Strategic Framework for Implementation of Training

Deliverable 6

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

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Strategic Framework for Implementation of Training
Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction in India under NCRMP

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Critical Inputs: Suranjana Gupta
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FOREWORD

This strategic framework for implementation of training (SFIT) has been developed as a part of the on-going study on ‘Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction (DRR) in India.’ The study is commissioned and managed by National Institute of Disaster Management (NIDM) on behalf of National Disaster Management Authority (NDMA) and is funded by the World Bank under National Cyclone Risk Mitigation Project (NCRMP)-2010-2013. Though it is financed under NCRMP, the scope of the study is not limited to cyclones only: it covers five major hazards of earthquake, landslide, cyclone, floods, and drought, besides four key sectors of education, health, rural development and PRIs/ULBs.

This framework seeks to build on and complement Human Resource and Capacity Development Plan for Disaster Management and Risk Reduction in India, Government of India, prepared by National Institute of Disaster Management (NIDM) in 2013. SFIT aims at adding value to the plan already prepared by providing a framework that can be of help in making it work in action.

This framework presents a broad and generic outline of what needs to be done and how in order to streamline training functions to create capacity for effective disaster management (DM) and disaster risk reduction (DRR) in India. This is done using a multi-hazard, multi-sector and multi-level approach, which is the core of the suggested capacity development framework of human resource (HR) and capacity development (CD) Plan, 2013. As originally envisaged, this framework for implementation of training (SFIT) was to flow from a national policy on training and capacity building for DRR in India. Hence, a design brief of the proposed policy is presented to begin with to help contextualise the strategic framework.

In its design and intent, SFIT is more of a policy cum strategy paper that draws the broader capacity development vision and agenda before locating the training functions and their implementation strategy within that. As a result, besides training, SFIT also underlines the crucial role of non-training factors such as infrastructure, policy, strategy, planning, work culture and enabling environment in creating the overall capacity of a system to function and produce desired results, but does not deal with them in this document.

As multiple hazards, sectors and levels are proposed to be addressed through this framework, it deals with the training function mainly at the national level with the suggestion that similar strategies can be adopted at the state and different departmental levels at the centre following due deliberations at these levels. This is done with the objective of keeping the SFIT sharp and usable by a wide variety of actors by allowing them the flexibility to adapt the framework to varying contexts and demands of different states and sectors. This framework, therefore, does not address specific training needs and functions across different sectors and levels, which are being carried out separately as a part of developing sector and level specific training of trainer (TOT) modules.

It is envisaged that this strategic framework for implementation of training will be of use as a ready reference not only for trainers and training planners and managers, but also for policy makers and program managers at the centre and state levels.
**ACRONYMS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>ABC</td>
<td>Attitude-as-in-action, Behaviour and Change</td>
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<tr>
<td>ATIs</td>
<td>Administrative Training Institutes</td>
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<tr>
<td>BRCs</td>
<td>Block Resource Centres</td>
</tr>
<tr>
<td>CBOs</td>
<td>Community Based Organisations</td>
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<tr>
<td>CCA</td>
<td>Climate Change Adaptation</td>
</tr>
<tr>
<td>CDG</td>
<td>Capacity Development Goals</td>
</tr>
<tr>
<td>CDPs</td>
<td>City Development Plans</td>
</tr>
<tr>
<td>CDV</td>
<td>Capacity Development Vision</td>
</tr>
<tr>
<td>CIGs</td>
<td>Common Interest Groups</td>
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<tr>
<td>CLHRVCA</td>
<td>Community Led Hazard Risk Vulnerability and Capacity Assessment</td>
</tr>
<tr>
<td>CRCs</td>
<td>Cluster Resource Centres</td>
</tr>
<tr>
<td>CTEs</td>
<td>Colleges of Teacher Education</td>
</tr>
<tr>
<td>DIETs</td>
<td>District Institutes of Education and Training</td>
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<tr>
<td>DM</td>
<td>Disaster Management</td>
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<tr>
<td>DMMC</td>
<td>Disaster Mitigation and Management Centre</td>
</tr>
<tr>
<td>DMCs</td>
<td>Disaster Management Centres</td>
</tr>
<tr>
<td>DRR</td>
<td>Disaster Risk Reduction</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>GIDM</td>
<td>Gujarat Institute of Disaster Management</td>
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<tr>
<td>IAGs</td>
<td>Inter Agency Groups</td>
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<tr>
<td>IASEs</td>
<td>Institutes for Advanced Learning in Education</td>
</tr>
<tr>
<td>IMD</td>
<td>Indian Meteorological Department</td>
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<tr>
<td>KSA</td>
<td>Knowledge, Skills and Attitude</td>
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<tr>
<td>KSO</td>
<td>Knowledge, Skills and Orientation</td>
</tr>
<tr>
<td>LTGO</td>
<td>Long Term Training Goal and Objective</td>
</tr>
<tr>
<td>MTGO</td>
<td>Medium Term Training Goal and Objective</td>
</tr>
<tr>
<td>NCERT</td>
<td>National Council of Educational Research and Training</td>
</tr>
<tr>
<td>NCTE</td>
<td>National Council of Teacher Education</td>
</tr>
<tr>
<td>NDMA</td>
<td>National Disaster Management Authority</td>
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<tr>
<td>NGOs</td>
<td>Non-Government Organisations</td>
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<td>NIDM</td>
<td>National Institute of Disaster Management</td>
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<td>NIFHW</td>
<td>National Institute of Health and Family Welfare</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>NUEPA</td>
<td>National University on Educational Planning and Administration</td>
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<tr>
<td>PEAL</td>
<td>Participatory Evaluation and Action Learning</td>
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<tr>
<td>PRIs</td>
<td>Panchayati Raj Institutions</td>
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<tr>
<td>PTCNA</td>
<td>Participatory Training and Capacity Needs Assessment</td>
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<tr>
<td>SAT</td>
<td>Systematic Approach to Training</td>
</tr>
<tr>
<td>SCERTs</td>
<td>State Councils of Educational Research and Training</td>
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<tr>
<td>SDMA</td>
<td>State Disaster Management Authority</td>
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<tr>
<td>SFIT</td>
<td>Strategic Framework for Implementation of Training</td>
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<tr>
<td>SHGs</td>
<td>Self- Help Groups</td>
</tr>
<tr>
<td>SIFHW</td>
<td>State Institute of Health and Family Welfare</td>
</tr>
<tr>
<td>SIRDs</td>
<td>State Institute of Rural Development</td>
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<tr>
<td>STGO</td>
<td>Short Term Training Goal and Objective</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strength Weakness Opportunity Threat</td>
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<tr>
<td>TGO</td>
<td>Training Goals and Objectives</td>
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<tr>
<td>TOT</td>
<td>Training of Trainer</td>
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STRATEGIC FRAMEWORK FOR IMPLEMENTATION OF TRAINING: STRUCTURE AND USE

The strategic framework for implementation of training (SFIT) is organised in three inter-related but independent sections. Section 1 presents a design brief of the national policy on training and capacity development for disaster risk reduction (DRR) in India. This will form the basis for the development of a national policy draft on training and capacity building for disaster risk reduction (DRR) in India to be produced in the form of a White Paper. Section 2 carries the conceptual framework of the SFIT. Section 3 contains the operational framework for the implementation of training.

These sections have been organised in a manner that each section can be used as an independent piece and can be used separately as required by different potential users of this framework. While section 1 is likely to be of interest and use to the policy makers and senior program/project designers and managers at the national and state levels across sectors, section 2 and 3 are more relevant for trainers and training planners and managers both at the national and state levels.

In view of the complexity of a multi-hazard, multi-sector, and multi-level approach to training and capacity building, the strategic framework has been developed with a macro national perspective to keep it sharp and focused. Another reason for this choice has been the dynamic and volatile nature of local level disaster risks and vulnerabilities and related training and capacity building needs, which are likely to vary across different sectors, levels and hazards. In view of this, the focus of this framework has been more on getting the process and method right so that training and capacity needs are identified and addressed efficiently and effectively through carefully designed training interventions. Impact evaluation and resultant improvement of training designs and their delivery strategies have been made an integral part of the strategy for implementation of training.

The framework has been kept flexible so as to facilitate its easy adoption by different sets of users at the state and district levels both for designing and planning training functions and carrying out their implementation as per local context, needs and conditions.

This strategic framework for implementation of training (SFIT) should be read with the Human Resource and Capacity Development Plan, Government of India, 2013 and SWOT Report produced under the study on ‘preparing the long term training and capacity building strategy for disaster risk reduction (DRR) in India.'
1. DRAFT NATIONAL POLICY ON TRAINING AND CAPACITY DEVELOPMENT FOR DISASTER RISK REDUCTION (DRR) IN INDIA: DESIGN BRIEF

1.1 Background

1.1.1. India due to its unique geo-climatic conditions and ecological and socio-economic vulnerabilities is prone to multiple disasters\(^1\) that include earthquake, landslide, cyclone, flood and drought. Frequency and severity of disasters have been increasing over the years, particularly since Orissa Super Cyclone of 1999. Communities at risk and their vulnerabilities and capacities have been found to be central not only to disaster management (DM) and disaster risk reduction (DRR) concerns, but also to climate change adaptation (CCA) and sustainable development efforts, which are all intimately interlinked.

1.1.2. More than 400 million people in India live in poverty\(^2\) with precarious livelihoods and poor access to basic services such as housing, electricity, education, health, water and sanitation. It is common knowledge that the poor are invariably the worst hit during disasters due to their high vulnerability and low coping capacity.

1.1.3. Women despite functioning as disaster managers and community leaders are often seen as victims and a vulnerable group rather than as major stakeholders. This calls for engaging with women and their grassroots organisations as potential partners for DM and DRR initiatives. It is being increasingly acknowledged that enhancement of community capacity with a focus on women empowerment is the key to effective disaster risk reduction initiatives on the ground.

1.1.4. Large scale destruction of infrastructure, assets, resources and services due to disasters and their uneven spread and impact pose a veritable threat to sustainable and equitable development and have significant implications for growth and equity. Economic losses from disasters are estimated to be fairly high: though contested, as per a World Bank study, economic losses due to disasters account for more than 2% of India’s GDP and up to 12% of central government revenues (Lester and Gurenko, 2003). Besides, there is emerging evidence to the effect that more poor people are being pushed further into poverty due to loss of assets and livelihoods as a result of disasters.

1.1.5. This goes to suggest that disasters have huge social and economic costs to the country and, therefore, investing in capacity development at the national level is likely to

\[1\] 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. (http://www.unisdr.org/2005/mdgs-drr/national-reports/India-report.pdf)

\[2\] http://www.worldbank.org/en/country/india/overview
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contribute substantially to safer development by considerably reducing the disaster related losses and costs in the country.

1.1.6. A truly robust and rewarding capacity development strategy has to be based on an informed understanding of the country context and has to be need based and demand driven. As the key to effective DM and DRR lies in safe and sustainable development, mainstreaming DRR into development is seen as being critical to long term gains in effective disaster mitigation.

1.1.7. Disaster Management Act 2005, National Policy on Disaster Management 2009, and National Training Policy 2012 have already set the broader policy context for devising a training and capacity development policy and strategy for disaster risk reduction (DRR) in India.

1.1.8. State level DM Acts and policies in some states as in Gujarat, Bihar, Odisha, West Bengal, and Arunachal Pradesh have created a favourable policy environment at the state level to pursue organised training and capacity building efforts. But challenges related to putting the policy into practice as intended remain to be addressed.

1.1.9. Multi-stakeholder partnerships have emerged involving multilateral and bilateral aid agencies and international NGOs. Presence and participation of Inter Agency Groups (IAGs) in coordinating DM and DRR activities including training and capacity development activities in many states are a case in point.

1.1.10. Capacity development includes but is not limited to training. Significant non-training factors such as policy, strategy, work culture, enabling environment, infrastructure and finance have a major bearing on capacity to perform and produce results. This draft policy and strategy document however deals specifically with training and its implementation for effective DRR at the national level. Training is widely considered to be a powerful instrument for building the capacities of functionaries by enhancing and upgrading their knowledge, skills and competencies on a regular and periodic basis.

1.1.11. Training in order to be truly effective has to be conceived and implemented as part of a larger capacity development vision and agenda for effective disaster risk reduction with a safe and sustainable development perspective.

1.1.12. Study indicates that most of the training interventions being designed and implemented currently are not linked to an agreed larger capacity development vision and agenda: they are not based on clearly identified needs; are not in response to manifest demand from those for whom it is meant; and are largely supply driven. This framework has been designed to address these gaps in existing training practices.

1.1.13. The design of the framework takes into consideration existing institutional and human capacities to design and deliver training and capacity building programs and suggests a strategy that looks more realistic and actionable in view of both present and potential capacities to do things and achieve effective DRR outcomes on the ground.
1.2. Capacity Development

1.2.1 Capacity Development Vision (CDV): Government of India, state governments and the communities living with disaster risk within the Indian territory have the capacity at the national, state and local levels to deal with disasters effectively by: reducing disaster risks; undertaking effective disaster mitigation measures; responding effectively to disasters; and engaging in long term recovery and reconstruction programs leading to safe and sustainable development; besides ensuring that development policies, programs and projects do not create new disaster vulnerabilities. This vision entails Climate Change Adaptation (CCA) concerns as an integral part of DRR and sustainable development initiatives.

1.2.2 Capacity Development Goals (CDG): Broad CDG at the national and state levels can be defined as follows:

- competence to respond to disasters in time and effectively
- competence to ensure that development programmes and projects do not create new disaster vulnerabilities
- competence to undertake effective disaster mitigation measures
- competence to reconstruct better than before
- competence to engage in recovery as an opportunity for improved and inclusive development

In order to pursue and achieve these capacity development goals, there is an obvious need to set some tangible capacity benchmarks that could guide practical action.

1.2.3 Capacity Benchmarks: Capacity benchmark is a marker of the required and agreed capacity levels to be achieved. For the purpose of this framework, capacity benchmarks are defined as follows:

- 100% of the policy makers and program/project designers and managers at the central and state levels are trained in different aspects of disaster management and disaster risk reduction as per identified training needs and in response to demand from various ministries and departments
- Minimum of 50% of the funds and resources earmarked for disaster management (DM) at the national and state level are being used for disaster risk reduction (DRR) initiatives
- 100% of the national flagship development programmes have mainstreamed DRR into their program design and implementation strategy

These benchmarks have been fixed on the basis of the understanding that investing in DRR would in the long run yield more effective DM outcomes by contributing to substantial reduction in disaster related damage to and loss of lives, livelihoods, infrastructure, assets, resources, and basic services for people, particularly the poor, living with disaster risks in some of the most multi-hazard zones and regions of the country.
1.2.4 Challenge

In view of India’s specific country context as described above, achievement of proposed capacity development goal and capacity benchmarks poses some challenges before the policy makers and program/project designers and managers in general and training leaders and managers in particular.

- How to make training a more systematic exercise in organised learning than an activity undertaken in an ad hoc manner.
- How to make a shift from a completely supply driven training approach to a balanced approach which is more need based and demand responsive.
- How to link training to the larger capacity development agenda and goal
- How to use training as a means to achieve some agreed capacity benchmarks and not take it as an end in itself

The strategy proposed to take on these challenges upfront is suggested as follows:

1.2.5 Strategy

The key elements of the proposed strategy are as follows:

- Capacity development goals of training are clearly defined and agreed in advance by the concerned stakeholders
- Training is context specific and need based
- Institutional arrangements are streamlined
- A system to assess training needs is developed and operationalised
- A system to vet and approve training designs is devised and put in place
- A system to track the efficacy and impact of training is developed and piloted

It is important to note that most of these elements are either missing or rarely there in the existing training practices related to DM and DRR at the national, state and local levels.

1.3. Training Goals and Objectives (TGO)

Training goals and objectives need to be SMART in terms of being specific, measurable, attainable, realistic and time bound. In order to be effective, training goals have to be part of a long term perspective plan with budget and annual action plans. It is proposed that NIDM has a ten (10) year perspective plan in two distinct phases of five (5) years each. The first five years will have short term and medium term goals and objectives to be achieved in the first phase of the perspective plan. The next five years in phase two will have long term training goals and objectives.

This plan has to be in conformity with the organisational vision, mission and values of NIDM as the apex training and capacity building agency for disaster management in India. These also need to be articulated and adopted at the earliest in order to help NIDM discharge its role and functions with a clear vision and goal.
Similar training goals and objectives could be adopted by different state level institutions including State Disaster Management Authority (SDMA), state institutes of disaster management such as Gujarat Institute of Disaster Management (GIDM), and Disaster Management Centres (DMCs) in state Administrative Training Institutes (ATIs).

In case of sectoral training and technical assistance agencies such as National Institute of Health and Family Welfare (NIHFW), State Institutes of Health and Family Welfare (SIHFW), these training goals and objectives will have to be made an integral part of their respective sectoral training strategies and plans. Similarly, for other sectors such as education, PRIs/ULBs and rural development (see annexure 2 for the institutional structure of training in these sectors) these objectives will have to be adapted and mainstreamed into their regular sectoral training plans and strategies. NIDM can and should play the role of an advocate and facilitator for mainstreaming SFIT into sectoral training strategies, plans and practices.

1.3.1 Training Goals and Objectives: Need a Perspective Plan

It is proposed that there is a three stage perspective plan including short term, medium term and long term goals and objectives of training for effective DM and DRR in the country. NIDM, as the apex training and capacity building institute for disaster management in the country, will be the holding and executing agency for this perspective plan. The plan will have two phases and three sets of training goals and objectives. Phase 1 will have short term and medium term training goals and objectives and Phase 2 will have long term training goal and objectives. Duration of these terms is in accordance with the timeline suggested in the National HR and CD Plan 2013. The suggested terms and their respective durations are as follows:

- Short term training goal and objective: 0-2 years
- Medium term training goal and objective: 2-5 years
- Long term training goal and objective: 5-10 years

1.3.1.1 Short Term Training Goal and Objective (STGO):

Twelve (12) Training of Trainer (TOT) modules developed and piloted covering five major hazards across ten key sectors for three different levels of policy, management and operations (2014-2016): five of these training and TOT modules are being developed as a part of this study. Another TOT module for journalists is also being developed along with these five sector and level specific TOTs.

1.3.1.2 Medium Term Training Goal and Objective (MTGO):

Five hundred fifty four (554) master resource persons (MRP)/master trainers and fifteen thousand two hundred fifty (15,258) trainers are developed and available for organising direct training programmes for policy, middle and grassroots level functionaries on different aspects of DM and DRR. (2017-2020)

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3 education, health, infrastructure, local self-governance, police, revenue, rural development, telecommunications, urban development, and water and sanitation
1.3.1.3 Long Term Training Goal and Objective (LTGO):

Around eighty lakh (80, 00,000) government and non-government functionaries at the national, state and local levels are trained in different aspects of disaster management and disaster risk reduction along different stages of the disaster management cycle. (2014-2024) This multi-stage perspective plan design is based on a cascade training model, where trained and certified master resource persons (MRPs)/ Master Trainers (MTs) would train trainers and resource persons at the national and state levels, who in turn would organise direct training programs at the national, state and district levels. It is envisaged that the estimated number of master resource persons and master trainers to be trained would constitute the critical mass of trainers, who can have a determining influence on the overall capacities built for DM and DRR in the country.

**Table 1: Implementation Plan for Training**

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activities</th>
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<tbody>
<tr>
<td>10 years</td>
<td>2014-15</td>
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<tr>
<td>0-2 years</td>
<td>Preparation of a three stage perspective plan</td>
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<tr>
<td></td>
<td>Developing and piloting 12 TOT modules covering five major hazards across ten key sectors for three different levels of policy, management and operations</td>
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<tr>
<td>2015-16</td>
<td></td>
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<tr>
<td>2016-17</td>
<td>To develop five hundred fifty four (554) master resource persons (MRP)/master trainers and fifteen thousand two hundred fifty (15,258) trainers for organising direct training programmes for policy, middle and grassroots level functionaries on different aspects of DM and DRR.</td>
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<tr>
<td>2017-18</td>
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<td>2018-19</td>
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<td>5-10 years</td>
<td>2019-20</td>
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<td></td>
<td>To train eighty lakh (80, 00,000) government and non-government functionaries at the national level in different aspects of disaster management and disaster risk reduction along different stages of the disaster management cycle.</td>
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<td>2020-21</td>
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<td>2021-22</td>
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<td>2022-23</td>
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<td>2023-24</td>
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</table>
1.3.2 Target Audience

The target audience for training which is cutting across all the sectors comprise people from three primary domains: government, civil society and community. People from within government will be at the following levels:

- Policy makers: secretaries, joint secretaries, directors from Government of India and secretaries and additional/special secretaries from state governments.
- Program/project designers and managers: architects and in-charge of Government of India’s flagship development programmes both in the central and state governments.
- Operational staff: including district magistrates, chief or/and district development officers, block development officers and other frontline functionaries.

Civil society participants include executive directors and chief executive officers of non-government organisations (NGOs) and subject matter specialists engaged in DM and DRR work on the ground.

Community level audience include women, men, and children from communities at risk and their community based organisations (CBOs) including self-help groups (SHGs) of women, mahila mandals, common interest groups (CIGs) of men and women, farmers’ clubs, fishermen groups and federations, child cabinets etc.

1.3.3 Training Themes

In view of the study undertaken and the resultant SWOT report findings, the following twelve themes have been identified to be of critical significance from the point of view of long term training and capacity building for disaster risk reduction (DRR) across different sectors and hazards at different levels in India.

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Training Theme</th>
<th>Intended Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mainstreaming DRR into development planning</td>
<td>Policy makers, planners and program/project designers at the central and state levels</td>
</tr>
<tr>
<td>2</td>
<td>Mainstreaming DRR into rural development policies and programs</td>
<td>Policy makers and program/project designers at the central and state levels</td>
</tr>
<tr>
<td>3</td>
<td>Mainstreaming DRR into City Development Plans (CDPs) and their implementation strategies</td>
<td>Policy makers and program/project designers at the central, state and city levels</td>
</tr>
<tr>
<td>4</td>
<td>Strengthening PRIs for mainstreaming DRR into development on the ground</td>
<td>Program/project managers at the district and sub-district levels</td>
</tr>
<tr>
<td>5</td>
<td>Preparing the health functionaries for emergency health services</td>
<td>Program/project managers at the state and district levels</td>
</tr>
<tr>
<td>6</td>
<td>Creating a culture of safety and resilience through knowledge, innovation and education</td>
<td>Trainers and teachers at the state and district levels</td>
</tr>
<tr>
<td>7</td>
<td>Strengthening emergency communication including early warning and last mile connectivity</td>
<td>Program/project managers at the district and sub-district levels</td>
</tr>
</tbody>
</table>
### 1.3.4 Training Methods and Approaches

There is a need to use a wide range of training methods and approaches in order to optimise the resultant learning in varied contexts across hazards, sectors and levels. Methods and approaches will be based on principles of adult learning aimed at eliciting active involvement and contribution of the participants involved. The guiding principle will be to treat participants as resource persons, and resource persons as participants in the training and learning process.

Currently, there is a predominance of cognitive methods with increased emphasis on imparting theoretical training. This includes a higher proportion of the following methods aimed at improving knowledge by sharing information, ideas and insights for stimulating learning:

- Lecture sessions
- Demonstrations
- Discussions
- Online training

There is a need to promote greater hands on practical training aimed at enhancing behavioural skills related to the assigned roles and responsibilities of the functionaries and personnel being trained. Methods related to this would include:

- Observation and study tours (OSTs)
- Games and simulation exercises
- Drills including mock drills
- Field Assignments
- Case studies
- Role plays

Improving the context specific management skills of the functionaries is also of critical significance from the point of view of helping them perform better at work. Management development trainings will include the following two broad types:

- On the job training: this kind of training will be organised at the workplace in order to train people in real work environment by helping them accomplish various tasks and challenges at
work and learn from them to sharpen their skills. Learning by doing and learning by observing under expert coaching and mentoring are the most common methods for this kind of training.

- Off-the-job training: These are the kinds of trainings that take place away from the immediate workplace. Most of the training programs being currently designed and delivered fall in this category. These kinds of trainings develop more of general skills and knowledge useful for work, as well as include job-specific trainings.

The National HR and CD Plan 2013 propose the following approach and methodologies, which include most of these methods.

<table>
<thead>
<tr>
<th>Training approach and methodologies may include the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationers/Induction Training (at Central/State Civil Services – Administrative, Forests, Revenue, Economic, Statistical, Medical, Railway, etc.)</td>
</tr>
<tr>
<td>Practical Training (training to standard job performance – S&amp;R, police, medical, laboratory and analysis, survey, mapping, etc.)</td>
</tr>
<tr>
<td>Refreshers (in-service) or Orientation Training (mid-career training, promotional training)</td>
</tr>
<tr>
<td>On-line (web-enabled) Training</td>
</tr>
<tr>
<td>Blended Learning (Online + face-to-face)</td>
</tr>
<tr>
<td>Educational Training (professional advancement courses – B.Tech. / Diploma, Masters, Research degrees)</td>
</tr>
<tr>
<td>On-job Training (training in the form of learning by doing at work/practice)</td>
</tr>
<tr>
<td>Interactive Training (Mutual learning peer-to-peer in a working group)</td>
</tr>
</tbody>
</table>

Source: HR and CD Plan for Disaster Management and Risk Reduction in India, Government of India, 2013

The suggested approaches and methods have to be judiciously used in view of the concerned context regarding the nature and theme of the training intervention, level of participants, their identified and felt needs and emerging learning requirements. These factors are likely to vary across hazards, sectors and levels. Hence, the approaches and methods have to be tailored to specific role contexts and related learning requirements.

### 1.3.5 Training Outputs

It must be recognised upfront that a large number of training programs are already being designed and implemented at national, state, district and sub-district levels in India. NIDM has designed and conducted 97 different types of training programs during 2005-12. Disaster Mitigation and Management Centre (DMMC), a state level institution at Dehradun in Uttarakhand, is engaged in training mainly at the community and departmental level. Gujarat Institute of Disaster Management (GIDM) at Ahmedabad in Gujarat is engaged in a range of training programs and events for a wide variety of stakeholders including government officials, NGO functionaries and representatives of local bodies. Besides these, Disaster Management Centres (DMCs) located within state Administrative Training Institutes (ATI) across 30 states are also engaged in DM related training.
However, there has yet to be a pool of trained master trainers and facilitators either at the national or state levels to design and conduct training programs on different stages of disaster management cycle, which includes response, recovery and reconstruction on the one hand and prevention, mitigation and preparedness on the other.

It is envisaged that the two major outputs of the proposed training policy and strategy involving design and delivery of training and training of trainer (TOT) programs on twelve identified training themes will be:

- A pool of trained master trainers on disaster management and mainstreaming DRR in development is created at the national and state levels.
- A critical mass of DRR champions within key development sectors including education, health, rural development and PRIs is created at the national and state levels.

A system of accreditation and certification aimed at ensuring the quality of training being imparted at different levels will be developed and operationalised.

It is important that Administrative Training Institutes (ATIs) at the state level and Disaster Management Centres (DMCs) therein are actively involved in the design and delivery of the training programs.
2. CONCEPTUAL FRAMEWORK

2.1 Context

India’s proneness to multiple disasters and their occurrence at regular intervals calls for a strategic vision and framework to deal with emergencies and undertake effective disaster risk mitigation measures at the national and state levels. Earthquake, landslide, cyclone, flood and drought are some of the major hazards that are responsible for most of the disasters on the Indian subcontinent. There is relentless regularity in the occurrence of these events with floods, drought, and landslides being almost an annual feature across many states in India. But for earthquake, all the other four hazards are hydro-meteorological in nature and are sensitive to extreme weather events linked to the impact of climate change.

As disaster risks are directly linked to the existing capacities of communities at risk and other stakeholders, particularly government, to cope with them, developing capacities of key stakeholders, particularly communities and government, is the key to effective disaster management and disaster risk reduction on the ground. Capacities of civil society actors such as NGOs and CBOs like self-help groups (SHGs) of women are also of critical importance from a long term risk reduction perspective. Training is widely accepted to be the most powerful instrument of building capacities of people within these stakeholder groups by enhancing their knowledge, skills and attitude. Non-training factors such as infrastructure, policy, strategy, action plans, work culture, enabling environment and funds are other major contributors to the overall capacity of the system to function and deliver results.

It is important to note here that all these factors are never exclusive of each other. As human resource is located within organisations and their capacities to function, besides their knowledge, skills and attitude (training) are determined by a set of other factors including existing policies, strategies and action plans and the nature of the overall work environment (non-training): all these factors are in many ways linked to each other. The focus of this framework, however, is training.

Training as an instrument to upgrade the knowledge, skills and attitude of people is critical to a capacity building effort. While there is a substantial amount of training activity across sectors and constituencies of people, there is lack of empirical data to indicate the kind of capacities that have been built within the system over the years. One obvious reason seems to be lack of system/s to generate this data.

2.2 Rationale

This framework is a part of the study that aims at preparing a long term training and capacity building strategy for disaster risk reduction (DRR) in India. While training focuses on people, capacity...
building is concerned with both people and their work environment. People cannot function unless there is an enabling environment that makes it possible for them to function effectively.

The study across more than 40 communities in 24 districts across 6 multi-hazard states clearly suggests that community capacity development is the weakest link in DM and DRR on the ground. Within government, though there is considerable amount of training activity, most of it is ad hoc and not based on assessment of the training needs of the functionaries being trained. Civil society organisations including NGOs and community based organisations including SHGs have yet to be sufficiently involved in DM and DRR efforts on the ground.

This underlines the need to have a strategic vision and goal for effective DM and DRR and a strategic framework for implementation of training to help achieve the goal by enhancing the quality of available human resource. The national DM/DRR vision and goal is embodied in DM Act 2005 and National Policy on Disaster Management 2009. But there has yet to be a strategic framework for implementation of training for effective DRR at the country level. This framework seeks to fill this gap.

2.3 Capacity, Capacity Needs and Training Needs

Capacity for the purpose of this framework is defined as the overall capability of an actor (individual or institution) to perform and produce results. Capacity is a relative term and can be defined only in relation to the roles and responsibilities of the concerned actors as stakeholders. In case of functionaries at work, capacity is defined in terms of knowledge, skills and attitude that they possess to carry out a given task and achieve a certain intended result. In the case of organisations, capacity is defined in terms of overall organizational capability to plan and implement schemes, programmes and projects to achieve a given set of objectives on scale.

Figure 1: Capacity Needs

Training as a tool to build capacity seeks to upgrade knowledge, skills and attitude (KSA) of the people being trained. Organisational re-engineering and development including re-designing the business processes and work protocols are the means to enhance organizational capacity to function and deliver the required goods and services to achieve the agreed objectives. This may entail re-defining the functional goals of the organization and developing strategic action plans, besides mobilizing resources and upgrading the existing infrastructure to increase the organizational capacity.
As this framework relates to training, a look at the current training scenario with specific reference to DM and DRR functions would be in order. Training is of various types differentiated by factors such as length/duration of training, content of training, training methods and tools. There are different types of training categorized by their nature, location, level, duration, purpose and methodology. These include: general and specialized training; induction, in service and follow up training; on site and off site training; training of trainers.

Conventional notion of training carries the image primarily of a class room activity based on a vertical relationship between the trainer and trainees: this is characterized by a top down relationship between the trainer as teacher and the participant as the learner. This is now universally recognised to be outmoded and of limited use, as the retention and use of learning received through one way top down method (mainly lectures) by an expert is very low, as it does not fit in with adult modes of learning. But class room training sessions are still the most widely used training methodology both at NIDM and state level Disaster Management Centres (DMCs). Most of the class room training is theoretical and of a general nature. Practical training aimed at building specific knowledge and skills of specific groups of people is very limited and has yet to be undertaken in a systematic manner and on scale.

There are other innovative modes of training that have been used in varying degrees in recent years. These include online training, blended learning, satellite training etc. These have been used by NIDM, Indian Institute of Remote Sensing, Vigyan Prasar and state level agencies such as in Karnataka. But the specific ways in which these modes help have yet to be ascertained and fully appreciated.

2.4 Capacities for Disaster Resilient Development

Given the cross-cutting nature of disasters, disaster management functions span multiple sectors and stages. Conventionally most of the focus has been on response functions such as search, rescue and first aid. Most of the government and donor funds have also been traditionally directed towards response as against risk reduction efforts. Recent (June 2013) Uttarakhand cloud bursts and flash floods bear ample evidence to the fact that lack of disaster resilient development with disaster risk reduction (DRR) elements built into it can result in widespread destruction of infrastructure, environment and the lives and livelihoods of people. In Uttarakhand disaster, thousands have lost their lives and thousands are still reported missing. Households and their livelihoods are badly damaged or destroyed.

In view of this recent experience and the broader study findings, while recognizing the crucial significance of response, recovery and reconstruction related DM functions, this framework emphasizes the need to focus more on prevention, mitigation and preparedness functions as the most primary DM functions, as they can substantially reduce the risk of communities living with disaster risk on a day to day basis. There is an increasing recognition of the perspective that investing in resilience building and risk reduction is a more efficient and effective way of minimising the severity and impact of disasters and capacity development including training is widely accepted to be a major instrument of disaster risk reduction. Capacity development interventions need to be designed and implemented with a disaster resilient development perspective.

Recent cloud bursts and flash floods in Uttarakhand (June 2013) suggest that the existing capacities to work on early warning, and respond effectively in times of sudden disasters of large scale are very
low and pose a major challenge to effective disaster management in the country. The media reports\textsuperscript{5} tell that Indian Meteorological Department (IMD) issued satellite images specifying 12 locations where heavy rainfall (around 200 millimetres) and cloud bursts were expected. This crucial information was available with all the national and state level authorities including the National Disaster Management Authority (NDMA) 16 hours in advance of the actual occurrence on 15\textsuperscript{th} of June 2013. Even after this fairly early warning no preparatory action could be taken at any stage which could have lessened the impact of one of the worst disasters in recent years. This underlines a massive gap in existing capacities to act on early warning and be prepared in advance to minimize the intensity of the impact of disasters. These capacity gaps call for both training and non-training solutions.

Notwithstanding the crucial role of non-training factors in producing the desired performance results, training is widely recognized to be the most powerful tool for capacity development. This entails building capacities of people through induction, in-service and on-job training of a wide variety across sectors in the specific context of government functionaries. Training is very popular with governments and donors and forms an integral component of most of the development projects and programmes including initiatives related to disaster management (DM) and disaster risk reduction (DRR). Both government and non-government agencies are engaged in training in various ways. But community capacity development still remains the weakest link on the ground. Women, who constitute almost half of the human population at the community level, are largely excluded from the training and capacity development processes.

Hence, this framework seeks to locate training within the larger capacity development agenda of promoting disaster resilient development.

\subsection{2.5 Role of Training in Capacity Development}

The strategic framework for implementation of training presented here is based on the larger capacity development framework of the study on preparing the long term training and capacity development strategy for disaster risk reduction (DRR) in India of which it forms a part. The study indicates that DM and DRR related training is currently being organised largely as an end in itself and not as part of a well thought capacity development strategy where specific capacities of specific groups are sought to be developed through carefully designed training interventions. Most of the training at the national and state levels is essentially theoretical and general in nature with very little practical orientation. This framework suggests making the much required shift from general to particular and theoretical to practical approach to training.

\textsuperscript{5} such as in Headlines Today, Morning News, 2\textsuperscript{nd} July, 2013
2.6 STRATEGIC FRAMEWORK OUTLINE

This framework draws an outline of the strategy for implementation of training for disaster management in India. It is envisaged to be used as a guide for organising training to achieve optimum results in terms of upgrading the knowledge, skills and orientation (KSO) of the targeted functionaries at national, state, and district levels. The primary users of this framework are intended to be trainers and training managers engaged in training for disaster management at these levels. However, the framework has been made flexible enough to be used by a wide range of stakeholders including policy makers and senior program designers and managers.

There is policy recognition of the need to develop capacities for effective disaster management (DM) at various levels in the country with a focus on disaster risk reduction (DRR). As mandated by DM Act 2005 and the National Policy on Disaster Management 2009, National Institute of Disaster Management (NIDM) has developed a human resource and capacity development plan for disaster management and risk reduction in India in 2013.

The framework presented here draws on the plan already developed by NIDM and seeks to suggest the specific ways in which training could be streamlined to maximise its role and functions in building capacities both of institutions and individual functionaries involved in DM and DRR activities across different key sectors including education, health, rural development and PRIs.
2.6.1 Purpose

The primary purpose of the strategic framework is to suggest an implementation strategy and plan for streamlining training functions across sectors so as to make training effective both in terms of addressing the training needs related to all the stages of the disaster management cycle (including response, recovery, reconstruction, prevention, mitigation, and preparedness) and making a contribution to mainstreaming of DRR concerns into regular development planning and administration on the other.

2.6.2 Key Assumptions

The basic assumptions of this framework are as follows:

- Disasters are a threat to safe and sustainable development.
- Reducing the risk of disasters is the most effective way of managing disasters.
- Training can help build the required knowledge, skills and orientation of different stakeholders to address DM and DRR as a larger development issue and achieve effective DRR results on the ground.
- Organised groups of grassroots women carry enormous promise and potential to lead DM and DRR efforts at the community level.

2.6.3 Key Features

This framework looks at training as a sub-set of a larger capacity development agenda that has the following three key features:

- multi-hazard perspective to disaster management and disaster risk reduction-(multi-hazard)
- mainstreaming DRR into development planning and administration across key sectors such as education, health, rural development, and PRIs-(multi-sector)
- need based and demand responsive upgradation of the knowledge, skills and attitude of the key functionaries at policy, management and operational levels-(multi-level)

These features inform the design of this framework and the suggested action agenda to put it into application.

2.6.4 Capacity-Training Connection

As this framework is for implementation of training, capacity targeted through training is in terms of knowledge, skills and attitude that enable a person to carry out assigned roles and responsibilities linked to DRR with effective outcomes. Training, learning and capacity are linked and have mutually inclusive connotations. As an exercise in organised learning with a purpose, training is expected to result in enhancement of specific capacities that can be identified and measured. As adult learning takes place through an experiential and iterative process, a single event of training does not result in all the expected learning at one go. Capacity is built when learning from training is applied in the work situation and learning from that application is further used to refine the practice. Thus,
learning unfolds over a period of time forming some kind of a learning curve both for the participants involved and the trainers facilitating the process.

The following figure underlines how the connections across training, learning and capacity are not linear, but follow each other in some kind of a loop/curve.

**Figure 3: Training, Learning and Capacity Process**

![Diagram of Training, Learning and Capacity Process]

Popularity of training is based on certain assumptions and incentives. The key assumption of training is that it builds capacity. The inherent incentive is that training is easy to fund, implement and apparently monitor. But most of the monitoring related to training is generally about the number of people trained, and not the nature and quality of training. There is very little attempt and accomplishment across sectors in terms of knowing the kind of performance enhancement that could be resulting due to training in diverse contexts.

While it is relatively easier to transfer knowledge and skills through training, role of training in inducing shifts in attitude is based on certain assumptions and is contested. The key assumption is that enhanced knowledge and skills often trigger attitudinal shifts in people trained. Method of training also has a crucial role to play in this. Experiential learning is widely considered to be the most potent method for making an impact on the attitude of the participants and on the deeply held values and orientations that accompany them.

In the context of work and a job to be performed with some expected results, attitude is essentially an orientation of the mind of the concerned actor that could potentially help or hamper the efficient and effective execution of an assigned role and the related functions and the desired results. But there are hardly any universally acceptable benchmarks and indicators to measure change in attitude either on or off work. Moreover, it is hard to isolate the non-training factors that could have a potentially transformative impact on attitude, while the training is being imparted and applied in work situation.
2.6.5 Re-defining Training

The strategic framework presented here re-defines training as an exercise in organized learning with focus on KSA (as knowledge, skills, and attitude-as-in-action), which can take many forms depending on the specific context, need and resources including time. The focus has to be on promoting need based and demand responsive learning to help people function effectively and achieve the desired results as intended.

As attitude is an internal attribute of the mind and is hard to measure, the most reliable way to know about it is through the ways in which it gets reflected in action at work, which is a lot easier to observe and measure. Thus the framework used here is called attitude-as-in-action, behaviour and change (ABC). KSA in this framework is inclusive of ABC.

Figure 4: KSA Leading to ABC

In order to be effective, training has to be conceived, designed and conducted in view of the assigned roles and responsibilities of the concerned functionaries in a given work context. Hence, a strategic framework has to be robust enough to address both the design and implementation of training effectively in terms of helping the trained people perform their roles and discharge their responsibilities better than before.

Performance can be defined as action at work leading to outcomes. Action in this definition includes possible non-action as well. And outcomes mean any consequence/s resulting due to an action taken or not taken. There is a widespread assumption, almost bordering on belief, and probably with good reason that training improves performance. But what is not accurately known is as to what kind of training improves performance to what extent and of what kinds of functionaries.

This widely held assumption that training improves performance has to undergo reality checks in order to arrive at an informed understanding of how training can be used as a potent tool for capacity development to promote effective DRR in India.

2.6.6 Systematic Approach to Training (SAT)

The fact that current DM and DRR related training practices are largely ad hoc and not based on clear identification of training needs call for a systematic approach to training. There seems to be a global consensus that training in order to be effective has to be based on a systematic approach.

A systematic approach to training (SAT) pre-supposes the following:
Training is based on identified training needs and is in response to real and not imagined needs of the functionaries involved.

Participants are selected on the basis of training needs and not on other factors including their easy availability for training.

Impact of training is evaluated and learning used to improve the training design and delivery further for better results.

The first and last related to training needs and impact evaluation happen to be the blind spots of training in the development sector in general and in the field of disaster management in particular. Even the performance of the second one related to selection of participants for training is suspect and skewed in many cases as revealed by the study.

The following figures present the suggested framework for implementation of training, which is based on the larger capacity development framework of the study, but targets only training for the purpose of this framework.

**Figure 4: Strategic Framework for Implementation of Training (SFIT)**
The current training practice, as underlined earlier, is limited mainly to training design and delivery component of the suggested framework. This is generally not preceded by any systematic training needs assessment and is usually not followed up by any kind of impact evaluation. This is practically like shooting in the dark: one of course is hitting some target, but is never sure what and with what consequences.

This framework can be used to streamline the training functions in a manner that leads to targeted capacity development for disaster management and disaster risk reduction across sectors.

### 2.6.7 Capacities and Results

As capacity is a broader concept containing many elements, it needs to be unpacked in order to have a better understanding of the specific capacities that can be sought to be developed through training interventions. Some specific capacities include the following:

- Capacity to engage in policy learning
- Capacity to engage in strategic planning
- Capacity to assess capacity needs
- Capacity to manage projects
- Capacity to conduct studies
- Capacity to carry out training needs assessment
- Capacity to organise and conduct training programmes
- Capacity to evaluate the impact of training
- Capacity to assess and address disaster related macro and micro risks
- Capacity to identify and undertake mitigation measures
- Capacity to be prepared
- Capacity to respond in time and effectively

These capacities are required at different levels and in varying degrees. At the policy level, capacity for learning to inform policy is the key capacity, which also pre-supposes the capacity to adopt improved policies based on emergent learning. At the management level, the key capacity is the capacity to plan and implement as intended. At the operational level, a wide range of capacities including the capacity to plan, assess, train, implement and monitor is required.

It is important to underline that learning is one aspect that influences/informs policy, but there are other factors that have a critical bearing both on policy and practice including power/authority, political influence and the ability of other stakeholders to negotiate and arrive at mutually acceptable trade-offs etc.

**Figure 6: Key Capacity Needs at Various Levels**

These are only the key capacity gaps/needs, related detailed training needs of different stakeholders at these levels are presented in the SWOT report.
3. OPERATIONAL FRAMEWORK

This strategic framework, designed as a conceptual and operational tool, is intended to be used to inform and guide practical action to achieve training goals and objectives as defined in the training policy for disaster risk reduction (DRR) in India. It is envisaged that this framework will help achieve the intended results by ensuring the optimum and strategic use of available time and resources at various levels.

The strategic framework is made up of two inter-related frameworks. These are conceptual and operational frameworks. Conceptual framework presents the rationale and process of training for disaster management (DM) and disaster risk reduction (DRR) in the Indian context. And operational framework contains an inventory of methods and steps for implementation of training. This section deals with the latter.

Role of institutions in training and capacity building for effective disaster risk reduction has been spelt out. Effective disaster management calls for specific knowledge and skill sets at different levels. Policy makers need to know what are the key policy issues and why and how to address them in a strategic manner. Program and project designers and managers need to be informed and skilled to create and manage high impact interventions. And the functionaries at the operational level need to have all the requisite knowledge, skills, and orientation to carry out their roles and functions effectively.

This underlines the need for comprehensive capacity development at various levels. Capacity has two basic strands: one is the capacity of the people; and second is the capacity of the operating environment. The second strand contains almost everything other than human beings including: infrastructure, organisational structures and cultures, information and communication technology, finance etc.

This framework is limited only to training as a capacity development instrument for enhancing the knowledge, skills and competencies of actual and potential disaster managers in India. It is envisaged that this framework will be used at the policy, program and operational levels for streamlining training functions related to long term strategies for disaster risk reduction in the country.

3.1 Capacity Gaps

In order to make the optimum use of the strategic framework, it is important to have a look at the key capacity including training gaps and the existing volume and modes of funding and mechanisms to monitor the achievements. The following table presents the key gaps at three levels of policy, management and operations.

<table>
<thead>
<tr>
<th>Level</th>
<th>Capacity gap area</th>
<th>Capacity gap</th>
<th>Training gap</th>
<th>Non-training gap</th>
</tr>
</thead>
</table>
| Policy | Policy learning   | Capacity to engage in policy learning: knowledge about instruments and incentives for learning; and skills to use them for required learning | How to design and conduct appropriate studies on identified issues of policy significance | - Lack of incentives for learning  
- Strategic use of funds  
- Procurement procedures not conducive to hiring of competent and capable research agencies |
3.2 Sector Wise Quantification for Implementation of Training

Quantification in terms of working out the number of people to be trained, number of training programs and refresher courses has been a fairly complex and difficult exercise primarily due to lack of firm and reliable data on the total universe to be addressed across four key sectors of education, health, rural development and PRIs. Considerations related to existing and potential capacity for design and delivery of training programs at national, state and local levels have also formed an integral part of the quantification exercise.

The following tables give sector wise quantification for implementation of training:
### Table 4: Sector wise Quantification

#### Health

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total no. of people to be trained*</td>
<td>6,50,000</td>
</tr>
<tr>
<td>No. of trainers required:</td>
<td>2,170</td>
</tr>
<tr>
<td>Master resource persons:</td>
<td>36</td>
</tr>
<tr>
<td>No. of training programmes for trainers</td>
<td>72</td>
</tr>
<tr>
<td>No. of Training Modules</td>
<td>4**</td>
</tr>
<tr>
<td>No. of trainings required in five years:</td>
<td>26,000</td>
</tr>
<tr>
<td>No. of trainings annually:</td>
<td>5,200</td>
</tr>
<tr>
<td>No. of refresher trainings in five years:</td>
<td>10,400</td>
</tr>
</tbody>
</table>

*This includes the number of doctors and nursing staff at the government hospital and PHCs/CHCs, ANMs at CHCs/ Sub Centres and other Health Workers at PHCs/ CHCs/ Sub Centres

** one each for doctors, nurses, ANMs and other health workers

#### Education

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of teachers to be trained</td>
<td>6,00,000</td>
</tr>
<tr>
<td>No. of training programmes in five years</td>
<td>24,000</td>
</tr>
<tr>
<td>No. of training programmes annually</td>
<td>4,800</td>
</tr>
<tr>
<td>No. of training of trainers programmes</td>
<td>67</td>
</tr>
<tr>
<td>No. of training modules</td>
<td>5*</td>
</tr>
<tr>
<td>Master resource persons</td>
<td>42</td>
</tr>
<tr>
<td>No. of trainers</td>
<td>2,000</td>
</tr>
<tr>
<td>No. of refresher trainings in five years</td>
<td>9,600</td>
</tr>
</tbody>
</table>

* One each for primary, secondary, high school, higher secondary schools and university/college teachers

#### PRI sector

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of elected members to be trained</td>
<td>2,818,018</td>
</tr>
<tr>
<td>Training programme to be organised in five years</td>
<td>1,12,720</td>
</tr>
<tr>
<td>No. of annual training programmes</td>
<td>22,544</td>
</tr>
<tr>
<td>No. of trainers</td>
<td>9,400</td>
</tr>
<tr>
<td>Total no. of TOT’s</td>
<td>313</td>
</tr>
<tr>
<td>No. of training modules (one for each state)</td>
<td>35</td>
</tr>
<tr>
<td>No. of master resource persons</td>
<td>192</td>
</tr>
<tr>
<td>No. of refresher trainings</td>
<td>45,088</td>
</tr>
</tbody>
</table>
Strategic Framework for Implementation of Training
Preparation Long Term Training and Capacity Building Strategy for Disaster Risk Reduction in India under NCRMP

<table>
<thead>
<tr>
<th>ULB sector</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. of elected members to be trained</strong></td>
</tr>
<tr>
<td><strong>Training programme to be organised in five years</strong></td>
</tr>
<tr>
<td><strong>No. of annual training programmes</strong></td>
</tr>
<tr>
<td><strong>No. of trainers</strong></td>
</tr>
<tr>
<td><strong>No. of training modules (one for each state)</strong></td>
</tr>
<tr>
<td><strong>No. of master resource persons</strong></td>
</tr>
<tr>
<td><strong>No. of refresher trainings</strong></td>
</tr>
</tbody>
</table>

*175 trainers are dispersed over 35 states/ UTs @ 5 trainers for each state/ UT.

**One training module for each state/ UT

***Since only 5 trainers are to be trained for each state/ UT, the State Urban Development Department/ State Urban Development Institute can take care of it easily, if necessary by involving sector/ subject specialists.

Rural Development

At the community level

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total number of people to be covered over 5 years</strong></td>
<td>15.94 lakh</td>
</tr>
<tr>
<td>(25% of villages in each block)</td>
<td></td>
</tr>
<tr>
<td><strong>Number of blocks</strong></td>
<td>6,374</td>
</tr>
<tr>
<td><strong>Total no. of villages to be covered in each block</strong></td>
<td>23</td>
</tr>
<tr>
<td><strong>No. of people to be trained in each block in 5 years</strong></td>
<td>1,000</td>
</tr>
<tr>
<td><strong>No. of people to be trained in each block annually</strong></td>
<td>200</td>
</tr>
<tr>
<td><strong>Total no. of training programmes to be organised in each block</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>No of training modules (7 for 7 Task Forces +1 for VDMC/NGOs Members</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>No. of trainers to be trained on all India basis in five years</strong></td>
<td>6,400</td>
</tr>
<tr>
<td><strong>No. of trainers to be trained on all India basis annually</strong></td>
<td>1,280</td>
</tr>
<tr>
<td><strong>No. of master resource person in 35 states</strong></td>
<td>140</td>
</tr>
</tbody>
</table>

Government Officers and Employees

<table>
<thead>
<tr>
<th></th>
<th>Policy</th>
<th>Management</th>
<th>Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officers to be trained over 5 years</td>
<td>7,500</td>
<td>15,000*</td>
<td>1,925,000</td>
</tr>
<tr>
<td>Officers to be trained annually</td>
<td>1500</td>
<td>3000**</td>
<td>3,85,000</td>
</tr>
<tr>
<td>No. of training programmes annually</td>
<td>60</td>
<td>120</td>
<td>15,400</td>
</tr>
<tr>
<td>No. of Training Modules (1 each for 10 key sectors at each level)</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>No. of refresher training programmes in five years</td>
<td>120</td>
<td>240</td>
<td>30,800</td>
</tr>
</tbody>
</table>

*2,350 central govt. employees+ 12,650 state govt. employees

**470 central govt. employees+ 2,530 state govt. employees
Non-Governmental Organisations

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of people to be covered (100 in each state at state level and 25 in each of 640 districts)</th>
<th>No. of NGOs to be trained at the state level</th>
<th>No. of people trained @5 from each NGO</th>
<th>No. of trainings</th>
<th>No. of NGOs to be trained at the district level</th>
<th>No. of people trained @5 from each NGO in each district</th>
<th>No. of trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of people to be covered</td>
<td>19,500</td>
<td>20</td>
<td>100</td>
<td>4</td>
<td>5</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>No. of NGOs to be trained at the state level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of people trained @5 from each NGO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of trainings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of NGOs to be trained at the district level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of people trained @5 from each NGO in each district</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of training module (one each for State and district level NGOs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The total number of persons to be trained over a period of five years would therefore work out to approximately 81.62 lakh or about 16.32 lakh every year. The training is primarily proposed to be undertaken through Master Resource Persons and/or master trainers.

Although the figures given above may seem to be too ambitious, it has to be kept in view that the training programmes are dispersed at national, state and district level. The total number of training modules to be developed is 52, 11 at national level and 41 at state level. At national level, 10 training modules are to be developed for policy makers, one each for 10 key sectors and one common training module for ICDS workers which may be undertaken under ICDS Scheme in association with national level Health and DM institutes. It is, however, true that since each state UT is required to develop 39 training modules each, the total number may work out to 39x35=1365. At the same time, each state/ UT has to develop 39 training modules. If necessary and if so desired by state governments, NIDM may be required to develop template for each of the 39 training modules and share it with the state governments.

Table 5: Operationalisation Plan

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Activity</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop a Perspective Plan for training and capacity building for DRR in India: this has to be developed as the operationalisation plan of national HR and CD Plan 2013, already developed</td>
<td>December 2014</td>
</tr>
<tr>
<td>2</td>
<td>Develop Annual Action Plans on the basis of the Perspective Plan and HR and CD Plan 2013</td>
<td>By February of every year during 2014-2024</td>
</tr>
<tr>
<td>3</td>
<td>Set of 5 TOTs developed under NCRMP study is pilot tested</td>
<td>2014-2015</td>
</tr>
<tr>
<td>4</td>
<td>Revisit and refine the design and delivery strategy of 5 TOTs</td>
<td>2015</td>
</tr>
<tr>
<td>5</td>
<td>Seek nominations and select participants for regular TOT programs for master trainers</td>
<td>January-March of every year for the scheduled training programs of the following year</td>
</tr>
<tr>
<td>6</td>
<td>Conduct TOTs and other training programs as per the annual training calendar of NIDM and state level training institutes.</td>
<td>2016-2024</td>
</tr>
<tr>
<td>7</td>
<td>Undertake periodic (annual) evaluation of at least 50% of all DM and DRR related training programs</td>
<td>December-February of every year</td>
</tr>
</tbody>
</table>

6 The detailed process for developing master trainers is given as Annexure 3
Strategic Framework for Implementation of Training
Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction in India under NCRMP

<table>
<thead>
<tr>
<th>No.</th>
<th>Task Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Revisit and refine the TOTs and other training programs in view of the evaluation results and emerging learning requirements.</td>
<td>2016-2024</td>
</tr>
<tr>
<td>9</td>
<td>Carry out a comprehensive mid-term evaluation of the implementation of the perspective plan and HR and CD Plan, 2013</td>
<td>2019</td>
</tr>
<tr>
<td>10</td>
<td>Carry out end term evaluation of the implementation of Perspective Plan and HR and CD Plan 2013</td>
<td>2025</td>
</tr>
</tbody>
</table>

3.3 Funding and Monitoring of Training and Capacity Building

Government of India is providing ample funds (525 crores i.e. 5,250 million INR over a period of five years as per the Thirteenth Finance Commission allocation) to the state governments for training and capacity building for disaster management. But NIDM, which is the apex training and capacity building institution at the national level, is currently not in the loop in this transfer of funds. Though disaster management is primarily a state function and does not really require formal guidance from the centre, NIDM has been providing advisory and hand holding services to the states over the years, mainly through Disaster Management Centres (DMCs) located within state ATIs. Hence, involving NIDM in guiding training and capacity building functions at the state level can add considerable value to the activities undertaken and results achieved.

Moreover, this is a function already assigned to NIDM under the Disaster Management Act, 2005 such as “provide required assistance to training and research institutes for development of training and research programmes for stakeholders including government functionaries and undertake training of faculty members of the state level training institutes” [section 42(9)(d)] and “provide assistance to the state governments and state training institutes in the formulation of state level policies, strategies, disaster management framework and any other assistance as may be required by the state governments or state training institutes for capacity building of stakeholders, government including its functionaries, civil society members, corporate sector and people’s elected representatives” [section 42(9)(e)].

Capacities of NIDM are also limited and need to be enhanced. It is quite paradoxical that NIDM has no internal HR plan and strategy of its own, while it has been the agency statutorily assigned to draw the national human resource and capacity development (HR & CD) plan for India. NIDM has narrowly confined itself largely to designing and conducting training programmes as an end in itself. The originally envisaged role of NIDM as a think tank for Government of India over and above its training and capacity building mandate has yet to be undertaken in any significant sense. Applied and formative research, which has a critical role to play in the discharge of both the key functions of NIDM, namely policy advice and training and capacity building, is grossly underdeveloped and neglected.

The fact that there has yet to be a national disaster management plan even after eight years of the DM Act 2005 that entrusted this responsibility to Government of India is indicative of the massive gap in terms of the federal government’s capacity to come up with plans in time. This is obviously with specific reference to disaster management and cannot be generalised; and in particular refers to the functions assigned to National Executive Committee under section 10 of the Act.
3.4 Action Agenda

The following actions need to be undertaken in order to make sure that the strategic framework for implementation of training (SFIT) is put into practice with efficiency and effectiveness.

- There is a need to make a shift from a largely supply driven to a primarily demand responsive approach to design and delivery of training. This shift presupposes creation of demand to begin with, which inevitably entails an advocacy orientation to the design and delivery of training. A supply driven approach to training invariably ends up in a large number of reluctant participants resulting in low levels of learning and capacity enhancement. This however does not imply total absence of supply driven training programs, which could be required in many situations.

- Training must target specific capacities to be built of specific groups of functionaries and with their prior consultation and consent, except those government stakeholders that have the formal responsibilities to address disaster management and who have to be necessarily trained to develop the capacity to discharge their DM and DRR related duties and responsibilities assigned to them.

- All training must take place within an agreed training and capacity building framework and plan and no training should be organised in an ad-hoc manner as per the priorities and interests of the trainers concerned.

- National Training Policy 2012 recommends that ‘each Ministry/Department/Organisation set aside at least 2.5% of its salary budget for training’: NIDM and other training institutions must target a certain portion of this available fund for DM and DRR related training. Similarly, other concerned Ministries/Departments from national to local level should allocate a fair portion of this percentage for training in disaster management including climate change adaptation.

- NIDM needs to create a conscious culture of designing and conducting training programmes only on the basis of identified training needs. It is also important to ensure that identification of training needs is done on the basis of participatory assessment involving those whose training needs are being assessed. This will not only help create ownership of the designed training programmes at the very outset by those for whom it is meant, but will also help generate demand for these programmes within concerned Ministries/Departments and Organisations. The primary indicator of demand for the training programmes will be the willingness of the concerned Ministries/Departments and Organisations to pay for these programmes for which sufficient money is available within their departmental budgets as per the recommendations of the National Training Policy 2012.

- NIDM needs to have a vision, mission and perspective plan duly approved by its Governing Board. This will lend a sense of purpose and direction to NIDM activities at the national level.

- NIDM needs to have an internal monitoring and evaluation system to track the implementation of the perspective plan as intended in terms of the actual results achieved: this tracking has to go beyond the number and names of the training programmes organised and the number of participants trained.

- Monitoring has to be carried out as per a set of agreed indicators that are both quantitative and qualitative in nature and are objectively verifiable. And evaluation has to focus on the impact of training programmes and the efficacy of other capacity building interventions, as also of knowledge management functions.
As NIDM is the apex training and capacity building agency for disaster management at the national level in India, there is an obvious need to radically rethink and reorient the organisation in order to enable it to address the massive capacity development challenges for disaster risk reduction in India.

### 3.5 Implementation Steps

The specific steps suggested to apply this framework for implementation of training are as follows:

#### 3.5.1 Identify the Target Audience:
Identify the level of functionaries within a concerned sector, unit, ministry and department; map out their specific roles and functions as determined by a statute, government order or convention; define DM and DRR roles and responsibilities of functionaries at different levels. See Annexure 4: Participant Profile Questionnaire.

#### 3.5.2 Assess their Training Needs:
Participatory assessment of the training needs based on active involvement of target functionaries; categorisation of identified needs on the basis of specific knowledge, skills and behaviour being targeted through training interventions. See Annexure 5: Operational Guide to Participatory Needs Assessment.

#### 3.5.3 Design the Training Intervention:
The training intervention could range from half a day (2-4 hours) to twelve days as required; the nature of training intervention could range from being conceptual/theoretical to practical including different degrees of the mix of the two; the training could also range from being non-residential to being fully residential. See Annexure 6: Design Template.

#### 3.5.4 Prepare for Training:
Select the participants; restrict the number of participants per program; communicate with the participants of each training program at least one month in advance; share the training design and schedule at least one week in advance; send them the format for pre-training profile of the participants; get all the handouts ready for the training; prepare and use a check list for preparation of training. See Annexure 7: Criteria for Selection.

#### 3.5.6 Deliver Training:
Implement training as planned and intended; brief the resource persons both about the content and methodology of the concerned sessions; elicit participants’ feedback; make mid-course corrections in implementation strategy if required; ensure participatory evaluation of the training imparted. See Annexure 8: Quality Assurance Methods and Indicators.

#### 3.5.7 Evaluate Training:
Develop SMART indicators for assessing the impact of training in terms of improved performance; design a system to track changes in performance using the developed indicators; firm up the key evaluation findings; use the findings to improve the training design and its implementation strategy. See Annexure 9: Evaluation of Training.

#### 3.5.8 Improve Design and its Delivery Strategy:
Make suitable changes in training objectives, content, methodology, and resource persons (when and why to improve).
ANNEXURES

Annexure 1: Linkages of SFIT
### Annexure 2: Institutional Structure for Four Key Sectors

<table>
<thead>
<tr>
<th>Sector/ Level</th>
<th>National</th>
<th>State</th>
<th>District</th>
</tr>
</thead>
</table>
| **Health** | National Institute of Health and Family Welfare (NIFHW)  
Family Welfare Training & Research Centre (F.W.T. & R.C.)  
Rural Health Training Centre, Najafgarh | 1. State Institute of Health and family welfare (SIFHW)  
2. Health and Family Welfare Training Centres  
3. Gandhigram Institute of Rural Health and Family Welfare Trust | 1. 34 promotional training schools for LHV/ Health Assistant (Female)  
2. 49 basic training schools of MPHWH (Male)  
3. Regional Health Teachers Training Institute (RHTTI)  
4. Regional Health and Welfare Training Centers |
| **PRI/ULB** | All India Institute of Local Self Government (AIILSG) | There are 10 Centers of Excellence on Urban Development. The List of Centers on Urban Development are on MOUD website⁷ | |
| **Rural Development** | National Institute of Rural Development | State Institute of Rural Development | Extension Training Centers |

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Annexure 3: Process of Developing Master Trainers: a check list

The following key steps will be involved in developing master trainers:

- Develop, pilot test and finalise the training of trainer (TOT) modules for creating master trainers

- Develop brochure carrying the TOT design including: aim, objectives, content, methodology, background material, resource persons

- Develop criteria for selection of potential master trainers and share with the concerned central government ministries and departments and with the concerned state governments

- Design the process of nomination of potential master trainers in consultation with the concerned ministries and departments at the central and state levels

- Organise meetings with the concerned central government ministries and departments and with the concerned state governments and seek nominations

- Screen the candidature of nominated participants for their suitability for the TOT

- Select the participants for the TOT for the master trainers and communicate with them in advance

- Organise the training of trainer (TOT) for master trainers

- Assign tasks to trained master trainers for developing the training design for direct training to be conducted by them.

- Fine tune the training design and delivery strategy

- Handhold the trained master trainers for the first set of training programs to be conducted by them

- Carry out a participatory evaluation of the training programs conducted by the trained master trainers

- Recommend for certification of the master trainers on the basis of their performance evaluation.

These steps would help ensure the quality in selection, training and certification of master trainers.
Annexure 4: Participant Profile Questionnaire

1. Name, Address and Contact Phone Numbers

2. Sex:

3. Age: ........ Years

4. Designation

5. Organisation/Department/Ministry

6. Work Assignments:

<table>
<thead>
<tr>
<th>Name of the department</th>
<th>Designation</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Project/Activities (Past and Present)

8. Expectations from the programme?

9. Specific felt learning needs and interests?

10. Any prior experience of work related to DM and DRR mainstreaming?

- Exposure through (reading, talking to people, applying it to project work, etc.)
- Exposure through orientation (seminars, conferences, workshops)
- Exposure through specific training program or/and courses
- Exposure through regular or program/project work
Strategic Framework for Implementation of Training
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- Interested in being a resource person on DM/DRR
- Intend to be a gender expert
- No exposure to DRR mainstreaming in development

11. 9. Your experience as a trainer?

- No experience
- Less than 1 year experience
- 1 to 3 years’ experience
- 3 to 5 years’ experience
- More than 5 years’ experience

12. Any hands on experience of a disaster or/and disaster management situation? If yes, would you like to share your learning from that experience?

…………………………………………………………………………………………………………………………………………………………
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…………………………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………

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Annexure 5: Operational Guide to Participatory Needs Assessment

There are no agreed methods and protocols for carrying out training needs assessment within the existing training establishment for disaster management. NIDM is the apex training and capacity building institution at the national level. Practices around needs assessment both at NIDM and state level disaster management centres (DMCs) have been generally ad hoc and informal varying with different trainers. An annual training conference at NIDM has been mentioned as the main site where different state government and departmental representatives articulate their training needs. NIDM takes its cue in designing training programs largely from there. There are some training needs assessment exercises undertaken as a part of externally aided projects.

However, the results of these efforts do not seem to have been very encouraging. As similar needs are coming up each year, it does not look likely that the states have a well thought out and organised system for identifying their needs.

Participatory needs assessment is not a one way process aimed at identifying needs. It is a bottom-up approach that encourages, supports and strengthens communities’ existing abilities to identify their own needs and priorities, to set their own objectives, and to monitor and evaluate them on their own. So it does not only involve asking questions and consulting them, but creating an enabling environment that helps all the stakeholders ask and answer questions in a manner that results in collective learning of the shared needs. One very effective way of doing it is to make a shift from a relationship of dependence to a relationship of partnership. This is possible only through constant interactions with the stakeholders. The key elements of participatory needs assessment are:

- Engaging with stakeholders in separate groups rather than meeting them all at once in one large group as meetings in large groups tend to dilute articulation of specific needs.
- Partnering with stakeholders: Participating in various collaborative projects, trainings and events help in fostering relationships and a better understanding of each other’s needs.
- Interacting frequently: This could be a judicious mix of face to face interactions and use of IT tools for web conferences and discussions including Skype

Participatory Tools in TNA

Step 1: Participatory data generation

The very first step in needs assessment process has to be generation of data on needs. Participatory generation of data with active involvement of the key stakeholders often results in the ownership and use of the data collected. Some of the methods for participatory data generation on needs include:

- Participatory field surveys using structured or/and semi-structured questionnaire
- Brainstorming sessions
- Focus group discussions

While picking any of the above mentioned methods one has to keep the following factors in mind: reliability, cost, appropriateness and time requirement.
Step-2: Data cleaning, compilation and analysis

The second step in needs assessment process will be cleaning up the data for removing errors and inconsistencies. Clean data has to be organised in neat categories for the purpose of analysis. Data generated through quantitative survey questionnaires are liable to errors of omission and commission. A range of generic software packages such as SPSS/PC, STATPRO, and STATPACK are available and can be used for qualitative data analysis as required. Some training tailored packages designed specifically for training professionals are also available and can be used as required: Assessment Survey Kit (ASK) Synthesis, Computer Assisted Needs Assessment Instrument Design (CANAID), and THINKTANK are some of them.

Data analysis findings have to be presented in the form of identified needs that need to be addressed. On the basis of identified training needs, appropriate training programs and interventions can be designed, developed, implemented and evaluated. Thus the entire process follows a cyclical process as shown in the figure below:
Annexure 6: Training Design Template

Training design template is a part of the design process which is used to specify all the activities of a training program. It not only serves as a checklist for preparing course outlines but also gives a ‘road map’ or rationale to trainees about the purpose and structure of the training. The following design template presents a general outline of a training program.

1. Background/Context
2. Scope
3. Organizational Training Needs
4. Aim
5. Constraints
6. Training Methods
   - Interactive Lectures
   - Participatory group tasks and presentations
   - Experience sharing
   - Case study
   - Online discussion
   - Simulation
   - Project work
   - Workshops and seminars
7. Course material

The following is the administrative material required for a course
   - Accreditation/certification materials
   - Course description/ agenda: It will include course content, expectations from the course, duration, breaks, objectives, prerequisites
   - Course evaluations: Kirkpatrick Level 1 Reaction – Measures participant’s reaction to various aspects of the training including satisfaction with content, instructors, learning environment and appropriateness of material for learner group and also measure the achievement of learning objectives.
   - Course registration forms: will contain primary demographic and professional information including their: name, designation, organisation, educational background, work experience, training and other courses attended, learning interests, career goals etc.
   - Invitation or course announcement/ advertisement: The course is announced and invites to the participants are sent along with the course schedule including: course objectives; target audience (if mandatory, this should be noted); location, date and time of course.
   - Participant records: The records of participants may include the details of the courses, evaluation records
- Pre- and/or post assessment exams: Level 2 Learning – Pre- and/or Post-Assessment measures knowledge gained during the training, measures the achievement of learning objectives
- Sign In Sheet: Participants document training attendance

  Learner materials:
  - Activities and exercises
  - Handouts

  Instructor materials:
  - Attendee list
  - Contact list
  - Presentations
  - Visual aids
  - Workbooks

Training Schedule

This section can be used to develop a timeline for developing and delivering training. The schedule also includes necessary coordination and logistics tasks.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time period</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Training Evaluation Process and Levels

This section describes the process that will be used to track and determine how training has influenced a participant's job performance and how that impact translates into results for the larger targeted group.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Methods/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Reaction</td>
<td>Degree to which participants react favourably to the training.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Learning</td>
<td>Degree to which participants have acquired the intended knowledge, skills, attitudes (including confidence and commitment) based on their participation in a training event.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Behaviour</td>
<td>Degree to which participants have been able to apply the learning from training in their work situation</td>
</tr>
<tr>
<td>Level 4</td>
<td>Results</td>
<td>Degree to which expected outcomes have been achieved and reinforced.</td>
</tr>
</tbody>
</table>

*Based on Kirkpatrick Model*
Annexure 7: Criteria for Selection

Criteria for Selection of participants can include the following:

- Years of experience
- Current roles and responsibilities relevant to the agenda of training
- Participants’ identified knowledge, skills, and competency levels and needs
- Participant’s career development needs
- Participants’ future availability to function as trained trainers after completion of training
- Participants’ interest and willingness to function as trainers
- Existing workload/availability
- Availability of funds
- Prior trainings attended by the participants.

Criteria for Selection of trainers can include the following:

- Years of experience as a trainer: preferably someone who has already attended the GOI programme on Design of Training (DOT), as also other programmes including Direct Training Skills (DTS), and Management of Training (MOT)
- Has already designed and conducted at least 50 training programmes at the appropriate level
- Carries the requisite domain expertise
- Carries a good track record as a trainer in view of the feedback of participants of the training programmes conducted by her/him, as also of his peer trainers and supervisors

Annexure 8: Quality Assurance Methods and Indicators

For quality assurance an internal monitoring mechanism can be developed to review the training program based on the following indicators:

- Quality of trainers and their competence to conduct the training as intended: criteria for determining the quality of trainers and their competence would be as follows:
  - Appropriate work experience in terms of designing and delivering training programs of high quality and impact;
  - Number of training programs designed and conducted;
  - Number of trainees trained in the programs organised;
  - Participant’s feedback about the programs organised by the trainer.

This also calls for creating a database on trainers and their activities.

- Appropriateness of the content and methodology of training: Assessment of appropriateness of the content will be carried out in terms of its relevance and scope to address the related training needs; appropriateness of methods will be assessed in terms of their efficacy (i) to create an enabling learning environment and (ii) to trigger required and related learning interest among the participants.
End of training evaluation report: End of training evaluation will generate information on the exit behaviour of the participants, which will then be compared with the entry behaviour of the participants, information on which would have been collected prior to or at the very outset of the program. This will help measure the change in terms of improved knowledge and skills during the training program; the effectiveness of the training can also be measured based on how participants have performed during the group works, tasks and assignment during the training.

Concurrent feedback from the participants on a daily basis: Creative and innovative methods of concurrent feedback will be adopted to elicit information on what participants feel about various sessions of the program as they unfold and how do they react to these learning events; one way to do this will be to tell the participants at the very outset that they can write out their comments and suggestions about the training program on a piece of paper at any moment they feel like and can put it in a suggestion box. This has to be collected by the training team on a daily basis and read and responded to the very next morning; another way is to provide ‘post it’ pads to the participants which they can use to write their comments and post it on the space earmarked for the purpose - this method is relatively more transparent as all participants can read each other’s comments and suggestion during intervals and know how others feel about the training while it is on. Both the methods are recommended to be used together. Good quality feedback helps improve the delivery of training in view of emerging learning requirements and felt needs of the participants.

This set of methods and indicators can be used in varying combinations and contexts as per the discretion of the lead trainer and her training team.
Annexure 9: Evaluation of Training

It is proposed to design and undertake evaluation of training using a set of agreed indicators. Indicators for the evaluation of a training program/intervention are primarily of four types: input, output, outcome and impact. Input indicators relate mainly to the design and delivery of the training and include information related to the content, methods and the quality of delivery of training. Output indicators are mainly in terms of the training products and services delivered and typically include the number of training programs organised, the number of people trained, the number of training kits distributed etc.

Outcome and impact indicators relate to the results of the training in terms of improved performance standards. Outcome and impact indicators usually relate to immediate and long term results respectively. The immediate impact of a training are:

- Felt improvement in the level of skills and knowledge (outcome)
- Real improvement in the performance of participants at the workplace (impact)

While input and output indicators are easy to measure, outcomes and long term impacts get increasingly difficult to measure.

The following two types of improvements are critical from the point of view of evaluating the efficacy of training:

- Improvements in knowledge and skills: This change can be measured on the basis of entry and exit behaviour of participants measured using their respective profiles as prepared by the participants themselves at the beginning and end of a training program using a set of structured questionnaire for the purpose. This can also be done through tests, assignment, group tasks and other simulation exercises.

- Application of new knowledge and skills at work: This measures if the participants are making use of the knowledge and skills acquired at training in their work. This is a rather long term and difficult process, as it has to be captured after 6-8 months of the training imparted. This can also be measured through interactions with the senior members of the participants’ organisations. The interaction will focus on questions regarding the performance of the participants after coming back from the training. This could be done both through structured questionnaire prepared for the purpose and through formal and informal feedback mechanisms developed and used for the purpose.
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