

INTRODUCTION

Training courses are presented for several reasons, the most important of which is to give people new knowledge and skills. This guide makes the assumption that the decision has been made to conduct an Introduction to Disaster Management Course and the planning and co-ordination process is ready to begin.

What follows in this Co-ordinators Guide are specific details related to the presentation of an Introduction to Disaster Management course. For general information on the planning and co-ordination of training courses and workshops, refer to the OFDA publication Guidelines for Coordinators of Training Courses and Workshops.

The success or failure of a training course is to a large degree dependent on the planning, organising and co-ordination that takes place prior to the opening. The course content and the instructors are very important of course, but if the arrangements for the venue, participants and support are inadequate, the course will not be a success.

COURSE CO-ORDINATION REVIEW

Course co-ordination is really course management and requires all of the skills of any management responsibility. The job begins when a decision is made that a training course is needed. In this case it is the Introduction to Disaster Management course. The first question that should be asked is why are we conducting this training-what is the purpose? The answer should be to provide basic knowledge and skills about the management of disasters to some group of people-the target audience. Identifying the target audience will help to identify what adaptations to the course may be necessary to meet the desired outcome and influences several decisions in planning for the course.

Planning for a training course begins at the moment the decision was made to conduct the course. This guide contains check lists and forms that will assist the course co-ordinator and instructors to plan for and present this course.

Very few training courses are ever presented the same way twice. Each course needs to be adapted to fit the participants and the current circumstances. One of the early tasks of the co-ordinator is to determine how the revisions will be decided on and who will make them.

As the name implies, the course co-ordinator job has much to do with co-ordinating instructors, participants, travel, funding, facilities, supplies and materials, equipment and arrangements. If anyone of these fails, the course has the potential to fail. It is very important to plan for sufficient time to accomplish all of the tasks. One rule is that everything takes longer than you think it should. There is a timeline chart in the guide to help allocating time.

Training is expensive. The co-ordinator will be required to prepare a budget and account for all expenditures. There are forms and guidance for this task.

Most training courses require some or a lot of equipment-audio/visual and/or training aids. It is critical that the co-ordinator makes sure that the necessary equipment is available and functioning. There is a list of equipment, supplies and materials required for the IDM course in the guide.

It is important to have enough personnel to conduct the course. A course co-ordinator should not also be an instructor. This means that when planning a course, sufficient instructors and support staff should be secured so that the co-ordinator is free to assist the instructors and deal with the problems that arise. Three instructors are a minimum for the IDM course.

Follow-up after a course is important to see that all of the obligations have been taken care of, the instructors, participants and staff receive promised materials and the reports are submitted.

COURSE CO-ORDINATION NOTES

The following notes have been compiled as a result of the many regional and national courses in which OFDA has been involved.

Planning decisions

After the decision is made to hold a training course, a number of decisions that follow will have a direct bearing on the problems that will occur later and the outcome of the course. Some of the decisions are:

- Roles and responsibilities.
At the planning stage, carefully define the roles and responsibilities of each person who is working with the course. One key point is that there can only be one course co-ordinator and all actions must be co-ordinated through this person.
- Resident or non-resident.
A hotel residency setting is very useful when there is a need for evening work and/or interaction within the group is desired. A residence course has the disadvantage that there are many opportunities for the participants to become upset with the facilities, food and location. When the participants stay at home, there is a tendency to try to still be on the job, and home activities interfere with the completion of evening assignments.
- Rent equipment or borrow from others.
Generally, rental equipment is operational and has the backup support of the company. Hotel equipment is frequently in disrepair. Agency equipment may be the worst of all. However a little cleaning and fixing and replacing a burned out bulb usually puts it back into service.
- Use a hotel or Government facilities.
Hotels usually have more services and amenities and alternatives for rooms. Government facilities may not be available in the evenings or on weekends for instructor preparation and participant group work. Hotels are very expensive.
- Use local instructors or outside.
Sometimes local instructors are not as acceptable as outsiders because their expertise is not recognised. A mix of locals and outsiders can provide a good balance.
- Formal opening and closing, entertainment and tours.
These events can cause an inordinate amount of grief for a course co-ordinator, the instructors and the participants. Openings that occur in the middle of the introductory unit can totally disrupt the beginning of a course and cause significant problems later on. Try to have the opening on the afternoon or evening before. Closings that are arranged to fit a particular dignitary's schedule can shorten the time that is available for final exercises or units. Evening entertainment that is scheduled for nights when group work is to take place will negate the value of the work assignment. Well meaning local officials will want to "entertain" the participants with tours and entertainment. These events also cut into the course time. If the course co-ordinator cannot modify or control these events, then course agendas must be modified to accommodate them and still conduct the course. This is best handled at the planning stage long before commitments are made that can not be easily changed. If participants are coming from other countries, then time should be planned in the agenda to allow for sightseeing and shopping.

Participants

The selection of participants to attend training courses has been a significant problem. Every course is designed for a specific target audience. The course announcement and description describes this target. When participants come to training courses who are not in that target audience, both they and the instructors have a difficult time. Reproducible masters of the course announcement and a brochure are included at the back of this guide

Pre-course

It is very important that participants receive two pieces of information prior to coming to a training course.

- The course pre-work.
This package provides the participants with information to be reviewed or studied prior to the beginning of a course. The pre-work helps set an attitude in the participant and gives the participant information about actions they should take prior to the course. This pre-work should be received at least 2 weeks prior to the course if possible.
- Course information.
Information about the logistics of the course including: location, telephone numbers, arrangements for travel, contacts and a time schedule or agenda.

Every effort possible should be made to ensure that the participants actually receive the correct information. There have been numerous instances where the participants received incorrect information about the subject of a course and the course logistics from intermediaries and supervisors. The result is unhappy participants who then cause problems for the instructors and co-ordinator.

Accommodations

If participants and instructors are to be housed in hotels, make sure the facilities are adequate for the people who will be staying in them. In hot climates, hot rooms make for sleepless nights and irritable people. Proximity to food service and transportation are very important. If participants are to share a room with someone, advise them in the advance information. Make sure to not put smokers in with non-smokers.

Transportation

Individuals participating in a training course need to be on-site on time. Instructors normally need to be at the course location at least 30 minutes or more before the course starts. Participants need to be there at least 10 minutes early. Transportation should be planned to meet the course needs. Try out travel times at the time when the travel will be occurring. Stress the need for punctuality.

Equipment

Equipment must be *appropriate* and *functional*. A course co-ordinator should take all of the equipment to be used with a course to the facility and try it out. Electrical connections and operation are critical. Make sure you have all of the necessary adapters and transformers. Many problems have occurred because there was not enough transformers, necessary adapters and sufficient extension cords. Spare bulbs have also consistently been lacking. Any rented equipment should especially be checked for necessary parts such as cables and remote controls. Check video players and TV/Monitors for correct format for the tape to be played.

Facilities

There appears to be a direct correlation between the quality of the facilities and the quality of a course. Many items are involved here, including:

- **Appearance and cleanliness.**
First impressions set the tone for a course. A facility that is dirty and run-down sets a bad impression and gives participants a negative attitude. A week in a classroom that is dirty or trashy can be a very negative experience. Inspect the facility early enough to arrange for any cleaning needed. Look at the restrooms and food service areas for cleanliness, maintenance and proximity to the classroom.
- **Appropriateness.**
Classrooms should be of such size and construction that they will meet the needs of the training to be conducted. Such things as lighting, ventilation, electricity, and tables and chairs should be checked. Try out everything. Look at the background on the walls and pictures as possible distractions or problems. A telephone in the secretary area is very important.
- **Location.**
Look for potential distractions next to the training site. Visit the site during the time period you will be conducting the training and listen for outside noises. School playgrounds, construction, and heavy vehicle traffic are some examples. Also check out the windows. Curtains or drapes may be necessary for windows that have outside distractions, or where the sun will shine on screens. Consider where the sun will be during different times of the day.
- **Responsiveness.**
Determine how quickly and easily problems will be solved by the facility management. Is the decision maker on site or are there several layers of organisation to go through.
- **Consistency.**
Make sure that you will be in the same rooms throughout the course. Having to move classrooms and break-out rooms during a course can be very disruptive. Participants and instructors perform better in a stable environment.
- **Accessibility.**
Co-ordinator and instructors must have access to the classrooms and secretariat at least a day prior to the course to be able to set-up and practice. Additionally, access should be possible during the evenings and early morning for preparation and practice.

Food service

A number of problems have occurred with food services.

- Instructors and participants staying in a hotel where breakfast is not served until 7:30 and the course is planned to start at 8:00.
- Lunch planned for 12:00 and the caterer can not arrive before 12:30.
- Meals having to be served or eaten in the same room where classes are held.
- Food quantity inappropriate and quality poor. Large meals at noon can make afternoon classes difficult for instructors. Poorly prepared or culturally un-acceptable food is a big irritant for participants.
- A variety in the food served that is appropriate for the participants. A food service that caters to the tourist trade made not be a good choice for providing meals to local people.

The co-ordinator should “try out” the food service and discuss the course needs with the catering manager to avoid problems later.

Costs

Conducting a training course can be an expensive endeavour. However, it does not need to be. There have been some very creative ways of keeping costs at a minimum.

Some ideas are:

- Get local hotels to prepare and donate the tea breaks each day. A different hotel could be responsible for each day.
- Get the major businesses, banks etc., to buy lunches. One business each day.
- Talk the local copier dealer into providing a copier at a very reduced rate.
- Obtain a separate telephone for the office at a reduced rate from the telephone company.
- Use a church or Red Cross facility. Have the organisation arrange for volunteers to prepare the meals and serve them and then be reimbursed with the money going to the organisation.
- Obtain a secretary from a government ministry.

Equipment can be a big problem and cost. No one organisation or agency seems to have everything that is needed, but if all of the organisations participating in a course pool their resources, sufficient equipment can usually be found. Trading seats in a course for resources can be effective.

Course Introduction

The opening unit or introduction to a course is extremely important and should not be taken lightly or short cut. This unit must cover the following:

- What the course is about. Make sure the participants are clear on the course content.
- The course purpose and objectives and the course methodology. Take the time necessary to make the participants at ease with how the course will be presented.
- Who the instructors are, why they are there, and why the participants should listen to them.
- The protocol for the course, i.e., use of first names, dress, need for punctuality, personal behaviour and respect for the instructors and other participants.
- The agenda. Explain the schedule and any changes that may be made or not made. Participants frequently want to “start later and end earlier”. They will propose cutting the breaks to 15 minutes and lunch to 30 minutes. This would probably be OK if they would come back to class on time and everything else worked. It will be a problem for the instructor who is presenting after lunch. The instructor will have to eat early so that he/she can be ready to start on time. The best time to deal with these issues is at the beginning of the course.

Checklists and forms

Several checklists and forms have been prepared and found to be very useful in the planning for a training course. Reproducible copies are included at the back of this guide so that they can be photocopied and used for each course. They include:

- Course Planning
- Budget
- Equipment, Supplies and Materials
- Instructor Unit Assignment

IDM COURSE PLANNING

1. Conduct training needs analysis to determine training needs and if the IDM course is the right solution.
2. Decide how you will handle the course planning. Working group or committee approach or have your own office and/or staff do the planning.
3. Identify criteria for participant selection and target audience, including maximum number of participants.
4. Determine how revisions necessary to tailor course to meet the needs of the participants and the country will be determined and made. Make assignments as needed for reviews, translations/interpretations and adaptations.
5. Develop a timeline. List all of the tasks to be covered and dates for when they should be accomplished.
6. Develop budget with costs (travel, housing and per diem, facilities and equipment) and funding..
7. Obtain necessary approvals to have course. Agency, government, OFDA, donors, etc.
8. Identify venue and methods of payment.
9. Identify instructors and other personnel requirements.
10. Announce course and send invitations to agencies and organizations. Ensure supervisors or relevant authorities receive or are copied on the course announcement and letters of invitations. Set deadlines for responses.
11. Start travel or transportation arrangements, if necessary.
12. Send letters to participants and instructors confirming arrangements.
13. Request materials and equipment from OFDA.
14. Arrange for necessary local reproduction and supplies. (See list).
15. Follow-up with venue and equipment. Complete contracts for venue and equipment.
16. Arrange for clearances with customs and immigration, if needed.
17. If course pre-work is to be sent, ensure it is sent out to participants and instructors well in advance. Follow-up to see that it has been received.
18. Hold instructor planning meeting (may be by phone), assign units, assistants, review meeting arrangements prior to the course.
19. Plan and send opening ceremony invites to officials etc.
20. Follow-up with OFDA, airlines/travel agent/ ground transportation.
21. Meet with instructors prior to course (1-3 days as needed) to review course arrangements and prepare/practice their assignments.
22. Pay any deposits necessary.
23. Receive, test and store materials and equipment.
24. Set up secretariat.
25. Receive participants and assign rooms.
26. Follow-up with facility. Make sure all accounts are settled.
27. Submit report and all receipts to OFDA, if funds have been provided.
28. Compile evaluation results and prepare course report.
29. Send out thank you letters, address lists, etc.
30. Implement any follow-up action plans.

PERSONNEL AND ORGANISATION

As with all training courses, this course requires a considerable amount of co-ordination effort, equipment and instructor proficiency to be successful. The following guidance is related to the total course. Each unit has guidance for the instructor of that unit. This guide also includes a list of supplies, materials and equipment needed and facility needs.

PERSONNEL NEEDS AND ROLES:

- 1. Course co-ordinator** - Co-ordinates all of the course activities including arranging for instructors, facilities, equipment and materials, sending out announcements, notices of acceptance, pre-work, and travel and funding. This person should not be burdened with acting as an instructor. They should however, be prepared to step in at the last minute to replace an instructor who for some reason is unable to instruct. It is important the course coordinator have attended the workshop on conducting the course and have been an instructor of the course. The course co-ordinator co-ordinates the assignment of instructors, assistant instructors and unit critiques and leads and facilitates faculty meetings and course critiques. The co-ordinator guides and counsels the instructors on their presentations.

- 2. Logistics co-ordinator** - The course co-ordinator may arrange to have someone handle the logistics activities for the course. This is especially important if the course co-ordinator does not live where the course is going to be presented. Logistics co-ordination responsibilities include:
 - Prior to the course
 - Arrangements for facilities (classrooms, sleeping rooms, support room and meals).
 - Transportation for students and faculty to and from course.
 - Equipment and supplies for the course.
 - Course support such as a secretary and equipment maintenance.
 - During the course
 - Solves problems related to facilities and equipment.
 - Assists instructors and course coordinator with A/V equipment needs. Makes sure equipment is in classrooms as needed.
 - Attends faculty meetings
 - After the course
 - Completes follow-up needed with facility.
 - Sees that equipment is returned as needed.

- 3. Instructors**-A minimum of 3 fully qualified instructors is necessary. This means that they have attended the course as a participant and attended a workshop on presenting the course. It is helpful if they have been an assistant one time for a course. When selecting instructors, make sure they have a desire to be an instructor and are given adequate time to prepare. The instructors are responsible for preparing to present their units and are responsible to see that the equipment, supplies and visual aids needed for their unit are in the classroom and ready. They attend all instructor meetings.

4. Assistant instructors - An assistant is someone who has attended the course as a student and has demonstrated a high level of ability. Three assistant instructors are helpful. The role of the assistant will vary with each unit and instructor. Assistants may be used to actually teach part of a unit or they may only just be in the room to assist the instructor with the A/V aids and exercises. The assistant instructor should have a copy of the lesson plans. Instructors sometimes get off track and the assistant can help them by following the lesson plan and assisting the instructor.

5. Unit Critiques - An instructor or assistant should be assigned to each unit to critique the presentation. This is very useful for the instructors to improve their presentation and it helps the faculty identify any problems that need to be addressed such as participants that are having problems or a concept that needs further explanation. The critiquer should have the lesson plan and workbook to follow the instructor during the presentation of the unit. The critiquer is reviewing the instructor, the materials and the participants for problems.

5. Secretary-A secretary provides valuable assistance in handling travel arrangements such as re-confirming reservations, assisting with typing, photocopying and the making of visual aids. Establish procedures for handling phone messages and participant requests for assistance. Establish ground rules for operation of the office at the beginning to avoid problems later.

INSTRUCTOR MEETINGS:

If possible, the instructors should meet prior to the course to coordinate their roles in the course and the presentation of the training. During the course, a meeting every evening is essential. These meetings should address: any problems that have occurred during the day; the participant evaluations for the day; the critiques from the critiquers; assignments for the next day. Advise the participants that these meetings will be taking place and why.

BUDGET

A budget is required by OFDA if financial assistance with the presentation of a training is requested. The following form should be used to prepare the budget.

The form has space for all of the possible costs that may be incurred with a course. They may not all occur on every course. When preparing the budget, include the value of donated supplies and materials and loaned equipment. This value or cost is part of the total cost of a course and indicates what the sponsoring country is contributing to the course. If exact costs are not known at the time the budget is prepared, estimate and indicate so on the form.

The following page is a form giving an example of how a budget might look. In the example there are 24 participants, 14 of whom are staying in the hotel, and 4 instructors and the co-ordinator. The instructors are staying in the hotel.

The course is providing 2 meals a day and per diem for the 3rd for those who are in the hotel. The noon meal is provided for all. The instructors have come in 2 days early to prepare. Meal costs are based on \$7 for breakfast, \$10 for lunch and \$15 for dinner. The instructors arrive for lunch on day 1, the participants arrive for dinner on day 3 and all leave after breakfast on day 5.

The contribution of the government and agencies totals \$845 so that with the OFDA assistance the net cash outlay will be \$2,774.

Introduction to Disaster Management Course
BUDGET PLANNING FORM

ITEM	SOURCE	No.	RATE	COST
Venue for course				
Meeting room	<u>Beach Hotel</u>	<u>1-4 days</u>	<u>\$50 / day</u>	<u>\$200</u>
Syndicate rooms	<u>Beach Hotel</u>	<u>3-3 days</u>	<u>\$20 / day</u>	<u>\$180</u>
Secretary room	<u>Beach Hotel</u>	<u>1- 4 days</u>	<u>\$25 / day</u>	<u>\$100</u>
Sleeping rooms				
Participants	<u>Beach Hotel</u>	<u>7dbl-4 days</u>	<u>\$60 / day</u>	<u>\$1,680</u>
Instructors	<u>Beach Hotel</u>	<u>4sngl-5days</u>	<u>\$55 / day</u>	<u>\$1100</u>
Meals				
Resturant/catered	<u>Beach Hotel</u>	<u>5 days</u>	<u>72/\$7 62/\$10</u>	<u>\$1,124</u>
Per diem	<u></u>	<u>5 days</u>	<u>76 @ \$15</u>	<u>\$1,140</u>
Secretary	<u>Ministry Reg. Dev.</u>	<u>4 days</u>	<u>\$50 / day</u>	<u>\$200</u>
Computer	<u>Ministry Reg. Dev.</u>	<u>4 days</u>	<u>\$15 / day</u>	<u>\$60</u>
Photocopier	<u>City Office supply</u>	<u>4 days</u>	<u>\$25/ day</u>	<u>\$100</u>
Equipment				
Overhead projector	<u>Minis./Red Cross/Police</u>	<u>3 @ 4 days</u>	<u>\$10 / day</u>	<u>\$120</u>
Screen	<u>Police</u>	<u>1 @ 4days</u>	<u>\$10 / day</u>	<u>\$40</u>
VCR and TV	<u></u>	<u></u>	<u></u>	<u></u>
Transportation				
Commercial	<u>Sands Taxi</u>	<u>5 days</u>	<u>\$50/ day</u>	<u>\$250</u>
Agency	<u>Red Cross</u>	<u>5 days</u>	<u>\$20/ day</u>	<u>\$100</u>
Communication	<u>Government</u>	<u></u>	<u></u>	<u>\$125 est.</u>
Miscellaneous supplies	<u>Government</u>	<u></u>	<u></u>	<u>\$100 est.</u>
Other	<u></u>	<u></u>	<u></u>	<u></u>
Total Costs				<u>\$6,619</u>
Outside reimbursement	<u>OFDA request</u>			<u>\$3,000</u>
Net cost				<u>\$3,619</u>

EQUIPMENT, SUPPLIES AND MATERIALS LIST

The following lists detail the items and quantities necessary for the course. It is essential that all of the equipment be complete and in good working order. Some common problems are broken and dirty projectors, no spare bulbs for the projectors, video equipment that is incomplete or incompatible, a photocopier that produces poor copies and a lack of necessary supplies such as pens and transparency materials.

All of the instructors and assistants must be able to operate all of the equipment used with the course.

There are some items on the list that need additional discussion.

1. One obvious point is that all equipment needs to be in good working order. The course co-ordinator should personally check the equipment before the course starts. If you use Hotel or local agency equipment and screens, be prepared to clean and perform maintenance on this equipment.
2. All projectors should have a spare bulb—that works.
3. The photocopier must be in good working order so that it can be used to make materials for the course and the participants.
4. Make sure the copy paper fits the photocopier. There are several different sizes of paper and copiers.
5. Electrical voltage can be a problem. Make sure you have the necessary transformers if you have 110 v equipment to use with 240v. Some equipment will not work on 50 Hz.
6. Include in your tool kit video connection adaptors, cables and a 75ohm to 300ohm converter to connect a VCR to a television.
7. Certain items including TR pens, marker pens and TR mounts have a tendency to disappear during the course. You may need to frequently ask for them to be returned so others can use them and so you can use them for the next course.
8. If you ask, you can recover most of the name tag holders so you can use them again.

Equipment, Supplies and Materials Checklist

	Item	Quantity	Source
Equipment	Overhead projectors	3	
	Transformers/adaptors	3	
	Remote microphone and PA system	1	
	Typewriter	1	
	Video monitor/TV's and players	1	
	Multiplug outlets	1	
	Projection screens	3	
	Extension cords and adaptors	3	
	Podium	1	
	Flip chart easel stands	3	
	Projection lamps for projectors	1	
	Tool kit	1	
	Photocopier	1	
Supplies	Name cards/tags	1/part.	
	Pencils	1/part.	
	Water color marker pens	4 sets	
	Flip chart pads	3	
	Transparency material for viewgraphs	1 pckg	
	Mounts for transparencies	24	
	Transparency pens	4 sets	
	Masking tape	4 rolls	
	Cellophane tape	1 roll	

Equipment , Supplies and Materials Checklist

	Item	Quantity	Source
Supplies	Duct tape	1 roll	
	Stapler with extra staples	1	
	3 hole punch	1	
	Pointer	1	
Materials	Instructor guides	1/Inst.	
	Participant workbooks and handouts	1 /part.	
	Transparency set	1	
	Certificates	1/part.	
	Video tape	1	

FACILITIES

Following are drawings of the needed rooms and suggested arrangements. Poor facilities will make the course an unsatisfactory experience for the participants and instructors. The course co-ordinator should inspect the facilities before committing to use them. Consider all aspects including: size of rooms, acoustics, external distractions such as airports, railroads, other activities in close proximity, transportation requirements, quality of sleeping arrangements, attractions such as casinos close by that will draw the participants away from their evening preparations. Consider also the safety aspects of the facility.

PROBLEMS

Problems that occur can be shared with the participants and used as a learning opportunity. Explain the problem and what you do to solve it. If it happens to you, it may happen to them when they present training.

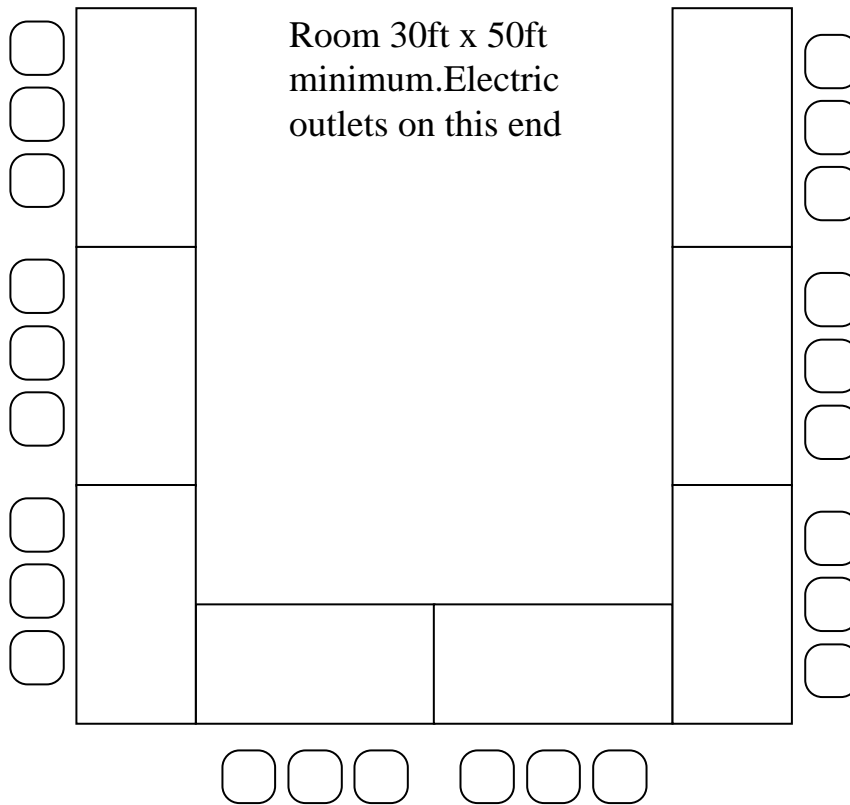
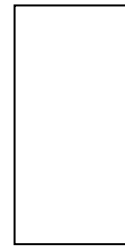
Prevention of problems is the best solution. Two major problems that can be prevented are:

1. Time crunch-In order to complete all of the instruction in the course and not short change the students, you must ***stick to the agenda***. Large formal opening and closing ceremonies can cause time problems. A Sunday evening event is preferable if the instructors and co-ordinators have arrived early and made all of the necessary preparations for the course. Second choice is Monday morning, starting early enough so that the course can start on time. Food service problems at breakfast and lunch can also be troublesome. Discuss your needs when first meeting with the hotel. During unit 1, stress the need for the participants to be on time.
2. Hotel changes-Last minute changes by Hotels in arrangements or room assignments. The logistics co-ordinator should ***have a contract*** that specifies all of the specific arrangements and to which no changes will be made. Arrive early enough to reconfirm arrangements, preferably on the Friday before the course starts if the venue is not where you live. Check frequently before the course.

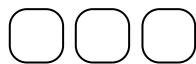
The OFDA reference publication titled “Guidelines for Course Coordinators” is a valuable tool in preventing problems and offers possible solutions.

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Electric outlets on this end



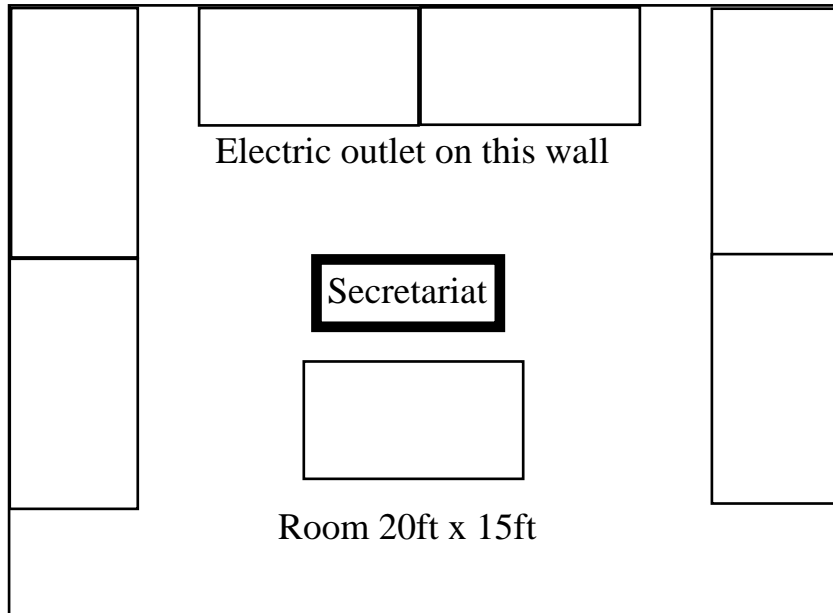
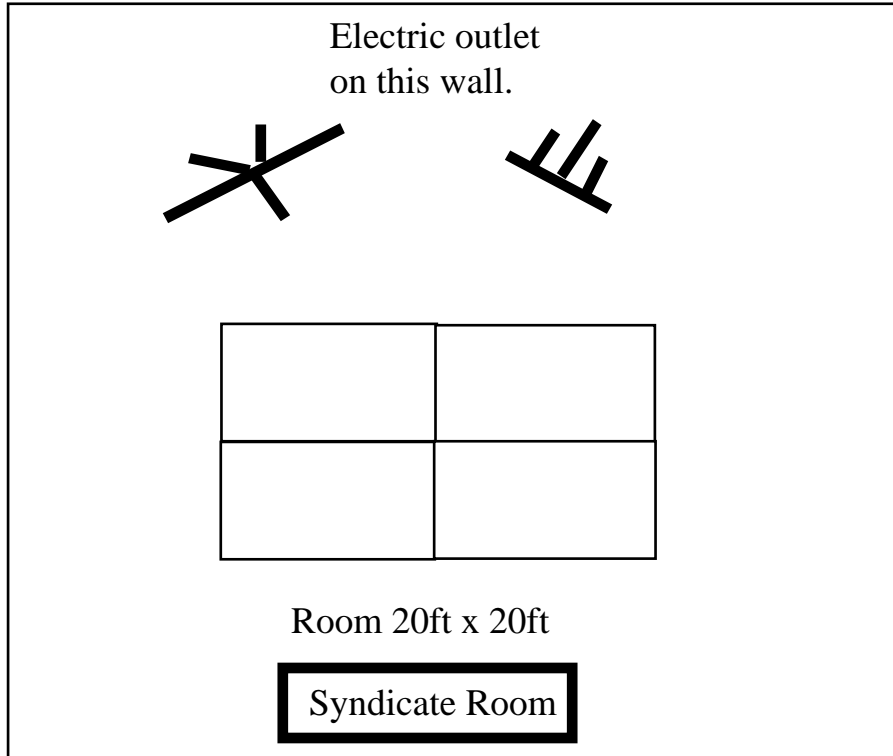
Room 30ft x 50ft
minimum. Electric
outlets on this end



Electric outlets on this end

Entrance to room in rear

Arrange main classroom this way.



PURPOSE

To provide the information and skills necessary for participants to understand and fulfil their assigned roles in disaster management.

PERFORMANCE OBJECTIVE

Given country information including maps, disaster history, current population and economic data, available disaster management plans, development plans, and disaster organisation, participants will work in groups of 6 to 8 members to accomplish the following:

- Analyse information about hazards, vulnerability and development to identify opportunities or situations where prevention, mitigation and preparedness measures might be applied to reduce risk and improve response.
- Determine the role of the various agencies/organisations in implementing disaster management programmes and activities.
- Prepare a report to be submitted to the indicated agency/organisation.

Using the materials and information, the report will be completed in 3 hours and will follow the concepts, process and procedures presented in this course.

COURSE INSTRUCTIONAL OBJECTIVES

Upon the completion of this course, participants will be able to:

- Use correct emergency/disaster management terminology.
- Explain the concept of disaster management.
- Describe the types of hazards to which you are or may be exposed.
- Explain hazard, vulnerability and risk, and how they link to disaster management.
- Explain the disaster management cycle, its various stages, and measures that can be taken within those stages.
- Describe the relationship of disasters with development.
- Describe the components of a disaster management system.
- Describe the role you and your agency or organisation have in national, provincial/divisional, and community based disaster management programmes and activities.

METHODOLOGY

The learning process is highly interactive. Participants will be continually involved in the course through the sharing of ideas and knowledge.

The objectives indicate acquiring knowledge and skills which will be evaluated with feedback, questions and answers, during and after each unit, and at the end of the course. The material is presented in planned organised units of instruction.

A "file" will be used by the instructors to defer items to a later point in the course.

COURSE OVERVIEW

UNIT 1- INTRODUCTION

Purpose: To introduce the participants to the course, the other participants, the instructors and support staff, and the facility. They are provided with information about the schedule, their presentations and what they can expect from the course.

General Guidance: Assist the participants with organising their materials, especially if the materials were not completed before the course began. Lead them page by page through the Purpose and Objectives, the information for the exercises and the critiques. Work to make them feel at ease with the course and the materials.

Cautions: Make good instructor introductions. Validate their credentials. Stay on schedule. The individual introductions can easily get out of hand. When getting the participants expectations, avoid making commentary or “teaching the course” at this point.

UNIT 2 - HAZARDS, EMERGENCIES AND DISASTERS

Purpose: To differentiate between the terms hazard, emergency and disasters. To identify hazards of the region and their types. To introduce the concept of emergency and disaster management.

General Guidance: Use frequent feedback techniques to assure that participants are understanding what is being presented.

Cautions: Don't teach the course here. Focus on the definitions and the differences. Take the time necessary to assure understanding of the exercises.

UNIT 3 - DEFINING THE THREAT: HAZARDS, VULNERABILITY AND RISK

Purpose: This unit presents the elements of the risk equation, the basic concepts that are necessary to understand the rest of the course and the concept that disasters can be managed. It is very important that the participants are able to apply what is learned here.

General Guidance: Take the time to assure comprehension of the elements and how they affect risk. The use of local examples is very helpful. Try to relate to the participants work.

Cautions: Avoid complicated theoretical discussions about precisely quantifying values. Remember this is an introductory course. Strive for understanding of the concepts so that hazard modification and vulnerability reduction can be discussed later.

UNIT 4 - THE DISASTER MANAGEMENT CYCLE

Purpose: The focus of this unit is on the idea that disaster management is more than just responding to disasters. The relationship between disasters and development is emphasised.

General Guidance: Use interaction with the participants to develop the ideas about the management of disaster activities.

Cautions: Keep the focus on the measures that can be taken in each stage of the Disaster Management Cycle.

UNIT 5 - NATIONAL PLANS, PROGRAMMES AND ARRANGEMENTS

Purpose: This unit presents the national disaster programme to the participants. Participants learn where they fit into the organisation and the agencies that support the programme.

General Guidance: This unit should be presented by the National Disaster Co-ordinator or someone very familiar with the national plans, programme, projects and arrangements.

Cautions: Keep the focus on the plans and programmes and where the participants fit into the organisation.

UNIT 6 - COMMUNITY LEVEL EMERGENCY AND DISASTER MANAGEMENT

Purpose: This unit brings the emergency and disaster management programme to the community level.

General Guidance: Focus the participants on the idea that communities have capacities and resources to reduce their risk and prepare for emergencies and disasters. Lead participants to develop ideas about what can be done at the community level.

Cautions: Avoid lecturing to participants about this subject. Be prepared with some ideas that you can present for consideration if the participants have difficulty.

UNIT 7 - COURSE APPLICATIONS

Purpose: To discuss with the participants how they will use/apply what they have learned in this course.

General Guidance: Facilitate the discussions and assist participants with the workbook.

EVALUATION

COURSE

A form is provided for the participants to use to evaluate the course (WB 1-3/4). Instructors should remind the participants at the end of each unit to complete the evaluation of the unit. At the end of the course, time should be provided for the participants to complete and hand in the evaluation. Evaluations should be shared with the instructors for feedback on their work. Evaluations may be also used to report on the participants response to the course.

DAILY

The Instructor Guide indicates that a daily evaluation be conducted. This evaluation is facilitated by one of the instructors and recorded on flip charts by two assistants. The evaluation should be limited to 5 minutes with no comment on the inputs by the facilitator. The assistants label one flip chart as “Worked well” and the other as “Needs improvement”. The facilitator should allow either to be given by participants and help the recorders to get the input recorded correctly. The facilitator may ask for clarification if an input is not clear. Any input is OK. Some may seem frivolous and others very serious. This is also OK. At the end of the 5 minutes, thank the participants for their input and close for the day.

The instructors and co-ordinator should review the daily evaluation at their evening faculty meeting and take what ever actions are deemed necessary to deal with the “Needs improvement”. A report should then be made back to the participants at the opening of the next days class as to what actions have been taken. This process creates a very positive attitude in the participants about the instructors and their interest in the participants.

EXERCISES

There are a number of exercises in the course that require the participants to make reports to the class. It is very important that the participants receive evaluation and feedback on their work. Reports should not be just accepted with no evaluation. The instructors for each unit must be very familiar with the exercises and the “school solutions” in order to evaluate the participants work. Evaluations should be as positive as possible with suggestions as to what might be improved.

Introduction to Disaster Management Course

AGENDA

Day 1		Instructor	Assistant	Critique
08:30 - 10:00	Opening and tea			
10:00 - 11:30	Unit 1 Introduction	_____	_____	_____
11:30 - 12:30	Unit 2 Hazards/Emergencies/Disasters	_____	_____	_____
12:30 - 13:30	Lunch			
13:30 - 15:00	Unit 2 Cont...	_____	_____	_____
15:00 - 15:30	Break			
15:30 - 17:00	Unit 3 Defining the Threat: H,V & R	_____	_____	_____
	End of Day evaluation	_____	_____	_____
Day 2				
08:00 - 10:00	Unit 3 Cont...	_____	_____	_____
10:00 - 10:30	Break			
10:30 - 12:00	Unit 3 Cont...	_____	_____	_____
12:00 - 12:30	Unit 4 The Disaster Management Cycle	_____	_____	_____
12:30 - 13:30	Lunch			
13:30 - 15:30	Unit 4 Cont...	_____	_____	_____
15:30 - 16:00	Break			
16:00 - 17:00	Unit 4 Cont...	_____	_____	_____
	End of Day evaluation	_____	_____	_____
Day 3				
08:00 - 09:00	Unit 4 Cont...	_____	_____	_____
09:00 - 10:00	Unit 5 Plans, Prgms. and Arrangements	_____	_____	_____
10:00 - 10:30	Break			
10:30 - 12:00	Unit 5 Cont...	_____	_____	_____
12:00 - 12:30	Unit 6 Community Level Management	_____	_____	_____
12:30 - 13:30	Lunch			
13:30 - 15:30	Unit 6 Cont...	_____	_____	_____
15:30 - 16:00	Break			
16:00 - 16:30	Unit 7 Course application	_____	_____	_____
16:30 - 17:00	Closure	_____	_____	_____

NATIONAL ADAPTATION

Following is a brief description of the information that needs to be obtained and the changes that need to be made to adapt the IDM course for presentation at a national/local level. The course co-ordinator and the instructors will need to work with the national disaster organisation to assure that the correct information is provided to the participants. The instructors will need to work through the exercises using the information in order to develop “school solutions” for the exercises.

WB 2-2/3 National/local hazards and emergencies. Instructors will need to identify and be prepared to discuss the hazards that are present in the country and emergencies that typically occur.

WB 2-4 Exercise scenarios. Some of these may need to be modified to be locality specific. For example, if your country is not affected by volcanoes, you may wish to eliminate or change this situation.

WB 3-2 National/local hazards. These will be the hazards that were identified in WB 2-2.

WB 3-3 Vulnerability chart. The instructor should be prepared to discuss this chart as it related to the specific locality, the various hazards and why each rating was given.

WB 3-4 Vulnerable elements. Select the hazards that apply to your country and be prepared with several national/local examples of how the elements at risk have been affected.

WB 3-6 Impact of Disasters. Statistics on the impact of recent disasters and emergencies at the national/local level should be used to supplement the information in this table. Participants may be able to give some examples of how they personally have been affected.

Unit 4 Disaster Cycle stages. The instructor should be prepared to list several measures that have been used or are applicable locally for each of the stages of the disaster cycle.

WB 4-6 Disasters and Development. Use specific examples of development projects in your country that have affected or been affected by adverse events. Be prepared to discuss how the project might have been altered to change the results.

Unit 5 National plans, programmes and arrangements. The specific plans for your country should be listed along with the implementing, programmes and arrangements. The instructor will need to become very familiar with each so that he or she can refer to important points and provisions. Organisations, roles and resources listed should be those of the country.

Unit 6 Community level management. The information used in this unit should reflect typical community level (Province/Town/Village) committees, groups, agencies and organisations, plans, programmes and projects.

Tone The National information package can be used as a model to develop local information to used with the exercises. Copies of maps and the plans and programmes should be provided to participants, (or extracts written) so that all of the exercises will be about your country.

Following are some specific changes in the WB and IG.

Unit 2

WB 2-1 #3...list and describe... to which [country] is or may be exposed.(eliminate SP).

WB 2-2 National Hazards - change to Hazards to locality

For the IG identify hazards and emergencies

WB 2-4 Exercise

1. The Met Office has issued an alert that a cyclone is forming some 200 km from [name].
2. Replace with localised situation if no volcano.
3. Four people from the village of [village name], have been diagnosed with dengue fever [or other health hazard] in one week.
4. An [Airline] DC 10 [loacl aircraft] aircraft with up to ## passengers has crashed upon landing at [name] Airport.
5. An earthquake of 6.75 has occurred off the coast of [location]. Preliminary reports are that severe damage has occurred. The International Tsunami Warning Center in Honolulu has issued a tsunami warning to [location] and several other countries in the region.
6. Replace with a localised situation if not appropriate.

WB 2-5 #3, replace with [locality].

Unit 3

WB 3-1, #4, change to [locality].

WB 3-3 Vulnerability Chart - Add any relevant information in bold letters to highlight.

WB 3-3 Kinds of Vulnerability - add in [locality]

WB 3-4 V Contributing Factors - revise as necessary

WB 3-6 Again, for Table, highlight [country] in bold.

WB 3-7 #4, Change to [locality].