media campaign, design of TOT module for journalists including Public Information Officers/Public Relations Officers, and creation of tools for journalists that will include a handbook and guidelines will be taken up under this component. TOT modules will be taken up for in-practice professionals as well as fresh journalists joining the profession.

D. Organizational and Institutional Development:

This component covers legal, institutional and organizational development. The institutional and organizational setup is primarily based on the 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-structure of training and capacity building, research and education and public awareness are built. Therefore, this component will address issues related to the identification of legal and institutional gaps; as well as overlaps due to the enactment of a few State DM Acts and the National Disaster Management Act, 2005.

This component will also analyse policy and DM frameworks put in place at the national level in 2009 and 2002 respectively. The four key pillars of the foundation are the 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, 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 for disaster management in the country. The purpose of this exercise is to assess whether NIDM has been able to effectively discharge the statutory functions assigned to it under the DM Act; whether it enjoys adequate autonomy; has adequate and well trained faculty and infrastructure; its constraints, if any; 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 and serviced by 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.

The above analysis of institutions will be used to identify needs, and with additional research into national and international best practices, will be used to develop guidelines for setting up centres of excellence in India.
1.3 Approach and Methodology

The perspective for undertaking a capacity assessment and strategy development exercise of this nature and scale will be one of inclusive, equitable, safe and sustainable development. Moreover, it will be sensitive to climate change impacts and uncertainties. As the poor invariably face the greatest disaster vulnerability, due to their physical, economic, social and political disadvantages, the capacity building strategy will have a special focus on enhancing their resilience to disasters - including climate-related ones. Disaster managers and frontline functionaries across sectors including rural development, health, education and PRIs/local bodies would be given targeted training. Organisational Development (OD) initiatives and other institutional capacity building measures would also form important components of the capacity building strategy.

The broad approach would be one of participatory research, action learning and collaborative strategy development. This would entail widespread stakeholder consultation; participatory needs assessments involving communities and other stakeholders; and the development of innovative tools and techniques to address the identified needs.

The strategy to be developed would aim to do the following:

- Identify the capacity gaps across the critical sectors to respond to various functions laid down in the DM cycle i.e. response, relief, recovery, reconstruction, mitigation and prevention.
- Improve the quality of available human resources by upgrading their knowledge, skills and competencies through appropriate training and technical assistance interventions
- Strengthen organizations and institutions by helping them re-define their functional goals and streamline processes and procedures
- Enhance public awareness across the sectors about the critical role of people and community institutions in mitigating and managing the risk and impact of disasters.

It is envisaged that the study would help develop strategic framework for human resource plans for disaster management at the state level for the six states covered under the Study. It is important to underline here that the development of a national level human resource (HR) plan has been in the making for more than a decade now. This study will try and add value to the ongoing process by identifying the evolving human resource requirements for disaster management in the country. The plan inputs would focus on the need to create and strengthen existing capacities across levels by building greater awareness on disaster risks; and creating functional competencies to create and implement risk management strategies on the ground.

Gender Concerns in DM Capacity Assessment

The Strategic Framework for the Study will attempt to cover gender concerns across all sectors and in components related to training activities, research and education, public awareness and organisation and institutional development so as to develop a gender inclusive approach affording women social and economic equity coupled with human dignity which is so often denied to them ignoring their special needs such as privacy, health and personal hygiene, special needs of expectant and nursing mothers, adequate capacities for care of children, particularly infants and toddlers. In the process, women are not seen as a key resource in disaster situations although, traditionally, they have been discharging this role proactively in a salutary manner, despite social and economic handicaps.

Men and women are differentially affected by disasters, owing to the different social roles ascribed to them by society. Women constitute about half the population of communities. Because of men’s
greater mobility and their ability to migrate, frequently, women make up the majority of the adult population in the community. However, power asymmetries between men and women, women’s social marginalization, their restricted mobility, inability to access information and exclusion from public decision making, among other factors make women particularly vulnerable to adverse impacts of disaster.

While within poor communities, women are worse affected by disasters, they also bring to disaster resilience, practices and knowledge which are unique to their gendered experience. In particular, organized women’s groups, active in urban, peri-urban and rural areas have a reservoir of experiences linked to housing, community infrastructure, livelihoods, basic services and enhancing public accountability, which can be drawn upon and applied to enhance the effectiveness of disaster management initiatives. Also, contrary to the assumptions that addressing women’s interests will lead to an exclusive focus on women, while leaving out the larger interests of the community, it is usually the case that women’s interests and aspirations are tied to the well-being of their families and communities, including men.

Social constraints experienced by women in publicly articulating their priorities, undertaking public roles, engaging decision makers means that women essentially remain outside public conversations and policy processes. Those who speak on behalf of poor women tend to reinforce the notion that women are primarily beneficiaries and victims, underplaying their capacity to contribute to resilience building. This study would attempt to represent an opportunity to engage women living with disaster risk to understand their realities and by applying this understanding to the policy recommendations that emerge, to reconfigure these realities by formally positioning women as key stakeholders, who, like other stakeholders, are resourceful and innovative, in the face of challenges posed by natural hazards and climate change.

In order to be effective for women living in poor, disaster-prone communities, disaster management policies and programs need to understand how disasters impact women as well as how they undertake resilience building roles in their communities. Unless attention is explicitly drawn to women’s roles in disaster management i.e. if women are subsumed under the categories of community or civil society, it is unlikely that their needs and contributions will be visible. In addition there is a need to reaffirm and formally endorse the public decision making roles and community leadership roles that women undertake to build more resilient communities.

In the context of a stakeholder analysis, it is imperative that organized, active groups of poor women are seen as a key stakeholder in the disaster management process.

FGD’s with organized women’s groups will be critical to understanding their perspectives and providing opportunities for women to express their views.

**Training Gaps:** In understanding the gaps in training and the learning needs, it is important to aggregate the knowledge, capacities and skills of women’s groups and assess how these can best be used to develop training modules that not only impart knowledge and skills to poor women but also re-affirm their knowledge, skills and practices and try to scale up those practices that have effectively protected community and household assets and enhanced institutional accountability to women and their communities.

**Research and Education:** The extent to which women’s perspectives, priorities, skills and knowledge are reflected in research and education should be among the factors used in the SWOT analysis.

**Public Awareness:** organized women’s groups have proven to be strong agents of public awareness in many development programs. Giving women’s groups a role in public awareness building in
disaster management would be an effective tool for disseminating information at the local level while assigning a formal, public role to women’s groups, thus repositioning them in the eyes of communities and local officials.

Organisational and Institutional Development: The percentage of women among policy makers, implementers and institutions at present is much below the optimum level in tune with their percentage in total population. They are primarily perceived to have a role in NGOs and SHGs and in Anganwadis and paramedics in PHCs. This imbalance needs to be corrected since concerns of women and children can be better understood and appreciated by women at policy making, implementing and training level.

Study Framework

The capacity building approach will take into account various global recommendations and guiding principles commensurate with the international practices, particularly through the Hyogo Framework for Action (HFA). The strategic goals and action priorities of HFA would inform both the needs assessment and strategy development components of the tasks as given below:

- Integration of disaster risk management into sustainable development policies and planning
- Development and strengthening of institutions, mechanisms and capacities to build resilience to hazards
- Systematic incorporation of a risk reduction approach in implementation of emergency preparedness, response and recovery programmes

The HFA framework acknowledges the cross-cutting nature of the risk management agenda which calls for a multi-hazard approach based on gender sensitive capacity building and the needs of communities at risk. The women empowerment and gender equity dimension will be specifically addressed under this study.

Further, at a macro level, the proposed study would cut across four key institutions, which form the larger context of people’s lives and livelihoods and run the risk of being adversely affected by disasters. These are: state, community, market and media. These institutions are critical to constructing risk or safety conditions. People live in communities; the state and its operational arm - the government - initiates policies and programmes to make their lives safer and better; the market uses/ creates goods and services; and the media plays a critical role in raising public awareness.

All these institutions inter-lock in many mutually determining ways. In order to deal with disaster risks effectively, the capacities of all these institutions would need to be built based on their respective strengths. Community and state capacity to mitigate and manage disasters is crucial. Media’s capacity to create public awareness and disseminate information quickly and effectively to minimize damage and loss are vital. Finally, the market has an overall responsibility due to their large-scale access to resources and the huge economic losses that can be caused when market activity is disrupted; such as the case of the unprecedented Mumbai floods of 2005.

Though the market would not be the focus of this study, it will be considered in the context of its role in building the capacities of the state, community and media. Its role in resource mobilisation and as participants in public-private partnerships could be significant in advancing the DRR agenda.

This proposed framework for the study intends to address training and capacity building needs from a holistic perspective by seeking to locate and mainstream risk management concerns and efforts into the national development agenda.

The necessary studies would be carried out by various primary and secondary techniques. The primary techniques will include questionnaire surveys and Focus Group Discussions. Questionnaire
surveys will be used for collection of information from institutional stakeholders in the various capacity building institutions across the 6 states as also at community level through household surveys. Focus group discussions would be used for obtaining information from communities. Secondary source information will be obtained by study of reports, notifications and desktop research.

The primary data collection process will take place during 2-5 months of the project. This will be carried out across 36 GPs and 6 ULBs across 24 districts in 6 states of India. An estimated 15,000 women and men are expected to be contacted for the purpose of generating primary data on their perceptions, practices and priorities related to disaster risk management and mitigation at the community level both in rural and urban areas. This will be done using household surveys, focus group discussions and key informant interviews as the primary research instruments. The formative research in the field will also entail in-depth interviews with key stakeholders from within government and non-government agencies at the state and district levels.

For primary data collection, the electronic communication means will also be used to capture the views of range of stakeholders, belonging to different age group and background, based on database provided by NIDM for their past trainees during the last three- four years. The primary and secondary techniques will be used to conduct the survey.

The Questionnaire based survey of eminent experts working in DRR in India and abroad both in Government and Non-Government will be carried out.

This will also include the development and dissemination of key informant questionnaires through prominent disaster management forums.

NIDM documented directory will also be used to approach the disaster management experts, in order to extract the relevant information from range of subject matter experts.

Further, with NIDM support, concerned officials belonging to international and regional institutions (ADPC / ADRC/ EMI / EMA etc) will also be contacted to share their views, through electronic mode.

Documentation of the overall process of study, will be given special attention, which will not only address the stage wise progress w.r.t. project milestones, but will also include the relevant case studies wherever feasible.

**Definitions, Assumptions and Risks**

**Definitions**

The project will establish agreed definitions and terminologies for use within all activities, in view of the fact that multiple interpretations and ambiguity exists in the use of these terms across the sector. Some primary definitions are taken from the project terms of reference:

Capacity: Ability of people, organisations and society as a whole to manage their affairs successfully.

Capacity building: Creation of an enabling environment with appropriate policy and legal frameworks, institutional development, including community participation, human resources development and strengthening of managerial systems.

Capacity Development: A process whereby people, organisations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time.

Capacity Development Framework: An integral framework that involves all sectors and stakeholders at all levels in relation to all hazards.
Assumptions

NIDM and the States will facilitate, to the extent feasible, collection of primary and secondary data through their respective Nodal Officers to be designated at different levels, including training institutions. NIDM and the State Governments will also facilitate organisation of national and state level workshop such as fixing dates of workshops, participants in each workshop etc. NIDM and the state governments will facilitate, through their nodal officers, meetings for in-depth interviews with senior officers, including nodal persons of SDMA/SEC, ATI, respective DM/DC/CEO of DDMAs etc.

Risks

1. Part of the survey may coincide with adverse conditions created by the weather, and the long periods of festivities in project states, which may interfere with smooth implementation of project activities.
2. Lack of proper documentation or response from the stakeholders may hamper data collection process.
3. Since a number of planned activities are sequentially linked, any delay on part of the client in reviewing and approving the deliverables and releasing payments will lead to corresponding overrun in project time and cost. This may be evaluated and addressed at the time of mid-term review.

Survey Schedule Risks:

The field visits will commence from 1.5 months or from the date of approval of the Inception Report, whichever is later and conclude within a period of four months. Initially it was envisaged to complete it in three months. The reasons it cannot be completed in three months are:

- The period of field visits coincides with main holidays such as Dussehra, Diwali, Christmas and New Year. All concerned State Government Officers are not likely to be available during these main festivals
- Adverse weather conditions may also delay the conduct of field surveys.
- The more time taken for completion of Field Visits will result in some slippage in completion of deliverable 4 (Preliminary Report on survey analysis for first three States) and Deliverable 5 (SWOT analysis related to training component).

Despite the slippage in time line, due to situations beyond the control of the Study Team, intensive efforts will be made to complete the entire Study within the stipulated 14 months or, if it is not feasible, to reduce the slippage period to the barest minimum.
2. AREA OF STUDY AND FORMATIVE RESEARCH

2.1 Literature Review

The literature review will be a key secondary data input, which will be synergized with the primary data collected from the field. The questionnaires will be based on inputs culled out from literature review. Both processes – literature review and the design of questionnaires have been initiated and as per the time schedule will be completed by the time approval of Inception Report is received. Their outlines and listings are shared in this report under respective sections, and in the Annexure. The specific documents to be reviewed have been identified in each section of the Inception Report. As the study proceeds further, additional documents, on a need-based basis, will be accessed through web search/collection from different stakeholders. This includes NDMA, NIDM, State and District Governments, SDMAs/DDMAs and the concerned Departments of DM, Rural Development, Health, Education, PRIs and ULBs for additional inputs, which will also feed into the gaps and needs analysis.

In addition to the stakeholders identified Institutions/reports of those sectors which are not directly dealing but directly responding to disaster situation, will also be referred.

2.2 Field Visits

The field visits will be undertaken to obtain primary data from the institutions at state, district and community levels and to interact with communities at various levels. The visits will help the team to map the DM and sectoral institutions, carry out interviews with the trainers and assess the infrastructure and training aids available with institutions. The information collected would feed into the gaps and needs analysis.

During field visits at community level, preferably the most risk-prone Gram Panchayats and wards/urban agglomerations will be covered in consultation with district authority.

Mohallas (or ward) to be picked up with support from Municipality, and Village in a Gram Panchayat, if more than one, to be picked up, after consulting the concerned district authorities.

2.2.1 Sampling

The field surveys will be conducted in three of the most vulnerable districts in each of the six states - Andhra Pradesh, Gujarat, Odisha, Bihar, Jharkhand and West Bengal. A sample of 5% of the population in two GPs in each district and one urban area in each state will be taken. This would involve 36 GPs (6x3x2) and 6 urban areas. As per the data available on the website of the Ministry of Panchayati Raj, there are 265,000 GPs in the country and all the villages are still not covered under the PRI system. However, if we take the population as 1210 million and keep in mind that about 72% of the population lives in rural areas, the total rural population would work out to about 871 million. Discounting children below five years (14%-Census, 2011) for the purpose of field surveys, the effective rural population would work out to about 749 million. Therefore, the average population of a GP would work out to approximately 2,826. A 5% sample would, therefore, work out to 141 for each GP on an average. Since accurate sample sizes will be worked out after the selection of GPs, which are bound to have significant variations in population, the sample size may vary from 120 to 160 for each GP. The total sample size for 36 GPs, taking an average figure of 140 for each, would therefore be in the range of about 5,040 or say about 5,000.
As for urban cities/areas, about 28% of the population, or 339 million, is settled in 5,480 urban areas. The 53 most populous cities have a population of one million and above (with a total population of 161 million as per the 2011 Census). Leaving these aside, about 178 million people inhabit about 5,427 urban cities/areas, with an average population of about 32,800. Discounting children in the age group of five years and below for the purpose of field surveys (14% as per the 2011 Census); the population for each city/urban area would work out to 28,208. A 5% sample size would therefore work out to about 1,400.

On the other hand, mega-cities are divided into wards and the sample sizes are likely to be much larger. For instance, Delhi has a population of 16.3 million with 272 wards which gives us an average ward population of about 60,000. Patna has a population of 2.5 million with 72 wards, which works out to an average ward population of about 35,000. In such cities, therefore, a ward may be taken as an urban area with an average population of about 50,000. Discounting children below 5 years (14% as per the 2011 Census), an average ward population may work out to about 43,000 and a 5% sample size to about 2,150.

Of the six urban areas, three may be taken as a ward in mega-cities and the remaining three from the smaller cities. There would be variation in the actual sample size based on the urban areas selected. The total sample size may work out to about 10,650 (1400x3 + 2150x3) or about 10,000 for six urban areas. The total sample size for 36 GPs and 6 urban areas would therefore be about 15,000 (5,000 for 36 GPs + 10,000 for 6 urban areas).

### 2.2.2 Selection of Districts and ULBs

The selection of the districts and GPs in each district will be made in consultation with NIDM and the concerned states. However, the districts presently selected by the Study Team and criteria for selection is proposed to be as follows:

<table>
<thead>
<tr>
<th>State</th>
<th>Districts</th>
</tr>
</thead>
</table>
| Andhra Pradesh     | - East Godavari  
|                    |    - Visakhapatnam  
|                    |    - Krishna  
|                    |    - Machillipatnam (urban)  |
| Bihar              | - Supaul  
|                    |    - Darbhanga  
|                    |    - Gaya  
|                    |    - Patna (urban)  |
| Gujarat            | - Kutch  
|                    |    - Ahmedabad  
|                    |    - Jamnagar  
|                    |    - Bhuj (urban)  |
| Odisha             | - Balasore  
|                    |    - Kalahandi  
|                    |    - Khurda  
|                    |    - Puri (urban)  |
| Uttarakhand        | - Nainital  
|                    |    - Uttarkashi (urban)  
|                    |    - Chamoli  
|                    |    - Rudraprayag  |
2.2.3 Criteria for Selection of Districts

1. Districts that are prone to multiple hazards prone (as per BMTPC, Vulnerability Atlas of India, 2nd edition), with preference given to districts with three or more applicable hazards

2. District that have faced a significant disaster in the past (history referred)

3. Preference given to Districts covered under UEVRP project

4. Highly vulnerable district of the state in terms of BPL and socially disadvantaged populations

2.2.4 Schedule for field visits

The tentative schedule for field visits has been planned as below, depending on the required approval from NIDM and state authorities.

<table>
<thead>
<tr>
<th>Date of First Field visit</th>
<th>State to be covered</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 04 - Nov 11, 2012</td>
<td>Uttarakhand</td>
<td>Team Leader, Capacity Building Specialist, DM Expert and other members of KL and STS Team</td>
</tr>
<tr>
<td>Nov 18 – Nov 26, 2012</td>
<td>Uttarakhand (in 2 phases)</td>
<td>Team Leader, Capacity Building Specialist, DM Expert and other members of KL and STS Team</td>
</tr>
<tr>
<td>Dec 09 – Dec 20, 2012</td>
<td>Andhra Pradesh</td>
<td>Team Leader, Capacity Building Specialist, DM Expert and other members of KL and STS Team</td>
</tr>
<tr>
<td>Jan 01 – Jan 12, 2013</td>
<td>Bihar</td>
<td>Survey Team Members of STS</td>
</tr>
<tr>
<td>Jan 03 – Jan 15, 2013</td>
<td>Odisha</td>
<td>Survey Team Members of KL</td>
</tr>
<tr>
<td>Jan 23 – Feb 04, 2013</td>
<td>West Bengal</td>
<td>Survey Team Members of KL</td>
</tr>
<tr>
<td>Jan 23 – Feb 04, 2013</td>
<td>Gujarat</td>
<td>Survey Team Members of STS</td>
</tr>
<tr>
<td>Feb 25 – Mar 17, 2013</td>
<td>All 6 states</td>
<td>Team Leader, Capacity Building Specialist, DM Expert and one other member of Survey Team</td>
</tr>
</tbody>
</table>
Daily Schedule for Field Visits

<table>
<thead>
<tr>
<th>Day</th>
<th>Team A Group Leader 1:</th>
<th>Team B Group Leader 2:</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>- Travel to state capital/designated city, for workshop by early morning transport</td>
<td>- Planning meeting for tasks in study state</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Briefing with state officials, followed by the State level introductory workshop for launching the project in state</td>
<td></td>
<td>Participants</td>
</tr>
<tr>
<td>Day 3</td>
<td>Visit to state level institutions SDMA, CDM/ ATI, SIRD, SEC, SIHFW, Research/ Educational Institutions, Civil Society Network/ AADRR partners</td>
<td>Visit to state level institutions SDMA, CDM/ ATI, SIRD, SEC, SIHFW, Research/ Educational Institutions, Civil Society Network/ AADRR partners</td>
<td>Both teams will go to the identified departments/ institutions as per components Each team will have to document key points to help developing write-ups</td>
</tr>
<tr>
<td>Day 4-7</td>
<td>Visit to District 1 and 2 (split into Team A and Team B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 8-11</td>
<td>Visit to District 3 and ULB (Urban area) by Team A and Team B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 12</td>
<td>Share de-briefing note to NIDM Travel back</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Deliverable 4:** Preliminary report on survey analysis for the first two states – Uttarakhand, and Andhra Pradesh, will be produced after the five months of project period. Remaining states will be covered subsequently and the outputs directly will feed to the SWOT analysis and its sub-deliverables.
3. TRAINING AND CAPACITY BUILDING ACTIVITIES (COMPONENT A)

- As per the terms of reference for the assignment, the title of component A is ‘training activities’. However, this is apparently misleading. Despite training being the main focus, this component also deals with larger capacity issues including policy and strategy. Along with training, the capacity of a sector or system is determined by a number of other factors that include policy, strategy, planning, enabling environment, systems development, management practices etc. Hence, this component is being re-titled as ‘training and capacity building activities’ in line with the title of the assignment itself, so as not to miss out on the bigger picture of capacity building while trying to deal with training activities in particular.

- Training is a subset of a larger capacity building agenda. The literature on training and capacity building is vast and varied. There are multiple definitions and interpretations with varying connotations across different contexts (a summary of literature survey will be included as a part of the SWOT analysis). What remains common across all the available definitions, however, is the ability to do things and achieve results as required.

- For the purpose of this study, capacity is defined as the ability to do things and achieve the intended results. Intended results within the framework of this study are in terms of effective disaster management across all the phases of a disaster management cycle. These phases include: response and recovery; rehabilitation and reconstruction; and disaster risk reduction through preparedness and mitigation.

- Capacity is not an independent variable. Capacity has to be defined, appreciated and addressed within the framework of a given or chosen context and concern. Capacity in the context of disaster management has to be understood and addressed within the larger concern of safe and sustainable development. This concern has to be framed in view of the fundamental need to protect the lives, livelihoods and assets of people, particularly the poor. Finally, all of this has to be done in a manner that minimizes the probability of damage and loss of their lives and livelihoods (due to natural disasters) and of the assets, resources and networks that support them.

- Capacity required for different phases of Disaster Management viz, capacity for prevention / mitigation, capacity for preparedness, early warning, capacity for response & relief and capacity for rehabilitation and recovery are required across the Levels / Sectors / Departments / Agencies / Stakeholders and therefore, the study will be done for Capacity Gap Analysis for all and will not be restricted only to Disaster Management Authorities / Institutes etc., subject to the states, hazards and sectors described under “Description of Services” in Appendix ‘A’ of the Contract.

In capacity gap analysis, the current on-line course modules conducted by NIDM-WBI will also be reviewed to know about the impact of the trainings conducted so far.

- Hence, larger capacity gaps will first be analyzed, and then training gap analysis will be done. Finally, training needs analysis will be conducted, which will form the basis to design specific training interventions under the assignment.
3.1 Capacity and Training Gap Analysis (A.1)

- Disaster Management is a multi-disciplinary and multi-sectoral in nature as there are various Disaster Management functions which are performed by a number of Institutions. Therefore, the capacity gaps for performing various functions in different phases of disaster management cycle need to be analyzed. The approach for SWOT analysis would therefore be along various functions for Disaster Risk Reduction with identified departments / agencies obligated/responsible for such functions, subject to the states, hazards and sectors described under “Description of Services” in Appendix ‘A’ of the Contract.

- Further, the capacity gap will be benchmarked for each function and all stakeholders will be analyzed, using a framework as under:

  - Along phases in DM cycle(preparedness, response, relief, recovery, relief, prevention and mitigation)
  - Along functions such as training, simulation exercise, SAR, Emergency health evaluation, food, water, health, sanitation, shelter, Enforcement of bye-laws Assessment of buildings.
  - Along stakeholders, line departments, DDMA, SDMA, Dept. of Women & Child, Social Welfare, Public Works etc.
  - Along the Capacity required benchmarks.
  - Along the available capacity.

- The framework will be developed using these parameters. This will be a first attempt of its kind and capacity gap will be arrived and analyzed using the available data to the best possible level.

- The Benchmarks would be worked out based on certain broad parameters since no exercise has been attempted so far by any State to lay down such benchmarks.

- Capacity gap analysis will try and identify macro gaps in policy, planning and implementation strategies in terms of two broad categories of human resource and organisational/ institutional establishment. Training gap analysis, as a sub-set of capacity gap analysis, will aim at identifying gaps in the training policy, strategy, planning, and execution that affect the overall efficacy and effectiveness of actual performance on the ground at the national, state, and district levels. This exercise will be undertaken in view of the need to assess the efficacy of existing training policies, strategies and interventions to reduce disaster risk and enhance people’s capacity to cope with natural hazard emergencies in a manner that results in the minimum possible damage and loss.

3.1.1 Context and Capacity Analysis (A.1.1 part)

**SUB DELIVERABLE OF:** SWOT Analysis including current status, identified gaps in capacity, types of training, training needs, and training infrastructure. (Deliverable 5)

**Purpose**

- Capacity and context analysis will involve mapping hazards and vulnerabilities of communities at risk and the role of state and non-state actors in risk reduction. An analysis of all the major stakeholders in the disaster management cycle in terms of their roles and functions in disaster risk reduction would be carried out. The two primary stakeholders will be community members and state institutions. Media and market will also be studied.
Capacity needs assessments will help identify issues related to ‘who has the capacity to do what and with what results’. This will be done using two sets of primary data: the data generated through field surveys across GPs and ULBs; and data generated through policy makers at the central and state government levels and programme and project managers at the state and district levels.

- Context and capacity analysis will entail the following set of exercises:
- Situational analysis including investment analysis
- Stakeholders analysis
- Capacity needs assessment
- Communication needs assessment
- SWOT analysis
- Under the study, apart from disaster management training and capacity analysis, the non-training aspects will also be captured, which will include the policy, planning, infrastructure, human resource, finance and other allied dimensions.
- Capacity assessments will be carried out on the following dimensions:

<table>
<thead>
<tr>
<th>Organizational structure, culture and competencies</th>
<th>Organizational structure, design, management values, performance standards and core competencies, synergy among authorities, responsibility, accountability and capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resources</td>
<td>Knowledge, skills, competencies, ability and capacities, State HR plans for identification and analysis of gaps</td>
</tr>
<tr>
<td>Financial resources</td>
<td>Operational and financial requirements for efficient functioning</td>
</tr>
<tr>
<td>Information management</td>
<td>ICT, media, IEC materials, awareness generation</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Physical assets, equipment, infrastructure and enabling productive environment for skill building</td>
</tr>
<tr>
<td>Community coping mechanisms</td>
<td>Traditional coping mechanisms, early warning systems, community based support systems, community organizations and social networks</td>
</tr>
</tbody>
</table>

For Capacity Analysis, Capacity development tools would be looked into which are:-

a) Training Systems: Institutions, Modules, Trainers, Facilities, Quality of Training, Human Resources.

b) Training cycle

c) Training Methods: face to face, online programme, distance learning, self-learning module, satellite based programme, existing methods in DM sector and its comparison with successful methods used in other sectors.

d) Simulations, case studies, infrastructure

e) Assessing the existing capacities in comparison to the capacities of other sectors which are successful.
These activities will be carried out subject to the states, hazards and sectors described under “Description of Services” in Appendix ‘A’ of the Contract.

- A SWOT analysis will then be carried out to map out the areas that need special focus and emphasis. The SWOT analysis is a key deliverable that is going to feed into a number of subsequent deliverables that include all sectors and stakeholders at national, state, district and community level subject to the states, hazards and sectors described under “Description of Services” in Appendix ‘A’ of the Contract. At district level, it would include DDMA, District Magistrate’s Office Officer in charge of relief and other main on ground service providers during an emergency, in the districts visited. The SWOT analysis will also focus on all phases of disaster management.

Methodology

The process, due to its inherent complexity, is further divided into four sub-activities the outcomes of which shall be collated for the purpose of carrying out the eventual SWOT analysis.

3.1.1.1 Situational Analysis

SUB DELIVERABLE OF: SWOT Analysis including current status, identified gaps in capacity, types of training, training needs, and training infrastructure.

Purpose

The situational analysis will aim at mapping out hot spots of disasters in terms of macro and micro risks involved, within the country in general and study states and districts in particular; hazard, vulnerability and capacity profile of communities at risk; unpredictability and uncertainty related to extreme weather events induced by climate change and their implications for disaster risk mitigation initiatives including climate change adaptation (CCA) strategies; available organisational and institutional frameworks and the human resource potential to deal with disaster related emergencies; and current disaster management and mitigation practices including training and capacity building practices.

Secondary Data Collection

- Vulnerability Atlas of India and of study states wherever available
- Training calendar, training modules/manuals of NIDM, GIDM, ATI’s, NIHFW, SIHFW, NIRD, SIRD, AIILSF and its state branches in the study districts
- National Policy on Disaster Management 2009
- State Disaster Management Policy of Gujarat and Odisha
- Block Disaster Management Training Manual
- Training database of all the training establishments in DM and other key sectors

Primary Data Collection

- In-depth Interviews (IDIs) with the key officials of National Institute of Disaster Management (NIDM), Gujarat Institute of Disaster Management (GIDM), Administrative Training Institutes (ATI’s) and Centre for Disaster Management (CDM) in 6 study states
• IDIs with officials of National Institute of Health and Family Welfare (NIHFW) and State Institute of Health and Family Welfare (SIHFW)
• IDIs with officials of Public Health Foundation of India.
• IDIs with National Institute of Rural Development (NIRD) and State Institute of Rural Development (SIRD) in 6 study states
• IDIs with officials at All India Institute of Local Self-Government and it’s state branches
• IDIs with officials at District Institutes of Education and Training (DIET).
• IDIs with CSOs/NGOs/ CBOs active in the field of disaster management and mitigation and climate change adaptation (CCA), health, education, rural development and local self-governance in the study area.
• For IDIs, the area and sector specific preferred NGOs/ CBOs will be AIDMI, Van Panchayat, SSS, PSI, Udyama, CMAO, and UNICEF (INGO).
• FGDs with members of youth clubs such as NYKS/ NSS/ NCC, in the study area
• FGDs with groups of women and men at the community level in rural and urban areas

Data Analysis/ Interpretation

The analysis will be based on overview of the existing training establishments; the design and delivery mechanism (tools and aids) of training; and the current training activities and programme in all the four key sectors including NIDM, Disaster Management Centres (DMCs) at the state level and ATIs. It will also include content analysis of existing training programme and their relevance and adequacy in terms of achieving their stated objectives.

Points of Enquiry

Training institutes
• The present operational and financial resources available to the Institute. Physical assets, equipments, infrastructure of the training institute with reference to conducting disaster management training programmes

Training personnel
• The present number, knowledge, skills, competencies, ability and capacities of trainers at national, state and district level
• Tools of information management presently being used by the trainers

Community groups
• The risk and vulnerability of different groups (men, women, children, elderly, physically challenged and other socially and economically deprived) in the community.
• The traditional coping mechanisms and practices for DRR and CCA.
• The issues related to accessibility to various resources critical in the time of disasters.
• Major issues faced in the past during various disasters.

Time frame

2 - 5.5 months
3.1.1.2 Stakeholder Analysis

SUB DELIVERABLE OF: SWOT analysis

Purpose

Stakeholder analysis will include an in-depth analysis of the following key stakeholders: policy makers at the national and state levels; programme and project managers at the national and state levels; district level government functionaries involved in the planning and implementation of disaster management activities at the district, sub-district and community levels; civil society representatives, NGOs and CBOs, including SHGs, engaged in disaster management activities at the community level both in rural and urban areas.

This analysis will be carried out in view of the roles and responsibilities of the stakeholders involved and their access to required resources for the purpose of carrying out their assigned or chosen tasks. This will be done in the overall context of the existing techno-legal frameworks, laws, plans, policies, programme and projects at the national, state, district and community levels across the four key sectors being covered under the present study.

Primary Data Collection

- IDIs with members/officers of NDMA, NIDM
- FGDs with Heads of Departments of Education, Rural Development, Health, PRIs and ULBs
- IDIs with state and district level institutes (ATI, SIRDs, SIFHWs, DIETs, State level branches of AllLSG)
- IDIs with CEOs of SDMAs and nodal officials of SECs/ DDMAs
- FGD with GIDM officials
- FGD with DMMC, Uttarakhand officials
- FGD with CSOs (NGOs, SHGs) at state and district levels
- FGDs with members of youth clubs such as NYKS/ NSS/ NCC, in the study area

Data Analysis/ Interpretation

The constitutive elements of the framework for analysis will include: roles and responsibilities of different stakeholders in terms of their relevance to achieve effective DRR outcomes; the factors underlying them; and the required knowledge, skills and competencies to create an effective disaster risk mitigation regime of policy and practice in the country at various levels.

This will also include ideas and insights for re-defining the roles and responsibilities of different stakeholders in view of the emerging challenges and requirements for effective DRR and CCA initiatives and outcomes.

Points of Enquiry

- Roles and responsibilities assigned
- Roles played during emergencies
- Capacities and constraints
- Felt needs for training and capacity building
Emerging challenges and requirements for effective DRR and CCA.

Understanding of various stakeholders on the issues related to DRR and CCA

Major initiatives undertaken by them to address the issues related to DRR and CCA.

What has been the experience of various stakeholders in terms challenges and outcomes of various programs/projects handled by them or initiatives undertaken by them for addressing the issues related to DRR and CCA.CCA. Assessing the impact of trainings attended by the trainers

**Timeframe**

2 - 5.5 months

**3.1.1.3 Capacity Needs Assessment**

**SUB DELIVERABLE OF: SWOT analysis, strategic framework for implementation of training, training policy, HR plan frameworks and white paper**

**Purpose**

The capacity needs assessment aims at highlighting the capacity needs of various stakeholders at the national, state, district and community level across the four key sectors and five disaster types.

Capacity needs Assessment will be carried out for all sectors, subject to the states, hazards and sectors described under “Description of Services” in Appendix ‘A’ of the Contract.

It will also entail an assessment of the training needs in view of the nature and quality of training programme currently being organized by training institutes. This will involve the study of trainings that have been delivered/ planned/proposed so far with respect to the enhancement of knowledge, skills and competencies for the five disasters (earthquakes, floods, landslides, droughts and cyclones) in both the risk management and crisis management phases of the disaster management cycle.

Training needs will be articulated in terms of the existing gaps between the quality of current training practices and the desired standards to achieve effective DRR and CCA outcomes. This will be done across levels for identified functionaries and stakeholders at policy, management and operational levels.

**Secondary Data Collection**

- Training calendar, training modules/manuals of NIDM, GIDM, ATI’s NIHFJW, SIHFJW, NIRD, SIRD, AIIJLHF and its state branches in the study districts
- National Policy on Disaster Management 2009
- State Disaster Management policy of Gujarat and Orissa.
- Block Disaster Management Training Manual
- Training database of all the training establishments in DM and other key sectors
Primary Data Collection

- IDIs with Officials of National Institute of Disaster Management, Gujarat Institute of Disaster Management, ATIs
- IDIs with officials of National Institute of Health and Family Welfare and State Institutes of Health and Family Welfare
- IDIs with officials of Public Health Foundation of India
- IDIs with National Institute of Rural Development and State Institutes of Rural Development
- IDIs with officials at All India Institute of Local Self-Government and its state branches
- IDIs with officials at District Institutes of Education and Training
- IDIs with officials at District Institutes of Education and Training
- IDIs with CSOs/NGOs/ community-based organizations operating in the study area
- FGDs with members of youth clubs such as NYKS/ NSS/ NCC, in the study area

Data Analysis/ Interpretation

The capacity needs analysis will be done along the following key dimensions of capacity:

- **Human Resources**: All training related activities and outcomes
- **Institutions**: Aspects related to policy, strategy, planning and implementation arrangements
- **Information**: Knowledge generation and management; sharing and dissemination of information including early warning systems; equity and inclusion in information sharing and learning systems and strategies
- **Infrastructure**: Physical, social and economic infrastructure
- **Finance**: Financial resources and opportunities and strategies for resource mobilization at various levels
- **Capacity Development**

Points of Enquiry

- Number and quality of trainers and experts available
- What is the desired level of knowledge, skills, competencies, ability and capacities of the human resources?
- What physical assets, equipment and infrastructure are required to enable a productive environment for skill building?
- What are the operational and financial requirements for efficient functioning?
- Delivery mechanisms and training tools?
- What are the tools/ aids for training delivery?
- What are present ICT capabilities?
- What is the mechanism for production and dissemination of IEC material? Are these contextualized based on the specific requirements of the trainees/ stakeholder groups?

Timeframe

2- 5.5 months
3.1.1.4 Communication Needs Assessment

SUB DELIVERABLE OF: SWOT analysis and Public awareness and media campaign

Purpose

The purpose of the communication needs assessment is to find out the differential information and knowledge needs of different audience, focusing particularly on the most vulnerable and those with special needs, for effective preparedness and response to a disaster/emergency situation at the community level. Different groups in the community have different ways of interpreting and understanding. They also have different levels of accessibility e.g. households who have access to televisions and radios have greater accessibility to the early warnings. Thus the issues related to the understanding of and access to the knowledge and information available and shared are very critical to assessing the communication needs. This will provide us a deeper insight into the psyche of the target audience and their specific communication needs and will help in designing appropriate communication messages and strategies as a part of the public awareness and media campaign at the national level.

The key findings of the assessment will be in two broad categories: communication process related findings and audience communication behaviour related findings. It will be a comprehensive attempt to look at members of each audience segment, attempting to understand their socio-economic and cultural profile; their perceptions, practices and priorities; their risk handling behaviour and coping mechanisms; and their constraints and capacities as distinct groups of communities at risk. People’s preferred communication channels and the purpose and patterns of their use will also be studied in depth.

Secondary Data Collection

- Information and Communication Needs Assessment, Dissemination and generation of knowledge for development in a network of researchers and practitioners, DDRN, 2008
- Communication Needs Assessment in Maharashtra, Family Health International.
- Communication Need Assessment Survey, April 2010, KPCL
- Communication Needs Assessment, BRLPS Communication.

Primary Data Collection

- Observations
- IDIs with officials at national and state, district and village level departments of the four key sectors including key department of Disaster Management
- IDIs with CSOs / NGOs in the study area working in all the four key sectors
- FGDs with village level DMCs/ DMTs/ Task Forces
- FGDs with Youth Organisations- NSS, NCC, NYKS
- FGDs with women and children including SHGs, persons with disability, special needs
Data Analysis/ Interpretation

The following dimensions will form a part of the analysis:

- Identifying and prioritizing the audience through a process of audience segmentation
- Gaining an ‘insider’ understanding of the various target audience segments
- Assessment of the current knowledge, attitudes, values, perceptions, practices and preferences of the audience.
- The various tools used for knowledge generation and management and dissemination e.g. availability of information in vernacular language, easy to understand.
- Various mechanisms for information dissemination in terms of early warning.
- How are the issues related to access to information by various groups are addressed.
- Identification of the existing communication materials, media and interventions; and gauging of their acceptance by different audience segments
- Identification of the communication approaches and means most effective for various audiences
- Identification of the requirements for new materials for IEC programs across various audiences
- Provision of insightful and creative recommendations for development of communication messages.
- Analyzing communication needs of most vulnerable and those with special needs.

Points of Enquiry

- Who are most at risk within communities?
- What is their current level of access to and use of information?
- What are their preferred media channels?
- What are their preferred modes of communication?
- What makes them perceive and address disaster related risks?
- What makes them change their behavior?

Timeframe

2-5.5 months
3.1.2 Analysing Institutional Capacities (A.1.1 part)

Purpose

An in-depth analysis of institutional capacities will be undertaken as an integral part of the overall capacity assessment for disaster risk mitigation in India. This exercise will entail the following:

- Undertake a critical and constructive assessment of the existing training establishments including NIDM, Disaster Management Centres (DMCs) at the state level, ATIs and SIRDs and their current capacities to design and deliver training activities and programmes.
- Evaluate the existing institutional arrangements, mechanisms and practices for assessing training needs; designing training programmes; conducting training programmes; and evaluating the impact of training imparted.
- Map out the current training practices and programmes: types and quality of training of trainers and their impact on the eventual quality of training downstream; study of the trainings delivered/planned/proposed so far with respect to what they aim to achieve in terms of enhancement of knowledge, skills and competencies and at what levels.
- Content analysis of existing training programmes; and their relevance and adequacy in terms of achieving the stated objectives of the training programmes.
- Undertake an assessment of the current training gaps analysis practices and methods and their application in assessment of training needs and design and delivery of training across sectors and levels.
- Preliminary identification of macro training gaps across identified sectors at the national and state levels and micro training gaps at the district and community levels.
- As part of financial capacity, the ATI-NIDM grant, 13th Finance Commission grant, State sponsored grants specifically for capacity building and the guidelines issued for utilization of these grants as well as certain grants by International Organisations like UNDP, WB etc. will also be analyzed. The research grant tool housed at NIDM will also be looked into, and its execution process.

Methodology

- Review of secondary literature available with NDMA, NIDM, SDMAs, ATIs, SIRDs, DDMAs etc. including annual reports, guidelines, assessment/evaluation reports, concept papers, project documents etc.
- FGDs with key functionaries/ stakeholders from the line departments related to education, health, rural development, ULBs and PRIs
-IDI’s with key respondents and professionals in the said field from the national to the grassroots levels

Points of Enquiry

- Number of training programs organized every year, number of training programs organized based on the thematic areas especially in the four key sectors related to NCRMP and for what levels.
- Number of people trained every year in general, number of people trained as per thematic areas especially in the four key sectors related to NCRMP and at what levels.
- Number of Faculty, Trainers and Master Trainers available full time and part time. Availability as per thematic area especially in the four key sectors related to NCRMP.
- Number and details (topics etc.) of refresher and specialized trainings conducted so far and their frequency.
- Number and details of ToTs conducted so far.
- Infrastructure available in terms of:
  - Number of classrooms/lecture rooms/conference halls and their seating capacity,
  - Availability of Hostel facilities and whether these are adequate for residential trainees
  - Availability of modern infrastructure like video conference, LCD and internet/Wi-Fi;
  - Library – and e-library facilities,
  - Administrative And Managerial staff,
  - R&D and documentation staff,
  - Support staff and field staff,
  - Specialized equipment and software’s that may be required for DM trainings like those of S&R, Hospitals, etc.;

3.1.3 Analysing the Techno-Legal Framework (A.1.2 part)

**Purpose**

- It is necessary to ensure that structural safety measures are in place and are meticulously implemented for safety of buildings. There are various laws, codes, by-laws in place, yet buildings continue to be constructed or extended without diligently following these laws, codes and by-laws, making the buildings vulnerable in disaster situations. It is therefore proposed to study all aspects of this complex issue and suggest modalities for putting in place a vibrant Techno-Legal Framework.
- The techno-legal framework at national, state and district levels will be determined by the study of available reports, codes and notifications. Issues with the vulnerability of built environment will be determined by the study of provisions in the National Building Code, 2005, building by-laws enacted by municipal corporations/municipalities or in place for such municipal corporations/municipalities for regulating constructions in six ULBs covered in the six states and other instruments for capacity building of architects, engineers and masons. Relief codes, environmental/coastal zone regulations and development regulations will be also be studied. Analysis of gaps discovered by the study of the above documents will help to identify the gaps in the existing regime; and to address these through recommendations for design of appropriate training modules and training techniques.
- Secondary Data Collection
  - Building Bye Laws in place for each urban area covered in the sample
INCEPTION REPORT
Preparing Long Term Training and Capacity Building Strategy for Cyclone Risk Mitigation in India

- Training and capacity building of Engineers, Architects, Town Planners, Builders and Masons
- Environmental/ Coastal Zone Regulations
- Relief Codes
- Town and Country Planning Acts
- Municipal Acts
- Building Regulations
- Primary Data Collection
- IDIs/FGDs with SDMAs, State Urban Development Departments
- IDIs/FGDs with State level Training Institutes
- IDIs/FGDs with DDMAs/ District Government/ District level Training Institutes
- IDIs/FGDs with Municipal Corporations/ Municipalities

Points of Enquiry

- Measures taken/ contemplated for structural safety of buildings
- Action Plan for Public and Life-line Building
- Present status of training of engineers/ architects/ town planners/ builders and masons
- Training programmes and training materials in place
- Modalities of implementation of Techno-Legal Regime
- Problems/ bottlenecks in the implementation of Techno-Legal Regime
- Inclusion of disaster resilient constructions capsule in the academic courses for engineers/ architects
- Masons Training Programmes in place/ contemplated in the State
- Modalities for ensuring building safety and compliance with building by-laws on regularization of unauthorized colonies
- Retrofitting of life-line/ heritage buildings

3.1.4 Training Needs Analysis (A.1.3)

- The training gaps analysis will deal with larger gap areas (in terms of policy, strategy, planning, implementation and institutional arrangements) related to training as a functional domain of intervention. The training needs analysis, on the other hand, will aim at identifying specific learning needs of identified functionaries and stakeholders to design training programmes that could address those needs. This exercise will map out training needs in terms of existing and required levels of knowledge, skills and competencies at various levels; and the nature and implications of the difference between the existing and required quality of performance in terms of their assigned roles and responsibilities. The specific activities involved in this exercise will be as follows:
• Study of the current practices related to training needs analysis as the basis for design and delivery of training programmes in key identified sectors and their efficacy in determining the quality of training design and delivery at various levels from a DRR and CCA perspective.

• Analysis of methods in use and their efficacy in sharpening the quality of training and their role in producing effective DRR outcomes. This will entail a study of the indicators for monitoring the process and quality of outcomes in use.

• Study of the differential training needs of functionaries at various levels in terms of ‘whose needs, identified and addressed by whom with what results on the ground’.

• Study of the participatory training needs assessment methodologies and their role in mainstreaming DRR in development planning and administration across sectors and at various levels

3.1.5 Identification of training gaps and needs of different sectors (A.1.4)

SUB DELIVERABLE OF: SWOT analysis, State HR Plan frameworks, training policy and strategic framework for implementation of training, TOT modules, blended learning strategy and demonstration module and white paper

• Identification of training gaps and needs of the four key sectors of education, health, rural development, and ULBs/PRIs; focusing on their seminal role in disaster risk mitigation activities with specific reference to their sectoral responsibilities. Training gaps will be identified at the level of policy, strategy, planning and implementation strategies and arrangements. This will be done on the basis of analysis of both secondary and primary data generated in the course of the study.

• Training needs will be identified in terms of different levels of functionaries to be trained including policy makers, programme and project managers, functionaries in charge of implementation at the district level and frontline functionaries working at the community level both in rural and urban areas.

Purpose

Identify training gaps and needs across health/education/rural development/ULBs-PRIs domains in order to devise a training strategy for these sectors and prepare a preliminary list of types of training programmes that need to be designed and delivered at different levels.

Secondary Data Collection

• Review of the National DM policy and Act in light of the National Training policy

• Review of the State DM policies and Acts with respect to the state training policy and that of various ATIs, CDMs, SIRDs; and training and capacity building component of departmental DM plans

• Review of project documents and progress and evaluation reports related to DRR and CCA; training and capacity building interventions and programmes related to national flagship development programmes such as Indira Awas Yojana (IAY), Sarva Shiksha Abhiyan (SSA), National Rural Health Mission (NRHM), Jawaharlal Nehru National Urban Renewal Mission (JNNURM) and Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
Specific programmes and projects related to disaster risk mitigation and prevention such as: National School Safety Project; Hospital Safety; Urban Risk Reduction – Cities at Risk; GoI-UNDP DRM and DRR programmes; UEVRP and others

Review of thematic/sectoral/departmental DM trainings for the four key thematic areas at national, state (policy and strategic management levels-leadership/departmental heads) and district level (for management, implementation and community levels) conducted so far in light of the findings related to the sub-activities listed in 3.1.1-3.1.4

Primary Data Collection

IDI’s with:
- Project and departmental heads and officers at the national, state and district levels of all flagship programmes in the four key sectors with specific reference to their implications for DRR/DM outcomes
- Concerned members, faculty and consultants of NDMA, SDMA and DDMAs
- Concerned faculty members and experts at NIDM, SIDMs, SIRDs, ATIs and CDMs
- National and regional experts, master trainers and subject matter specialists
- Trainees across all four sectors, at all four levels on all four stages of DM cycle

FGD’s with:
- Concerned officials at the district and block level
- Community Based Organisations, NGO’s, Inter-Agency Groups (IAG) and community representatives

Points of Enquiry

- Knowledge, skills, and competencies being addressed by different thematic training programmes in terms of the following: content and relevance; design, development and delivery; communication and sustainability (application/retention/transfer) of skills, knowledge and abilities acquired (for each sector, each level and for all four stages of the DM cycle)
- Use of instruments of mainstreaming DRR within development programmes with special reference to the Hyogo Framework for Action (HFA) and CCA within the four thematic areas of the study and into key flagship programmes.
- Felt training needs
- Suggestions for improvement on all aspects mentioned in the first and third point of this section

Timeframe

2-10 Months
3.1.6 Quantification and prioritisation of training needs (A.1.5)

SUB DELIVERABLE OF: SWOT analysis, State HR Plan frameworks, TOT modules, blended learning strategy and demonstration module, training policy, white paper

Quantification and prioritisation of training needs will be undertaken in view of the identified requirements of disaster management in the field as assessed during the formative research. The universe to be addressed may be large and identified training needs could be numerous. The number of people and functionaries to be addressed; the sequence; and time frame will be worked out through a participatory process in consultation with the state, district and village/city level stakeholders across the six study states.

The criteria, process and methodology for quantification and prioritisation will be firmed up through a participatory and consultative process involving all the key stakeholders at the national, state, district and community levels.

Through interactions with DM and sectoral training institutes across the states, the trainers and trainees involved in capacity building efforts in each state will be determined and specific training needs will be established and prioritised. Details such as the number of people to be trained, number of training programmes required to be developed and the duration and resources for training will be assessed. The above exercise will be carried out during field visits through interactions with trainers and trainees from various sectors. The resource needs will depend on the resources already available and financial feasibility of adding the resources.

Purpose

To quantify and prioritise the training and capacity building needs across health/education/rural development/ULBs-PRIs domains with special reference to the National Policy on Disaster Management and HFA so as to:

- Map the universe of stakeholders across sectors to be addressed through targeted training interventions
- Firm up and prioritise their training needs and the strategy to address those needs
- Assess the number of people to be trained at different levels
- Assess the number of training programmes to be designed and organised to train the agreed number of functionaries
- Assess the time and resource requirements to carry out the required number of training programmes

Secondary Data Collection

- National and State DM and Training and Capacity Building Policies, training and capacity building components of DM and Departmental Plans of the concerned study areas and sectors
- Training reports, feedback and databanks from various training organisations at the national and state levels, with special reference to the number and type of trainings, number of trainees, number of trainers, master trainers in each of the four sectors across the six states and at National level
Primary Data Collection

The quantification and prioritisation of training needs shall be carried out for sectors, at national, state, district and local levels for all stages of the DM cycle, namely, Preparedness, Response and Relief, Recovery and Prevention and Mitigation with special focus on the capacity development framework calling for a multi-sector, multi-hazard and multi-level approach in a participatory manner through interaction with DM and sectoral training institutes at the national level and across the states. As for the sectors, while the effort would be to cover all sectors to the extent feasible, the focus would primarily be on four sectors described under “Description of Services” in Appendix ‘A’ of the Contract i.e. Health, Education, Rural Development and PRIs/ULBs. The above exercise (including the criteria, process and approach for quantification and prioritisation of training needs) will be primarily initiated during field visits through interactions with national and regional experts, trainers and trainees from various sectors; and analysed later in the light of the data generated and findings of the entire study in totality.

IDI’s with:
- Departmental heads and officer’s in charge of the four key ministries/departments at national, state and district levels besides DoPT and other related HR departments
- Project and departmental heads and officer’s in charge at national, state and district levels of the flagship programmes in the four key sectors and associated DRR/DM programmes
- Concerned members, faculty and consultants of NDMA, SDMA and DDMA’s
- Concerned faculty members and experts at NIDM, SIDMs, SIRDs, ATIs and CDMs
- National and regional experts, master trainers and subject matter specialists
- Trainees across sectors, at all four levels, on all four stages of DM cycle as described above.

FGD’s with:
- Concerned officials at district and block level
- Community-based organizations, NGOs, IAGs and community representatives

Points of Enquiry

- What is the total universe of officials and functionaries to be trained at different levels within four sectors of education, health, rural development, and ULBs/PRIs?
- What is the percentage of people being currently trained in DRR and CCA aspects related to their sectors?
- What is the role and profile of participants being currently trained?
- How many more people can be trained given the current training capacity in the sector?
- What will be the most appropriate levels and optimum numbers to be trained in the short (5 years), medium (10) and long (15) term?
- How many and what level of officials and functionaries need to be trained on a priority basis?

Timeframe

2-10 Months

**Deliverable 5:** SWOT analysis including current status, identified gaps in capacity, types of training, training need, and training infrastructure will be produced at 5.5 months.
3.2 Strategic framework and policy

3.2.1 Strategy for development of HR Plans

Additional Deliverable 1: State HR Plans

Purpose

The strategic framework for implementing training modules will be reflected in specially developed State HR plans for the six proposed states. The data will be based on field surveys and data collected from sample districts and GPs (18 districts wherein 36 GPs are included). As for ULBs, the estimates will be based on 6 urban areas selected, one in each state. To develop a state HR Plan, the sample states, districts, gram panchayats and ULBs will be assessed and evaluated to understand the capacity and needs. Since it is not feasible to visit all districts/GPs/ULBs in a state for the purpose of development of a State HR Plan, the projection of figures would be based on certain broad assumptions to facilitate arriving at “Benchmarks” stakeholder-wise, which will also assist in the development of HR Plan. Besides, the assumptions made/benchmarks determined for the National HR Plan would also be taken into consideration to facilitate development of State HR Plan.

This exercise will facilitate the mapping of needed capacity for different specific functions in all phases of disaster management. At present, there is no such framework or plan available. At national level, NIDM is engaged in an exercise to develop a National Human Resource Development Plan. However, State Governments/SDMAs need to put in place a State HR Plan which will help in training gap analysis and formulation of a training and capacity building plan. This will help the state and district level training institutes to gear up to train different stakeholders in adequate numbers and will also provide for refresher training. Besides, there will be rotation of trained man-power due to transfers, retirements and other contingencies. A State HR Plan needs to take into consideration all variables to facilitate development of adequate capacity within the state, keeping in view the institutional mechanism in place or proposed to be put in place.

Secondary Data Collection

- National HR plan model developed by NIDM
- Similar models/plans put in place by any State Government
- Any DM HR plans, models or frameworks available in other countries
- Identification of stakeholders

Primary Data Collection

- Assess existing capacities and needs in six states
- Assess training needs of key government officials at state, district, block and local level
- IDIs with NIDM on strategy to be developed for State HR Plans to ensure synergy between national and state HR Plans
- IDIs with members/former members of NDMA to get their perception about development of State HR Plans
- IDIs with SDMAs/ State Training Institutes
- IDIs/ FGD with concerned state Departments (DM, Rural Development, Education, Health. PRIs, ULBs) to assess sector-specific HR requirements
- IDIs/FGDs with elected representatives of local self-government to assess requirement at community level
- FGDs with GIDM officials
- FGD with officials of DMMC, Uttarakhand
- FGDs with civil society organisations active at district and below district level to get their views about assessment of trained personnel at village/ ULB level

Data Analysis/ Interpretation
Based on literature review and field level data, analyse stakeholder-wise requirements of trained human resources including government and non-government functionaries and map the existing capacities for training and capacity building which will be a crucial input in working out capacity gap analysis.

Points of Enquiry
Semi-structured questionnaire for concerned professionals in NIDM, members/officers of NDMA (selected members/officers subject to their availability), few former members of NDMA, nodal officers/CEOs of SDMAs/ DDMAs which will be based on the following points of enquiry:

- Draft national HR plan model developed by NIDM
- Strategy to be developed for State HR Plan Frameworks to ensure synergy between national and state HR Plans
- Existing capacity and needs in each of the six states
- Institutional mechanism in place or proposed to be put in place in each state
- Training needs of key government officials at state, district, block and local level, especially those required to take critical decisions in case of a disaster
- Ensuring training in DRR is imparted in normal times as well as pre-disaster stage such as pre-monsoon checks, pre-cyclone checks etc
- Existing capacity and projected capacity needs through discussions at district and state level including interaction with training institutes
- Number of stakeholders to be trained; numbers to be imparted refresher training; and turnover of stakeholders due to transfers, elections, new industrial units, changes at community level due to migration of population etc.
- For instance, the stakeholders may include:
  - Engineers/architects/town planners/builders
  - Fire Services personnel
  - Health Professionals (doctors, paramedics, emergency health personnel, PHC personnel etc)
  - Masons
  - Teachers (primary/upper primary/ secondary/ senior secondary schools)
  - Youth Organizations- NSS, NCC, NYKS
- Village level DMCs/ DMTs/ Task Forces
- Civil Society members
- Anganwadi workers
- Corporate sector
- Media management personnel
- Other stakeholders who may be identified

- Ensuring significant representation of women, both among trainers and trainees
- Ensuring adequate representation of socially and economically disadvantaged segments of population in rural as well as urban areas, both among trainers and trainees
- Periodic Review of State HR Plan

Points of enquiry for FGDS with CSOs

- What are the training needs at village and ULB level, in their view?
- What are the systems in force in CSOs for imparting training to community?
- What type of support is needed by CSOs to strengthen the existing facilities for training at community level?
- What approach would CSOs suggest for a village HR Plan?
- What are the community based approaches for development of human resources?
- Who are the concerned stakeholders in addition to the stakeholders identified above?

Brief description of documents for literature review:

- National HR plan model developed by NIDM: NIDM has developed a draft model for National HR Plan. Study of this model and discussions with NIDM would enable the team to freeze the key components of the Strategic Framework for State HR Plan.
- Similar models/plans put in place by any State Government: Similar models, if put in place by any state government, particularly GIDM would further assist in finalising the Framework.
- Any DM HR Plan Model or Framework available in other countries: A web search will be made for DM HR Plans in other countries to facilitate the exercise. Even if DM HR Plans are not available, any such plan for other sectors would be helpful. For instance Canada has a HR Plan in place for the health sector.
- Identification of stakeholders: A list of stakeholders has been identified as indicated above. However, this has to be further updated in consultation with NIDM and state level training institutes, as well as civil society organisations.
- Monitoring Mechanism for NIDM: It is for the client to devise appropriate monitoring mechanisms, in consultation with the consultants entrusted with the study, to ensure that it does not result in over or repetitive monitoring on the same issues. The agency entrusted with the study will provide Monthly Reports and keep up-dating the stage wise status on key deliverables/milestones. Any additional requirements of NIDM for more constructive monitoring of the progress of the Study will also be addressed by the Consultants.

Timeframe

2-6.5 months
3.2.2 Develop Strategy for Training Policy (A.2.2)

SUB DELIVERABLE OF: Strategic framework for implementation of training, state HR plan frameworks and white paper

Purpose

To develop a training policy draft and its implementation strategy so as to cater to the training and capacity building needs of the Nation for effective disaster risk mitigation through a participatory and consultative process involving:

- Mapping out of existing policies related to training having implications on mainstreaming DRR concerns into development planning and administration across identified sectors; with a special focus on developing a training policy at the national level to address the mainstreaming issues
- Harvesting policy learning from available literature including research, studies, government orders and circulars, programme and project designs and implementation strategies as available in programme guidelines and project implementation plans (PIPs), in light of the primary and secondary data generated and resultant findings of the sub activities carried out in the present study

Secondary Data Collection

- DM Act, 2005
- National Policy on Disaster management, 2009
- National Training Policy, 2012
- State DM Acts enacted by Governments of Gujarat and Bihar.
- State Disaster Management policy of Gujarat and Orissa.
- Draft National HR plan model developed by NIDM
- Models/ plans/strategies/policies/ frameworks available globally in Private or Public domain related to training and capacity building policy and/or strategy in similar or related field.
- Case studies

Primary Data Collection

IDI’s with:

- Departmental Heads and Officer’s in charge of the four key Ministries/Departments at National, State and District Levels
- Project and Departmental Heads and Officer’s in Charge at National, State and District levels of all Flagship programmes in the four key sectors and associated DRR/DM programmes

IDIs/FGD’s with:

- Vice Chairman, Members, Senior Officials (Joint Secretary, Deputy Secretary Rank and above), Advisors and Consultants of NDMA, SDMA and DDMA’s (based on availability for the FGD/Consultative Workshop)
- Faculty Members and Experts at NIDM, SIDMs, SIRDs, ATIs and CDMs
- Faculty and Concerned Staff/Officials of DoPT, NUEPA, NHFW and other related HR departments, organisations engaged on organisational research and development
- National and regional experts, master trainers, academicians and researchers
- Trainees across all four sectors, at all four levels on all four stages of DM cycle
- Concerned officials at District and Block level
- Community-based organisations, NGOs, IAGs and community representatives

### Points of Enquiry

- Training and capacity building objectives and focus
- Capacity benchmarks
- Competency framework
- Role of ministries/departments
- Role of training institutions
- Trainer development—ToT, certification and accreditation, refresher courses, etc.
- Specialised trainings / courses for different sectors and levels
- Foreign training and exposure visits
- Funding sources and strategies
- Implementation and coordination
- Monitoring and evaluation

### Timeframe

Months 2-13 with significant outputs at 7th, 8th, 10th and 13th Months

**Deliverable 6: Strategic framework for implementation of training**

**3.2.3 Development of Training Modules for Different Sectors (A.2.1 part)**

**Deliverable 9 and 12: TOT modules in two batches of two each**

The development of four training modules for different sectors will be undertaken in view of the real requirements of disaster management in the field as assessed under section 3.1.6 - quantification and prioritisation of training needs (A.1.5); preliminary assessments related to sections 3.2.2 - Strategic framework for Implementation of Trainings and Training Policy (A.2.2); 3.2.1 - Strategy for development of HR Plans; and the State HR Plans of the present formative research as proposed to be undertaken in this Inception Report.

Hence, the actual content, strategy, objectives, target audience, stakeholders/trainees, literature to be reviewed for content development, etc., shall depend on the analysis and findings of primary and
secondary data collection through field work. Each Module will have two components or sections. Section A will be training module and Section B will include additional sessions for trainers. The number of modules will be same- 5 under component A and 2 under component C of the Study. However, these modules will be comprehensive to meet the requirements of trainees as also training of trainers.

**Purpose**

To develop the following training modules through interactions with DM and sectoral training institutes across the states and the trainers and trainees involved in capacity building efforts both at national level and in each state so as to address the critical gaps / priorities in training and capacity building; with a special focus on sustainable development and inclusive growth, in line with the objectives of the National Policy on Disaster Management 2009.

- Training module for Health Sector
- Training module for Education Sector
- Training module for Rural Development Sector
- Training module for ULBs
- Training Module for PRIs

The issue of including different levels of training modules will be firmed up after conduct of field survey and analysis of data. However, which module will address which sector (Health, Education, Rural Development) and at what level (Policy, Middle or functional) will be decided in consultation with NIDM after conclusion of field surveys and analysis of data. The two modules, one each for PRIs and ULBs, will, however, be at functional level for imparting training to the community. As for pilot testing of 7 training modules, this can be undertaken at NIDM’s cost with additional time frame and costs, preferably after conclusion of the Study. However, pilot testing of one module will be done under the Study at the cost of NIDM provided additional time for this purpose is allowed.

**Secondary Data Collection**

- National Policy on Disaster Management 2009
- National Training policy 2012
- State DM policies and Acts - Gujarat, Odisha, Bihar and West Bengal as also at national level through interaction with NDMA, MHA and other line Ministries, NIDM and other national level stakeholders
- Sectoral training policies and strategies; for example, National Training Strategy for In Service Training under NRHM, 2008
- Review of thematic/ sectoral / departmental DM training manuals and reference material for the four key thematic areas at national, state and district level conducted so far including:
- Training manuals and material developed and being delivered by NDMA and IGNOU on Project on Capacity Building in Disaster Management for Government Officials and Representatives of PRI and ULB
- Training Manuals and Material developed and delivered under the GoI-UNDP DRR Programme 2009-2012
- Training Manuals and Material developed and delivered under the GoI-UNDP DRM programme 2002-2009
Training manuals and material developed and being delivered by NIDM, NIRD, SIRD’s, NUEPA, NHFW, GIDM, ASDMA and by ATI and SIPRD, Govt. of West Bengal on various aspects of health, education and school safety, rural development, climate change adaptations and sustainable livelihoods, ULB and PRI’s, etc. as mentioned in their training calendars and annual reports

Training Manuals and Material Developed by RedR on PRI and ULB’s, health and emergency medical preparedness, ToT, trainings, etc.,

Training manuals and material developed by TISS on PRI and ULB’s, health and emergency medical preparedness, climate change, sustainable livelihoods, etc.,

Training manuals and material developed by AIDMI and SEED’s on education and school safety etc.,

Training manuals and material developed by All India Institute of Local Self Governance, AIILSG, Pune on PRI and ULB’s, education and school safety etc.,

Training manuals and material developed by ADPC Bangkok on mainstreaming DRR into local governance, mainstreaming DRR into education, health and emergency medical preparedness, climate risk management in changing environment, etc.,

Training manuals and guides published by GFDRR on climate change adaptations, sustainable recovery, risk reduction, mainstreaming DRR etc.

Training manuals and courses of the Center for Sustainable Development, Humanitarian Practice Network on community based adaptation, DRR and rural development.

Training manuals and guides on health by at least one of the leading international organisations like the School of Public Health, University of Minnesota- PHET and U-SEE courses; Environmental Health Training in Emergency Response-ETHER by FEMA ;courses on Emergency Medical Care and Public Health by Center of Public Health and Preparedness, University of Columbia and Center for Disease Control and Prevention, Atlanta; School of Public Health, John Hopkins; WHO-Emergency Health Management Training Manuals etc., subject to their availability.

Training manual on Integrating DRR and Adaptation into Rural Livelihood Programming, OXFAM, 2010

Case studies – national and international good practices

As for the training manuals and materials available with RedR, TISS, ATDMI, AIILSG and ADPC, while efforts are being/ would be made by Consultants to obtain the same, it is possible that these organisations/ institutes may not like to share it with Consultants. In that situation, NIDM’s assistance may be needed to facilitate this task. However, even if these training manuals and materials are eventually not available directly or through NIDM to Consultants, the necessary materials will be developed by the Consultants based on available manuals and materials, the primary data collected and the experience of consultants in the field.

Primary Data Collection

IDI’s with:

- Project and departmental heads and officer’s in charge at the national, state and district levels of all flagship programmes in the four key sectors
- Senior officers of the level of Director and above at national level; Joint Secretary and above at state level, SDM and above at district level of the line departments or other officers of equivalent rank in the sectors, namely, Rural Development, Health, Education, PRIs and
ULBs, besides the concerned department(s) looking after different phases of disaster management.

**Workshops/ seminars at national/ state levels**

**FGD’s with:**

- Advisors and consultants of NDMA, SDMA and DDMAs
- Faculty members and experts at NIDM, SIDMs, SIRDs, ATIs and CDM’s
- Faculty and Concerned Staff/Officials of DoPT, NUEPA, NHFW and other related HR departments, organisations engaged on organisational research and development
- National and regional experts, scientists, academicians and researchers
- Master trainers across all four sectors, at all four levels
- Trainees across all four sectors, at all four levels on all four stages of DM cycle.
- Concerned officials at district and block level
- Community-based organisations, NGO’s, IAGs and community representatives

**Points of Enquiry**

- Knowledge, skills, and competencies being addressed by different thematic training programmes with respect to the gaps/ priority areas expected to be addressed through the present ToT’s being developed in terms of the following: content and relevance; design, development, delivery; communication and sustainability (application /retention / transfer) of skills, knowledge and abilities acquired (for each sector, each level and for all four stages of the DM cycle
- Mainstreaming DRR within development programmes with special reference to the Hyogo Framework for Action (HFA) and CCA within the four thematic areas of the study and into key flagship programmes.
- Suggestions for improvement of the present/ existing training modules and materials on all aspects mentioned in the first two points of this section.

**Note**

- With special focus on the trainings facilitating real time integrated participatory Disaster Management and DRR initiatives.
- The actual content, strategy, objectives, target audience, stakeholders/ trainees shall depend on the analysis and findings of primary and secondary data collection through field work

The modules will be developed with multi sector, multi-hazard and multi-stakeholder approach for all phases of the DM cycle with special focus on the capacity development framework.

**Methodology**

- Review of Secondary Literature available with NDMA, NIDM, SDMAs, ATIs, SIRDs, DDMAs etc.
- Global review of available training modules and manuals and best practices in the respective sectors and regions as applicable to India.
- FGDs with key stakeholders for each sector
- IDIs with key stakeholders including master trainers, national and regional experts/ subject matter specialists and professionals in the said field at all levels from the national to grassroots
levels on one hand and from policy to grassroots implementation, administrative and managerial/management levels on the other.

- IDIs at national/state/district levels
- Participatory workshops/seminars

**Timeframe**

Months 2-10 with delivery of two ToT’s in the eighth month and the rest in the tenth month.

### 3.2.4 Blended learning-Training in hybrid learning environment (A.2.1 part)

**Additional Deliverable 2: Blended Learning Strategy and Demonstration Module**

**Sub Deliverable of: Development of TOT modules**

Under the study a blended learning approach will be suggested and a pilot module developed based on one of the training modules. The blended learning approach will use a combination of tools and media such as online, face to face, satellite based, field based and simulations. The modules will also be specific to the responsibilities to be discharged by the target group for the pilot module taken up. The pilot module will be developed with multi-sector (Rural Development, Health, Education and Local Self Governance –PRIs/ULBs), multi hazard (Earthquakes, cyclones, floods, landslides, drought) approach encompassing all phases of Disaster Management (Preparedness, Response & Relief, Recovery, Prevention & Mitigation)

**Purpose**

To develop a system for delivery of training courses to meet the varied needs of trainees at various levels within and outside the government and to enable training of officials at the remotest locations to access learning at an acceptable pace, language and time. The system should allow training of officials with minimal disturbance to their working schedules and should also allow delivery of refresher courses as and when required.

**Secondary Data Collection**

- "Autonomous Language Learning"
  A European Union, government-funded, education project to build blended learning language courses in less frequently taught European languages (Turkish, Romanian, Bulgarian and Lithuanian)

- "Tool for Online and Offline Language Learning"
  A European Union, government-funded, education project to design blended learning language courses in less frequently taught European languages (Dutch, Estonian, Hungarian, Maltese, Slovene)

- An Instructional Media Selection Guide for Distance Learning: Implications for Blended Learning and Introduction to Virtual Worlds
  An official publication of the United States Distance Learning Association
SEEDS Technical Services and Knowledge Links

Preparing Long Term Training and Capacity Building Strategy for Cyclone Risk Mitigation in India


Primary Data Collection

The primary data collection will be carried out at the national, state, district and sub-district levels carrying out blended learning or distance education courses to identify issues in designing and delivery of these courses.

The institutions covered will be:

- Faculty members at NIDM
- IP university, Delhi
- Madras University
- IGNOU, Delhi
- Tata Institute of Social Sciences, Mumbai
- Sikkim Manipal University
- Symbiosis Center for distance learning
- Amity School of distance learning, NOIDA
- JNTU school of continuing and distance education
- Delhi University School of Open learning
- GIZ, Delhi
- Devi Ahilya Vishwavidlya, Indore

Learning needs of stakeholders

- Needs of administrative officials at National level, State, district level and sub district levels
- Technical training needs of officials from line departments
- Technical training needs of officials from various sectors like, health and education
- Training needs for civil society organisations
- Need for delivery in a particular language

Design of Blended Learning Training Module

- Establishing components of the course to be delivered online and in classroom environment
- Customization of material to the available technology in the states: states with access to modern training infrastructure can have higher proportion of multimedia content
- Range of media to be deployed – text, graphic (photo essays), audio (podcasts), video (short films)
- Range of communication media to be deployed – post, telephony (audio and sms), radio including community radio, television, internet, satellite communications, video conferencing
- Decision on duration of courses
• Testing methodology to assess progress of participants
• Frequency of classroom interaction
• Course/ reference materials for participants to carry back after the course
• Identification of facilitators
• Certification system for the course

Points of Enquiry

• For trainers at National level Institutions
  - Training subjects
  - Level of trainees
  - Number of trainees
  - Ideal batch size for training
  - Training facilities
  - Number and adequacy of trainers
  - Qualifications of trainers
  - Role in capacity building at state levels
  - Development of course material
  - Mechanism for refresher courses
  - Suggestions for improvement
  - Potential for delivery of course material in blended learning mode

• For trainers at state level institutions including ATIs
  - Training subjects
  - Level of trainees
  - Number of trainees
  - Appropriate Batch Size
  - Locations from which trainees come
  - Charges, if any, for training
  - Duration of training programmes
  - Training facilities
  - Number and adequacy of trainers
  - Qualifications of trainers
  - Development of course material
  - Relevance of course material to vulnerability at state level
  - Emphasis on skills required for disasters within the states
  - Advisory role of institutions in preparation of SDMPs
  - Inclusion of the training institutions in the process of framing policies in the state
  - Mechanism for refresher courses
  - Suggestions for improvement
  - Potential for delivery of course material in blended learning mode
For trainers at District level institutions

- Training subjects
- Level of trainees
- Number of trainees
- Appropriate Batch Size
- Locations from which trainees come
- Charges, if any, for training
- Duration of training programmes
- Training facilities
- Number and adequacy of trainers
- Qualifications of trainers
- Development of course material
- Mechanism to address capacity development needs for officials at district level
- Emphasis on skills required for disasters within the states
- Advisory role of institutions in preparation of DDMPs
- Inclusion of the training institutions in the process of framing policies in the state
- Mechanism for refresher courses
- Assistance from State Government in the form of finances or resource persons
- Suggestions for improvement
- Potential for delivery of course material in blended learning mode

For trainers at SIRDs

- Training subjects
- Level of trainees
- Number of trainees
- Appropriate Batch Size
- Locations from which trainees come
- Charges, if any, for training
- Duration of training programmes
- Training facilities
- Number and adequacy of trainers
- Qualifications of trainers
- Development of course material
- Mechanism to address capacity development needs for officials at district level
- Emphasis on skills required for disasters within the states
- Advisory role of institutions in preparation of DDMPs
- Inclusion of the training institutions in the process of framing policies in the state
- Mechanism for refresher courses
- Assistance from State Government in the form of finances or resource persons
- Suggestions for improvement
- Potential for delivery of course material in blended learning mode

- For Sr. Administrative service officials at National, State levels and District levels
  - Training courses attended in the last two years
  - Quality of training courses
  - Specific areas of improvement
  - Comparison with international training courses

- For mid level administrative officials National, State and District Levels.
  - Frequency of training courses
  - Training courses attended in the last two years
  - Comments on quality of course
  - Relevance to duties and responsibilities
  - Possibility for post-training career progression
  - Extent of use of new skills learnt during training
  - Suggestions for improvement

- For officials and professionals in health, education, rural development and urban development sector.
  - Frequency of training courses
  - Training courses attended in the last two years
  - Comments on quality of course
  - Relevance to duties and responsibilities
  - Possibility for post-training career progression
  - Extent of use of new skills learnt during training
  - Suggestions on specific subjects for inclusion in training courses
  - Quality of trainers
  - Suggestions for improvement

Monthly progress reports will be submitted during development of the training modules.

Timeframe

A test module in blended learning mode will be developed in Months 6 and 7 of the project.
3.3 Quality and Accreditation

3.3.1 Quality and Accreditation of DM Training and the Certification Process (A.3)

Report


Sub Deliverable of Deliverable 8: Consultative Workshop with NDMA/ NIDM/ States to finalise the report on accreditation process and quality management

Sub Deliverable of Deliverable 10: Finalised report on accreditation process, quality management, SWOT analysis

Purpose

Review the existing certification, accreditation and quality management methods nationally and internationally to assess needs and viability towards development of methodology and tools and develop incentive based approaches.

The strategy for the accreditation process of master trainer will also be undertaken in this study.

Further, the accreditation process will include ISO standards and Sarvottam criteria for services.

Secondary Data Collection

- National Training Policy
- State Policies on Education and Training
- NDMA Guidelines – training component of guidelines wherever available
- Accreditation policy and procedure manual – Applied Science Accreditation Commission, USA
- Training course accreditation policy – The Open Group, UK
- Disaster management training course accreditation system – Centre for Development and Emergency Practice, Oxford Brookes University, UK
- Accreditation (Initial and Renewal): Policies and Procedures, Government of Saskatchewan
- Case studies

Primary Data Collection

In-depth interview of faculty at:

- NIDM
- LABSNAA
- AICTE
**Data Analysis/ Interpretation**

**Framework for Analysis**

- Programme structure
- Faculty – qualifications, numbers, ongoing research
- Curricular objectives
- Curricular content
- Student body
- Administration
- Institutional facilities
- Institutional networks
- Institutional financial status
- Credit structure for certification
- Present accreditation and its history
- Review process, its frequency and quality management parameters

**Analysis Process**

- Literature analysis
- Survey / interview data analysis

**Points of Enquiry**

- Institutional setup and programme details
  - Programme structure
  - Faculty – qualifications, numbers, ongoing research
  - Curricular objectives
- Curricular content
- Student body
- Administration
- Institutional facilities
- Institutional networks
- Institutional financial status
- Case studies

- Certification
  - Upward linkages
  - Credit system
  - Any cross linkages in credit accrual

- Accreditation
  - Accreditation body for the institution
  - Present accreditation status and past records
  - Process of renewal of accreditation – how, how often

- Quality management
  - Internal monitoring
  - External monitoring and evaluation
  - Corrective measures

**Monitoring**

- Monthly progress reports
- Monthly monitoring meeting
- Analysis reports
- Workshop report

**Timeframe**

The activities are planned for months 6 to 14 as per the work schedule, but initial activities will be started up in advance, with literature review and initial inquiries being made in parallel to other activities; and contextualized analysis being taken up as soon as field data analysis starts emerging. Efforts will be made to advance activities of this component on the workplan.
4. RESEARCH AND EDUCATION (COMPONENT B)

4.1 Present Status of DM related Education and Research (B.1)

Report

Sub Deliverable of Deliverable 10: Finalised report on accreditation process, quality management, SWOT analysis

Sub Deliverable of Deliverable 11: Consolidated report on suggestions for accreditation process and its policy for DM technical courses at graduate and postgraduate level

Sub Deliverable of Deliverable 13: Finalisation of the report on suggestions for accreditation process and its policy for DM technical courses at graduate and post graduate level through a consultative workshop

Purpose

To present the status of informal and formal DM related education and research courses in India with the intention of identifying the scopes and trends resulting in determining the gaps and formulation of recommendations achieved through SWOT analysis. A further focus will address issues such as institutions, data and funding; in turn culminating in a set of recommendations to address gaps and strengthen DM research in India.

Benchmarks will be identified with reference to list of institutes.

Secondary Data Collection

Review the following documents:

- National Training Policy
- State policies on education and training
- NDMA Guidelines – training component of guidelines wherever available
- Hyogo Framework for Action
- National Action Plan on Climate Change
- EM-DAT
- Disaster management research and training framework – Centre for Development and Emergency Practice, Oxford Brookes University, UK
- Education and research framework International Environment and Disaster Management (IEDM) Lab, Kyoto University, Japan
- Report of Asian University Network on Environment and Disaster Management (AUEDM), on university courses on disaster management
- Case studies
Primary Data Collection

In-depth interviews of faculty at institutions as listed:

- NIDM
- LABSNA
- AICTE
- MCI
- DoPT
- NDMA
- SIDM
- ATIs
- State Institutions: SIRDs
- TISS, Amity, KGMC, SPA
- Civil Society: RedR, Sphere India
- Corporate sector institutions – CII, FICCI, PHDCC
- Hudco – HSMI
- IIPA
- IMD
- ISRO
- Devi Ahilya Vishwavidalya, Indore

Data Analysis/ Interpretation

Framework for Analysis

- Programme structure
- Faculty – qualifications, numbers, ongoing research
- Curricular objectives
- Curricular content
- Student body
- Administration
- Institutional facilities
- Institutional networks
- Institutional financial status
- Credit structure for certification
- Present accreditation and its history
- Review process, its frequency and quality management parameters

Analysis Process

- Literature analysis
- Survey / interview data analysis
Points of Enquiry

General Points of Inquiry:

- Institutional setup and programme details
  - Programme structure
  - Faculty (both research and education) – qualifications, numbers, ongoing research
  - Research and academic objectives and content
  - Administration
  - Institutional facilities, research facilities – in-house and outreach
  - Institutional networks
  - Institutional financial status
  - Case studies
- Research publication
  - Publication record – theme wise
  - National and international publications
- Certification
  - Upward linkages with apex level national institute to ensure uniformity of standards
  - Credit system
  - Any cross linkages in credit accrual
- Accreditation
  - Accreditation body for the institution
  - Present accreditation status and past records
  - Process of renewal of accreditation – how, how often
- Quality management
  - Internal monitoring
  - External monitoring and evaluation
  - Corrective measures

Specific Points of Inquiry for Focused Institutions:

Specific points of inquiry for IMD, ISRO and TISS as three institutions of focus:

- **IMD**
  - The existing early warning systems in place for floods, landslides, drought and cyclones
  - Process for communication of early warnings
  - How much notice is given for cyclone warnings with accuracy of 75% or more to facilitate evacuation?
  - How accurate these warnings have been during last three years?
  - Measures being taken to further improve warning systems, both in terms of accuracy and more time to be given to District Authorities for action
  - What are the modalities for communication of warning to fishing boats in seas? How many hours’ notice is generally given at present to enable them to return to shore?
  - Is IMD working together closely with ISRO to improve the present warning systems?
- How user friendly our early warnings are at present?

**ISRO**
- What is the role being played by ISRO at present to support IMD for early warnings?
- Is satellite imagery is being used for early warnings; if so, to what extent?
- What actions are in hand to further improve the early warning systems in force currently?
- How do our systems rate compared to systems in force in developed countries, in terms of accuracy and time, for early warnings?
- What actions are in hand to improve the existing early warning systems through extensive use of science and technology?

**TISS**
- What are the main functions of TISS?
- What is the organisational set up in TISS?
- Number of training programmes being held annually; how trainees are selected; modalities for developing training modules
- Who are the stakeholders being trained by TISS?
- What academic courses are being organised by TISS; to what extent these courses have been successful to draw focus to DRR?
- Does TISS undertake research for DRR? If so, what type of research has been undertaken?
- Is TISS also engaged in documentation of disasters and analysis to bring out good practices and “what went wrong” through case studies?
- Is TISS rendering any technical support to national, state or district governments?
- What type of coordination mechanism is in place for TISS with state level training institute such as YASHADA, Pune and national level institutes like NIDM?
- How, in your view, can the training and capacity development systems be improved further?
- Specific actions taken by TISS for capacity development in sectors like rural development, health, education, PRIs and ULBs
- Has TISS taken any steps to develop a comprehensive HR Plan at macro or micro level? If so, what are the details?

**Monitoring**
- Monthly progress reports
- Monthly monitoring meeting
- Analysis reports
- Workshop report

**Timeframe**
The activities are planned for months 8 to 9.5 as per the work schedule, but initial activities will be started up in advance, with literature review and initial inquiries being made in parallel to other activities; and contextualized analysis being taken up as soon as field data analysis starts emerging. Efforts will be made to advance activities of this component on the workplan.
4.2 Suggestions for Policy on Accreditation and Certification of all Disaster Management/DRR Related Technical Courses being organised at NIDM and other institutes (B.2)

Report

Sub Deliverable of Deliverable 10: Finalised report on accreditation process, quality management, SWOT analysis

Sub Deliverable of Deliverable 11: Consolidated report on suggestions for accreditation process and its policy for DM technical courses at graduate and postgraduate level

Sub Deliverable of Deliverable 13: Finalisation of the report on suggestions for accreditation process and its policy for DM technical courses at graduate and postgraduate level through a consultative workshop

Purpose

Conduct a review and comparative analysis of international good practices of DM/DRR management for both informal and formal graduate and post graduate technical courses assessing certification and accreditation methods in India. The desired intentions are to develop an indicator based criteria for certification and accreditation, establishment of standards, establishment of oversight systems and establishment of a network of agencies.

Secondary Data Collection

Review the following documents:

- National Training Policy
- State policies on education and training
- NDMA Guidelines – training component of guidelines wherever available
- Accreditation policy and procedure manual – Applied Science Accreditation Commission, USA
- Training course accreditation policy – The Open Group, UK
- Disaster management training course accreditation system – Centre for Development and Emergency Practice, Oxford Brookes University, UK
- Accreditation (Initial and Renewal): Policies and Procedures, Government of Saskatchewan
- Accreditation system – Graduate School of Global Environmental Studies (GSGES) Kyoto University, Japan
- Report of Asian University Network on Environment and Disaster Management (AUEDM), on university based research on disaster management and environment in Asia
- Case studies of national and international good practices
Primary Data Collection

In-depth interview of faculty at:

- NIDM
- LABSNA
- NDMA
- QCI
- ASSOCHAM
- CII
- FICCI
- NABET
- State Institutions: SIRDs
- Civil Society: RedR, Sphere India
- CENDEP, OBU
- GSGES, KU
- AUEDM

Data Analysis/ Interpretation

Framework for Analysis

- Programme structure
- Faculty – qualifications, numbers, ongoing research
- Curricular objectives
- Curricular content
- Student body
- Administration
- Institutional facilities
- Institutional networks
- Institutional financial status
- Credit structure for certification
- Present accreditation and its history
- Review process, its frequency and quality management parameters

Analysis Process

- Literature analysis
- Survey / interview data analysis

Points of Enquiry
- Certification
  - Upward linkages
  - Credit system
  - Any cross linkages in credit accrual
  - Develop indicator based criteria for certification and accreditation

- Accreditation
  - Accreditation body for the institution
  - Process of renewal of accreditation – how, how often
  - Establishment of standards

- Quality management
  - Internal monitoring
  - External monitoring and evaluation
  - Corrective measures
  - Establishment of oversight system
  - Establish network of agencies

**Monitoring**
- Monthly progress reports
- Monthly monitoring meeting
- Analysis reports
- Workshop report

**Timeframe**
The activities are planned for months 8 to 9 as per the work schedule, but initial activities will be started up in advance, with literature review and initial inquiries being made in parallel to other activities; and contextualized analysis being taken up as soon as field data analysis starts emerging. Efforts will be made to advance activities of this component on the workplan.
5. PUBLIC AWARENESS AND MEDIA (COMPONENT C)

5.1. Strategy for National Media Campaign (C.1)

Study of public campaigns and IEC material in India and globally; SWOT analysis of the media sector and DRR; national level consultation workshop; formulation of national level media strategy

Sub Deliverable of Deliverable 14: All expected outcomes of Public Awareness as indicated in scope of study (SWOT analysis report, strategy for media campaign, module, handbook and guidelines for journalists)

Purpose

Create a multi-pronged media strategy for a strong public awareness campaign, penetrating from national to community level; helping build a culture of safety across the country in general and communities at risk in particular.

Under public awareness, the following steps will be considered:

a) Baseline study for a focused community
b) Role of social media (facebook / twitter)
c) Inclusion of Public Information Officer / Public Relations Officer in training module including journalists.
d) Impact analysis of advertising / publicity carried out so far by various agencies will be carried out using the planned primary and secondary data collection process of the study.
e) Based on the study, risk wise recommendations and inputs to the national campaign will be provided.

Review of development sector campaigns, international good practices and recent DRR campaigns, will be done for devising the strategy of national media campaign.

Some interesting real time stories will also be captured based on the field visit.

Secondary Data Collection

Review the following documents:

- All national public awareness campaigns on DRR
- All state level public awareness campaigns on DRR
- Campaigns form the UNDP-GoI Disaster Risk Reduction project
- Guidelines and tools for developing communication strategies for joint UN teams on AIDS
- One Pilots Communications Workshop on communication for development
- IFRC Disaster programme Information and reporting
- S H A P E – R I S K: Sharing Experience On Risk Management In The EU
- Who Depends on You? Are You Prepared for a Disaster? Campaign Analysis – Huxley college of the Environment and Western Washington University, Resilience Institute
- Public awareness and public education for disaster risk reduction: a guide – IFRC
- Guide on Improving Public Understanding of and Response to Warnings – World Meteorological Organisation
- Earthquake Safety Week 2012 Report - BSDMA
- Risk And Disaster Management: A Public Awareness Strategy For Seychelles - UNDP

Primary Data Collection

- In-depth interviews with:
  - NIDM: ED, faculty members and experts
  - National and State Institutions, CDMs at ADI,
  - Civil society organisations focused on public awareness
  - Prasar Bharati
  - All India Radio
  - Ministry of Information and Broadcasting
  - Press Trust of India
  - Media planning organisations/ advertising agencies
  - Local and state community radio, local press and broadcasting stations
  - Academic faculty from MICA, IIMC, Aurbindo, JamiaMilia and others
- National level consultation workshop with to arrive at consensus on national media campaign.
- Community Surveys
  - Based on Knowledge – Interest – Desire – Action (KIDA), Knowledge- Attitude – Practice (KAP) indicators, visual indicators, recall, social referencing and other tools.
  - KIDA and KAP studies tell us what people know about certain things, how they feel and how they behave. They detail the knowledge possessed by a community; their feelings and any preconceived ideas; and the ways in which they demonstrate this through their actions.
  - Case studies
- Community FGDs
  - Focus Group Discussions with men, women and children at GP and ULB level regarding behaviour and media aspects
Data Analysis/ Interpretation

Framework for Analysis
- What worked and what didn’t?
- What are the most effective/least effective tools?
- How are perceptions influenced?
- What are seen as the greatest gaps in public awareness?
- Is it a knowledge problem or an attitude problem? What is stopping people from putting knowledge into practice?

Analysis Process
- Literature analysis
- Survey / interview data analysis

Points of Enquiry

Knowledge-Action-Practice Surveys
- Knowledge
  - What is the local knowledge on DRR?
  - How was this knowledge gained – what tools?
- Attitude
  - How important is DRR perceived to be?
  - What is the predominant emotion connected to this topic?
  - What are the preconceptions on disasters?
  - What is the feeling about what can be done at an individual level?
  - What do they feel about what the government can do?
- Practice
  - What actions have they taken?
  - What motivated them to do this/what keep them from doing anything?
  - What do they see as the next steps? What can be done in the community?

Leading points for Focus Group Discussions
- Access to and use of media
  - What is available?
  - What media is used most often?
  - Among this, what are the most popular programmes?
  - What tools are used most often for learning?
- Recall
  - Favourite advertisement and why
- Most effective public campaign and why
- Spoken, written, visual – what mediums do they recall most?

- Visual appeal
  - Colours, logos, branding – most recognizable campaigns

- Inducing action
  - Brand ambassador
  - Fear vs. empowerment?

### Timeframe

Months 10 -12.5

## 5.2 TOT module for Journalists for disaster reporting (C.2)

Understand knowledge gaps in reporting disaster-based issues; design a tool kit for journalists; develop a training module on DRR for media trainees; develop a training module for experienced journalists including Press Information Officers and Public Relations Officers

### Sub Deliverable of Deliverable 14: All expected outcomes of Public Awareness as indicated in scope of study (SWOT analysis report, strategy for media campaign, module, handbook and guidelines for journalists/ Press Information Officers/Public Relations Officers)

### Purpose

Create a kit and TOT module for journalists/ Press Information Officers/ Public Relations Officers to sensitize them on their role, not only in reporting disasters, but in spreading awareness and helping prepare communities.

### Secondary Data Collection

**Review the following documents:**

- Communicating Disasters: An Asia Pacific Resource Book – UNDP And TVE Asia Pacific, 2007
- Disaster Communication: A Resource Kit For Media
- Media And Safe Disaster Coverage – ADPC
- Disaster Through a Different Lens: A Guide For Journalists Covering Disaster Risk Reduction – UNISDR
- Left In The Dark: The Unmet Need for Information In Humanitarian Responses – BBC World Service Trust
All other pertinent international and national documents on journalist training; subject to availability
Case studies of international and national good practices

Primary Data Collection
In-depth interviews with:
- State and local institutions concerned with press coverage
  - Ministry of Information and Broadcasting
  - Press Trust of India
  - Local and state community radio, local press and broadcasting stations
  - Academic faculty from MICA, IIMC, Aurbindo, JamiaMilia and others
- National level consultation workshop with academics and media professionals.

Data Analysis/ Interpretation
Framework for Analysis:
- What are greatest challenges for journalists?
- What are the training gaps for such reporting?
- What are the preconceived notions and attitudes?
- What kind of relationship exists between the press and the government?

Analysis Process
- Literature analysis
- Survey / interview data analysis

Points of Enquiry
Interviews with key stakeholders
- Training
  - What ‘disaster situation’ knowledge is included in the formal curriculum?
  - Are workshops for emergency coverage common in the sector? What is taught?
  - Any training module/ kit for journalists to cover disasters/ helping prepare communities?
- Attitude
  - What are preconceived notions of disaster situations?
  - What is the predominant emotion connected to this topic?
  - Is there a sense of responsibility? What can be done to cultivate this?
  - Proactive role to spread awareness vs. just reporting?
- Ethics of emergency situations

**Challenges and opportunities**
- On the field
- Pressures/systemic issues
- Scope within the reporting structures for more proactive DRR reporting
- Upward and downward linkages between national-state-community media

**Government – Press relations**
- What understanding already exists?
- What can be done within the system to build these relations?
- What roadblocks are faced from both sides in terms of using the press as a medium to spread awareness?
- What training is required to improve this?

### 5.2.1 Tools for journalists

**Sub Deliverable of Deliverable 14:** *All expected outcomes of Public Awareness as indicated in scope of study (SWOT analysis report, strategy for media campaign, module, handbook and guidelines for journalists)*

A handbook and guidelines for journalists/Press Information Officers/Public Relations Officers to report on disaster related issues will emerge from the process of the TOT preparation; serving as aids for journalists etc in the discharge of their duties during disasters, as well as for the media to play a role in disaster risk reduction.

While the data gathering and analysis processes will be aligned with that of the training module preparation, the tools will be structured and strategically positioned as follows:

**Handbook**

The handbook will be a reference tool for journalists/Press Information Officers/Public Relations Officers suitable for use during operations. It will be broadly structured to provide clarity and tips on the following elements:

- Terminology used in DRR and disaster response
- Scales and units of measurement of hazards and their impacts
- Appreciation of concepts of hazard, vulnerability, capacity, disaster and risk
- Understanding of process leading to natural hazards and subsequently disaster
- Linkage of disaster with developmental issues
- Environment and climate change and their link with disasters
- Different stakeholders and their roles and inter-linkages
- Community-based disaster management
- Government provisions and systems of disaster management
- Issues of invisible risk and vulnerability, needing special media attention
Use of vernacular media
Directory of key personnel and institutions working on disaster management in India
Understanding of international perspectives and their related stakeholders
Case studies of journalism practices and community practices
Useful resources – websites and publications
Role of journalist/ Press Information Officers/ Public Relations Officers in reporting disasters
Media role in spreading awareness, help the communities to be better prepared

Guidelines
The guidelines will be an operational tool advising journalists on the framework and suggested boundaries of media work in an emergency and also in a context of vulnerability. They will include issues such as:

- Do’s and don’ts in dealing with disaster situations
- Codes of conduct for disaster management professionals and media professionals in disaster situations; ethics of reporting on disasters
- Ensuring safety of self and teams
- Operating without causing strain on already scarce local resources in disaster context
- Environmental impacts
- Information as aid – downward dissemination in affected communities
- Sensitivities of special groups such as socially excluded communities, persons with disabilities, persons with HIV/AIDS etc.
- Operating during emergencies in a context of conflict.
- Consequences of harm caused to local communities by media exposure
- Legal issues in disaster reporting.

Timeframe
Months 10 -12.5
6. ORGANISATIONAL/ INSTITUTIONAL DEVELOPMENT (COMPONENT D)

6.1 Evaluation of Institutions (D.1)

- Evaluation of institutions from the point of legal, organisational and institutional arrangements: specifically covering identification of legal and institutional gaps; analysis of policy and DM frameworks; synergy and adequacy of existing arrangements; study of National Disaster Management Authority and National Executive Committee; study and evaluation of SDMAs/ SECs/ DDMAs/ Local Authorities in six study states; and study of National Institute of Disaster Management.

- These will bring out gaps and overlaps in the legal and institutional arrangements and the manner in which the existing institutions can be strengthened which will primarily depend on mapping of existing capacity building institutions at national, state, district and local levels; and study of their activities related to disaster management. It will also support the exercise for establishment of Centre(s) of Excellence.

6.1.1 Identification of Legal and Institutional Gaps

**Sub Deliverable of Deliverable 16: All expected outcomes of organisation/institutional development as indicated in the scope of study (review of Institutions, strategy for standardization & mechanism for setting up of DRR institute along with its capacity building strategy)**

**Purpose**

The DM Act 2005, enacted in December 2005, puts in place an institutional framework through Disaster Management Authorities at national, state and district levels, as well as the National and State Executive Committees. The Act also entrusts specific responsibilities to local authorities. On the other hand, the Gujarat and Bihar state governments had already enacted their respective State Acts which still continue to be in force. The government of Odisha constituted its State Disaster Management Authority before the enactment of the National Act. The constitution of the SDMA has not been changed in accordance with the constitutions of SDMAs prescribed in the National Act. These situations have brought in legal conflicts that will be analysed; and appropriate recommendations will be made to bridge the identified gaps in the legal framework.

**Secondary Data Collection**

**Literature Review**

- DM Act, 2005
- Disaster Management Rules made under the Act.
- State DM Acts enacted by Governments of Gujarat and Bihar.
**Primary Data Collection**

- IDIs with CEOs of SDMAs and nodal officials of SECs/DDMAs
- FGDs with Heads of Departments of DM, Education, Rural Development, Health, PRIs and ULBs.
- IDIs with state and district level institutes (ATI, SIRDs, SIFHWs, DIETs, State level branches of AIILSG)
- FGD with GIDM officials,
- FGD with officials of DMMC, Uttarakhand.
- FGD with CSOs (NGOs, SHGs) at state and district levels.
- IDIs with members/officers of NDMA, NIDM, MHA about the legal and institutional gaps as also overall plan of action for training and capacity development.

**Data Analysis/Interpretation**

To undertake analysis of legal gaps; the constitution of authorities and committees under the national and state Acts; secretariat support to NDMA/NEC/SDMAs/SECs/DDMAs to ensure whether such support is adequate to enable these authorities/committees to discharge their legal obligations; and assessment of measures taken by these authorities for training and capacity development, keeping in view the statutory functions assigned to these Authorities/Committees.

**Points of Enquiry**

- For members/officers of NDMA (Selected members/officers subject to their availability), few former members of NDMA, nodal officers of NEC, nodal officers/CEOs of SDMAs/SECs/DDMAs:
  - Legal gaps
  - Constitution of authorities and committee under the national and state acts
  - Secretariat support to NDMA/NEC/SDMAs/SECs/DDMAs
  - Assessment of measures taken by NDMA/NEC/SDMAs/SECs/DDMAs
For FGDS with CSOs

- Are CSOs satisfied that their roles in DM are adequately reflected in the national and state Acts?
- Are CSOs agreeable to accept statutory responsibilities under the Act through assigning functions to them legally?
- Do they feel that institutions under the Act (NDMA, SDMAs, DDMAs, NEC, and SECs) are discharging their legal obligations under the national and state DM Acts adequately, if so in what manner? If no, what are the modalities for entrusting additional functions to the statutory authorities’ vis-à-vis role of CSOs in training and capacity development initiatives through amendment in the Act?
- Is there adequate community level participation in disaster management? If no, whether such participation should be made legally obligatory for the statutory authorities established under the Act?
- Is there adequate coordination mechanism between CSOs and DMAs at state, district and local level?

Brief description of documents for literature review

- **The Disaster Management Act, 2005**: The law provides for requisite institutional mechanisms for drawing up and monitoring DM Plans, ensuring measures by various wings of government for prevention and mitigating impact of disasters and for undertaking holistic, coordinated and prompt response to any disaster situation.

- **Disaster Management Rules made under the Act**: A set of Rules made under the DM Act to regulate procedure and allowances of National Executive Committee; composition and procedures for NIDM; Term of Office and conditions of service of NDMA and Advisory Committee members; NIDM Regulations; Annual Report; Notice of alleged offences; and National Disaster Response Force.

- **State DM Acts enacted by Governments of Gujarat and Bihar**: State Acts with similar objectives as under DM Act for the respective states of Gujarat and Bihar.

- **Legal status of local authorities in metropolitan cities such as Municipal Corporation of Greater Mumbai, Delhi Municipal Corporation vis-a-vis the functions assigned to the district authorities**: The MCGM Act, 1888, as amended from time to time, and the recent DMC Act to ensure that responsibilities entrusted to these corporations are in tune with the provisions made in the Act for local authorities and if no, the modalities for taking corrective action.

- **Constitution of State Executive Committees in 6 states vis-à-vis constitution prescribed under the national Act**: Study the various notifications issued by the state governments for constitution of SDMAs and whether such constitution and functions assigned to these Authorities are in accordance with the provisions of the DM Act. If no, what are the modalities for taking care of legal gaps?

- **Constitution of DDMAs in 6 states vis-à-vis constitution prescribed under the national Act**: Study the various notifications issued by the state governments for constitution of DDMAs and whether such constitution and functions assigned to these Authorities are in accordance with the provisions of the DM Act. If no, what are the modalities for taking care of legal gaps?
- **State DM plans of the 6 states:** The State DM Plans are made in terms of section 23 of the DM Act having regard to the guidelines issued by the National Authority and in consultation with district and local authorities, as well as elected representatives of the state. The state plan is required to cover vulnerability, measures for prevention and mitigation and its integration with development plans, capacity building and preparedness, roles and responsibilities of each state department etc. A study of these documents, which are quite voluminous, would indicate their legal validity, both in terms of procedure and contents. The training and capacity development components in these state plans may indicate actions taken by the respective governments in respect of each of the four components of the study being undertaken.

- **Secretariat support to the DMAs at national, state and district level and National and State Executive Committees:** The success of the institutional and organisational arrangements made in each state would depend on adequate secretariat and technical support provided to these statutory bodies including infrastructure for training and capacity development. The study of relevant documents will bring out whether the state governments are complying with their legal obligations under the national or state Act, as the case may be.

- **Legal provisions and actions taken thereon by the statutory Authorities related to training and capacity development:** There are specific legal provisions for training and capacity development in the national, state and district plans. The study of relevant documents will bring out whether (a) these plans have been prepared keeping in view the legal obligations, and (b) whether these provisions are actually being implemented. This exercise will also bring out legal and institutional gaps for training and capacity development.

**Monitoring**

It is up to the client to devise appropriate monitoring mechanisms, in consultation with the agency entrusted with the study, to ensure that it does not result in over or repetitive monitoring on the same issues. The Consultants entrusted with the study will provide monthly reports, participate in periodical monitoring review meetings and furnish such other information to NIDM as may be required for monitoring the progress of the Study.

**Timeframe**

2-14 months

### 6.1.2 Analysis of Policy and DM framework

**Sub Deliverable of Deliverable 16:** *All expected outcomes of organisation/institutional development as indicated in the scope of study (review of Institutions, strategy for standardization & mechanism for setting up of DRR institute along with its capacity building strategy)*
Purpose

The National Disaster Management Framework was developed initially in the Ministry of Home Affairs in 2002 and was revised in 2004. It aims to build up holistic capabilities for disaster management so as to be able to handle both natural and man-made disasters. The Framework covers institutional mechanisms, disaster prevention/mitigation, legal/policy framework, preparedness and response, early warning systems, human resource development & capacity building and research and knowledge management. The National Policy on Disaster Management was announced in October, 2009 after enactment of the DM Act. The DM Framework and the National Policy would be analysed to identify the gaps, if any, and make recommendations to bridge the gaps.

Secondary Data Collection

Literature Review

- National Disaster Management Framework
- State Disaster Management Frameworks, where in place
- National Policy on Disaster Management
- State Policies on Disaster Management, where in position

Primary Data Collection

- IDIs with CEOs of SDMAs and nodal officials of SECs/ DDMAs
- FGDs with Heads of Departments of DM, Education, Rural Development, Health, PRIs and ULBs
- IDIs with state and district level institutes (ATI, SIRDs, SIFHWs, DIETs, State level branches of AIILSG)
- FGD with GIDM officials
- FGD with officials of DMMC, Uttarakhand
- FGD with CSOs (NGOs, SHGs) at state and district levels
- IDIs with members/officers of NDMA, NIDM, MHA about the policy gaps as also overall plan of action for training and capacity development

Data Analysis/Interpretation

To study and analyse the main components included in the DM Framework, as well as in the Policy Framework; keeping in view the State Policies on DM, where put in place. Assess whether there is synergy and convergence with the legal framework in place; identify gaps, if any; and make recommendations to cover the gaps so as to develop a holistic, uniform and integrated legal, policy and DM approach. This will help take care of inconsistencies which might have cropped up between the national approach and the state-wise approach.
Points of Enquiry

- **For FGDS with CSOs**
  - Are CSOs satisfied that their roles are adequately covered in the national and state policies?
  - Do the policies adequately articulate the concerns of civil society working at grassroots level?
  - Do these policies address the concerns of community adequately?
  - Suggestions from CSOs to make amendments in national/ state policies to keep the communities at centre-stage.

- **For members/officers of NDMA members/officers of NDMA (Selected members/officers subject to their availability), Officers of MHA/ NIDM and nodal officers/CEOs of SDMAs/SECs/DDMAs**
  - Have the state governments put in place State Disaster Management Frameworks, as advised by MHA?
  - If so, what actions have been taken to implement various measures included in such Frameworks?
  - Are there any gaps in State Frameworks vis-à-vis the National Framework?
  - Study and assessment of national and state policies on disaster management and its synergy and convergence with the legal framework
  - Are there inconsistencies in state and national policy framework; if so, is there adequate justification for the same?
  - Are the issues raised in NDMF adequately covered under DM Act or Executive Orders issued by GoI (MHA/ NDMA)?
  - Similar evaluation of SDMFs, where in force and their present relevance since the Act and Policy are already in force
  - Study NPDM and National Act to ensure synergy and convergence
  - Similar exercise about SPDM and National/State Acts, where put in place

**Brief description of documents for literature review**

- **National Disaster Management Framework**: The National Disaster Management Framework was developed initially in the Ministry of Home Affairs in 2002 and was revised in 2004. It aims to build up holistic capabilities for disaster management so as to able to handle both natural and man-made disasters. The Framework covers institutional mechanisms, disaster prevention/ mitigation, legal/policy framework, preparedness and response, early warning systems, human resource development & capacity building and research and knowledge management.

- **State Disaster Management Frameworks, where in place**: Similar study of SDMFs, where in place to ensure there is synergy with NDMF and action plan for implementation

- **National Policy on Disaster Management**: The National Policy on Disaster management (NPDM) was put in place to build a safe and disaster resilient India by
developing a holistic, pro-active, multi-disaster oriented and technology driven strategy through a culture of prevention, mitigation, preparedness and response. The NPDM encompasses all phases of disaster management.

- **State Policies on Disaster Management, where in position:** Some of the states have put in place their respective policies with the same holistic objectives, specific to the needs of the state(s).

**Monitoring Mechanism for NIDM**

It is up to the client to devise appropriate monitoring mechanisms, in consultation with the agency entrusted with the study, to ensure that it does not result in repetitive monitoring on the same issues. The Consultants entrusted with the study will provide monthly reports, participate in periodical monitoring review meetings and furnish such other information to NIDM as may be required for monitoring the progress of the Study.

**Timeframe**

2-14 months

**6.1.3 Existing Institutional and Organisational framework – Synergy and Adequacy**

**Sub Deliverable of Deliverable 16:** *All expected outcomes of organisation/institutional development as indicated in the scope of study (review of Institutions, strategy for standardisation& mechanism for setting up of DRR institute along with its capacity building strategy)*

**Purpose**

Certain institutional and organisational mechanisms were already in place before the enactment of the DM Act. With the enactment of the Act, new institutional mechanisms were also put in place like Disaster Management Authorities at national, state and district level; National and State Executive Committees; National Disaster Response Force; National Institute of Disaster Management (the earlier NIDM was made a statutory body with enlarged functions). The purpose of this exercise is to ensure that it has not resulted in avoidable duplication of systems in place at present; since a multi-institutional agencies’ mechanism can sometimes cause confusion and duplication of efforts. It is therefore necessary to ensure that there is synergy and convergence in the institutional systems in force and these are adequate to meet the objectives sought to be achieved.

**Secondary Data Collection**

** Literature Review**

- Disaster Management in India, 2011
- Disaster Management in India, 2004
INCEPTION REPORT
Preparing Long Term Training and Capacity Building Strategy for Cyclone Risk Mitigation in India

- Disaster Management Act, 2005
- State DM Acts (Gujarat & Bihar)

**Primary Data Collection**

- IDIs with selected members of NDMA
- IDIs with few former members of NDMA
- IDIs/ FGD with officer(s) of MHA
- FGD with officers of NIDM
- IDIs with CEOs of SDMAs and nodal officials of SECs
- FGDs with Heads of Departments of DM, Education, Rural Development, Health, PRIs and ULBs
- IDIs with state and district level institutes (ATI, SIRDs, SIFHWs, DIETs, State level branches of AllLSG)
- FGD with GIDM officials,
- FGD with CSOs (NGOs, SHGs) at state and district levels

**Data Analysis/Interpretation**

To study and analyse the institutional mechanism in force prior to the enactment of the National Act and the mechanisms put in place through the DM Act at national, state and district level. Further, to analyse whether there is total synergy and convergence in these systems; that these supplement each other and do not create duplication of effort or confusion about the role of each agency, particularly in response. Also, whether there is synergy in the role entrusted to MHA and NDMA in response at national level and between State Government and SDMAs at state level.

**Points of Enquiry**

- For members/officers of NDMA (Selected members/officers subject to their availability), Officers of MHA/ NIDM and nodal officers/CEOs of SDMAs/SECs/DDMAs
  - Is there total synergy or some duplication in the institutional and organisational arrangements that were in place before enactment of the DM Act and the institutional and organisational arrangements in place statutorily?
  - Are the institutional arrangements in place adequate or do they need to be strengthened further?
  - Are these arrangements adequate to support training and capacity development from national to local level based on TNA and CGA? If no, what additional arrangements need to be put in place?
  - Evaluate available capacities with reference to TNA, CGA, State HR Plan Frameworks
  - Are the mechanisms for coordination and synergy in place from national to local level (vertical linkages) as also horizontal linkages (among various line departments, training institutes and other stakeholders)?
- Are mechanisms in force for synergy and coordination among non-government stakeholders; as well as systems in place for coordination between government and non-government stakeholders?
- Based on mapping of institutions, ascertain from stakeholders at national, state and district level, whether institutional systems in force are adequate with reference to adequate faculty, existing and proposed training capacity, courses organised, quality and focus of courses, training modules, process for selection of trainees, need to improve training infrastructure, monitoring and evaluation systems, feedback for further improvement etc.

### For FGDS with CSOs

- Whether the existing institutional mechanism in force is adequate to take care of training and capacity development of civil society members including NGOs, SHGs, elected representatives of local self government
- Are the national and/or state level CSOs in a position to put in place their own training and capacity building mechanism? If so, what sort of professional support is needed from government training institutes?
- Are the systems in place for training and capacity building of community at village and ULB level sufficient? If no, suggestions for improvement, in their view?

**Brief description of documents for literature review**

- *Disaster Management in India, 2011*
- *Disaster Management in India, 2004:* The first publication brought out by MHA (after it was given disaster management work), it describes the institutional mechanism in force at that time (before the enactment of the DM Act). The revised publication of 2011 describes the systems in force as of now. A comparison would indicate whether any changes have been made in the institutional mechanism the DM Act enactment and what functions have been assigned to each institution which was in existence prior to 2005.
- *Disaster Management Act, 2005*
- *State DM Acts (Gujarat & Bihar):* Description already given in section 6.1.1

**Monitoring Mechanism for NIDM**

It is up to the client to devise appropriate monitoring mechanisms, in consultation with the agency entrusted with the study, to ensure that it does not result in repetitive monitoring on the same issues. The Consultants entrusted with the study will provide monthly reports, participate in periodical monitoring review meetings and furnish such other information to NIDM as may be required for monitoring the progress of the Study.

**Timeframe**

2-14 months
6.1.4 National Disaster Management Authority/ National Executive Committee

Sub Deliverable of Deliverable 16: All expected outcomes of organisation/institutional development as indicated in the scope of study (review of Institutions, strategy for standardization & mechanism for setting up of DRR institute along with its capacity building strategy)

Purpose

The National Disaster Management Authority and the National Executive Committee were constituted as statutory bodies under the Disaster Management Act, 2005. The functions assigned to NDMA and NEC are mentioned in the Act. The assessment will look at whether these bodies have been able to discharge the functions statutorily assigned to them and constraints, if any, which might have come in their way. If so, the remedial measures which may be taken to further improve the functioning of these bodies at national level.

Secondary Data Collection

Literature Review

- The DM Act, 2005
- The DM Rules made under the Act
- Annual Reports of NDMA for last three years
- Projects/programmes taken up by NDMA for implementation
- Guidelines issued by NDMA, particularly aspects related to training and capacity development
- Instructions/advisories sent to state governments/SDMAs

Primary Data Collection

- IDIs for members/officers/former members of NDMA
- IDI with Nodal Officer of NEC
- IDIs/FGD with officers in MHA
- IDIs/FGD with members/officers of SDMAs/SECs about their expectations from NDMA

Data Analysis/Interpretation

To study and analyze actions taken by NDMA during the last 7 years vis-à-vis the functions assigned to it under the Act; the constraints of NDMA and the measures required to mitigate these; feedback from MHA and SDMAs about their expectations from NDMA; functioning of NEC since its constitution; constraints - particularly inadequate secretariat and professional
support; compliance with the directions of the Central Government; role of NDMA and NEC in response; and coordination mechanisms in place.

Points of Enquiry

- For members/officers of NDMA (Selected members/officers subject to their availability), few former members of NDMA, Officers of MHA/ NIDM and nodal officers/CEOs of NEC/ SDMAs/SECs
  - Assessment of actions taken by NDMA in consonance with the functions assigned to it under the DM Act
  - Is the representation of professionals in NDMA adequate?
  - Specific actions taken for training and capacity development
  - Coordination mechanisms with states to ensure linkages
  - Coordination mechanisms with MHA and other line ministries
  - Role of NDMA in response through NDRF
  - Is command and control system for NDRF as prescribed in the Act (also as in practice) adequate to meet requirements during emergencies?
  - Financial powers of NDMA-are these adequate?
  - National Disaster Mitigation Fund was initially envisaged to be at the disposal of NDMA. Since this Fund has not been created, is NDMA facing bottlenecks?
  - Has NEC been able to effectively discharge its functions assigned to it under the Act?
  - Is there need for a dedicated secretariat for NEC or is the existing arrangement of DM Division in MHA adequate?
  - Modalities for possible improvements in the functioning of NDMA; particularly keeping in view training and capacity development, public awareness and accreditation and certification aspects
  - Feedback from MHA on NDMA/ NEC on aspects related to training and capacity development, public awareness and accreditation and certification related issues

- For FGDS with CSOs
  - Awareness on the establishment of NDMA
  - How useful have the media campaigns promoted by NDMA for disaster risk reduction been?
  - What role do they perceive for NDMA to be more visible and effective at community level?

Brief description of documents for literature review

- The DM Act, 2005
- The DM Rules made under the Act

These documents have already been described in section 6.1.1
### Annual Reports of NDMA for last three years

The Annual Reports would indicate actions taken by NDMA and whether all functions assigned to it under the Act stand covered.

### Projects/programmes taken up by NDMA for implementation

The projects/programmes taken up by NDMA, particularly related to training and capacity development will bring out national level initiatives.

### Guidelines issued by NDMA, particularly aspects related to training and capacity development

NDMA has issued disaster specific guidelines, including human-induced disasters and on cross-cutting issues. A study of these guidelines would help in ascertaining follow-up action taken by SDMAs/DDMAs to implement these guidelines.

### Instructions/ Advisories sent to state governments/ SDMAs

The follow-up action taken by the state governments/ SDMAs/ DDMAs will show that vertical linkages are in place and actions recommended by NDMA are being followed up for effective implementation down to community level.

**Monitoring**

It is up to the client to devise appropriate monitoring mechanisms, in consultation with the agency entrusted with the study, to ensure that it does not result in repetitive monitoring on the same issues. The Consultants entrusted with the study will provide monthly reports, participate in periodical monitoring review meetings and furnish such other information to NIDM as may be required for monitoring the progress of the Study.

**Timeframe**

2-14 months

### 6.1.5 Evaluation Exercise for State Disaster Management Authorities/ State Executive Committees/ District Disaster Management Authorities/ Local Authorities

**Sub Deliverable of Deliverable 16:** All expected outcomes of organisation/ institutional development as indicated in the scope of study (review of Institutions, strategy for standardization & mechanism for setting up of DRR institute along with its capacity building strategy)

**Purpose**

Besides the National Authority and the National Executive Committee, the DM Act also puts in place new institutional mechanisms at state and district level through the establishment of the State Disaster Management Authority and State Executive Committees at State level and District Disaster Management Authority at district level. The functions assigned to these Authorities and Committees are given in the Act. The assessments will show whether these bodies have been able to discharge the functions statutorily assigned to them and constraints, if any, which might have come in their way. If so, what are the remedial measures which may be taken to further improve the functioning of these bodies at national level? The review will
also look at whether adequate forward and backward linkages are in place to maintain the convergence and synergy of actions taken by these Authorities/ Committees to optimise results in all phases of Disaster Management in general and in respect to training and capacity building in particular.

### Secondary Data Collection

**Literature Review**

- The DM Act, 2005
- The State DM Acts put in place by states such as Gujarat and Bihar
- Annual reports of SDMAs for last three years
- Projects/programmes taken up by SDMAs and DDMAs for implementation
- Follow up action taken by SDMAs/ DDMAs on the guidelines issued by NDMA, particularly aspects related to training and capacity development
- Instructions/ advisories sent by state governments/ SDMAs to DDMAs

**Primary Data Collection**

- IDIs for members/ officers of SDMAs
- IDI with Nodal Officer of SECs
- IDIs/FGD with officers of line departments at state level such as DM, Rural Development, Health, Education, PRIs and ULBs at state and district level, particularly for training and capacity development
- IDIs/ FGD with members/ officers of SDMAs/ SECs about their expectations from NDMA
- FGDs with state level training institutes particularly for training and capacity development
- IDIs/FGDs with members of DDMAs/

**Data Analysis/ Interpretation**

To study and analyse actions taken by SDMA/ SEC in each of the six states during the last 7 years vis-à-vis the functions assigned to it under the Act; the constraints of SDMA/ SEC and the measures required to be taken to mitigate it; feedback from state governments and DDMAs about their expectations from SDMA; functioning of SEC since its constitution; constraints particularly inadequate secretariat and professional support; compliance with the directions of the State Government; role of SDMA/ SEC/ DDMAs in response and coordination mechanism in place.

### Points of Enquiry

- For members/officers of SDMA (Selected members/officers subject to their availability, Officers of State Governments in DM, Rural Development, Health, Education, PRIs and ULBs Departments at state and district level and State level training institutes particularly in respect of training and capacity development
- Assessment of actions taken by SDMAs in the six states, particularly on training and capacity development, public awareness and accreditation and certification issues
- In states that have their own State Act in place (Gujarat, Bihar) or states that are not strictly following the institutional mechanisms laid down under the Act (Odisha), have there been any legal bottlenecks?
- Measures needed to bring about convergence between the legal and institutional arrangements prescribed under the National Act and the practices being followed under their respective State Acts
- Is there a need to provide an exclusive secretariat for SDMA/SEC where such support systems do not exist?
- Are SDMAs/SECs satisfied with the existing institutional arrangements such as ATIs/SIRDs? If no, what are their recommendations?
- Interaction with state and district level training institutes to ascertain whether these institutions are getting adequate support from SDMA/SEC/DDMA
- What is the present status of setting up State Disaster Response Force in each state?
- Have the DDMAs been constituted in all districts? Are the DDMAs constituted active at present?
- What specific measures have been taken by SDMAs/SECs/DDMAs for risk reduction, training and capacity development, public awareness and accreditation and certification issues
- Is there an effective and appropriate coordination mechanism in place encompassing all stakeholders
- Is an SDRF in place? If yes, what interventions have been made by this Force during disasters? If no, are there plans to develop such a Force?
- Was there any occasion of deployment of NDRF in the state? If so, was the state government/SDMA satisfied with their response as also quality of training?
- Areas of improvement in the functioning of SDMAs/SECs/DDMAs particularly to pay more intensive attention to training and capacity development, public awareness and accreditation and certification issues
- Interaction with other stakeholders at state level to get their feedback on the functioning of SDMA/SEC
- Interaction with other stakeholders at district and local level to get their feedback on the functioning of DDMA.

**Points of enquiry for FGDS with CSOs**
- What are the systems in place for coordination between CSOs and SDMA/DDMA
- Are CSOs getting financial and professional support from SDMA/DDMA?
- Are CSOs participating actively with communities?
- What arrangements are in place for creating public awareness and training of communities in DM?
- Are media campaigns being organised by SDMA/ DDMA?
- If yes, how useful have been the media campaigns promoted by NDMA/ SDMA/ DDMA for disaster risk reduction?
- Is there a system in place for generating awareness at community level through person to person contact; pamphlets, brochures and other IEC materials?
- What role do they perceive for SDMA/ DDMA to be more visible and effective at community level?
- Do CSOs undertake the training and capacity building of communities? If so, what are the modalities?

**Brief description of documents for Literature Review**

- **The DM Act, 2005**
- **The State DM Acts put in place by States like Gujarat and Bihar:** These are already described in section 6.1.1
- **Annual Reports of SDMAs for last three years:** The Annual Reports would indicate actions taken by SDMA and whether all functions assigned to it under the Act stand covered.
- **Projects/programmes taken up by SDMAs and DDMAs for implementation:** These documents would indicate whether there is an Action Plan and the actions that are being taken, particularly related to training and capacity building of all stakeholders.
- **Follow up actions taken by SDMAs/ DDMAs on the Guidelines issued by NDMA, particularly aspects related to training and capacity development:** NDMA has issued several specific guidelines on disasters, as well as on cross-cutting issues. The study of these documents would bring out whether follow-up action is being taken by SDMA/ DDMA in accordance with these guidelines; and, if so, to what extent it has been possible to translate it into action plans, programmes and projects for implementation.
- **Instructions/ advisories sent by state governments/ SDMAs to DDMAs:** These would indicate whether DDMAs are taking due action on such instructions/ advisories. What are the coordination and monitoring mechanisms? This will also bring out the extent of involvement of line departments in DM and particularly DRR related activities.

**Monitoring**

It is up to the client to devise appropriate monitoring mechanisms, in consultation with the agency entrusted with the study, to ensure that it does not result in repetitive monitoring on the same issues. The Consultants entrusted with the study will provide monthly reports, participate in periodical monitoring review meetings and furnish such other information to NIDM as may be required for monitoring the progress of the Study.

**Timeframe**

2-14 months
6.1.6 National Institute of Disaster Management

Study of NIDM

Sub Deliverable of Deliverable 16: All expected outcomes of organisation/institutional development as indicated in the scope of study (review of Institutions, strategy for standardization & mechanism for setting up of DRR institute along with its capacity building strategy)

Purpose

The National Institute of Disaster Management (NIDM) was established in 2003, after the erstwhile National Centre for Disaster Management (NCDM) at IIPA was converted into an Institute. It was made a statutory body by incorporating it in the Disaster Management Act, 2005 with enhanced functions. NIDM functions within the broad policies and guidelines laid down by NDMA and is responsible for planning and promoting training and research, documentation and a national-level information base in the areas related to disaster management. Its mandate encompasses DM policies, prevention mechanism and mitigation measures. It is required to formulate and implement a comprehensive Human Resource Development Plan; develop training modules; organise training programmes; provide assistance in national level policy formulation; extend assistance to the training and research institutes for development of training and research programmes for all stakeholders; undertake training of faculty members of state level training institutes; provide assistance to State Governments and state level training institutes in the formulation of state level policies, strategies, and disaster management framework and any other assistance as may be required by state governments or state training institutes for capacity building of stakeholders, governments including its functionaries, civil society members, corporate sector and people’s elected representatives; develop educational materials for academic and professional courses; promote awareness among stakeholders; organise and facilitate study courses; undertake publication of journals, research papers and books; establish and maintain libraries etc.

Being the only apex level national institute in the country with vast professional responsibilities, it has been provided some autonomy by enabling it to make its own regulations and establish a Governing Body under the regulations to carry out the decisions of the institute, which has been constituted by the Central Government under the Disaster Management (NIDM) Rules, 2006.

The purpose of this exercise is to assess whether NIDM has been able to discharge the statutory functions assigned to it under the DM Act effectively; whether it enjoys adequate autonomy; has it got adequate and well trained faculty and infrastructure; what constraints it faces, if any; and remedial measures required to enable it to function as a regional institute of excellence for SAARC countries. This should keep in view that the SAARC Disaster Mitigation and Management Centre is also housed in and serviced by 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 the policy and professional support being extended to NDMA, central and state governments, state training institutes and all other stakeholders.

Secondary Data Collection

Literature Review

- The Disaster Management Act, 2005
- The Disaster Management (National Institute of Disaster Management) Rules, 2006
- The National Institute of Disaster Management Regulations, 2006
- Training modules developed by NIDM
- Calendar of training programmes being run by NIDM for last three years
- Documents related to documentation and development of national level information base
- Research activities undertaken
- Support provided to NDMA, MHA and State Governments for policy formulation

**Collection of Primary Data**

- IDIs with the concerned member for NDMA
- IDIs with few former member(s), NDMA, preferably professionals
- IDIs with concerned officer(s) in MHA
- IDIs with ED, NIDM and Professors
- FGD with Faculty Members of NIDM
- IDI/FGD with state DM Departments/ SDMA about the policy level support provided by NIDM to six states
- FGDs with state level training institute, about support provided by NIDM
- FGD/IDI with corporate sector about assistance provided by NIDM

**Data Analysis/Interpretation:**

To study and analyse actions taken by NIDM in terms of functions assigned to it and the level of achievement; action taken to translate its vision developed in 2003 into reality; policy and professional support provided to state governments and state level training institutes; constraints by way of infrastructure, adequate and qualified faculty; training and re-training of faculty at International Institutes of repute; facilities for undertaking documentation and research and maintenance of libraries and other allied issues and remedial measures required to be taken to develop it as an international institute of repute.

**Points of Enquiry**

- NDMA (Selected members/officers subject to their availability), NIDM, MHA, State Governments, State level Training Institutes, Corporate Sector, and other stakeholders, particularly in respect of training and capacity development
  - Has NIDM discharged its role effectively as per functions assigned to it?
  - Impact evaluation of functions entrusted to NIDM
  - Is the NIDM faculty adequate, properly trained and undertaking research and documentation work?
  - Is NIDM extending adequate support to NDMA?
  - Specify the type of support extended by NIDM to NDMA
To develop policy options
To assist in documentation of recent disasters
To develop national level information base
To develop State-wise Roadmap for training and capacity building
To assess training needs of non-governmental stakeholders
To develop education materials for academic and professional courses
To undertake research studies, as may be required
To develop specific training modules for trainers
To train its officers and staff
- Any other function that might have been assigned

- Is NIDM providing support to MHA and State Governments on different policy options related to disaster risk reduction? Specify the type of support rendered as indicated in sub-points for NDMA

- Is NIDM extending support to state training institutes? Please specify.

- Is the support extended to training institutes adequate? If no, please elaborate.

- What actions have been taken to put in place the roles envisioned for NIDM initially in consultation with MHA?

- Quality of training programmes being organised by NIDM, process of selection of trainees, development of training modules particularly related to risk reduction, training and capacity development, public awareness and accreditation and certification issues

- Does NIDM enjoy adequate autonomy to allow requisite flexibility in the discharge of its functions? If no, possible models which may be considered

- What, in your view, are the constraints being faced by NIDM? [Respondents: NDMA, MHA, SDMAs, State Governments, State Training Institutes, Corporate Sector (FICCI, CII), Civil Society] Also, what, in NIDM’s view are the constraints they are facing?
  - Lack of Infrastructure: Lecture halls, hostel, inadequate space, insufficient equipment
  - Lack of administrative autonomy
  - Lack of financial autonomy
  - Inadequate or under qualified faculty
  - Lack of opportunities for specialised training at International Institutes
  - Too many training programmes at the cost of research and documentation
  - Any other constraint

- Points of enquiry for FGDS with CSOs
  - What type of support is being provided by NIDM for training and capacity building?
- What type of additional support is needed by you?
- Are you satisfied with the quality of training programmes organised/ training modules prepared by NIDM for you?
- Please specify both positives and negatives

Brief description of documents for Literature Review

- **The Disaster Management Act, 2005:** Already included in section 6.1.1
- **The Disaster Management (National Institute of Disaster Management) Rules, 2006:** These rules deal with composition of Institute and Governing Body, enabling provision to prescribe powers and functions of ED, NIDM in Regulations
- **The National Institute of Disaster Management Regulations, 2006:** The Regulations deal with various procedural issues related to organisation of meetings of the Institute and Governing Body and Powers and Functions of ED, NIDM
- **Training Modules developed by NIDM:** Study of few key training modules will indicate their quality and adequacy in terms of course content, duration, simulation and exercises for easy comprehension etc.
- **Calendar of training programmes being run by NIDM for last three years:** This would indicate types of training programmes being organised, level of participants, manner of selection of trainees, feedback from trainees, etc.
- **Documents related to documentation and development of national level information base:** Would indicate practices adopted for documentation, selection of good practices and answers to questions like “what went wrong?”; “what could have been done better?” “What was done better than previous occasions” etc.
- **Research Activities undertaken:** The nature, type and complexity of research work, qualitatively and quantitatively.
- **Support provided to NDMA, MHA and State Governments for policy formulation:** Any documents on the subject would indicate the level of competence within NIDM and the approach to policy formulation

**Monitoring**

It is up to the client to devise appropriate monitoring mechanisms, in consultation with the agency entrusted with the study, to ensure that it does not result in repetitive monitoring on the same issues. The Consultants entrusted with the study will provide monthly reports, participate in periodical monitoring review meetings and furnish such other information to NIDM as may be required for monitoring the progress of the Study.

**Timeframe**

2-14 months
6.2 Guidelines for setting up Centre(s) of Excellence for Disaster Risk Reduction (D.2)

Report on guidelines for setting up centre for excellence.

SUB DELIVERABLE OF Deliverable 16: All expected outcomes of organisation/institutional development as indicated in the scope of study (review of Institutions, strategy for standardization & mechanism for setting up of DRR institute along with its capacity building strategy)

The exercise for the establishment of Centre(s) of Excellence would involve study and analysis of the following strategy which will also help in taking a view whether there should be a single Centre of Excellence or disaster-specific/sector-specific Centres of Excellence on a regional basis by strengthening the selected existing institutions

- Mapping of existing capacity building institutions at national, state, district and local levels and study of their activities related to disaster management
- Study of current status and gaps therein for catering to capacity building of government as well as non-government stakeholders at strategic level; and the potential of a centre of excellence to address these gaps in most viable manner
- Study of international good practices on centres of excellence on disaster management; and analysis of their operational framework and the need for customization of the principles for Indian context
- Recommendations on framework and strategy for setting up of a centre of excellence for India

Purpose

To develop specific recommendations for upgrading of some training institutes as centers of excellence or to set up new centers of excellence.

Secondary Data Collection

Literature Review

- Study reports on setting up centers of excellence.
- Centre for Excellence in Disaster Management and Humanitarian Assistance, Relief web
- Brief on regional disaster management centre, OCHA
- Administrative issues involved in disaster management in India, Dr. JagdishKaur

Primary Data Collection

- Interviews with Trainers at NIDM and NDMA
- Interviews with Trainers at State institutions including State ATIs
• Interviews with trainers at district level institutions
• Interviews DMs of the selected districts
• Interviews with trainers at GIDM

Process of development of guidelines for centre of excellence

• Study of centers of excellence in India on related issues, development issues and technical themes
• Study of international good practices on centers of excellence on disaster management, and analysis of their operational framework and the need for customisation of the principles for Indian context
• Carry out consultations with national and state level DM institutions to formulate strategy and develop guidelines to upgrade existing DM capacity building centers and to establish a new centre of excellence on DRR
• Identify strengths and weaknesses, and identify gaps in the existing institutions of DM capacity building in India
• Recommendations on framework formulation of a strategy, mechanisms and benchmarks for establishment of a centre of excellence on DRR in India, and lay down modalities for its own continued capacity development and operation.

Points of Enquiry

Enforcement of bye-laws

• Assessment of buildings **Trainees at various levels**
  - Expectations from centers of excellence
  - Levels of trainees who can benefit from centers of excellence
  - Training courses recommended for the centers
  - Perceptions of relevance of such centers to DM related duties being discharged by the officers

Timeframe

Guidelines for setting up centers for excellence will be developed in month 12.
7. NATIONAL HUMAN RESOURCE AND CAPACITY DEVELOPMENT WHITE PAPER (COMPONENT E)

**Deliverable 15:** White paper on capacity building and training in DRR for India, which should be inclusive of training policy

**Purpose**

The White Paper will contain all key policy issues emerging from Components A, B, C & D of the study with recommendations that need to be considered and decided by the Government of India. It will contain (a) training and capacity building for DRR in India; (b) comprehensive training policy; and (c) such other key issues that may emerge from the output and outcome from the four components of the study. The White Paper will also synergise its recommendations with the Hyogo Framework of Action (HFA), 2005-2015; particularly its three strategic goals and five priority action areas as also key activities enumerated therein since India is a signatory of HFA and has accepted the above framework for implementation.

Though the Study would primarily be based on six states, the effort will be to develop the White Paper as a holistic and inclusive document to ensure that policy decisions taken by the Government of India based on it can *mutatis mutandis* be made applicable throughout the country.

**Methodology**

All these key policy issues will be discussed in a national workshop with representatives from MHA, NDMA, NIDM, as well as other academicians and stakeholders to be decided in consultation with the Government.

**Final White Paper**

Based on the above exercise, the White Paper will be developed making policy recommendations for consideration of NIDM & NDMA in the first instance; and finally for consideration and approval of the Government of India through the Ministry of Home Affairs.

**Explanatory Note**

Documents for literature Review, in-depth interviews (if needed) and other exercises can be finalised only when key policy issues have emerged from the study for inclusion in the White Paper.
8. OPERATIONAL STRATEGY

Schedule of meetings

Monthly meetings will be held at NIDM to discuss issues/ findings during field visits and deliverables due at various stages of the project. Suggested dates and agenda for the meetings are as follows:

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29 August, 2012</td>
<td>Inception report</td>
</tr>
<tr>
<td>2</td>
<td>14 September, 2012</td>
<td>Planning of inaugural workshop</td>
</tr>
<tr>
<td>3</td>
<td>25 October, 2012</td>
<td>Planning of first field visit to Uttarakhand, support required</td>
</tr>
<tr>
<td>4</td>
<td>30 November, 2012</td>
<td>Share learning of first field visit, assistance for second state AP</td>
</tr>
<tr>
<td>5</td>
<td>28 December, 2012</td>
<td>Preliminary report on survey analysis for the first two states</td>
</tr>
<tr>
<td>6</td>
<td>16 January, 2013</td>
<td>Status update &amp; review after field visits of four states</td>
</tr>
<tr>
<td>7</td>
<td>15 February, 2013</td>
<td>Summary of all the six field visits, SWOT Analysis</td>
</tr>
<tr>
<td>8</td>
<td>27 March, 2013</td>
<td>Midterm review of the project</td>
</tr>
<tr>
<td>9</td>
<td>15 April, 2013</td>
<td>Discussion on accreditation processes</td>
</tr>
<tr>
<td>10</td>
<td>15 May, 2013</td>
<td>SWOT analysis on status of DM</td>
</tr>
<tr>
<td>11</td>
<td>14 June, 2013</td>
<td>Strategy review for public awareness and media campaign</td>
</tr>
<tr>
<td>12</td>
<td>15 July, 2013</td>
<td>Guidelines review for setting up centers of excellence</td>
</tr>
<tr>
<td>13</td>
<td>30 August, 2013</td>
<td>Review meeting on draft final report</td>
</tr>
</tbody>
</table>

Schedule of workshops to be held at state and national levels

A total of 13 Workshops will be organised, with assistance from NIDM for National Workshops and State Governments through NIDM for State level Workshops, as a part of the Study as indicated below:

<table>
<thead>
<tr>
<th>Workshops (total 13)</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>A National level Workshop/Consultation on Training Needs Analysis, Training Gap Analysis, Quantification and prioritisation of training needs and Strategy for Training Policy. The participants may be mostly professionals in the field</td>
<td>28 February, 2013</td>
</tr>
<tr>
<td>Two National level Workshops/Consultations to consider two training modules in each workshop. The participants may be mostly professionals in the field</td>
<td>10 April, 2013 10 June, 2013</td>
</tr>
<tr>
<td>A National level Workshop/Consultation on all issues related to Accreditation and Certification Policy and Process. The participants may be from concerned Government Ministries/Departments, NDMA, NIDM and professionals in the relevant fields</td>
<td>15 February, 2013 20 April, 2013 15 May, 2013</td>
</tr>
<tr>
<td>A National level Workshop/Consultation on Public Awareness and DRR campaigns. The participants may be from Government (MHA, MI&amp;B, Prasar Bharti, AIR, Doordarshan) NDMA, NIDM and other key stakeholders to be decided in consultation with NIDM.</td>
<td>15 July, 2013</td>
</tr>
</tbody>
</table>
A National level Workshop/Consultation on Media Management and TOT module for Journalists for disaster reporting. Participants may be from MHA, MI&B, PIB, Press Council of India, NDMA, NIDM, Academicians and journalists, both from visual and print media, as may be decided in consultation with Press Information Bureau. 30 June, 2013

A National level Workshop/Consultation on White Paper on key policy issues arising out of the entire Study. The participants may be from MHA, NDMA, NIDM and such other Academicians and Stakeholders as may be decided in consultation with the Government. 26 August, 2013

Six state level Workshops/Consultations, one in each of the six states covered in the Study, during the second visit to each State to discuss all issues relevant to the State arising out of the study to enable finalization of respective State Reports with specific recommendations related to each state. The participants may be officers from the relevant departments of state government, SDMA, SEC, state and district level training institutes, three DDMAs of the districts covered and one ULB, NIDM, NDMA (if possible) and few state and district level NGOs. Feb 25 - March 17, 2013

*Note: The dates of workshops mentioned above are tentative, subject to convenience of NIDM and other participants.*

**Reporting**

**Monthly Reports**

Monthly reports will be generated for updating NIDM on the progress made, and will be as per the broad structure given below. Reports on deliverables will be submitted separately.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Activities set for the month</td>
</tr>
<tr>
<td>2</td>
<td>Activities completed,</td>
</tr>
<tr>
<td>3</td>
<td>Activities that could not be completed, with reasons, strategy and schedule</td>
</tr>
<tr>
<td>4</td>
<td>Activities to be completed in the following month</td>
</tr>
</tbody>
</table>

**Final Consolidated Report**

*(Deliverable 17)*

A final consolidated report of all the deliverables including timeline, executive summary and process documentation will be submitted at the end of the project.
Monitoring by NIDM

Monthly meetings will be held with NIDM and progress reports will be discussed in the format given below. Workshops will also be held as per workshop schedule and reports on the outcomes of the workshops will be prepared and submitted to NIDM after the workshops. Discussions on deliverables will be held with NIDM during the monthly meetings, and deliverable submissions done as per schedule.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Progress on planned activities</td>
</tr>
<tr>
<td>2</td>
<td>Outputs/draft outputs developed</td>
</tr>
<tr>
<td>3</td>
<td>Problems/issues affecting activities and the response thereto</td>
</tr>
<tr>
<td>4</td>
<td>Schedule of meetings</td>
</tr>
</tbody>
</table>

Activity Scheduling – Overview of Schedule and Summary of PERT Chart

- Activity scheduling has been done as per Appendix A of the Contract, dealing with Delivery of Services and the schedule of activities and deliverables given therein. This is further detailed in the form of a Gantt chart and a PERT Chart as annexed to this report. A graphic representation of the schedule of deliverables and a summary of the PERT chart has also been prepared for easy reference and are given in the following pages.

- The schedule of deliverables provides an overview of the main deliverables and some key sub deliverables over the project period of 14 months in a clock format.

- The summary of PERT chart gives an overview of the main activities, resulting outputs and deliverables, their sequencing and inter-linkages.

- The Gantt chart gives a detailed time scheduling with all activities and sub-activities, sub deliverables and deliverables, workshops and payment milestones.

- The PERT chart gives a detailed network of all activities, sub activities, sub deliverables and deliverables, their inter-linkages and critical links.

- These tools help create a basket of planning and monitoring mechanisms to ensure that the project stays on schedule and critical activities get due attention.
PREPARING LONG TERM TRAINING AND CAPACITY BUILDING STRATEGY FOR DISASTER RISK MITIGATION IN INDIA

SCHEDULE OF DELIVERABLES

1. Draft Inception Report
   - 1st month:
2. Final Consolidation Report
   - 14th month:
3. White Paper on Capacity Building
   - 13th month:
4. Outcomes of Organization
   - 14th month:
5. Institutional Development
6. National level Workshop on Public Awareness
   - 12.5 month:
7. National level consultation on Media Management and MDR for awareness
   - 12.5 month:
8. National level consultations on other two training modules
   - 10th month:
   - 10.5 month:
10. Training and 1st modules (two)
    - 9.5 month:
11. Consultant’s Report on Accreditation Process
    - 9.5 month:
12. Report on Accreditation Process
    - 8.5 month:
13. National level consultations on Accreditation and Certification
    - 8.5 month:
14. National level consultations on Accreditation and Certification
    - 7.5 month:
15. Report on Accreditation Process
    - 7.5 month:
16. SWOT Analysis Training
    - 6.5 month:
17. Survey analysis for 2 States
    - 8th month:
18. Workshop on Accreditation Process
    - 7th month:
19. 2nd Rehearsal for States
    - 6th month:
    - 5th month:
21. Rehearsal of states
    - 4th month:
22. Rehearsal of states
    - 3rd month:
23. Rehearsal of states
    - 2nd month:
24. Rehearsal of states
    - 1st month:

Note: To be read with survey schedule risks mentioned under Section 1.3.
PREPARING LONG TERM TRAINING AND CAPACITY BUILDING STRATEGY FOR DISASTER RISK MITIGATION IN INDIA

SUMMARY OF PERT CHART

A Training Activities
- A.1.1 Developing Training Modules for different sectors
- A.1.2 Developing Strategy framework for training in these sectors
  - a.1.2.1 Methodology for developing training modules
  - a.1.2.2 Design of training materials
  - a.1.2.3 Delivery of training materials
- A.1.3 Developing Training Programmes
- A.1.4 Training needs analysis
  - a.1.4.1 Identification of target groups
  - a.1.4.2 Assessment of training needs
- A.1.5 Quantification and prioritization of training needs
- A.1.6 Development of a Training Plan

B Research & Education
- B.1.1 Present status of research & education in field of disaster management
- B.1.2 Research for accreditation methods, quality management methods & tools for maintaining a standard of all training being imparted by any institute or organization, and criteria for awarding certificates

C Public Awareness
- C.1.1 Strategy for National Media Campaign
- C.2.1 Tools for media campaigns, a handbook for reporting disaster events and guidelines for reporting disasters
- C.2.3 Tools for reporting disasters

D Evaluation & Organizations
- D.1.1 Evaluation of institutions
  - a.1.1.1 Evaluation of training programs
- D.2.1 Guidelines for setting up a centre of excellence for DRR

E White Paper
- E.1.1 White Paper on Capacity Building and Training in DRR for India which should be inclusive of training policy

Field Survey
- Field Survey of Odisha, Bihar, West Bengal and Gujarat
  - 4 Preliminary reports on survey analysis for the first two states
  - 5 SWOT analysis including current status, identified gaps in capacity, types of training, training need, and training infrastructure

SEEDS Technic al Services and Knowledge Links

INCEPTION REPORT
Preparing Long Term Training and Capacity Building Strategy for Cyclone Risk Mitigation in India

8 Preliminary reports on survey analysis for the first two states
ANNEXES:

1. Documents to be reviewed

1. Vulnerability Atlas of India and of study states wherever available
2. Training Calendar, Training modules/manuals of NIDM, GIDM, ATI’s, NIHF, SIHF, NIRD, SIRD, AIILSF and its state branches in the study districts.
3. National Policy on Disaster management 2009
4. Block Disaster Management Training Manual
5. Training database of all the training establishments in DM, and other key sectors.
6. Training Calendar, Training modules/manuals of NIDM, GIDM, ATI’s NIHF, SIHF, NIRD, SIRD, AIILSF and its state branches in the study districts.
7. Training database of all the training establishments in DM, and other key sectors.
8. Information and Communication Needs Assessment, Dissemination and generation of knowledge for development in a network of researchers and practitioners, DDRN, 2008
10. Communication Need Assessment Survey, April 2010, KPCL
13. Training reports, feedbacks and databanks from various training organisations at the national and state levels with special reference to the number and type of trainings, number of trainees, number of trainers, master trainers in each of the four sectors across the six states and at National level
14. National HR plan model developed by NIDM
15. State DM policies and Acts, for example, Gujarat, Odisha, Bihar and West Bengal
16. Sectoral Training Policies and Strategies; for example, National Training Strategy for In Service Training under NRHM, 2008
17. Review of thematic/sectoral/departmental DM training Manuals and Reference Material for the four key thematic areas at national, state and district level conducted so far including:
18. Training Manuals and Material developed and being delivered by NDMA and IGNOU on Project on Capacity Building in Disaster Management for Government Officials and Representatives of PRI and ULB.
19. Training Manuals and Material developed and delivered under the GoI-UNDP DRR Programme 2009-2012
20. Training Manuals and Material developed and delivered under the GoI-UNDP DRM program 2002-2009
21. Training Manuals and Material developed and being delivered by NIDM, NIRD, SIRD’s, NUEPA, NHF, GIDM, ASDMA and by ATI and SIPRD, Govt. of West Bengal on various aspects of Health, Education and School Safety, Rural Development, Climate Change Adaptations and Sustainable Livelihoods, ULB and PRI’s, etc. as mentioned in their training calendars and annual reports.
22. Training Manuals and Material Developed by RedR on PRI and ULB’s, Health and Emergency Medical Preparedness, ToT, trainings, etc., subject to their availability.
23. Training Manuals and Material Developed by TISS on PRI and ULB’s, Health and Emergency Medical Preparedness, Climate Change, Sustainable Livelihoods, etc., subject to their availability.
24. Training Manuals and Material Developed by AIDMI and SEED’s on Education and School Safety etc., subject to their availability.
25. Training Manuals and Material Developed by All India Institute of Local Self Governance, AIILSG, Pune on PRI and ULB’s, Education and School Safety etc., subject to their availability.
26. Training Manuals and Material Developed by ADPC Bangkok on Mainstreaming DRR into Local Governance, Mainstreaming DRR into Education, Health and Emergency Medical preparedness, Climate Risk Management in Changing Environment, etc., subject to their availability.
27. Training Manuals and Guides published by GFDRR on Climate Change Adaptations, Sustainable Recovery, Risk Reduction, Mainstreaming DRR etc.
28. Training Manuals and Courses of the Centre for Sustainable Development, Humanitarian Practice Network on Community Based Adaptation, DRR and Rural Development.
29. Training Manuals and Guides on Health by at least one of the leading International Organisations like the School of Public Health, University of Minnesota- PHET and U-SEEE courses; Environmental Health Training in Emergency Response-ETHER by FEMA; courses on Emergency Medical Care and Public Health by Center of Public Health and Preparedness, University of Columbia and Center for Disease Control and Prevention, Atlanta; School of Public Health, John Hopkins; WHO-Emergency Health Management Training Manuals etc., subject to their availability.
30. Training Manual on Integrating DRR and Adaptation into Rural Livelihood Programming, OXFAM, 2010
31. Autonomous Language Learning
32. Tool for Online and Offline Language Learning
33. An Instructional Media Selection Guide for Distance Learning: Implications for Blended Learning and Introduction to Virtual Worlds
34. National Training Policy
35. State Policies on Education and Training
36. NDMA Guidelines – training component of guidelines wherever available
37. Hyogo Framework for Action
38. EM-DAT
39. All national public awareness campaigns on DRR
40. All state level public awareness campaigns on DRR
41. Campaigns form the UNDP-GoI Disaster Risk Reduction project
42. Guidelines and tools for developing communication strategies for joint UN teams on AIDS
43. FEMA: Developing and Promoting Mitigation Best Practices and Case Studies – A Communication Strategy
44. One Pilots Communications Workshop on communication for development
45. IFRC Disaster programme Information and reporting
46. S H A P E – R I S K: Sharing Experience On Risk Management In The EU
47. Who Depends on You? Are You Prepared for a Disaster? Campaign Analysis – Huxley college of the Environment and Western Washington University, Resilience Institute
51. Earthquake Safety Week 2012 Report - BSDMA
52. Risk And Disaster Management: A Public Awareness Strategy For Seychelles - UNDP
54. Disaster Communication: A Resource Kit For Media
55. Media And Safe Disaster Coverage – ADPC
56. Disaster Through a Different Lens: A Guide For Journalists Covering Disaster Risk Reduction – UNISDR
57. Left In The Dark: The Unmet Need for Information In Humanitarian Responses – BBC World Service Trust
58. DM Act, 2005
59. Disaster Management Rules made under the Act.
60. State DM Acts enacted by Governments of Gujarat and Bihar.
61. Legal status of local authorities in metropolitan cities such as Municipal Corporation of Greater Mumbai, Delhi Municipal Corporation vis-a-vis the functions assigned to the district authorities.
62. Constitution of State Executive Committees in 6 states vis-à-vis constitution prescribed under the national Act.
63. Constitution of DDMA in 6 states vis-à-vis constitution prescribed under the national Act
64. State DM plans of the 6 states.
65. Secretariat support to the DMAs at national, state and district level and National and State Executive Committees
66. Legal provisions and actions taken thereon by the statutory Authorities related to training and capacity development.

2. People to be met and interviewed

3. Officials of Public Health Foundation of India.
5. Officials at All India Institute of Local Self-Government and it’s state branches
6. Officials at District Institutes of Education and Training.
7. Project and departmental heads and officer’s in charge at the national, state and district levels of all flagship programs in the four key sectors with specific reference to their implications for DRR/DM outcomes.
8. Concerned members, faculty and consultants of NDMA, SDMA and DDMA’s.
9. Concerned faculty members and experts at NIDM, SiDM’s, SIRD’s and ATI’s, CDM’s.
10. National and regional experts, master trainers, and subject matter specialists.
11. Trainees across all four sectors, at all four levels on all four stages of DM cycle.
12. Concerned officials at the district and block level
13. Community Based Organisations, NGO’s, Inter-Agency Groups (IAG), community representatives.
14. Vice Chairman, Members, Senior Officials (Joint Secretary, Deputy Secretary Rank and above), Advisors and Consultants of NDMA, SDMA and DDMA’s (based on availability for the FGD/ Consultative Workshop)
15. District Magistrate/ ADM (Relief) in the district
16. Faculty and Concerned Staff/Officials of DoPT, NUEPA, NHFW and other related HR departments, Organisations engaged on organisational research and Development.
17. Academic faculty from MICA, IIMC, Aurbindo, JamiaMilia and others
3. Agencies to be contacted and studied

1. NDMA
2. NIDM
3. SDMAs, SECs, Nodal Disaster Management agencies of six states,
4. Concerned departments dealing with RD, Health, PRI/ULBs at all levels
5. DDMAs, Local Authorities of selected districts
6. ATIs in the six states.
7. SIRDs in the six states.
8. NIHFW
9. DIETs in the six states.
10. GIDM
11. NIRD
12. AIILSG
13. DMMC
14. DoPT
15. NUEPA
16. ASDMA
17. SIPRD
18. CII
19. FICCI
20. NABET
21. MHA
22. UPAAM
23. NCDC
24. NFSC
25. IMD
26. ISRO
27. Devi AhilyaVishwavidlaya
28. TISS

4. List of formats and questionnaires

1. Questionnaires for trainers at National and State level training institutes.
2. Questionnaire for trainees at national and state level training institutes.
3. Questionnaires for members of SDMA.
4. Questionnaires for members of DDMA.
5. Questionnaire for officials at Block level.
6. Format for interview with members of NDMA.
7. Format for interviews with officials of MHA.
8. Questionnaire for GIDM officials.
10. Questionnaire for faculty from MICA, IIMC, Aurbindo, JamiaMilla and others.
11. Questionnaire for civil society organisations.
12. Discussion formats with youth organisations like NCC, NYKS etc.
5. List of Workshops to be held at State and National level

A total of 13 Workshops will be organised, with assistance from NIDM for National Workshops and State Governments through NIDM for State level Workshops, as a part of the Study as indicated below:

- A National level Workshop/Consultation on Training Needs Analysis, Training Gap Analysis, Quantification and prioritisation of training needs and Strategy for Training Policy. The participants may be mostly professionals in the field
- Two National level Workshops/Consultations to consider two training modules in each workshop. The participants may be mostly professionals in the field
- A National level Workshop/Consultation on all issues related to Accreditation and Certification Policy and Process. The participants may be from concerned Government Ministries/ Departments, NDMA, NIDM and professionals in the relevant fields
- A National level Workshop/Consultation on Public Awareness and DRR campaigns. The participants may be from Government (MHA, MI&B, Prasar Bharti, AIR, Doordarshan) NDMA, NIDM and other key stakeholders to be decided in consultation with NIDM.
- A National level Workshop/Consultation on Media Management and TOT module for Journalists for disaster reporting. Participants may be from MHA, MI&B, PIB, Press Council of India, NDMA, NIDM, Academicians and journalists, both from visual and print media, as may be decided in consultation with Press Information Bureau.
- A National level Workshop/Consultation on White Paper on key policy issues arising out of the entire Study. The participants may be from MHA, NDMA, NIDM and such other Academicians and Stakeholders as may be decided in consultation with the Government.
- Six State level Workshops/ Consultations, one in each of the six states covered in the Study, during the second visit to each State to discuss all issues relevant to the State arising out of the Study to enable finalisation of respective State Reports with specific recommendations related to each state. The participants may be officers from the relevant departments of state government, SDMA, SEC, state and district level training institutes, three DDMAs of the districts covered and one ULB, NIDM, NDMA (if possible) and few state and district level NGOs.
6. List of Deliverables as per contract

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Deliverables</th>
<th>Duration (from contract signing)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Inception Report: Format of Inception Report</td>
<td>15 days</td>
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<tr>
<td>2</td>
<td>Draft Inception Report and presentation along with Pert-chart and detailed delivery schedule</td>
<td>25 days</td>
</tr>
<tr>
<td>3</td>
<td>Final Inception Report</td>
<td>1 month</td>
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<tr>
<td>4</td>
<td>Preliminary report on survey analysis for the first three states</td>
<td>3 months</td>
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<tr>
<td>5</td>
<td>SWOT analysis including current status, identified gaps in capacity, types of training, training need, and training infrastructure</td>
<td>5.5 months</td>
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<tr>
<td>6</td>
<td>Strategic Framework for implementation of training</td>
<td>6.5 months</td>
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<tr>
<td>7</td>
<td>Report on accreditation process, quality management &amp; certification method of short term DM trainings based on review of accreditation methods &amp; international best practices.</td>
<td>7.5 month</td>
</tr>
<tr>
<td>8</td>
<td>Consultative workshop with NDMA/ NIDM/ States to finalise the above report on accreditation process and quality management</td>
<td>8 month</td>
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<td>9</td>
<td>First Set of Training and ToT modules (Two training modules)</td>
<td>8 months</td>
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<tr>
<td>10</td>
<td>Finalised report on accreditation process and quality management and SWOT analysis of status of DM related education and research</td>
<td>8.5 month</td>
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<tr>
<td>11</td>
<td>Consolidated report on suggestions for accreditation process and its policy for DM technical courses at graduate and post graduate level</td>
<td>9.5 month</td>
</tr>
<tr>
<td>12</td>
<td>Second Set of Training and ToT modules (Two training modules)</td>
<td>10 months</td>
</tr>
<tr>
<td>13</td>
<td>Finalisation of the report on suggestions for accreditation process and its policy for DM technical courses at graduate and post graduate level through a consultative workshop</td>
<td>10.5 month</td>
</tr>
<tr>
<td>14</td>
<td>All expected outcomes of Public Awareness as indicated in scope of study (SWOT analysis, report, strategy for media campaign, module, handbook &amp; guidelines for journalists)</td>
<td>12.5 months</td>
</tr>
<tr>
<td>15</td>
<td>White Paper on Capacity Building and Training in DRR for India which should be inclusive of training policy</td>
<td>13 months</td>
</tr>
<tr>
<td>16</td>
<td>All expected outcomes of organisation / Institutional development as indicated in the scope of study (Review of Institutions, strategy for standardisation &amp; mechanism for setting up of DRR institute along with its capacity building strategy)</td>
<td>14 months</td>
</tr>
<tr>
<td>17</td>
<td>Final consolidated report of all the deliverables including time-line, executive summary, Process document</td>
<td>14 months</td>
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