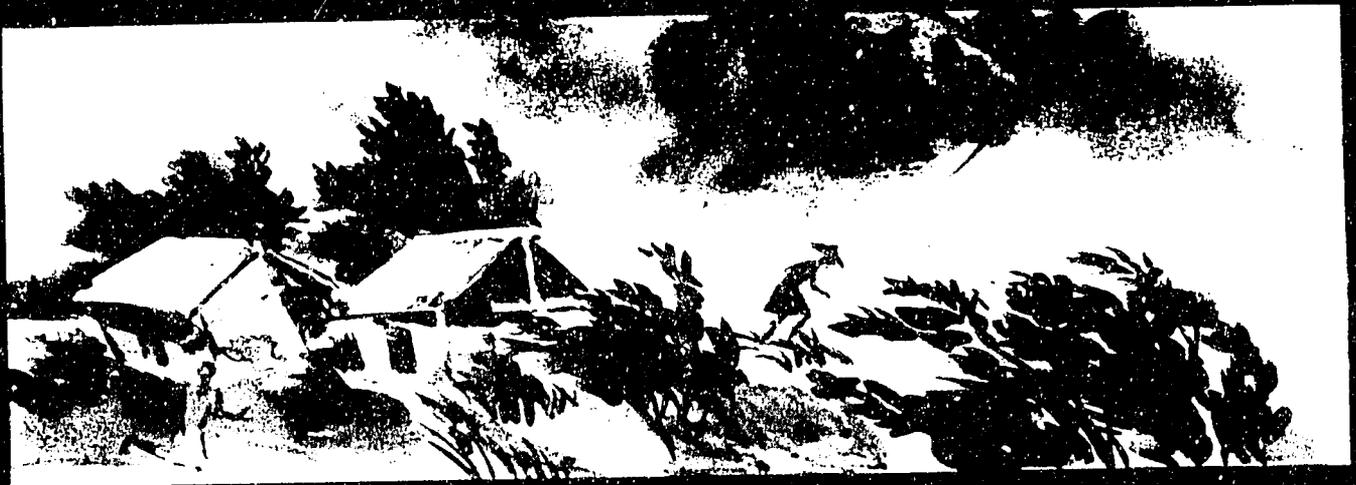


DISASTER PREPAREDNESS AND MANAGEMENT Training Manual

PN-ABU-711 JUN 94617



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PJ-ABU-911

Disaster Preparedness and Management Training Manual

Six Day Course

ADAB/IVS

Published by CDL in collaboration with PACT Bangladesh/PRIP as a part of
the grant from USAID.

Disaster Preparedness and Management Training Manual

English Edition
October, 1993

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Preface

This book was originally written in Bangla and it grew from the work of a study group formed from IVS, OXFAM, ADAB, SMF, PRIP after the 1988 floods. This study group wanted to develop training materials on disaster preparedness for NGOs so that they could work with communities to mitigate the worst effects of future disasters.

Subsequently the materials were assembled in training modules by COMMUNICA and have been used by many NGOs - they are, to date, the only field level training modules on disaster preparedness in Bangladesh.

The English language version has been prepared in a limited edition for international organizations use.

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INTRODUCTION

Bangladesh. The land of nearly 12 million simple people. Out of this population 85% reside in the villages. The relation between men and soil is very close. Most of the people live under the poverty level. Their only asset is human labour. And in exchange for that they make a small house - a home, and some domestic commodities.

Bangladesh is one of the poorest countries in the world. This land of six seasons often becomes the victim of disasters like flood, drought, cyclone and tidal wave. Every year thousands of people become homeless due to these calamities. Such disasters destroy and sweep away the accumulated assets and dream of the people. The disaster which is responsible for the loss of vast amounts of property and innumerable lives, is nothing but a cruel game of nature. Is it possible to prevent this? Sometimes it is, sometimes it is not. But if you become a little alert, you can surely reduce the volume of damage.

But individual endeavor is not enough. All members of society need to participate spontaneously. To activate the society what is mostly needed is an experienced and skilled group of dedicated social workers who will stimulate awareness in the disaster impacted people and ensure their participation in facing their problems.

Training is the best way to build up skilled manpower and workers. Man can increase his knowledge, efficiency and experience through training. This training manual has been written with the target of giving training on disasters to social workers. We believe that this manual will be able to help considerably in facing the natural calamities.

OBJECTIVES OF TRAINING

- To increase the efficiency of the workers of Government organizations and NGOs.
- To accelerate fruitful public participation in facing natural calamities.

TRAINEES

- Trainers - Directors/Managers/Supervisors
- Field workers of all phases - Volunteers

TRAINING PROCEDURE

- Participatory - Innovative and analytic - Practice based

NUMBER OF TRAINEES : - 15-20 in each course

DURATION OF TRAINING COURSE : - 6 days (Full day)

METHOD OF USING THE MANUAL

- This guide may help the trainer to conduct the training course. But good preparations should be made beforehand.
- The trainer should read and practice the methods and games which are included in the training course to make it participatory and analytic.
- In each lesson information is placed in order in the light of necessity and experience. The trainer may change the order if he/she likes.
- In analysing the lesson, useful materials, time and procedures have been mentioned. Trainers/Instructor may change or add to them, if deemed necessary.
- In analysing the lesson we have given all possible questions and answers. This will make it easier to conduct the training course.
- Samples of all materials for each lesson are enclosed herewith. Before starting the training course the necessary number of copies should be made. Charts can be handwritten on large sheets of paper.
- This manual is designed to help you. While disseminating information, the trainer should consider the ability, efficiency & thoughtfulness of the trainees in his/her presentation.
- The manual is equally useful for all the Directors/Managers/ Supervisors/ Field Officers and Volunteers, but lessons - 6,11, 12, 13, 14, 15 and 16 are specially applicable for Directors/ Managers and Supervisors.

LESSON PLAN

DAYS	1st Session	2nd Session	3rd Session	Notes
1st	Introduction and preparation	Lesson-1 Ideas about disasters	Lesson-2 Disaster situations Impact and victims	
2nd	Lesson-3 Disasters and Bangladesh	Lesson-4 Visit to the disaster area or Watching the video	Lesson-5 Submission of the report after visiting the area and exchange of experiences	Lesson-4 For this the area should be selected earlier
3rd	Lesson-6 Survey and collection of information	Lesson-7 Identification of disaster response activities	Lesson-8 Disaster and Public participation	
4th	Lesson-9 People's participation: Barriers, techniques and conditions	Lesson-10 Development versus Relief programmes	Lesson-11 Disaster management: definition, phase and preparedness	
5th	Lesson-12 Disaster Management: Decision-making & situation control	Lesson-13 Disaster Management and Government rules and regulations	Lesson-14 Coordination	
6th	Lesson-15 Supervision, monitoring & evaluation	Lesson-16 Report writing	Training evaluation and closing	

In between sessions where convenient a 15 minutes tea break and 1 hour lunch break may be given.

INTRODUCTION
AND
PREPAREDNESS

TIME	:	2 Hrs.
OBJECTIVES	:	After introduction the participants will be able to: a) feel at ease and create a good training atmosphere b) create a mutually friendly relationship after the introductions c) make a list of what is expected of the training d) explain the objectives of the training programme
STEPS	:	- To feel easy - To make introductions - To express expectations - Pre-training test - To describe the objectives of the training
MATERIAL	:	- Chalk board - Marble - Card and marker / boardpin / tape / map of Bangladesh - Questionnaire - Training schedule

FEEL EASY

TIME : 20 minutes

METHOD: The Training facilitator welcomes and thanks the trainees for joining the training and exchange good wishes with them.

- He asks for everybody's cooperation to create a fruitful training environment and to take steps to get rid of any uneasiness (Here are two methods of getting rid of uneasiness. The trainer may follow any of these two, and if he has any of his own he may try them as well).

1. WHO IS IT WITH ?

MATERIAL: - One marble (or any small thing which can be kept in the fist).

- METHOD
- The facilitator requests all the participants to stand up.
 - Everybody catches hands of the others and makes a circle.
 - Showing a marble the facilitator says, "This marble will be with somebody. One of you should go out of the room and after a while he/she should come back and find out the person with whom the marble is lying".
 - One participant goes out, the trainer gives the marble to one of the rest of the participants.
 - Anyone of them keeps the marble with him/her.
 - Now the outsider is called in.
When he comes in others act as if they are either giving or receiving the marble to or from the rest of them.
 - Now the person who went out, identifies the participant with the marble.
 - The identified person shows his fist.
 - If it is not correct, he may be given another chance. Thus a few more attempts can be made.
 - If identification is correct, the outsider comes in the circle and another goes out.
 - Even if it is not correct, same procedure follows and may continue for 15 minutes.
 - As a result it is seen that all the participants become joyful and easy.

2. IDENTIFICATION OF LEADER:

- METHOD:
- The facilitator requests all the participants to stand up in a circle
 - The facilitator describes the rules of the game:
 - "One goes out. As he/she goes out, another person from the group is selected as a leader. Everybody acts following the leader. The outsider comes back, and watching the action of the participants identifies the leader."
 - Now he/she requests one participant to go out.
 - He/she also requests them to select a leader from the group.
 - The leader now starts doing something (such as putting hands in pocket, scratching the head, moving the neck etc).
 - As the leader starts acting, others imitate him/her.
 - The facilitator calls the outsider to come in and he/she decides who is the leader here.
 - It is expected that he/she cannot identify the leader that easily. People enjoy this and feel relaxed.
 - In this process one or two more persons may be tried and the game may continue for a maximum of 15 minutes.

INTRODUCTION PHASE

TIME : 45 minutes

- METHOD :
- The facilitator wants to know whether there is any need for formal introductions with each other including him/her.
 - The expected answer is, "Yes, we need to be formally introduced."
 - The facilitator now starts introducing (Here 3 methods have been mentioned).
 - The trainer may follow any one of them, or apply any of his/her own methods).

1. MATERIALS: Card, Marker, Board pin / Tape

- METHOD :
- The facilitator gives each participant 2 cards and a marker.
 - Explains what is to be written in the card, i.e. he/she

has to write the followings on the card, and uses one card for one subject.

1. Name and Designation
2. Name of the Organisation /working area

- Everybody pins the cards on the board and informs others of what is written there.
- In this way everybody introduces himself.
- Thus the participants get themselves introduced with each other.

2. (If the training is residential)

METHOD : The facilitator says to the participants, "Last evening /night we have come to this training centre. One night has already passed. We 2/3 or even more persons have spent the night in the same room. Now let's see who is well informed of his roommate."

- The facilitator requests the roommates to make pairs and asks every pair to introduce each other.
- That should include the following information:

1. Name
2. Organisation/Working area/ Address
3. Any special unusual information

EXAMPLE: Suppose Mr.Ashraf and Mr.Malek make a pair. Here Mr.Ashraf introduces Mr.Malek in this way, "I am introducing my roommate / friend. My friend's name is Md.Malek. He is married and a proud father of two children. He has been working in an integrated village development centre for 4 years. His wife is also a health worker. Mr. Malek was once missing at the age of 8". Mr. Malek also introduces Mr. Ashraf in the same manner.

- Thus they introduce each other.
- As a result it is felt that a training environment has been created and all have come to know each other.

3. MATERIAL: Map of Bangladesh, Marker, Pin / Tape.

METHOD: - The facilitator attaches a big size map on the board or wall.

- The trainer makes the participants understand that one by one all should come to the map and mark his/her home (Zilla / Thana) and give his/her identity which includes the following information:
 1. Name
 2. Organisation/ Institution
 3. Home (Thana /Zilla)
 4. Some information about that zilla or thana as -
 - a) If there is anything important there
 - b) If there is anyone famous there
 - c) Environment etc.
- The facilitator invites the participants up one by one after explaining the task.
- Everybody comes to the map and identifies themselves as above.
- As a result it is seen that participants have come to know each other and all about their names, home, organisations or institutions and their own districts / thanas. Thus a training atmosphere will be created and participants will soon feel easy.

CHECKING EXPECTATIONS

TIME : 20 Minutes

- METHOD:
- The facilitator wants to learn from the participants what they expect out of this training, i.e. actually what they want to know from this training.
 - The facilitator writes their expectations on the board without any criticism.
 - Here each participant may express more than one expectation; but the facilitator should remember that nobody exercises monopoly, rather a chance should be given to all the participants.
 - The facilitator coordinates all the participants' expectations and makes a final list and hangs it on a visible place in the training room.

PRE-TRAINING IDEA TEST

MATERIAL: Question papers / Questionnaire

TIME : 40 Minutes

- METHOD:
- The facilitator invites all participants to test their ideas. He says, "This is not a test, we would like to treat it as a sport. In this way we want to assess the difference between our pre and post training experience and knowledge."
 - He gives everybody a question paper (see later) and asks them to write answers in the specific spaces without copying. Time given for filling in the question paper is 30 minutes.
 - When time is over the facilitator collects the question papers, checks the answers and gives their result on any day of the training.
 - After training evaluation will be done with the help of this same set of questions. This makes the difference between pre and post training knowledge and education quite distinct. Many of the pre-training ideas become clear after training.

PURPOSE OF TRAINING

TIME : 15 Minutes

- METHOD:
- The facilitator wants to know from the participants whether they need to know the objectives of this training. Expected answer is "Yes".
 - He, then directly explains the objectives and
 - Distributes training schedules to the participants and gives a tea break.

TEA BREAK : 15 Minutes

QUESTIONNAIRE TO TEST
PRE AND POST TRAINING IDEAS

NAME OF THE COURSE : DISASTER PREPAREDNESS AND MANAGEMENT TRAINING

TIME : 30 MINUTES

1. What does 'Disaster' mean ?

2. What are the types of Disasters (Give a Tick for the right answer)

 - a. Cyclone
 - b. Natural
 - c. Earthquake
 - d. Artificial
 - e. Tidal surge
 - f. River Erosion

3. Who are the main victims of the disasters ?
(Give a Tick for the right answer)

 - a. Children, Women, Old and Disabled people
 - b. Dwellers in the river basin and lower regions.
 - c. Dwellers in estuaries, islands, and coastal areas.
 - d. All the above.

4. Give 5 reasons for the disruption of natural environment.

 - a.
 - b.
 - c.
 - d.
 - e.

5. What are the types of people's participation (Give a Tick for to the right answer)

 - a. Spontaneous participation
 - b. Participation for rewards
 - c. Participation for income
 - d. Forcible participation
 - e. Participation through motivation
 - f. Participation in relief work

6. Write down 3 barriers to people's participation
 - a.
 - b.
 - c.

7. What are the differences between relief operations and development ?
8. What do you understand by coordination.

9. Mention any 3 barriers to coordination.
 - a.
 - b.
 - c.

10. What is "Evaluation" ? What are the steps of evaluation ?

Date :

Name :

Organisation :

LESSON NOTE

LESSON - 1	: IDEA ABOUT DISASTERS
Time	: 2 Hrs.
OBJECTIVE	: At the conclusion of this session the participants will be able to: 1. define "Disaster" 2. differentiate types of disasters 3. identify artificial and natural disasters 4. explain whether all hazards are disasters 5. find out the causes and sources of disasters and analyse them
TOPICS	: What is disaster ? - Types of disasters - Are all hazards disasters ? - Sources and causes of disasters
METHOD	: Revelation of ideas Lecture and discussion Small group discussion
MATERIAL	: Chalk board - Large sheets of paper, Marker, Board pin /Tape - Chart

LESSON ANALYSIS

- LESSON -1 : WHAT IS DISASTER ?
- TIME : 20 Minutes
- MATERIAL : Chart 1 - Subject and objectives and
Chart 1(A) - Definition of disaster
- METHOD : At first the facilitator exchanges greetings and presents topics and objectives through chart.
- The facilitator asks, 'what is meant by disaster' and requests all to write down their own ideas in the note books.
 - When they finish they are requested to read out their concepts one by one. It appears that many of them do not hold a perfect and clear idea.
 - In this phase the facilitator says, "Every body has got some concepts about disaster. But none is complete, and there are differences too. But we should know a distinct and an acceptable definition. Now we have a written definition and we may compare it with our ideas"
 - The facilitator shows the participants the chart containing the definition. The definition is - "Disaster is an extreme incident or situation which affects the environment and normal human life style to such an extent that it is hard or even impossible for the affected society/ person to face it, single-handedly.
 - The facilitator may add or discard anything decided unanimously to and from the definition and make it perfect.

LESSON -1: TYPES OF DISASTER

- TIME: 25 Minutes
- METHOD : The facilitator wants to know from the participants what the general hazards are. Their concepts will be written on the board. The expected replies are :
- | | |
|---------------------|---------------------------|
| - Flood | - Technical accident |
| - Drought | (Mill/Factory) |
| - Hurricane/Tornado | - Environmental pollution |
| / Cyclone | - Political unrest/Riot |
| - Tidal bore | - Population boom |
| - Earthquake | - Wild Fire |

- Epidemic
- War
- Transport accident (land, water, air)
- If all the above names are not mentioned by the participants, facilitator adds his opinion to the list with their approval.
- showing the board the facilitator asks the participants if all the hazards are the same, or if there are any differences at all.
- If there are any differences, then what are they ?
The facilitator asks the participants to find out the categories of hazards. Possible answers are 1. Natural hazards and 2. Artificial Hazards.
- The facilitator asks them to identify natural and man made hazards and writes those down on the board.

LESSON-1 : ARE ALL HAZARDS DISASTERS ?

MATERIAL: Chart 1 B. Reasons of Disaster

TIME: 15 Minutes

- METHOD:
- The facilitator asks if all hazards are disasters and requests someone to give his opinion on that.
 - He also intends to know other participants' opinions.
 - Lastly he/she explains that all hazards are not disasters.

LESSON-1: SOURCES AND CAUSES OF DISASTERS

TIME: 45 Minutes

- METHOD:
- The facilitator draws the attention of the participants to the disasters identified previously and asks them to name the disasters which occur in Bangladesh.
 - He/she writes on the board the ideas of the participants.

Possible answers are - Flood - Tidal wave
- Drought - Wild Fire
- Tornado - Epidemic

- The facilitator divides the participants into 3/4 small groups and supplies markers and large sheets of paper to them and explains the group task.

GROUP TASK: To find out through group discussion the causes of the disasters which generally occur in Bangladesh. The causes for each disaster should be written separately.

- 30 minutes time is given for group discussion.
- Each group attaches the outcome of its discussion on board / wall.
- The facilitator shows the chart of the causes, discusses the sources of disasters and asks the participants to check their ideas.
- If any new concept comes up he/she adds that to the chart if there is unanimous support.

REVIEW : In this phase the facilitator verifies through questions and answers if the objectives of the training session are achieved.

TIME: 15 Minutes

Questions are :

1. What is disaster ?
2. What are the types of disasters?
3. What are the common disasters in Bangladesh?
4. What are the causes of disasters?

LUNCH BREAK: 1.30 Minutes

MATERIAL

LESSON-1

Chart 1 A. DEFINITION OF DISASTER

It is an extreme incident or situation which affects the environment and normal human life style to such an extent that it becomes hard or even impossible for the affected society to face it single-handedly.

Chart 1 B. CAUSES OF DISASTER

FLOOD

- Excessive rainfall
- Sedimentation of river
- High tide
- Earthquake

EPIDEMIC

- Drinking impure water
- Lack of sanitation

CYCLONE

- Depression in sea
- Depression on sea-shore

DROUGHT

- Lack of rain
 - Fall in the under-ground water level
 - Deforestation
-

WHAT IS DISASTER ?

It is an extreme incident or situation which affects the environment and normal human life style to such an extent that it becomes hard or even impossible for the affected society to face it single-handedly.

TYPES OF DISASTER

Disasters can be divided into two categories, such as:

- | a) Natural Disaster | b) Artificial or Man made Disaster | | |
|--------------------------|------------------------------------|--------------------------------|---|
| - Flood | - Volcanic eruption | - War | - Artificial Famine |
| - Drought | - Attack of pest on crop | - Population boom | - Political unrest/Riot |
| - Whirl wind/
Cyclone | - Earth
Quake | - Technical
accident | - Wild fire |
| - Tidal wave | - Epidemic | - Environmen-
tal pollution | - Transport
accident
(Land,Water,
Air) |

· ARE ALL HAZARDS DISASTERS ?

When a natural or man-made hazard strikes any inhabited area as a whole, it is called a 'disaster'. It's not at all a disaster when a natural hazard strikes a deserted land. In some agricultural areas flood is treated as a boon, but not as a curse. Sometimes activities of the people give rise to the intensity of disasters. If groups of landless people are at the base of provided land of a mountain, flood-water rushing down the slope will make their lives worse.

The definition of disaster has been changed with the change of concept about the causes and impact of disasters. For instance, infectious diseases, in 1700, were treated as the inevitable natural hazards in the form of a curse of God. These threats are now considered as controllable natural eventualities. Earthquake in Japan is no more a nightmare to the Japanese. In Holland also now a days flood does not mean death. By this time the Japanese have learnt how to construct buildings which avoid the dangers of earthquakes. The Dutch also have become experienced in continuing their normal livelihoods without getting affected by floods. As importance is being given on social aspects of emergency situation, attention is being diverted to social side from technological viewpoint, that is whether or not the people are

aware of the hazards and capable of establishing their own disaster response strategies.

SOURCES AND CAUSES OF DISASTERS

FLOOD

Each year in the monsoon plenty of rain water with ice melted water flows into the sea through the riverways of Bangladesh. This causes a distinct type of hazard namely erosion-wiping out of the river banks. If this flood water level grows gradually with the growth of the harvest, the farmers get the benefit from it. Moreover, the floodwater carries deposits from the upstream which later helps to increase the yield. But sometimes excessive alluvial deposits prevent the waterflow, and a sharp increase or a sharp decrease or a settlement of the flood water for a long time damages the crops and ultimately affects the poor farmers. Cattle and human lives are also under threat.

There is a possibility of devastating flood recurring once every 30-50 years. Recently floods have been occurring quite frequently. The followings are the causes of flood in Bangladesh:

CAUSES OF FLOOD

1. As Bangladesh is a delta on the basin of rivers born in the Himalayas, recurrence of flood is remarkably high in this country.
2. Rolling water from the main rivers deposit silt in the low lands.
3. Many branches of the Padma and the Jamuna have dried up. Flood occurs due to the pressure of water on the main source.
4. Thousands of Kilometer of dams have been made outside the country. As a result standing water can suddenly flow down and cause flood.
5. Abundant water flows through the rivers due to excessive rainfall.
6. Tides in the rainy season prevents water drainage and this creates the recurrence of flood in the low coastal area. These types of flood occur in the riverine area of Barisal and Khulna districts. Similarly the flood situation in 'haor' areas in Sylhet and Mymensingh becomes vulnerable because of the opposing high stream of the Meghna in Chandpur. The flow of the stream of the branch rivers is obstructed if the water level of the main river is high. Similarly the water of the Bramhaputra prevents the flow of the Tista and Dharala and causes flood in Kurigram. If the

water level rises in the Ganges and Jamuna, the river flow is affected in Hurasagar, and that increases the possibility of flood in Pabna, Bogra and Faridpur.

7. The Sea water level increases by 60 cm due to heavy monsoon rainfall. That too affects the drainage system of the rivers and causes floods.
8. Due to geological factors in North - West (Rajshahi - Pabna - Bogra), North - East (Sylhet - Mymensingh Haor area) and South (Khulna - Faridpur canal area) floods occur and water stands up to November.
9. Rise in the water level in the Ganges and Brahmaputra at the same time may cause floods.
10. Earthquake is also a factor that can cause flood.

CYCLONE

The period from April to June is known as 'Kal Baishak'. At this time of the year tornados devastate the land area. A tornado in the coastal area is known as a Cyclone. A cyclone combined with nearly 6 meter high tidal waves becomes a reason for disaster in the coastal area.

CAUSES OF CYCLONE

1. Depressions form along the coastline and flows into the coastal region.
2. Depressions form in the river basin areas.

DROUGHT

Lack of rain, shortage of water flow in the river, fall in the underground water level, and deserted barren lands are the causes of drought. Drought brings famine and hinders development.

CAUSES OF DROUGHT

1. Lack of rain
2. Irregularities in the monsoon season and the gradual spread of barren land and semi desert.

EPIDEMIC

After floods or any disaster water-borne diseases spread as epidemic in Bangladesh.

CAUSES OF EPIDEMIC

1. Infectious diseases spread due to the lack of proper sewerage, pure drinking water and the lack of personal cleanliness and hygiene.

LESSON NOTE

LESSON 2	: DISASTER SITUATION, IMPACT AND VICTIMS
TIME	: 2 Hrs.
OBJECTIVE	: After the session the participants will be able to: <ol style="list-style-type: none">1. differentiate the pre and post disaster periods and analyse the situation evolved at that time.2. explain the devastated areas, impact of disaster and its consequences3. identify the victims of the disaster
TOPICS	: Situation evolved out of disaster <ul style="list-style-type: none">- Impact and consequences of disaster- Main victims of disaster
METHOD	: Expression of concepts <ul style="list-style-type: none">- Group discussion- Lecture and discussion
MATERIAL	: Chalkboard <ul style="list-style-type: none">- Large sheets of paper and marker- Chart

LESSON ANALYSIS

LESSON-2 : SITUATIONS THAT EVOLVE FROM DISASTERS

TIME : 45 Minutes

MATERIAL : Chart 2- Objectives and topics, chart 2(a)

- The situation that evolves from disaster and chart 2(b) the Impact and consequences of disaster.

METHOD:

- The facilitator exchanges greetings and presents objectives and topics through the chart and explains disaster and post-disaster periods.
- Disaster period - "The period from the starting of the disaster till the closing of the emergency relief operation for the affected society is known as the disaster period". Post-disaster period - "With the objective to restore the flow of life of the disaster affected society to normalcy, after completion of the emergency operation, and the time needed for the rehabilitation and reconstruction work taken up for them, may be called the post-disaster period."
- In this phase the facilitator divides the whole group into two and names them as A and B.
- The facilitator supplies large sheets of paper and markers to the participants and explains the group work.

GROUP TASK: Disaster period and post disaster period should be identified. Group A should identify disaster period and group B identifies post disaster period. Time given is 15 minutes.

- After group discussion the facilitator again requests the groups to work and explains the task.

GROUP TASK: GROUP A sits with group B's report, and so does group B with group A's report. After necessary additions and deductions to and from the reports each group makes a final one. Time given is 10 minutes.

- Both the groups attach their reports to the board or wall after the group discussion.
- The facilitator shows a chart to them and asks them to compare it with their concept.

LESSON 2: IMPACT OF DISASTER AND CONSEQUENCES

TIME : 45 Minutes

- METHOD
- What are the aspects of the people/society that are mostly affected by the impact of a disaster?
 - The facilitator asks this question and writes the opinions of the participants on the board.
- Possible answers:
1. Economic : Crop failure, damage to stored food
 2. Physical : Injuries, death
 3. Mental : Despair, moral decline
- The facilitator now divides the participants into 3 small groups and gives them tasks to do.

GROUP TASK: Group 1 - Economic consequences

Group 2 - Physical consequences

Group 3 - Mental consequences

- The facilitator requests the other two groups to make comments on the third group report and assists them to add or deduct to or from the report when there is unanimous support.
- Now he/she shows the chart and asks the participants to compare their concepts with the chart. He/she may add to the chart new aspects from the ideas of the participants.
- He/she concludes the discussion after explaining the consequences of these impacts.

LESSON 2 : MAIN VICTIMS OF THE DISASTER

TIME : 15 Minutes

- METHOD :
- The facilitator wants to know the places and people that are mostly affected by any disaster.
 - He/she writes down on the board the opinions of the participants without any criticism.
 - Possible answers are:

PLACES 1. River-banks and comparatively low areas.

2. Islands, coastal areas, estuaries.

3. Drought-stricken areas.

PEOPLE 1. Children

2. Women

3. Old persons

4. Disabled people

If necessary the facilitator holds a brief discussion.

REVIEW : The facilitator tests for 15 minutes whether the objectives of the session have been achieved. He invites the interested trainees to discuss. He also discusses in brief the educative aspects of this session and also wants to know if anything is left out. In that case any interested trainee may speak. The facilitator gives thanks to all and concludes the session.

MATERIAL

LESSON 2

CHART 2 A : THE SITUATIONS THAT EVOLVE FROM A
DISASTER

DISASTER

PERIOD

- : Crowd of kith and kin, friends and interested persons
- Dreadful and terrifying, and an uncertain situation
- Death and wailing of dying people and despair
- People feel very lonely and dishonest persons take advantage of their helplessness
- People become completely fatalist
- Women, children, disabled and old people are deprived of treatment and other services and suffer from malnutrition.
- Deadbodies get decomposed and due to a lack of proper sewerage system different diseases spread out.
- Scarcity of pure drinking water

POST-DISASTER-Shortage of food and unemployment
PERIOD

- Fall in the demand for day labourers
- Seed beds of the farmers are destroyed.
- Men neglect their wives and children
- Assets of the farmers - (cattle) are sold at a minimum price
- Number of beggars increases
- Oppression of women accelerates
- People tend to become dependent on external aid

CHART 2 B - IMPACT AND CONSEQUENCES OF DISASTER

ECONOMIC
IMPACT

- : Crop failures
- Damage of Seed, seedlings, stored food
- Loss of homesteads and furniture
- Sweeping of fish from ponds, rivers and canals
- Loss of agricultural equipments
- Loss of trees
- Loss of dams, roads, schools, colleges religious institutions.
- Death of domestic animals

PHYSICAL
IMPACT

- : Wide spread of death and injuries
- Increase of disabling diseases
- Outbreaks of infectious diseases
- Increase of malnutrition

MENTAL
IMPACT

- : Frustration in the minds of public
- Degradation of moral values
- Decrease in the working spirit
- Decrease in mental strength

CONSEQUENCES:
OF FAMINE

- : Number of rootless people increases
- Anti social activities increase
- People flock to the town

SUPPORTING INFORMATION
DISASTER SITUATION, IMPACT AND VICTIMS

DISASTER SITUATION

1. When a disaster occurs in an area, thousands of people flock there from outside places. Some people come in quest of their relatives and friends, others come just to see how bad the devastation is. Only a few persons come forward to help distressed people. This is an experience from Sauria in Manikganj in 1989.
2. The public in the devastated area look for prompt medical help for severely injured or partially injured relatives and neighbours. A dreadful and terrifying atmosphere prevails. A few persons render help to those who need immediate medicare, but other fatally injured patients may die due to the failure of a timely response.
3. People become broken hearted to see the casualties and to hear the cry for help of the dying men and women. Sometimes no aid ever reaches those areas. So it becomes virtually impossible for these victims to resolve their own problems.
4. The use of violence, stealing, murder, rape, confiscation of crops and animals are the usual practices of anti-social elements in the devastated area. Destitute people become desperate and commit theft and robbery.
5. Some people become fatalistic and without attempting to improve their own situation, they absolutely rely on the Almighty.
6. In the disaster period the women, children and the aged cannot get access to the medicare and other facilities in most cases, and due to social restrictions women suffer from malnutrition and become victims of various diseases.
7. Innumerable dead bodies lying in the devastated area create a menace in the minds of the children and young people. After a few days, the stinking smell of decomposed dead bodies makes life miserable and the inhabitants of the polluted area become sick.
8. People, specially the children suffer from infectious diseases due to the scarcity of pure water and succumb to death particularly in flood or cyclone affected areas.
9. Thousands of people become homeless, and there is a great loss of standing crops and animals.

POST-DISASTER SITUATION

1. After the drought or retreat of the flood-water, food shortage and unemployment create famine and thousands of people lose their livelihood. They are then forced to sell their belongings.
2. Due to job-scarcity the demand for day-labourers declines greatly and advance sale of labour starts. The rootless people crowd into the towns and adjacent areas in search of employment.
3. The farmers need seeds and seedlings for the cultivation of seasonal crops immediately after the retreat of the flood-water. The price of the seedlings rises abnormally high as the seed - beds remain underwater. So farmers are forced to approach local money lenders for loans in the absence of facilities for institutional credit.
4. Men avoid their responsibilities and duties to their wives and children due to the adverse economic situation. So the women enter into the male-dominated labour market in search of employment. Men, being motivated by an exploitative attitude, deprive women of their legitimate dues and pay them low wages. Many of them are forced to accept prostitution for bare necessities. Moreover, they have to take care of the children and the aged members of the family.
5. The small and marginal farmers hesitate to work as day-labourers or accept relief materials because of social restraints. Eventually they mortgage their land or property and sell their homesteads at a low price and become day-labourers.
6. The increase in prices and the scarcity of jobs forces people to become beggars and that results in extreme frustration and an increased rate of suicide.
7. As husbands are unable to support their wives and children, thus divorce their wives which creates social problems. The husband assaults his wife physically and the father is sometimes forced to sell his children.
8. The distribution of relief goods to affected people in the disaster area including the general public by donor agencies is remarked and noticed. As a result people become dependent on external aid and do not become self-reliant due to their attitude of begging.

IMPACT AND CONSEQUENCES OF DISASTER

1. Plains or low lands are submerged under water due to flood.
2. Human beings, animals, and birds die because of drowning and other reasons.
3. There is a lack of pure water and a sewerage system so people and other animals are affected by water-borne diseases.
4. Crops, seeds and seedlings are damaged. On many occasions agricultural tools like ploughs and weeding tools are washed away.
5. Shortage of food for people and domestic animals prevails.
6. Dwellings (specially the 'Kuccha' houses) and furniture are destroyed.
7. Trees are damaged and fish from the ponds are washed away.
8. Dams and embankments are destroyed.
9. Lack of job opportunities force people to sell their household utensils at a low price or to mortgage them at a high interest rate. People move to the cities leaving their villages in search of employment.
10. Men lose their moral values because of their starvation and their inability to earn money and some become involved in anti-social activities.

A. DROUGHT

Complete or partial drought is a kind of hazard which is formed slowly and continues through one or more seasons. Drought occurs at regular intervals and mostly occurs in the monsoon regions where rainfall is scarce.

IMPACT OF DROUGHT

1. Severe food shortage exists due to a complete or partial crop failure.
2. Drought may result in a famine within a few days, and famine inevitably creates epidemics. Men and animals migrate in groups to cities and comparatively green areas for food and employment.
3. Permanent droughts on many occasions destroy the ecological balance.

B. IMPACT OF CYCLONE

1. Cyclone is short-lived, but its power of destruction is immense.
2. Houses, lives and belongings, trees and crops are greatly damaged in this kind of disaster.
3. Communication systems are disrupted and food shortages occur.

4. The worst affected areas are the islands, low-lying and off shore areas, and estuaries. Cyclone in the off shore areas becomes severe when it is associated with tidal waves.
5. Temporary flood and standing saline water may occur because of this type of tidal wave.

PRIMARY VICTIMS OF DISASTER

1. River basins and low-lying areas are normally flooded.
2. The inhabitants of the islands, coastal belts, and estuaries are severely affected by cyclone.
3. Children, women (specially pregnant women), the aged and the disabled are affected badly in almost all disasters.

LESSON NOTE

LESSON 3 : DISASTER AND BANGLADESH

TIME : 2 Hrs.

OBJECTIVES: After the session the participants are able to:

1. explain the geographical location, weather and climate of Bangladesh
2. analyse the population of Bangladesh and its relationship to Disasters
3. discuss the natural environment and the reasons for its imbalance.
4. identify the disaster-prone areas and describe the types of disasters that strike the particular areas.
5. describe the green house effect.

TOPICS : Geographical location, weather and climate of Bangladesh

- Population of Bangladesh and disasters
- Natural environment and its imbalance
- Greenhouse effect
- Disaster prone areas of Bangladesh

METHOD

- Lecture and discussion
- Expression of ideas/concepts
- Group study
- Discussion in small groups
- Discussion in large groups

MATERIAL :-

- Map of Bangladesh	- Handout
- Chart	- Board pins
- Large sheets of paper, photographs/slides	and pens of various colours
- Chalk board, marker	- Posters

LESSON ANALYSIS

LESSON 3 : GEOGRAPHICAL LOCATION, WEATHER AND CLIMATE
OF BANGLADESH

TIME : 25 Minutes

MATERIAL : Chart 3 - Subject and objectives,
3(A) - Map of Bangladesh

METHOD: The facilitator presents the topics and the objectives with the help of a chart after exchanging greetings. Then he/she wants to know the geographical location of Bangladesh, its weather and its climate. He also wants to know whether the participants have any ideas in this respect.

- He/she listens to anyone who is interested to speak on the subject and invites others to listen.
- The facilitator hangs a large map of Bangladesh and briefly discusses its geographical location, weather and climate. The facilitator mentions the following subjects:

- 1.The location of Bangladesh : Latitude 20 degree, 34 ft. and 26 degree 38 ft. north of Tropic of cancer
Longitude 80 degree 09 ft. and 92 degree 41 ft.east.
- 2.Bangladesh is surrounded by India except Burma in the South-East and Bay of Bengal in the South.
- 3.The total area of Bangladesh is 143,998 sq. kilometer.
- 4.The altitude of the major portion of the total land area is 2 meter above the sea - level.
- 5.Bangladesh is situated in the torrid zone.
- 6.Bangladesh has 6 seasons.

- The facilitator invites all to participate in the new topic.

LESSON 3 : POPULATION AND DISASTER OF BANGLADESH

TIME : 30 Minutes

METHOD : The facilitator wants to know from the participants the number of population of Bangladesh. The expected

- answer is "Approximately 12 crores".
- His/her next question is, "What percentage of the population lives in the villages and in the cities ?" He writes the opinions of the participants on the board. Expected answer is "Approximately 90% in the villages and 10% in the cities."
 - He/she then inquires of the socio-economic conditions of the majority population of the villages and writes the answers on the board.
 - Expected answer is: "The majority of the rural population consists of :
 1. Landless
 2. Day labourers
 3. Marginal farmers
 - Their income is so meager that it is very difficult for them to manage even two meals a day. The possibility of three meals per day appears to be an impossibility."
 - The facilitator then invites any interested participant to briefly discuss the health and education of these people.
 - Anticipated opinion: "These people are illiterate and deprived of any institutional education. Their power of resistance against diseases is very poor and their average longevity is 55 years."
 - The facilitator next requests the participants to remember a disaster and briefly explains the relation between such people and disasters.

LESSON 3 : THE NATURAL ENVIRONMENT AND ITS IMBALANCE

TIME : 20 Minutes

MATERIAL : Chart 3 B - Definition of Natural Environment,
Chart 3 C - Reasons for natural imbalance.

- METHOD:
- The facilitator inquires from a participant: "What is the environment?"
 - He/she writes the opinion on the board without any criticism. He then invites others to make their comments and writes on the board any opinion which is different from the former one.
 - He/she displays the chart containing the definition of environment and requests the participants to compare their opinions with the chart. Then he

supplies all the participants with a card/piece of paper.

- The facilitator requests everybody to write down a reason that causes natural imbalance.
- He invites the participants to read aloud their opinions starting from one corner, and writes the same on the board.
- Next he displays the chart of the causes of the natural imbalance and asks the participants to compare their concepts with the chart.

LESSON 3: GREENHOUSE EFFECT

TIME : 15 Minutes

MATERIAL: Handout 3D Greenhouse effect

- METHOD :
- The facilitator initially distributes handouts on green house effect to the participants.
 - He then invites the participants to read it aloud from one corner.
 - Participants read each para loudly and explain the same by themselves. In this phase the person next to one who reads it, explains the context.
 - The facilitator requests any participant to discuss in brief the summary of green house effect after the handout is read.
 - The facilitator starts discussing a new topic after the interested participant concludes.

LESSON 3 : DISASTER PRONE AREAS OF BANGLADESH

TIME : 20 Minutes

MATERIAL : 3E - Map of Bangladesh, 3F-Map of Bangladesh.

- METHOD :
- The facilitator attaches a large map of Bangladesh to the board.
 - He/she invites the participants to identify the disaster-prone areas in Bangladesh on the map - One by one the participants identify the same with the help of board pin or pen. Each is allowed to use the pin / pen for once.
 - Colours are used to denote:
 1. Red = Fire
 2. Indigo=Flood
 3. Green = Whirlwind/Tornado/ Cyclone
 4. Yellow = Drought
 5. Black = Tidal bore

- On conclusion of the identification by the participants, the facilitator displays a map drawn earlier, and invites them to compare their ideas with the chart.
- REVIEW : The facilitator checks whether the objectives of
15 MINUTES the session are achieved. At this stage the facilitator calls two participants who ask each other two questions and answer the same. On conclusion of the review of the session the facilitator announces a tea - break.
- TEA BREAK : 15 Minutes

MATERIAL

LESSON 3

3A MAP OF BANGLADESH

POSTER/CHART 3B. DEFINITION OF NATURAL ENVIRONMENT

The weather and climate, soil, water, animals, trees etc. of an area as a whole determine the natural environment of that region.

CHART 3C : REASONS FOR NATURAL IMBALANCE

- Reduction of Ozone layer in the atmosphere
 - Increase in the level of carbon dioxide in the global atmosphere
 - Unrestricted use of radioactive chemicals and poisonous wastes
 - Deforestation
 - Agriculture highly dependent on chemicals
 - Population boom.
-

HANDOUT 3D

GREEN HOUSE EFFECT

Decisions have been taken in principle to make the public conscious of the possible greenhouse effects and to organise a movement about the greenhouse effect through international forums. The government considers the issue to be both delicate and deadly. Effective steps should be taken from now on. Internationally reputed scientists have agreed that as Bangladesh is a low lying coastal area the possible green house effect will be more in Bangladesh compared to other countries. The experts of Bangladesh hold the same opinion. According to the combined opinion it is feared that due to the possible greenhouse effect one and half crore people of the coastal belt of Bangladesh may become displaced or refugees. As a result the national income will be reduced by 12% and agricultural production will register a 13% decline. In the opinion of the scientists the effect will be severe, as Bangladesh is small in area and densely populated. The recently held seminar in London on laws and politics relating

to changes in world climate concluded that due to the increase in world temperature the sea-water level will rise and more than 10% of the land of Bangladesh will be submerged. Eventually the people in the coastal area will turn to be environmental migrants. It was stated in the national assembly on the 3rd February 1992 that within 50 years the low coastal areas of Bangladesh (including Sundarban) will be submerged if the prediction of the scientists about the Green house effect is correct. The severity and number of floods and cyclones in the next decades will accelerate due to the rise in the global temperature and sea level. The different infrastructures in the sea shore areas will be damaged and the salinity in many places will be increased.

A group of experts in 1989 opined that: the use of chemicals, minerals and fuels in the world is increasing extensively. With the spread of industrialization their wastes are released in various ways. Biological and other forms of activities considered to be harmful to environment are increasing extensively. Tropical deforestation also has increased alarmingly. The global environment is being polluted at a rapid and gradually growing rate due to these reasons. A cover of carbon dioxide is being formed in the globe's atmosphere which causes environmental pollution, and the layer of Ozone gas shielding us from various harmful rays and their impact on earth is being depleted. The carbon dioxide cover formed by different causes is polluting the environment. The excessive production of a chemical named Fluorocarbon with the increased use of foam has perturbed the earth's atmosphere. Besides that, in the near future the green house effect will possibly become a matter of grave concern due to the increasing presence of gases like methane, nitrogen, oxides etc in the atmosphere and also because of the impact of other adverse activities against environment. Two meetings of the Cabinet of Ministers were held to discuss this report of the experts. It was decided in the meetings to conduct a wide spread study to measure the intensity of devastation in Bangladesh that will be caused by the greenhouse effect. This decision has not yet been executed.

The concept of the people of our country about the green house effect is very limited. The people should be given an idea on this right now. It is very important to implement the study with the help of indigenous experts without depending on foreign information. Many friendly countries are eager to help with

funds and expertise to save the people from the green house effect. Bangladesh can survive this danger if the Ministry of Environment takes up an integrated programme. The concept of the experts is that Bangladesh is not much higher than the sea-level and the soil of this country is still in the process of formation. Accreted lands are constantly being washed away by the tides in Bangladesh. On the other hand the soil of Bangladesh is sinking at an average of 5 mm per year. Besides that with the rise of sea - level the duration, magnitude and intensity of floods will increase. The experts have suggested that the accreted soil should be preserved in more land areas to raise the soil of Bangladesh so that it can survive the possible effects. Various dams should be built to preserve alluvion land. This can be accepted as a pilot project. To make sure of the use of natural power such as hydro-electricity the chemical or mineral fuel use should be restricted. A widespread implementation of the forestation programme should be taken up.

SUPPORTING INFORMATION DISASTER AND BANGLADESH

LESSON 3

A. GEOGRAPHICAL LOCATION

Bangladesh is situated at the latitude 20 degree 34 ft. and 26 degree 38 ft. and at longitude 88.09' and 92 degree 41 ft. of the tropic of Cancer. Bangladesh is surrounded all around by India except Burma in South - East and Bay of Bengal in the South. It is situated on the delta of the Ganges, Padma, Brahmaputra, Jamuna and Meghna and is built-up from accreted soil. These three rivers bear the largest quantity of rain water in the whole world. Moreover, innumerable small rivers and canals are scattered throughout the whole country.

The total area of the country is 143,998 Sq. kilometers. The altitude of the major portion of the total area is 2 meters above sea level. Small hills are situated in the north-east and south-east of the country. Bangladesh regularly experiences various types of natural disasters such as flood, tropical cyclone and tidal surges.

1. Bangladesh is situated in the torrid zone. It has a cold and dry season from November to February. At this time the average temperature is 10 degree--20 degree Celsius and it rains very little. The under ground water level comes down to its lowest. Cultivation may be done with the help of irrigation or a little moisture and the crops that grow at

this season are pulses, wheat, oil seed and vegetables.

2. The season of the nor waster is from March to May. This is the hottest period of the year. The temperature is 30 degree to 40 degree Celsius. Sometimes cold dry winds blow from the north-west. At this season the cultivation of crop such as jute, Aman, Aush etc starts, and the Rabi crop is harvested.
3. Rainy season continues for the longest period. It can be divided into two parts. Normal rain starts from May and continues up to July. During this period the wind blow from the south-west and heavy rainfall starts. At the north at some places the rainfall measures up to even 5000 cc.

There is a sharp rise in the river-water level due to excessive rainfall. Sometimes floods sweep away vast areas of land along riverbanks. The extended rainy season continues from August to October. This season does have any particular crop cultivation. At this time the quantity of rainfall is different in different places, such as :

- a. Rajshahi area in the north : 1200 mm
- b. Narayanganj area in the centre: 1500 mm
- c. Cox's Bazar area in the south : 3200 mm

POPULATION AND DISASTERS OF BANGLADESH

Bangladesh is one of the most densely populated countries in the world. The total population in 1989 is 11 crores and the growth rate of the population is 2.49%. More than 80% of the population live under the poverty level and 90% of the people live in the villages. Of these 60% are marginal peasants. The average longevity is 55 years. The death rate of children and pregnant women per thousand is 110 and 6 respectively. Health facilities in the villages are nominal. Because there is one doctor per 6300 persons and most of the hospitals are in the cities, most people die of diarrhoea, cholera, tuberculosis, measles etc. Other reasons for death are gastritis and sickness due to malnutrition. More than 50% of people are the victims of malnutrition and its diseases. Men do not feel inspired to plan their families as the child death rate is quite high.

Education is very important for population planning, but the rate of literacy is very low in Bangladesh. The number of literate people in 1981 was 19.7%, out of this the literacy rates in the cities and in the villages are 30% and 17% respectively. Female literacy rate is less, only 13.2%, and comparatively the male

literacy rate is almost two-fold, i.e. 26%. Female literacy rates in the villages and in the cities are 10.2% and 23% respectively.

Bangladesh is an agricultural country. Social position and job opportunities are closely related to land. In comparison with the population, the land is limited and therefore hard competition exists to use the limited resources. In 1959 there was per head, 0.23 acres of agricultural land but this has come down to 0.095 acres per head in 1989.

Human wastes are the causes of many health hazards. Out of the total population 94% do not have the facility of sanitary latrines. They are compelled to defecate in the open space which pollutes the environment. Eighty percent of villagers use tubewell water only for drinking, and only 30% of them use tubewell water for all purposes including drinking and cleaning. In the cities the main source of water is the river and the river itself carries all the wastes of the house holds, factories and industries like hides, fertilizers, medicines, sugar, jute, textiles, paper, petro-chemicals, etc. The scarcity of drinking water and sanitation facilities pollutes the village environment. The rain water makes the contents of the open latrines exposed and washed away by floods. The unhealthy habit of leaving human wastes exposed is a great threat to drinking water and health. Fertilizers and pesticides pollute the surface water and the use of these materials is constantly increasing day by day.

NATURAL ENVIRONMENT AND ITS IMBALANCE

FOREST OR TREES

Of the total land area of Bangladesh only 12% is forest. It is spread over the south and east. There are small 'Shal' forests in the central part. The followings are the main forests:

1. Sundarban forest (6000 sq.km)
2. Chittagong - Cox's Bazar forest (2700 sq.km)
3. Dhaka - Mymensingh forest (1100 sq.km)
4. Chittagong Hill Tract forest (11500 sq.km)
5. Sylhet forest (750 sq.km)

The population boom and the use of wood as fuel has forced forests to decline in the northern and central parts of the country. Three-fourths of the planted trees in the country are used as fuel. Poor people sell useful trees including productive fruit-trees because of the scarcity of firewood.

Trees are used to make products of wood and as raw materials for industrial commodities. Trees are also used for agriculture and land development. Many trees are also destroyed in natural disasters.

We can divide the forests into two sections: government controlled forest, and forest under individual ownership. Government controls 88% of forests and only 12% out of the total forests is owned by rural people. In the last 20 years, 50% of the reserved forest has been reduced. Villagers nearest to these areas regularly destroy plants to use as fuel or to sell. For this unrestricted deforestation 18,000 acres of Chokoria Sundarban are almost treeless.

Rapid deforestation and extinction of animal species are a threat to the ecological balance. The top soil is eroding and the quantity of flood water is also increasing.

ANIMAL

In this country a large part of the of animal protein comes from fish from both saline and sweet water sources. Many people depend on fish for their living. Many landless and unemployed people are dependent on fishing and the fish business. Excessive fishing, and use of fertilizers, pesticides and shallow tubewells irrespective of the time of year are causing drying up of the small reservoirs of water including ponds, and these lead to the shortage of fish.

Livestock plays an important role in family affairs. We get milk, meat and hide and skin from them. Ninety percent of the total foreign exchange earning comes from the products made of hides. Needful caretaking and maintaining of good breeds for this resource is not possible due to shortage of grazing ground and fodder. Livestock graze on ordinary fields and take hay as food. Protein is available from the poultry.

Village housewives generally adopt poultry farming side by side with their domestic activities.

Recently commercially based big farms have been established to ensure the supply of eggs and poultry birds in the cities. Artificial food and hormone injections are used there.

Worms and insects are natural food for frogs. The high demand

for frogs at abroad is a threat to their existence. Though restrictions have been imposed on export of froglegs, merciless killing of frogs could not be stopped.

The Royal Bengal Tiger is the most well known of all the wild creatures. This breed is being depleted. Monkeys, bears, mule, deer, snakes and other reptiles, various types of birds and aquatic animals are remarkable wild species.

CAUSES OF NATURAL IMBALANCE

The living creatures, trees and other micro organisms, mentioned above, influence the environment. The relation between environment and living creatures and plants may be called the natural balance, and that saves the environment. As the ecological balance can be saved naturally, it can also be destroyed naturally. If any species of animals or plants is found more or less it is needed, then nature loses its balance. This balance can be affected by various factors.

To safeguard lives and crops from the ultra-violet ray of the solar system the global atmosphere provides an ozone layer. Recently the ozonelayer is getting thinner.

Due to the increase in carbon dioxide in the global atmosphere the whole world is going to face a great threat. The nature of the earth's atmosphere is changing. Higher levels of hydrogen peroxide leads to acid rain formation in many countries.

As people continue to spew chemical, radio-active and poisonous waste into the air, ground, and water, men are becoming exposed to cancer, and health and reproductive systems are being affected.

The erosion of the top soil and the desertification of the land make millions of people, and livestock, victims of hunger and starvation. The regular river bank slumping or erosion is rendering a large number of people homeless and the amount of oxygen in the atmosphere is getting smaller. Flood, cyclone, tornado, excessive rain, top soil depletion, river bank erosion, and drought are occurring due to natural imbalance. Flood is devastating to human life and assets. Besides that it sweeps away the bio-potency and the nutrition of the soil. Tornado and cyclone destroy wild and domesticated plants.

Similarly, drought causes damage to the plants and other creatures. Bangladesh regularly experiences such types of hazards. But it is a matter of regret that human intervention makes the situation more delicate. Many human activities break the ecological balance. The built in eco-system for ages and animal resources are facing destruction, but for human existence these are very important factors. Side by side the fertility of the soil and the water resources are being affected. Simultaneously, flood plain areas and deserts are also extending. Cultivation which depends on excessive use of chemicals is a menace to groundwater.

To save the environment is to save oneself. We may start at least with a few steps to control environmental pollution, such as plantation/aforestation, minimal use of pesticides, control over spewing out of the chemical waste into the river and unrestricted fishing, even if excessive measures are not possible to execute.

Cautious and necessary steps should be taken to solve the problems regarding population boom, direct or indirect diminution of resources and the factors responsible for environmental pollution. Steps should also be taken to develop different aspects of social life, such as education, health care and standard of living.

DISASTER PRONE AREA OF BANGLADESH

Generally flood, cyclone and tidal surges cause big disasters in Bangladesh, but disaster on a national level, i.e. a big flood by itself pushes most of the people of the country into a dreadful situation.

COUNTRY'S MAIN FLOOD AREA

1. The Surma, Kushiara basin - greater Sylhet area.
2. The Brahmaputra (Jamuna) basin - Mymensingh and Pabna area.
3. Joint basin of the Padma and Jamuna - Faridpur and Manikganj area.
4. Meghna basin - Chandpur / Madaripur area.

DISASTER PRONE AREA

1. Grater Dhaka and Faridpur area
2. Chalan beel area of Sirajgonj
3. Coastal area
4. Tidal wave prone area.

LESSON NOTE

LESSON 4	:	VISIT TO DISASTER AFFECTED AREAS
TIME	:	3 Hrs
OBJECTIVES	:	After visiting the area the participants will be able to : 1. identify types of remarkable disasters occurred in the past, 2. describe the impact and severity of the disaster, 3. explain the type of aid the local people received in the disaster period, 4. discuss the steps the local people adopted for disaster response.
METHOD	:	Field visit Small group discussion
MATERIAL	:	Video Film Show (Myth and Bangladesh)

LESSON ANALYSIS

- LESSON 4 : VIST TO THE DISASTER AFFECTED AREA
- TIME : 3 Hrs.
- METHOD : The facilitator divides the whole group into 4/5 small groups, and unanimously selects the group leader from each group. He holds a participatory discussion on the formalities of the field visit.
- He explains the role of the trainees during the visit.
 - Each trainee individually discusses the following with the local people of the selected area:
 1. category of the threat
 2. type and magnitude of the hazard
 3. severity of the disaster
 4. exact sort of help received by the local people at the time of disaster
 5. steps undertaken by the people for disaster response.
 - Every body returns to the training centre after meeting the local people.
 - Group members sit for discussion and prepare their own reports.
 - The facilitator now gives a lunch-break. (If the disaster impacted area is far from the training centre, lunch can be arranged there or the packet lunch can be taken at the time of area visit.)
- LUNCH BREAK : 1.30 Minutes
- ALTERNATIVE : (If there is no disaster affected area)
- The facilitator invites all the participants to watch the video film show.
 - Before starting the show he gives some guidelines to the trainees on what is to be done, such as :
 1. to identify the disaster
 2. to determine the type of damage
 3. to measure the extent of severity
 4. others (if any)
 - The facilitator starts demonstrating the show and after it is finished he helps the participants to make 3/4 small groups and invites them to sit for group discussion to do the above tasks.
 - Each group writes its report and after discussion it is attached on the demonstration board.
 - Coordinating the ideas of all the groups, the facilitator summarizes the whole thing and gives a tea break.

LESSON NOTE

LESSON 5	:	SUBMISSION OF AREA VISIT REPORT AND EXCHANGE OF EXPERIENCES
TIME	:	1 Hr.
OBJECTIVES	:	After this session the participants: - will be able to describe the impact of the disaster and the overall situation of the past hazards in the selected area
TOPICS	:	Field visit report
MATERIAL	:	Chalkboard.

LESSON ANALYSIS

LESSON 5	:	REPORT RELATING TO AREA VISIT
TIME	:	1 Hr.
METHOD	:	At first the facilitator wants to know 'How was the area visit?' - Then he approaches the participants to read out the report of the area visit. - Each group leader reads the report. - The facilitator then calls for open discussion. - In this phase the trainees describe their experiences in brief. - Lastly the facilitator summarizes the discussion and concludes the session.

LESSON NOTE

LESSON 6	:	SURVEY & INFORMATION COLLECTION
TIME	:	2 Hrs.
OBJECTIVES	:	After conclusion of the session the participants will be able to: 1. explain the survey 2. identify and explain the procedure of the survey 3. explain the need for the survey 4. analyse the survey and the information collection method
TOPICS	-	Definition of survey - Procedure of survey - Necessity of survey - Survey and information collection method.
METHOD	-	Expression of concept - Small group discussion - Simulation game - Lecture and discussion
MATERIAL	-	Chart - Chalkboard - Paper & Marker - Sample of survey form

LESSON ANALYSIS

LESSON 6 : SURVEY

TIME : 15 Minutes

MATERIAL : Chart 6 - Topics and Objectives,
Chart 6A - What does 'Survey' mean?,
Chart 6B and 6C

METHOD: - At the start of the session the facilitator exchanges greetings and presents the topics and objectives through the charts.

- Each Participant is requested to write down on his note book his idea about surveys.
- They read out their concepts one by one.
- The facilitator explains the definition of survey from the chart and asks everybody to check his idea.

LESSON 6 : METHOD OF SURVEY

TIME : 30 Minutes

MATERIAL : A specimen copy of a survey form.

METHOD :

- The facilitator asks the participants if they ever did any survey at any time. If so, how they did it. They will be requested to express their opinions about that.
- Now he asks, "What are the common methods of survey ?"
- Expected answers (he writes on the board and explains)
 1. Formal survey
 2. Informal survey
- In this phase the facilitator asks the participants what they understand by formal survey. After listening to the opinions he emphasizes that formal survey alone is the base of solid information.
- He shows the chart and explains. At the time of disaster the requisite information based on family, village and locality are:
 - population
 - resources (agriculture, animal, movable, immovable)
 - health
 - infrastructure (road culvert, hat bazar, mosque, temple, school, building etc.)
 - communication
 - local expertise
- He again wants to know from the trainees what they understand by informal survey. He listens to them and mentions that in the disaster period men lose the normal flow of life and remain busy saving life, shelter and resources. Then it is not possible to conduct a formal survey or to collect data. Therefore, informal surveys should be much more precise and comprehensive.

- The facilitator shows the chart and points out the requisite data in disaster emergency. These are:
 - people (dead, missing, injured)
 - animal
 - resources - partially or entirely damaged
 - infrastructure (road, culvert, hat bazar, mosque, temple, school building etc)
 - transport and communication
 - Overall situation

Now he distributes the specimen copies of survey form to the participants and explains one, after demonstrating it on the board.

LESSON 6 : NECESSITY OF SURVEY

TIME : 35 Minutes

- METHOD :
- The facilitator asks participants to guess and to make a list of ten different articles which are kept in an adjacent room. He invites a participant to coordinate others' assumptions makes a list and writes it on the board.
 - Now he asks everybody to go to that room and make a list (assorted 10 articles of different kinds and numbers should be kept there earlier).
 - After the list is made, the facilitator asks the participants to come to the training room and to pin up the list on the board. What's the difference between the lists and why is the difference? - The facilitator asks these questions.
 - In this phase keeping in harmony with the game the facilitator asks the trainees to define the necessity of a survey.
 - He presents a single list after discussing and writing the participants' concepts on the board.
 - He then asks when surveys are generally important for disaster and relief operation.
 - Possible answers: 1. Immediate after disaster.
2. Before starting rehabilitation programme.
 - He explains the gist of the topic and concludes the discussion.

SESSION 6 : SURVEY AND INFORMATION COLLECTION PROCESS

TIME : 20 Minutes

MATERIAL : Chart 6D - Method of Survey

METHOD : The facilitator divides all the participants into 3/4 small groups and selects one leader from each group. He also supplies paper and marker to them. He makes the group activities clear on the board.

GROUP

ACTIVITIES: What are the procedures to be adopted to conduct a survey ?

- The facilitator gives 10 minutes for group activities.
- He asks the group leaders to hang their group reports on the board after group discussion is finished.
- He requests the group leaders one by one to present the group reports.
- He gives chance to other groups to express opinions or question after each group presents its report.
- Group leader himself or the members of the group answer those questions.
- The facilitator thus concludes the presentation of group reports and group discussion.
- Next he explains different methods of survey from the chart and concludes the discussion.

REVIEW:

TIME : 15 Minutes

- In this phase the facilitator reviews the topics and objectives of the session through the chart.
- Now he ascertains through questions and answers if the objectives of the session have been served.

POSSIBLE : 1. What is a survey ?
QUESTIONS : 2. What are the types of survey ?
3. What are the necessities of survey?
4. When are the surveys to be done?
5. What are the procedures to be adopted to conduct a survey?

TEA BREAK : 15 minutes.

MATERIAL

LESSON 6

CHART 6A : What is meant by survey ?
The process of collecting requisite data in order to take the right decision is generally known as survey

CHART 6 B : At the time of disaster the requisite data based on family, village and locality are:

- population
- resources (agriculture, livestock, movable and immovable)
- infrastructure (road, culvert, hat, bazar mosque, temple, school building etc)
- communication
- local expertise etc.

CHART 6C : In disaster emergency the important data are:

- people (dead, missing, injured)
- animal (dead, missing, injured)
- resources (partially or entirely damaged)
- infrastructure (road, culvert, hat bazar, mosque, temple, school building etc)
- communication
- overall situation

CHART 6 D : Procedure of survey

- observation
- interview
- fill in questionnaire

LESSON 6 SUPPORTING INFORMATION SURVEY AND DATA COLLECTION

It has been mentioned earlier that decision making is quite impossible without the right sort of information. Correct decisions cannot be taken without knowing the situation of the disaster affected area, and the main tool for the collection of information is the survey. Requisite information collection process for determining correct strategies is generally known as survey. In every phase of disaster response a survey is inevitable. Data collection process should be conducted depending on the situation and circumstances. Survey can be done primarily in two ways:

- Formal
- Informal

FORMAL SURVEY

Formal survey is possible after the restoration of pre-existing conditions of human life. It should be remembered that formal survey is the base of right information, and only this is the correct method of reliable data collection. At the time of disaster the data related to family, village and area are quite important, such as:

- population
- resources (agriculture, livestock, movable and immovable)
- health
- infrastructure (road, culvert, hat bazar, mosque, temple, school building etc.)
- communication
- local expertise etc.

INFORMAL SURVEY

The necessity of informal survey is emphasized when people lose their normal flow of life and remain busy saving their lives, shelter and resources. In these circumstances it is not possible to conduct a formal survey or collect correct information. So decision making depends on readily available information or an informal survey needs to be conducted. Though the data of this kind of survey may not be that reliable, prompt decisions originating from those data need to be taken for the next steps. In times of adversity the data which are mostly needed are as follows:

- people (dead, missing, injured)
- animal (dead, missing, wounded)
- resources (partially or entirely damaged)
- infrastructure (road, culvert, hat bazar, mosque, temple, school building etc.)
- communication
- overall situation

A complete survey of disaster adversities should be done just after emergency relief operation is finished. Initiatives for rehabilitation and reconstruction programme should be taken on the basis of data collected from the post disaster survey. Two minor guidelines are enclosed here for pre and post surveys.

DATA PRESERVATION

Data collection without establishing the system of data preservation is just like fishing without the basket. Accumulated information should be preserved in a planned and continued process. A board can be used for all those information which need continuous correction and change. Arrangements should be done for preservation and supply of all the information received.

SURVEY - FAMILY BASED

1. Population

	0-7 yrs	8-16 yrs	17-45 yrs	46-up	Disabled
Male					
Female					

2. Resources

A. Income/profession

	Service	Business	Agriculture	Day labourer	Total
Number					
Monthly Income					

B. Commodities

	Paddy	Wheat	Pulses	Molasses	Jute
Quantity					

C. Materials

Boat	Ban- ana	Bam- boo	Hay	Van	Cycle	Tin	Fuel	Jute	Huri	Fish- ing	Spud	Spade
	tree						wood	stick	cane	rod		

D. Live stock

	Cow	Goat	Buffalo	Sheep	Duck	Chicken
Number						

E. House/Building

	Bed room	Kitchen	Cow shed	Parlour
Pucca				
Earthen wall				
Hay/Fanpalm leaves				

3. Related to health (Give a tick mark)

Drinking water	Sewerage	Medicare
Tube Well	Pucca Kutcha	Doctor
Pond	Open space	Village quack
River		Ayur vedic
		Muslim saint

SURVEY-VILLAGE BASED

Shelter

	Educational Institution	Mosque church	Temple	Bazar	Union council	High dam	High place	Build- ing
Number								

4. Communication system

Road	River way	Way to reach	From dist.town	Postal system					
Pucca	Cutch	River	Canal	Rickshaw	Van	Boat	Launch	Distance	Direction

4A. Material

	Large earthen pot	Domestic utensils	Hassac Light	Canopy	Water drum
Number and source					

5. Identification of expertise

	Nurse	Cook	Mechanic	Carpenter	'Gharami'	Veterinary doctor	Quack	Mid wife
Number								

6. Local/nearby individual donor and donor agencies

Person Name and address	Organisation Name and address

POST-DISASTER SURVEY

Damage(based on family)

1. Related to people

	Male	Female	Child	Total
Dead				
Injured				
Sick				
Missing				

2. Live stock

	Cow	Buffalo	Goat	Sheep	Duck	Chicken	Others
Dead							
Injured							
Sick							
Missing							

3. House/Building

	Pucca	Tin/Tile	Earthen wall	Hay/Fanpalm leaves	Others
Entire					
Partial					

4. Stock material

	Rice	Paddy	Wheat	Coarse flour	Pulses	Molasses	Jute	Others
Quantity				Ata				

5. Crop

	Paddy	Jute	Sugar cane	Battle leaf	Banana	Vegeta- ble	Others
Quantity							

6. Forestry

	Mango	Jack fruit	Coco nut	Litchi	Berry	Betel nut	Meha goni	Guava	Hog plum	Palm	Others
Number											

Damage (based on locality)

- Locality
- Educational institution, Mosque, temple, public welfare organisations.
- Agriculture - Employment opportunity

LESSON NOTE

LESSON 7	:	IDENTIFICATION OF DISASTER ACTIVITIES
TIME	:	2 Hrs
OBJECTIVES	:	After this session the participants will be able to: 1. explain the pre-disaster preparedness 2. identify and discuss disaster activities 3. identify and explain post-disaster response activities
TOPICS	-	Pre-disaster preparedness Disaster activities Post-disaster response activities
METHOD	-	Expression of concepts Panel Lecture and discussion
MATERIAL	-	Chalk board Chart Handout Large sheet of paper and marker

LESSON ANALYSIS

LESSON 7	:	PRE-DISASTER PREPAREDNESS
TIME	:	35 Minutes
MATERIAL	:	Chart 7 - Topics and objectives
METHOD	:	The facilitator presents the topics and objectives of the session through the chart
	-	He asks what predisaster preparedness means. He requests all to write down their ideas on the note book and then invites anyone to reproduce his idea on the board.
	-	He then wants to know if they agree to that, or if anybody holds a different opinion, he should write it on the board.
	-	Now he comes to an acceptable conclusion

- coordinating the ideas of all.
- Expected answer: "Preparedness is a situation where to mitigate severity of disaster people should be mentally, physically institutionally, financially and administratively aware and ready.
- Then the facilitator informs the participants the considerable aspects of disaster preparedness. These are -
 1. What could be the possible blows of disaster ?
 2. How far could be the severity of disaster?
 3. Where could disaster hit?
 4. What could be the impact of disaster?
 5. What could be the emergency actions?
- In this phase the facilitator wants to know how long it should take for preparedness.
- Expected answer is "2 months or the average of the opinions of the participants".
- Now he asks the participants to write on the note book the disaster preparedness activities. Everybody should write one.
- He then asks the participants to read out from one end and at the same time he writes the same on the board.
- Now he explains disaster preparedness activities.

LESSON 7 : DISASTER RELIEF OPERATION

TIME : 45 Minutes

MATERIAL : Handout 7 A - Disaster relief operation

METHOD : The facilitator wants to know what disaster operation means and asks an energetic participant to answer and write it down on the board. Now with the cooperation of others he forms an acceptable concept. Expected idea is :
 "Whenever a disaster strikes the emergency relief operation adopted for the affected society is known as disaster operation."
 - Now he wants to know what the activities are to be done in disaster emergency period, and writes those ideas on the board and makes a

list. The expected list is :

1. Rescue and evacuation
2. Emergency medicare
3. Temporary shelter building
4. Emergency food supply
5. Pure drinking water supply
6. Sewerage
7. Restoration of communication system
8. Light, lamp, fuel supply
9. Others

- Now the facilitator calls 5 participants and lets them sit in a circle. The rest of them also sit in a circle surrounding those 5, (so there are two circles, one is inner circle of 5, and the other is outer circle of the rest of the trainees).
- The facilitator asks five participants of the inner circle to discuss the operational activities at the time of devastation and selects two participants from the outer circle as reporters.
- Reporters write the reports of the discussion of the inner circle.
- Reports include the following contents:
 - a. Name of each operation
 - b. Activities under this operation.
- For the discussion of the inner circle 25 minutes time is given.
- Reporters submit their reports after discussion. Rest of the participants are there to criticize and pass their opinions after the reports are submitted.
- Then the facilitator distributes the handouts and asks the participants to check their concepts.

LESSON 7 : POST-DISASTER OPERATION
TIME : 25 Minutes
MATERIAL : Chart 7 B - Post-disaster operation
METHOD : The facilitator wants to know what post disaster operation means.

- He comes to an acceptable conclusion consulting one or two participants.
- Expected concept - "The implemented activities to rehabilitate and reconstruct the disaster affected society after emergency operation are known as post-disaster recovery activities."

- Then he questions: "What are the post disaster activities ?"
Expected answers are - 1. Survey
2. Rehabilitation and reconstruction.

- The facilitator now shows the chart of the activities under survey, rehabilitation and reconstruction and explains them.

REVIEW : Here the facilitator checks whether the goals
15 MINUTES of the session have been achieved. In this phase he calls an interested person to discuss in brief the educative lessons of this session. Anybody is welcome to make comments on this discussion, and he concludes the session with thanks to all.

LUNCH BREAK : 1 : 30 Minutes.

MATERIAL

HAND OUT : 7 A DISASTER RELIEF OPERATION

1. Rescue, evacuation operation.
 - A. Emergency call for volunteers
 - B. To organise transport for rescue operation and evacuation.
 - C. Arrange evacuation of support animal
 - D. Disseminate accurate data to the administration and to seek cooperation from them.

2. Emergency medicare
 - A. Arrange medicare based on the intensity of the injury.
 - B. Request the thana and Zilla hospitals to render medical aid

3. Emergency temporary shelter
 - A. Collect building implements for shelter
 - B. Ensure sewerage system
 - C. Supply drinking water
 - D. Supply emergency food, including baby food
 - E. Take measures to prevent outbreak of epidemic
 - F. Provide clean clothes and fuel

4. Emergency food supply
 - A. Assess quantity of food needed
 - B. Distribute Emergency food
 - C. Select appropriate kinds of food according to the circumstances
 - D. Appeal for emergency food aid
 - E. Collect and store food in temporary warehouses
 - F. Supply and distribute food through volunteers
 - G. Determine a system of distribution.

5. Pure drinking water and sewerage
 - A. Preserve the source of drinking water and ensure the supply.
 - B. Provide the tubewells with extra pipes whenever needed.
 - C. Arrange purification of water to avoid water contamination.
 - D. Ensure water drainage system
 - E. Avoid environmental pollution

6. Health services
 - A. Supply and store emergency drugs
 - B. Ensure preventive measures for diseases
 - C. Get informed of the outbreaks of the diseases in the locality.
 - D. Distribute essential medicare and drugs distribute
 - E. Send dying patients into the closest hospital or medical centre.

7. Restoration of communication system
 - A. Arrange emergency transport 'Donga', boat, speed boat
 - B. Rafts of banana trees, bamboos
 - C. Bike, rickshaw, motor-bike, cow cart
 - D. Keep an area map ready and in use

8. Arrangements for: Lights and fuel
 - A. Lamps, hurricane-lantern
 - B. Kerosene oil and stoves
 - C. Portable cooker and dry fuel wood

9. Other activities
 - A. Ensure cleanliness and security of the victims
 - B. Repair and renovate the infrastructure on an emergency basis
 - C. Encourage the displaces to return to their usual place of residence and facilitate their return.

CHART 7 B: POST-DISASTER OPERATION

1. Survey disaster devastation (based on family and locality):
 - people (dead, injured, missing)
 - livestock (dead, wounded, missing)
 - house/building damage (partial, entire)
 - information related to health care and outbreak of diseases
 - food storage damage (partial, entire)
 - roads, culvert, hat, bazar, religious institution etc.
2. Rehabilitation and Reconstruction
 - Disseminate accurate information to government and non-government organizations
 - Submit project proposals on demand
 - Supply seed, seedling and fertilizer
 - Start rehousing activities
 - Process income generating activities and sanction loans
 - Create employment opportunities and reconstruct roads, culverts, schools, colleges, religious institutions etc.

SUPPORTING INFORMATION

LESSON 7 : IDENTIFICATION OF DISASTER ACTIVITIES

Natural disaster in Bangladesh is neither a new nor an additional event. Bangladesh becomes a victim of environmental hazards only due to its geographical location as has been mentioned earlier. Though we can not escape from natural hazards and since we have reached a state of co-existence because of their frequent appearances, it is true that we will have to live with these hazards. And for this we need a definite strategy and a continuous program.

The disaster program can be divided into 3 categories, as :

1. PRE-DISASTER (Preparedness) :

Disaster planning, being a tailored program mainly based on experience, increases efficiency, and preparedness is a situation where any event or hazard cannot be avoided however small or fierce it may be, and to face it people should be mentally, institutionally, financially and administratively aware and ready. And this preparedness possibly may not curb the magnitude of devastation of the disaster, but it definitely reduces the intensity of people's sufferings, loss of lives and properties. For example, if I know that somebody is going to hit me and yet I keep myself unaware of it, I will be badly hurt. But if I keep a keen eye on him and get ready to face the dilemma I will either be able to shield the blow or at least its strength will be lessened. In this case I will have to assess :

1. How can he hit me ?
2. How much will be the intensity ?
3. Where in the body will he strike ?
4. What should I be ready to do ?

From the above example it is proved that preparedness helps to mitigate hazards and disaster plans should be developed to use this help.

Though it is not possible to forecast the nature and magnitude of the impact of the next disaster, it is definite that public life will be disrupted. From past experiences we know the pattern and timing of natural disasters in Bangladesh. We may not know the

exact day or time, but we surely know the month or season of its occurrence and this helps us with the task of preparedness. It will be possible to mitigate damage to property and human sufferings, if all the different phases of the prevention and preparedness program are accurately implemented.

1.1 Preparedness Phase (Two months before the disaster)

- Preliminary preparedness
- Dissemination of disaster preparedness education among the public.
- Set up institution of emergency services to conduct disaster relief operations (Institution and local committee formation)
- Identification of local, social or religious leaders, youth force, experts and provision for volunteers.
- Organizing short term training for committee members and volunteers on disaster.
- Distribution of responsibilities (who, when, how will carry out the responsibilities) .
- Prior and effective warning system.
- Arrangement for coordination and supervision of the programme.
- Maintenance of proper liaison with experts, organisations and departments to achieve effective cooperation.

1.2 Local Information Collection (survey of the operational area).

- Which disaster hits which area, e.g, preservation of comprehensive information based on cyclone, tidal surge, flood etc.

Example

- Which area is submerged by water in an ordinary rainy season.
- Which area is inundated by flood
- Which area is wiped out by a great flood
- Communication and transport system in that area (in the dry and rainy seasons)
- Number of villages and geographical location of one's own working area
- Total population (adult, young, children, male, female)

1.3 Identification of Local Resources

- Man power
- Make a list of national experts (teacher, doctor, carpenter, cook, 'gharami' etc) of the society

- Identify the raised and high land, secured area, house
- Make a list of social institutions like mosque, temple, church, school, bazar etc.
- Select a site for constructing and building a temporary shelter for rescue and for shifting domestic animals.
- Develop a common and alternative communication system and arrangement for transport (bike, motorbike, rickshaw, boat, speed boat, raft etc.)
- Make a list of essential domestic utensils (cooking pans, earthenwares) on emergency basis
- Stockpile essential commodities
- Ensure the source of drinking water, tubewell, well and arrangements for extra pipes, water purification tablets or alum.
- Ensure the supply of kerosene, hurricane lamps, flash lights (torches) and fuel.
- Preserve and store life saving food and drugs.

2. DISASTER RELIEF OPERATION

We know that disasters affect the balance of normal human life. We consider the time for public life to settle down as the time of difficulty. For instance, a cyclone or a norwester most of the time lasts even for less than an hour, but its effect is devastating.

Again the duration of flood is 2 to 3 weeks, but public life takes 4 to 5 weeks to go back to its normalcy. So the disaster period may be divided into two, depending on the basis of disaster-impacted-situation and destruction caused by it and two types of services may be appropriate for these two divisions.

Firstly, within 7 - 15 days after the occurrence of the hazard to save lives and diminish damage to property, disaster management needs emergency rescue operations, evacuations and medical aid for wounded persons.

In the second phase to bring the public life back to its normal rhythm, the emergency relief operation must be conducted through observance of the circumstances and realization of the basic needs of the disaster stricken people. The earlier the relief operation can be finished, the better. We must remember however that, even if the situation is critical, it is temporary, and that

every step of ours will benefit overall development in the future.

2.1 Identification of Disaster Activities

The areas at risk and the nature of the different threats should be identified and vulnerability assessments made. This will readily help to determine disaster response strategies, such as:

- rescue, evacuation
- medicare for the injured persons
- temporary shelter construction
- emergency food supply
- drinking water supply and water drainage
- health care
- restoration of communication system
- reconstruction of communication and transport system
- light, lamp, fuel supply
- others

2.1.1 Responsibilities under rescue and evacuation program :

- emergency call for volunteers organised earlier
- provide for adequate number of transports for rescue and search operation
- monitor shifting after the people are rescued
- assessing the number of the families and persons to be rescued
- ensure shifting of the domestic animals
- disseminate accurate information to local government, sub division and district level administrators and ask for cooperation.

2.1.2 Emergency medicare :

- help the injured and wounded persons
- arrange treatment on the basis of intensity and extent of trauma (first aid, transfer to local and distant hospitals)
- request the sub-divisional and district level hospitals to ensure arrangements for on the spot health care and treatment.
- ask for external aid needed to save lives of the critically injured and dying persons, and send them to hospitals
- identify mentally imbalanced people due to disaster and take measures to bring them back to their normal conditions (it should be remembered that it is necessary to provide a critically wounded person or a dying man with medical aid

before funeral of the dead, otherwise the pain and sufferings of the patient would increase or his condition may deteriorate.

2.1.3 Temporary Emergency Shelter:

- collect building implements (pole, bamboo, tin, canopy, rope, tent etc)
- build shelters in the pre selected site with the help of the volunteers
- construct temporary sewerage system
- make drinking water supply
- provide emergency food supply (including baby food)
- provide primary health-care and water drainage system to prevent epidemic
- provide light, lamp and fuel
- provide clothing for the victims

2.1.4 Emergency food supply:

- assess quantity of food for the destitute families and needy people
- start emergency food supply accumulated locally or by individual initiative
- determine according to the circumstances the type of food to be supplied
- appeal for emergency food aid to previously identified individuals, organisations and departments
- store food and warehousing on temporary basis
- manage the cook and the cooking spot, as per previous list, to supply supplementary or cooked food
- collect utensils and household commodities
- distribute and supply through the volunteers and committee
- decide the quota per person or per family prior to distribution
- determine the method of distribution, as - house to house or from a selected place (depending on the situation and other facilities) and utilize the organizing committee and volunteers through proper supervision and mobilization.

2.1.5 Pure Drinking Water and Sewerage:

- ensure pure drinking water supply
- preserve the pre-selected water source
- arrange extra pipes for tubewells if necessary
- use potash and alum in the well water

- supply water purification tablets and demonstrate the proper use of those
- arrange temporary sewerage in a selected place
- monitor regularly the use and condition of the public urinals and latrines so that they do not affect the environment of the temporary settlement

2.1.6 Health Care:

- stock and store essential drugs/emergency medicines
- always keep informed of any outbreak of diseases in the area
- take proper preventive measures and medical preparation against diseases (as vaccine, injection, prevention of water borne diseases etc)
- consult the doctor or the paramedic, and arrange inspection
- distribute medicine according to the advice of the doctor or health worker
- take preventive measures to avoid spread of diseases
- send the dying patients to the nearby hospitals

2.1.7 Restore Communication System:

It should be taken for granted that all sorts of hazards disrupt the communication, and due to this it is not possible to readily reach the disaster impacted people even with strong confidence. So the alternative arrangement for logistics should be made, i.e. an accurate knowledge and idea of the road about and inland communications and transport system of the whole area is necessary. Similarly, according to the list the different transport owners are to be contacted, and the following should be arranged:

- 'donga', boat, speedboat
- raft made of banana trees or bamboos
- cycle, rickshaw, van, motor cycle, cow cart
- easy way to reach the affected area from different communication points with least walking distance
- develop and use a map of local communication and transport system

2.1.8 Supply Light, Lamp and Fuel:

- arrange hurricane and lamp for the people
- ensure availability of stove and kerosene oil as fuel
- facilitate the availability of fire wood for portable cook stoves

As victims and eyewitnesses of the disaster's devastation and destruction, men become helpless and mentally weak. In these circumstances the darkness after dusk is quite dreadful to them. So to get them free from this mental weakness and menace, an arrangement for light or lamps should be made immediately.

2.1.9 Others:

- clothing for affected people
- clothing and safety measures for the babies
- emergency transportation system
- encourage and help people taking refuge in the temporary shelters to return to their areas of origin

The above program must be conducted keeping harmony with preparation and planning mentioned earlier. It should be remembered that everybody is not equally victimized by the disaster. If the affected people could be stimulated to participate in the above activities, the recovery operation would be easier. But it is not an easy task to motivate them to actively cooperate.

3. POST-DISASTER RECOVERY

3.1 Survey

- survey on disaster damage (based on family and locality)
- people (number of dead, injured, missing)
- house/building damage (partial/entire)
- health hazards and outbreak of diseases
- damage of food stock
- crop failure (partial, entire)
- disruption of infrastructure, as road, culvert, 'hat', bazar, mosque, temple, school etc.

It is necessary to be familiar with the magnitude and intensity of the devastation, and the 'norms and modes of the impacted community through a survey in accordance with the relief operation (2nd phase) mentioned earlier and based on that relevant information the rehabilitation and reconstruction program should be taken up. It should not be proper to adopt any rehabilitation strategy, unless an accurate assessment of the disaster through a survey has been completed. The accuracy of the data of the survey is to be repeatedly tested.

3.2 Rehabilitation and Reconstruction Planning:

- disseminate to government and non-government organisations the key information of the survey on the disaster impact,
- submit project proposals for government and non-government assistance and cooperation on the basis of an informed analysis and need of the area,
- promote agricultural rehabilitation with seeds, seedlings, fertilizers and other essentials,
- cooperate the displaced people to repair and rebuild their houses,
- identify the prior necessities of the families,
- promote job opportunities, such as reconstruction of infrastructure including roads, encourage 'food for work' programme, and undertake women rehabilitation programme etc.,
- develop relief and rehabilitation program as a long term developing strategy in order to gradually build up the capacity of the people to mitigate the vulnerabilities of future disasters.

LESSON NOTE

LESSON 8 : DISASTER AND PEOPLE'S PARTICIPATION

TIME : 2 Hrs.

OBJECTIVES: After the session, the participants will be able to :

1. explain the definition of people's participation;
2. explain different types of people's participation;
3. discuss the necessity of public participation and the problems of women;
4. identify the preconditions of people's participation; and
5. describe different phases of participation.

TOPICS: - What is people's participation ?
- Types of participation
- Necessity of public participation
- Preconditions of participation
- Different phases of public participation

METHOD: - Expression of thoughts
- Game
- Small group discussion

MATERIAL : - Chalk board - Chart
- Poster - Large sheets of paper and marker
- Sports materials - Card

LESSON ANALYSIS

LESSON 8: WHAT IS PEOPLE'S PARTICIPATION ?

TIME : 15 Minutes

MATERIAL: Chart 8 - Topics and objectives

Chart 8 A - Definition of people's participation

METHOD : The facilitator presents the topics and the objectives through the chart at the beginning of the session.

- He requests one of the interested participants to state the meaning of people's participation. The facilitator then writes the opinion of the person on the board without comments or criticisms.
- Now he asks others if there 's anything to add to or deduct from this definition.
- If there is any other definition, the facilitator writes it on the board and shows the chart containing the definition of people's participation and asks the participants to check their respective definition.
- The definition is: "peoples participation is a process which can encourage and stimulate people of all social standards to be aware of their expertise, power, usefulness, responsibilities and resources so as to ensure their spontaneous contribution to the development programmes."

LESSON 8: NECESSITY OF PARTICIPATION

TIME : 25 Minutes

MATERIAL: 4X4=16 separate pieces of 4 houses, made of art paper of 4 different colours; chart 8 B - usefulness of people's participation; handout-women's participation in disaster management activities and their problems in Bangladesh.

METHOD : The facilitator invites 4 interested persons from among the participants.

- He now asks them to take part in a game and others to watch it. The materials of the game are different coloured parts of the 4 houses made of art paper. If these separated parts of the same colour are joined together, accordingly 4 coloured houses would be made. The facilitator should make 4 assorted coloured packets earlier.

RULES OF THE GAME:

First Step: The facilitator distributes 4 packets to 4 persons. Each of these 4 participants opens one's packet and checks the materials, and he has to make a house of one colour only with the components of his own packet.

At this point of time, nobody is allowed to speak to or exchange materials with anybody. As a result, it is evident that none among the participants can make a complete house.

Second

Step : In this phase all can talk to, and exchange their materials with each other. The facilitator now initiates to foster an atmosphere of competition.

Eventually it is seen that the participants are talking to, encouraging and spontaneously helping each other. Now each participant is capable of making a house.

- After the game is over, the facilitator starts discussing with the participants, and intends to know how they have enjoyed the game.
- He asks why the house could not be made in the first phase. The expected answer is, "there has been no scope for everybody's participation".
- Then the facilitator asks why the house could be made in the second phase. The expected reply is, "All have been cooperative." Now the facilitator wants to know if there is any need for public participation in disaster response. The possible answer is, "Yes, there is." Again he asks why people's participation is important.
- The facilitator writes down the opinions of the participants on the board, and demonstrates the crucial importance of people's participation through the chart. He also discusses the need for women's participation in disaster response.

LESSON 8: TYPES OF PARTICIPATION

TIME : 15 Minutes

MATERIAL: Supporting information, chart 8 C - the preconditions for people's participation

- METHOD:- The facilitator asks the participants to remember the previous game.
- He asks them, "How has been the participation in the game? That means, how many types of participation have we observed?" The expected answer is, "three types of participation."
 - 1. Spontaneous participation
 - 2. Motivated participation
 - 3. Compulsory participation
 - He writes down the types of participation on the board.
 - Then the facilitator explains the types in brief through discussion.

LESSON : PRECONDITIONS FOR PARTICIPATION

TIME : 25 Minutes

METHOD : The facilitator organizes the trainees into 3/4 small groups, and supplies large sheets of paper and markers to the groups, and asks for group discussion.

GROUP

TASK : To identify the preconditions for ensuring people's participation.

- In this phase, the participants identify the codes to ensure people's participation in disaster response. The participants, after their group discussions, attach their reports onto the wall/board.
- Now he asks each group to criticize other group's-report and with a unanimous support he adds or deducts anything to or from these reports.
- Then the facilitator demonstrates the chart showing the preconditions for peoples participation and asks the participants to review their ideas.

LESSON 8: DIFFERENT PHASES OF PEOPLE'S PARTICIPATION

TIME : 25 Minutes

MATERIAL: Chart 8 D -Different Phases of People's Participation.

METHOD : The Facilitator divides the participants into two groups and requests these two groups to sit face to face. He then selects two recorders from the two groups, and each of them sits in the centre of the group. Then the facilitator invites the groups for discussion.

TOPICS : The people need to participate considerably in some spheres to minimize the vulnerability of disasters. The recorder of one group writes down a report on the other group's discussions.

- The facilitator now requests each of the recorders to present a summary of the discussions made by each group.
- Here, the recorders use cards and attach the cards onto the board or the wall. Then, the facilitator shows the chart and explains.

REVIEW : The facilitator examines and ensures if the objectives of 15 MINUTES the session are achieved. Here, he reviews the whole situation through questions and answers. Such questions are as follows :

1. What is people's participation ?
2. What is the necessity for people's participation?
3. What are the types of participation?
4. What are the pre-conditions for peoples' participation?

- The facilitator then concludes the session after this review.

MATERIAL

LESSON 8

POSTER/CHART 8 A. DEFINITION OF PEOPLE'S PARTICIPATION

People's participation is a process which can stimulate and encourage people of all social standards to be aware of their expertise, power, usefulness, responsibilities and resources so as to ensure their spontaneous contribution to the development programmes.

CHART 8 B: NECESSITY OF PEOPLE'S PARTICIPATION

- to mitigate destruction and damage to individuals, families and society ;
 - to evolve an alternative to the govt. activities;
 - to achieve self-reliance;
 - to observe a programme and to keep it going systematically;
 - to identify the problems of the beneficiaries and determine their possible solutions, and
 - to make proper use of indigenous resources (physical, human).
-

CHART 8 C : TYPES OF PEOPLE'S PARTICIPATION

Basically there are three types of participation. These are as follows:

- Spontaneous
 - Motivational
 - Compulsory
-

CHART 8 D: PRE-CONDITIONS FOR PEOPLE'S PARTICIPATION

- to provide a development worker with proper training;
 - to identify the formal and informal leaders;
 - to identify problems and try to resolve them on a priority basis;
 - to stimulate local initiatives, and
 - to use local resources effectively.
-

CHART 8 E: DIFFERENT PHASES OF PEOPLE'S
PARTICIPATION

- formation of the disaster management committee at the village level;
- pre-disaster planning;
- establishment of local warning diffusion systems;
- provision of training;
- identification of local resources (physical, human) and their use;
- formation of the volunteer groups;
- construction of shelters, maintenance and management;
- search, rescue or salvage and first aid facilities
- liaison and linkage with local administration and other related organisations;
- construction of houses and repair, and installation of tubewells and latrines, and
- encouraging employment generation, increase in savings and local loan sanction.

SUPPORTING INFORMATION

LESSON 8 : DISASTER AND PEOPLE'S PARTICIPATION

WHAT IS PEOPLE'S PARTICIPATION ?

People's participation means creation of an opportunity for every member of the community to actively contribute to development so as to influence/accelerate its process and to establish the right to enjoy the benefits equitably. The Economic and Social Council explains that the people can voluntarily and democratically:

- A. contribute to development activities;
- B. enjoy the benefits of development equitably; and
- C. participate in decision-making as to the formulation of goals, policies and plans of development programmes and their implementation.

TYPES OF PEOPLE'S PARTICIPATION

Basically, three types of participation are observed. These are:

- A. spontaneous participation (without external stimulus or help);
- B. participation through motivation; and
- C. compulsory participation.

Spontaneous:

Participation in any development efforts with the spirit of voluntary service and a sincere desire to serve the people can be called spontaneous participation. In this case, the people organise themselves, identify their problems and try to solve them without any help from the government or from any other external sources.

Motivated:

Although spontaneous participation is ideal, in practice it is not usually found. In the process of participation through motivation, an external agency or some individuals encourage the people initially to participate in development. They help people take the initiative, and at one stage, these people begin to participate spontaneously. Contemporary and modern views underscore this type of participation, among others.

Compulsory:

Here, rules and regulations and power are applied administratively to force the people to participate.

NECESSITY OF PARTICIPATION

1. In fact, about 85 percent of the steps required for managing a disaster and its preparedness are taken at the individual level and / or at family level. Therefore, the need for participation of the whole society and environment in facing and managing disasters is indispensable indeed.
2. Bangladesh is one of the poorest countries of the world. It exhibits a dearth of resources. Moreover, the country falls victim to some sort of disasters every year. Its population, and along with it, its scarcity of resources, has been increasing continuously. With such limited resources, it is not possible for the government alone to fight against the annual cycle of disasters. Therefore, the need for all-out participation of the community and the people is indispensable.
3. The participation of people in any activity motivates them to attain self-sufficiency and to reduce dependence on others. It helps them grow as agents for development, rather than as the passive beneficiaries of the development aid.
4. The participation of people in any activity facilitates a regular review of its progress and helps in guiding the programmes along definitive directions. It also creates opportunities through a regular review to revise or expand the programme whenever necessary.
5. The participation of the community indirectly helps the development worker. He can interact and exchange with the people intimately, identify their problems and offer necessary assistance for their possible solutions.

WOMEN'S PARTICIPATION IN DISASTER MANAGEMENT AND THEIR PROBLEMS IN BANGLADESH

Cyclones, tidal bores, floods or any other form of natural disasters affect all the people irrespective of men or women, young or adult, boys or girls. Particularly, the first and foremost victims to these calamities are found to be women and children who constitute a large majority of the people. Again, it is women who remain responsible for rearing babies and looking after them. Women have also important roles to play in various

crucial fields such as livestock and poultry-rearing, kitchen-gardening, and even cultivation of crops and preservation of seeds. The responsibilities of widows and married women are far greater than those of men. Besides, a significant number of women have made their appearance in all walks of life. This is, of course, desirable for a civilized and developed society. So, in a society where half of the population are women, any plan for comprehensive development without involving women will be one-sided and incomplete. Since the women have a desirable and useful role to play they must be involved in the pre-and post-disaster management with a view to ensuring their participation. There are, however, some definite reasons behind women being more severely affected in the flood and disaster affected areas.

A. During any disaster period, women have to perform such normal domestic functions as :

1. procurement of drinking water and fire-wood;
2. cooking;
3. looking after the health of every member of the family.
4. ensuring the safety of children;
5. drying seeds and food crops;
6. preventing all household belongings from possible loss due to floods or other calamities. Needless to mention, these are very difficult tasks.

Besides these :

B. some women may be pregnant and some of them may deliver babies during the disaster period. This may endanger their health and life.

PARTICIPATION OF WOMEN IN FORMULATING PLANS FOR DISASTER MANAGEMENT

Some unique characteristics of the Bangladesh society make it imperative to lay special importance on the role of women in preparing local plans:

- There are considerable differences between the activities of men and those of women. If equal importance is not attached to both of them in formulating any strategy, much useful information may be missed and lost.
- The nature of work that men and women perform, the man-woman relations, their respective skills and social and economic

roles vary from region to region in Bangladesh. These roles are also interdependent. One cannot do many things without the other, and at the same time one knows very little about the domain of the other. Hence, the planner cannot depend entirely on the information supplied by men, nor should he collect information about one from the other.

It is often said that women's responsibilities are confined within the narrow corners of the house. Therefore, they need not be involved in the process of planning. This is a self-deceptive comment. Women do not appear before the public. This does not mean that they are isolated from the mainstream of the economy. Women play the main roles in important economic spheres including the processing of foodgrains. For example, the elderly women of the family select the crop-seeds and make arrangements for their germination. Although they do not go to the field, they have plenty of knowledge about crop-production. These women supervise the activities of the wage labourers and provide necessary advice to their children about farm management.

It is women who carry out the heavy responsibility of rearing livestock and taking care of them which is considered to be a valuable asset in any family. Women also decide about the purchase and sale of these animals. But for the important contribution of women it is not possible to attain progress in the fields of agriculture, fishery, handicrafts and other industries. Whenever any disaster affects these important functions of women, it is desirable that the opinions of women are immediately sought so as to evolve and espouse effective strategies for disaster management on the basis of not fragmented, but a comprehensive picture of the society.

EMPLOYMENT OF WOMEN

The role of national and international market should not be ignored if we want to revive the rural economy and create demand for the employment of women in the post-disaster period.

The conditions of women in those families having females as the only earning members, or the like, become more precarious than those of men, if the demand for labour fluctuates. Moreover, the employment of women has suffered a setback on account of the mechanization of husking of paddy into rice. Besides, the demand for women employment has decreased owing to similar pressures on alternative sources of employment. A survey result shows that

many of the women working under the Food for Works Programme are unmarried. They are eager even to do earth-digging work in preference to begging and prostitution. The labourers' families face food deficits after the floods, not because there is food shortage, but because they do not get any employment. Because women eat after their male counterparts, and they eat less, the women of the poor households suffer from malnutrition and various diseases. This situation is exacerbated by the disaster. Considering these, women may be encouraged to work as labourers in the construction projects. This will give them short-term benefits, even if they do not derive long-term ones. The planners have to bring these issues into consideration.

EMPOWERMENT OF WOMEN

In the social system of Bangladesh the power of the family has been distributed in such a way that a woman remains powerless, and dependent on men. In this society, wealth, income, women's labour and production of children - all these are determined and controlled by men. The superiority complex of men, social values, cultural tradition and religious taboos have made women dependent on others. This dependence has been continuing from generation to generation. In adolescence, a girl is dependent on her father; while married, she is dependent on her husband and while old, on sons.

In the existing social system, a housewife works very hard to maintain her family, but she receives very little security from the society.

The planners, while formulating their local plans, have to lay special emphasis on women so that they can make significant contributions in the successful implementation of the programmes despite the existing social barriers.

PRE-CONDITIONS FOR PEOPLE'S PARTICIPATION

It will not be correct to hold the view that this idea and method of community participation are of recent origin. Indications are available to suggest that the members of the community used to identify their problems and use their local resources to solve these problems through collective effort even during the early days of civilization. However, the idea that the people can be made to participate in development programmes through proper education is a modern one.

THE FOLLOWING PRINCIPLES SHOULD BE FOLLOWED TO ENSURE COMMUNITY PARTICIPATION:

- A. The development workers should be provided with appropriate training so that they can work as motivators of the community;
- B. Motivated by the development workers, the village-community should identify their formal and non-formal leaders.
- C. The formal and non-formal leaders should be supported to identify and prioritize the problems and to look for their solutions.
- D. Local initiatives should be undertaken and local resource be identified and mobilized as far as possible.

DIFFERENT PHASES OF COMMUNITY PARTICIPATION

- 1. formation of the disaster committee at the village level;
- 2. preparation of a disaster preparedness plan;
- 3. establishment of a warning system at the local level;
- 4. promotion of awareness/education/training;
- 5. identification and use of local resources:
 - manpower
 - communication
 - disaster shelters, and
 - funds,
- 6. formation of local volunteer groups and their training;
- 7. formation of the search-and-rescue teams and their training; performing actual rescue works;
- 8. construction of disaster shelters and their maintenance;
- 9. management of disaster shelters;
- 10. provision of first aid;
- 11. liaison and linkages, with local administration, relevant offices and other organisations;
- 12. construction of houses with local initiatives;
- 13. installation and repair of hand tube wells and latrines;
- 14. promoting group savings;
- 15. introduction of a credit system through local initiatives, and
- 16. initiatives for employment opportunities.

LESSON NOTE

LESSON 9: PEOPLE'S PARTICIPATION: BARRIERS,
TECHNIQUES AND CONDITIONS

TIME : 2 Hrs.

OBJECTIVES: At the end of the session the trainees are able to:

1. identify the barriers to people's participation;
2. explain the techniques of people's participation, and
3. describe the conditions for effective awareness-building programme.

TOPICS: - Barriers to People's Participation
- Techniques of People's Participation
- Conditions for Effective Awareness Building Programme

METHOD: - Group discussions
- Situation analysis
- Revelation of ideas
- Lecture and discussions,

MATERIAL: - Chart
- Handout
- Situation analysis sheet
- Chalk board
- Paper and marker

LESSON ANALYSIS

LESSON 9 : BARRIERS TO PEOPLE'S PARTICIPATION

TIME : 30 Minutes

MATERIAL : Chart 9-Topics and Objectives, Handout 9 A

METHOD : - When does people's participation get obstructed ?
- At the very outset, the facilitator exchanges greetings with the participants and explains to them the objectives of the lesson with the help of a chart. He distributes to them a handout relating to "when does people's participation get obstructed and why". One of the participants would be asked to read a para, and the next person would be asked to explain it.
- If the explanation of any para is not clear, the facilitator himself would explain it.

LESSON 9: TECHNIQUES OF PEOPLE'S PARTICIPATION

TIME : 40 Minutes

MATERIAL: Sheet 9 B : Situation Analysis - Chart 9 C : Methods and Techniques of Ensuring People's Participation

METHOD : - The facilitator reminds the participants of the need for people's participation discussed in the previous class, and tells them, "We would now discuss the techniques of people's participation. But before I do that, I would take you to an area near the sea where the air is already heavy with the odour of the decomposed human bodies". Thereafter, the facilitator distributes the "situation analysis sheet" and allows the participants two minutes to read it. He divides the participants into 3/4 small groups and supplies them with necessary papers and markers. He also explains to them the rules of situation analysis. He may nominate one leader for each group. A time-period of 20 minutes will be allocated for preparing reports on situation analysis.

TASK : 1. To identify the areas where there was no people's participation in situation analysis.

2. To identify the techniques of people's participation.
- At the end of the group task, each of the group leaders attaches one's group report onto the board or the wall and presents the report one by one. At the end of the presentation of report of any group, the other groups are requested to ask questions or give opinions. The group leader or the members of his group answer the questions asked. On the completion of the discussion, the facilitator shows the chart and explains the techniques of people's participation.

LESSON 9 : CONDITIONS OF EFFECTIVE AWARENESS-BUILDING PROGRAMME

- TIME : 30 Minutes
- MATERIAL : Chart 9 D - Conditions of Effective Awareness Building Programme.
- METHOD : The facilitator asks the participants if any programme should be undertaken for people's participation in disaster management. The expected answer is: 'yes. Now, he likes to know what should be the conditions for undertaking a programme for building awareness of the people. At this stage, the facilitator writes down the opinions of the participants on the board and coordinates the discussion and the opinions. Afterwards, he shows the chart and discusses the conditions for undertaking any effective programme for awareness building. He asks everybody to review his ideas and compare them with those of others.
- REVIEW : Now the facilitator ascertains through questions and answers if the objectives of the session are served.
- TIME : 15 Minutes

POSSIBLE QUESTIONS:

1. What are the barriers to people's participation?
2. Explain any 3 techniques of people's participation.
3. Mention any 3 conditions of effective awareness building programme.

TEA BREAK: 15 Minutes

MATERIAL

HANDOUT: 9 A- WHEN DOES PEOPLE'S PARTICIPATION GET OBSTRUCTED?

The barriers to people's participation can be divided into two kinds such as:

- A. Social: social reasons, social structure, cultural traditions, beliefs and values, and the attitudes of the people.
- B. Administrative: bureaucratic authorities and complexities.

SOCIAL REASONS:

- Social and family sanctions and prejudices against the participation of women.
- Social differences relating to class, religion, language and gender.
- Lack of organizational efforts.
- Isolated habitations in the rural areas and too dense habitations in the urban areas.
- Inclination of the rural people for remaining confined within themselves or their families.
- Non-cooperative attitudes of the people.
- The needs/wants of the people in a given society discourage cooperative attitudes.
- Wide disparity of wealth and income, and the concentration of power and status in the hands of a few.
- Decisions taken at the centre and imposed on the people without regard to their needs.
- The tendency of some selfish villagers to realize their coterie interests.
- The villagers get the impression that the government or non-government agencies have their self interests.

ADMINISTRATIVE/BUREAUCRATIC COMPLEXITIES

- A tendency to exhibit excellent results and prove efficiency - excessive reporting.
- Inter-ministerial and inter-departmental rivalries and conflicts.
- The tendency of the field workers to flatter their superior officers.

SITUATION ANALYSIS- 9 B

It was April 1991. A disastrous tidal bore had hit a large area in the coastal belt. A non-government voluntary organization named "Progoti" took initiative to operate a rescue and relief programme in a certain area of Sandwip. The workers of the organisation at once prepared a list of the loss incurred, and the items required for relief, and sent it to a donor agency. Besides, the workers themselves, at their own initiative, procured some relief materials from other areas of the country.

A. THE DONOR AGENCY PROVIDED

- biscuits
- powder milk
- corrugated iron sheets/tents
- dates
- rice and wheat.

B. RECEIVED FROM OTHER SOURCES

- baby's wear, shirts, frocks and pants
- pajama, lungi
- chira, muri, etc.

The organization established a distribution centre and started distributing the relief materials. There was a rush of people to this centre. But the amount of goods available was not sufficient enough to meet the requirements. The workers of the organization were at a loss.

Some persons got something while others did not get anything. Especially, the weak, the handicapped and the old were deprived. Thus, the task of distribution was over.

Afterwards, the workers started constructing houses for the homeless. Enough of tins and tents were received from the donor agency. The workers at their own initiative, hired masons and bought other materials from the town and supervised the construction work. Soon it was observed that the grocers left their shops, the farmers left their ploughs, the blacksmiths left their hammers, and all of them joined the crowd. They started pushing each other and forming groups in expectation of getting allocations of houses. The local village leaders argued a number of times for allocating houses on a priority basis. But there was no progress. Consequently, the organization left their construction work incomplete.

- TASK: 1. What were the areas where there was no participation?
2. How can people's participation be ensured in those areas?

| CHART 9 C: METHODS AND TECHNIQUES OF ENSURING |
| PEOPLE'S PARTICIPATION |

- | - The organisation should be registered by the |
| government. |
- | - Organisation should be built up at the local |
| /village level. |
- | - The organization should have the competence and be |
| empowered to take decisions locally. |
- | - Awareness among the people should be built through |
| training. |
- | - People should be supported for income-generating |
| activities. |
- | - People should be involved in the implementation |
| of plans and their evaluation. |
- | - There should be a programme for extension of |
| education and information and supply of |
| technology. |

| CHART 9 D: CONDITIONS FOR EFFECTIVE AWARENESS BUILDING |
| PROGRAMME |

- | - The formulation of the programme should be |
| participatory. |
 - | - The programme should reflect the needs and |
| aspirations of a given society. |
 - | - The programme should be based on facts relating |
| to the people. |
 - | - The programme should be linked with the existing |
| methods of precautions about disasters and |
| people's response. |
 - | - The programme should have information relating |
| to prevention and management of, and long-term |
| recovery from, disasters. |
 - | - The programme should be an on-going process. |
-

SUPPORTING INFORMATION

LESSON 9: PEOPLE'S PARTICIPATION: BARRIERS, TECHNIQUES AND CONDITIONS

BARRIERS

The reasons why people's participation is obstructed can be divided into two kinds such as:

- A. Social Reasons: social structure, cultural traditions, beliefs and values and attitudes of the people.
- B. Administrative Reasons: bureaucratic authorities and complexities.

SOCIAL REASONS:

- A. A range of social differentiations based on class, religion, language and sex including objections both from the society and the family to the participation of women and such social prejudices.
- B. Lack of organizational efforts in that society, because they cannot eliminate and minimize their social differences.
- C. Isolated habitations in the villages and dense habitations in the urban areas rendering people's participation uncertain.
- D. The tendency of the villagers to remain confined among themselves or within their families, and attitudes of non-co-operation with others.
- E. Needs in the society encouraging non-participation more than participation.
- F. Wide disparity of wealth and income, and concentration of power in the hands of a few.
- G. Decisions taken at the centre and imposed on the people without regard to their needs.
- H. The tendency of some people in the village to serve their coterie interests.
- I. The villagers get the impression that the government and non-government agencies are engaged in realizing their self-interests or the interests of the donor agencies.

ADMINISTRATIVE AND BUREAUCRATIC COMPLEXITIES

- A. A tendency to exhibit excellent results such as excessive reporting.
- B. Inter-ministerial and inter-departmental rivalries and conflicts.

- C. The tendency of the lower-grade officials to please and flatter their superiors.

METHODS AND TECHNIQUES OF PEOPLE'S PARTICIPATION

- A. To ensure the participation of the people of a society/community, it is necessary that a legal status be given to their organizations.
- B. It is necessary that people's organizations be formed at the local / village level.
- C. Decisions should be made at the local level rather than at the central level.
- D. Arrangements should be made to improve the skills of the people in areas like group formation and management. In this case, the local leaders may be given training to enhance their education.
- E. At the initial stage, to provide some economic, material and technical support to the people as an incentive may be needed. Any imbalance in the economy discourages people to get involved in any development work. In that case, the people may be provided with some support for their income-generation.
- F. To ensure the participation of the people they should be kept involved in the implementation of plans and their evaluation.
- G. An elaborate education and information dissemination programme has to be undertaken. Along with it, necessary technological support should be provided.
- H. To raise the consciousness of the people, they should be trained on the nature and extent of loss during the disaster period and on the steps to be taken to reduce the extent of such loss. This process of awareness-building is not very old. So, the number of practical examples is also limited.

CONDITIONS FOR EFFECTIVE AWARENESS BUILDING PROGRAMME FOR THE PEOPLE:

- a) The preparation of program must be participatory.
- b) The programmes must reflect the needs and aspirations of society.
- c) The programmes should be based on useful information for the people.
- d) The programmes must be linked with the existing warning

and response systems.

- e) Disaster prevention and management (long-term administration) must be related to facts.
- f) This programme must be an on-going process.
- g) Priority should be given to the most vulnerable groups. It is likely that many problems will emerge during the course of programmatic interventions intended to increase mass consciousness. In the area of mass education, many people usually remain confined within such discussions as are related to emergency aid, first aid and relief. Generally, no education is given on prevention. It is possible to reduce dependence on aid through the use of local human and material resources. Another weakness of this programme is that the publicity is made on a national or a regional basis, rather than on the basis of awareness raising on a community or village basis. The volume and nature of information publicized on a general basis do not meet the requirements of the people, and they do not know what steps they should take and when.

THE NEED FOR THE PROGRAMMES FOR AWARENESS-RAISING CAN BE ASSESSED THROUGH THE FOLLOWING THREE QUESTIONS:

1. Do the people know that they live/work in a vulnerable area?
2. Are they aware of their dangers?
3. Do they know how it is possible to get rid of such dangers?

LESSON NOTE

LESSON 10 : DEVELOPMENT VERSUS RELIEF PROGRAMME

TIME : 2 Hrs

STRATEGY : The trainees after the session will be able to:

1. explain the definition of development;
2. discuss relief operation;
3. differentiate between relief operation and development activities;
4. explain the needs for relief operation; and
5. explain the strategies for developing the relation between relief operation and development activities.

TOPICS : - Definition of Development
- What is relief operation ?
- Difference between relief operation and development.
- Necessity of relief operation.
- Techniques of developing the relation between relief operation and development.

METHOD : - Small group discussion
- Role - play.
- Expression of concepts.
- Lecture and discussions.

INPUTS : - Chart
- Marker
- Paper (big size)
- Chalk board

LESSON ANALYSIS

LESSON : DEFINITION OF DEVELOPMENT

TIME : 15 Minutes

MATERIAL: Chart 10 - Topics and objectives, Chart 10A - What is development ?

METHOD : At the beginning of the session, the facilitator exchanges greetings with the participants and starts explaining the topics and objectives showing the chart. The facilitator asks all the participants to write down the definition of development in their own note books. After the completion of writing, the facilitator asks each of the participants to read one's opinions individually. After listening to the opinions of all the participants, the facilitator explains the definition of development from the chart, and asks the participants to review and examine their ideas.

DEFINITION OF DEVELOPMENT

Development is such an ongoing process through which positive changes of the greater section of the people towards their welfare may be achieved. If any new opinions are available from the participants, they may be added to the definition worked out.

LESSON 10 : WHAT IS RELIEF OPERATION ?

TIME : 15 Minutes

MATERIAL : Chart 10B - What is meant by relief operation?

METHOD : The facilitator asks the participants whether they were involved in any relief operation previously. Now he asks the participants, "What is meant by relief operation?"

- The facilitator without any comments writes down the opinions on the board and through discussion reaches the conclusion. Afterwards, he explains the meaning of relief operation from the chart.

POSSIBLE

CONCEPT : The instant effort to meet the emergency needs of the disaster-affected people is known as relief operation.

LESSON 10 : DIFFERENCE BETWEEN RELIEF OPERATION AND DEVELOPMENT ACTIVITIES

TIME : 25 Minutes.

MATERIAL : Chalk board, Chart 10C - Difference between relief operation and development activities.

METHOD : The facilitator divides the participants into 3/4 small groups.

- A leader is elected from each group, and each group is supplied with paper (brown/white, big size) and marker. A time-period of fifteen minutes may be allowed for group discussion and preparation of the report.
- The facilitator explains to the participants the topics of discussion for each group and the system of reporting.

GROUP TASK : Difference Between Relief Operation and Development Activities.

Relief Operation	Development Activities

LESSON ANALYSIS

- After the group discussion is over each of the group leader attaches one's own report onto the wall/board. The facilitator asks the participants whether they have any questions on the group reports. If they have any, the members of the concerned groups place it or them.
- After submission of the report, one group may throw questions to the other.
- At this stage, the facilitator clarifies the listed differences between relief operation and development activities, showing the chart.

Afterwards, the facilitator concludes the discussion developing a harmony between the group reports and the chart.

LESSON 10 : NECESSITY OF RELIEF OPERATION

TIME : 20 Minutes

MATERIAL : Chart 10 D-Necessity of relief operation, sheet 10 E -Role play.

METHOD : The facilitator says, " we have learned the differences between relief operation and development activities from the previous discussions."

- He asks whether relief operation is necessary during hazards. The expected answer is,"yes"
- Now the facilitator asks what the necessities of relief operation are, and writes down the opinions on the board. Afterwards, he explains importance of relief operation showing the chart and asks the participants to review and examine their ideas.
- On the completion of the discussion, the facilitator invites the participants to observe the role play after tea-break, and 15 minutes may be allowed for this recess. During this tea-break, the facilitator selects 5 interested members from the participants and sits with them in a separate room and distributes the scripts of the role-play to each of the participants. One as U.P. Chairman, one as U.P. member and 3 as farmers of the cyclone-affected area are required to be selected from the members participating in the role-play and the facilitator explains each character and the dialogue.

LESSON 10 : TECHNIQUES OF DEVELOPING THE RELATIONS BETWEEN RELIEF OPERATION AND DEVELOPMENT

TIME : 30 Minutes

MATERIAL : Chart 10 F - Techniques for developing the relations between relief operation and development.

METHOD : The facilitator invites all the participants to come to the training room after the tea-break.

- The facilitator requests the selected actors to start the play and asks them to take their seats after the play.

The facilitator now asks the audience to identify the characters and wants to know about their reactions to the play.

- The facilitator asks the participants what they have learnt from the play.
- He writes down the observations of all the participants on the board, and also adds to them the opinions of the participants involved in acting.
- In this phase, the facilitator mentions that there have been discussions earlier on development and relief operation, and asks the participants whether they have heard of any relations between relief operation and development from the dialogue of the roles played.
- The expected answer is "No". Now, he asks the participants how relief operation can be combined with development activities.
- After writing down the comments, of the participants on the board, the facilitator invites one of the participants to prepare an integrated list combining all the comments.
- After the list is completed, the facilitator thanks the participants and explains with the help of the chart the techniques of developing a relation between relief operation and development and asks the participants to review the integrated list.
- The facilitator summarizes the topics and concludes the session.

REVIEW

TIME : 15 Minutes

METHOD : The facilitator verifies through questions and answers if the objectives of the session have been achieved.

POSSIBLE QUESTIONS :

1. What is meant by development ?
2. What is relief operation ?
3. What are the differences between relief operation and development activities ?
4. Why is relief operation carried out ?
5. How can relief operation be integrated with development activities ?

- The facilitator, with thanks to all the participants, concludes the session.

LUNCH BREAK : 1:30 Minutes.

MATERIAL

Chart 10 A - WHAT IS MEANT BY DEVELOPMENT?

Development is such a dynamic process through which positive changes of the greater section of the people in the society towards their welfare may be ensured.

Chart 10 B - WHAT IS MEANT BY RELIEF OPERATION ?

The instant effort to meet the emergency needs of the disaster-affected people is called relief operation.

Chart 10 C -DIFFERENCES BETWEEN RELIEF OPERATION AND DEVELOPMENT PROGRAMME

Relief Operation

Development Programme

- | | |
|---|--|
| - Immediate/temporary | - Short term/long term |
| - Is accepted only for the distressed. | - Is accepted for the majority of people of the society. |
| - Immediately saves the lives of the distressed. | - Ensures long term benefits. |
| - Makes the people dependent on others. | - Makes the people self reliant |
| - The participation of the distressed may not be ensured. | - Ensures the participation of the majority of people. |
| - Ends within a particular period of time. | - Imposes a long-term effect on the society. |
-

Chart 10 D - NECESSITIES OF RELIEF OPERATION

- to salvage the survivors immediately after the disaster;
 - to restore the stable basis to life;
 - to supply food, drinking water and clothes to the distressed people;
 - to ensure immediate/readily available treatment;
 - to provide temporary shelter to the affected people, and
 - to rehabilitate the disaster-affected people and reconstruct the society.
-

MANUSCRIPT OF CHARACTER ROLE PLAY : 10 E

CHARACTERS:

1. One U P Chairman.
2. One U P Member.
3. Three poor farmers (1st farmer Rahim, 2nd farmer Karim, 3rd farmer Salim Shaikh).

ENVIRONMENT : Joypur Union is one of the cyclone-affected areas.
The Union Parisad office room.

: 11:00 a.m. 1st farmer Rahim is seated helplessly
in the corridor of the office room.

SCENE : 1

MEMBER : (Entrance)Rahim Mia, what are you doing here sitting ?

1ST FARMER : (Falls at the feet of the member). Save me, Member
Saheb! For three days, my children and I
have been starving. The storm totally destroyed
my only house, and I have no shelter now
(Starts crying).(2nd farmer enters).

2ND FARMER : Salam, Member Saheb, Is the Chairman Saheb
available at the office?

MEMBER : No, Chairman Saheb has gone to the Headquarters for
receiving donation for relief. Karim, have you
built your house with the tin given to you last
week?

2ND FARMER: How can I build my house Member Saheb? I need a lot
of money for the bamboos, the poles and the masons
to construct a new house. I am a poor man, where
shall I get such a big amount of money? Member
Saheb,I shall be grateful if you kindly manage some
money from the Chairman Saheb for me.

MEMBER : Alright, sit down. I am going to the neighboring
village; relief is going to be distributed there
today. When the Chairman comes back, let me see
what I can do for you (1st farmer & 2nd farmer
start conversing with each other).

SCENE: 2

(Entrance of the 3rd farmer)

1ST AND 2ND

FARMERS : How are you, Salim Bhai?

3RD FARMER: Just pulling on, brother.

Food-crops of my field have been totally destroyed by the storm. I and my family have been passing through very hard times.

(The Chairman enters along with the Member; time 5:00 p.m.).

3RD FARMER: Assalamu Alaikum, Chairman Saheb. I have come to you. Please save my prestige, Chairman Saheb. Otherwise, I have no other alternative than to commit suicide.

CHAIRMAN : Oh, what's wrong with you ?

3RD FARMER: As you know Chairman Saheb, next Tuesday is the 40th day after my father's funeral, and I have already invited the people of the village. The cow which I purchased for the observance of the 40th day died when the cowshed collapsed. Now, what should I do, Chairman Saheb ?

MEMBER : Rahim Shaikh, what can he do for you ?

3RD FARMER: I have heard that the government has sanctioned money as relief-aid for the cyclone-affected people. If you can not manage some money for me, I will lose my prestige among the villagers. Chairman Saheb, for God's sake, please have mercy on me.

CHAIRMAN Oh! I shall go mad at your constant hammering. Salim Shaikh, take 500 taka (gives taka). Do whatever you like. And listen, give your thumb impression on the paper (the paper is handed over to the Member for taking the thumb impression of Salim Shaikh).

3RD FARMER: God bless you, Chairman Saheb, God bless you (while putting the thumb impression).

MEMBER : Chairman Saheb, Rahim and Karim have been waiting for you since morning.

1ST AND

2ND FARMER: (Jointly they fall at the feet of the Chairman). We have been starving with wife and children. We must die if we do not get any help! Saheb, Have some mercy, please.

CHAIRMAN: (Taking his feet away) Just leave us, today there will be no relief. You people come tomorrow morning. Member Saheb, please give 5 Kg of wheat to each of them tomorrow morning. (Rahim and Karim return frustrated, and the Chairman, along with the Member and others, leaves the place).
(It is to be mentioned that the facilitator may change and correct the dialogue and the roles of the actors considering the environment, situation/ dialect, etc.

| CHART 10 F -TECHNIQUES OF DEVELOPING THE RELATIONS |
BETWEEN RELIEF OPERATION AND DEVELOPMENT

- | - to ensure the participation of the distressed |
| people in preparing the list of the |
| demands of the affected area; |
- | - to provide assistance in identifying the |
| problems of the distressed people and to |
| find out the solutions; |
- | - to make them aware of the resources, available, |
| and of their self-confidence and skills: |
| a) resources / material vulnerabilities and |
| capacities; |
| b) social/organizational vulnerabilities and |
| capacities; |
| c) motivational/attitudinal vulnerabilities and |
| capacities; |
- | - to ensure an active participation of the |
| distressed people in decision making; |
- | - to accomplish conditional/relief aid |
| distribution for work / rehabilitation |
| /reconstruction programmes, and |
- | - to give soft loans for income generating |
| activities. |
|-----|

SUPPORTING INFORMATION

LESSON 10 : DEVELOPMENT VERSUS RELIEF PROGRAM

INTRODUCTION:

A famous Chinese adage runs like this: not with the fish, but providing him with a fishing net can we make him self-reliant. The difference between relief operation and development activities is amply indicated by this adage. Not a fish but the technique of catching the fish can ensure the eating of fish by man. This verity is often lost sight of during the period of disasters.

We do not remember that the real strength of disaster response lies in the disaster-affected area itself. Often people sit idle for external aid. Since the primitive age, people have been possessing an inherent quality of self-defense against, and adjustment with, any situation. Though there is no reason to underestimate this quality, we are gradually going to forget it due to long-term relief needs. Relief operation in the name of saving the disaster-affected victims makes people dependent on outside help, and renders them inactive, devoid of self-confidence and crippled day by day.

It is true that in a disaster-prone country like Bangladesh, when an all-destroying disaster (floods, tidal bores, cyclones etc.) occurs, we cannot ignore human aspect as emergency relief-operation. But we should be very cautious while implementing a relief programme. Attention should be paid so that relief operation under any circumstances does not subdue the inherent working spirit and self-confidence of the people. It is not that relief operation alone precludes the possibilities of the growth of inherent working capacity and self-confidence of man, development activities can also yield the similar results, if development is not properly understood.

When the devastating tornado of 1989 caused a severe havoc in some of the places including Saturia of Manikgonj, most of us hoped that the organised groups of NGOs would first come out successfully with their own initiatives from the piles of ruins. The social and rehabilitational activities of the NGOs in Saturia area have been continuing for almost a decade. So this type of expectation is not at all unrealistic. Besides one or two exceptional cases, the expectation has been proved false. The

marginal and small farmers outside the organised groups of NGOs tried to come out first with their own initiatives from the debris. An explanation of these circumstances could be that the groups organised by the NGOs instead of becoming self-reliant gradually became dependent on the concerned NGOs. So, immediately after the disaster, they hoped that their promoter-NGO would come forward to help them. Infact, they had nothing to do till the NGOs reached them. On the contrary, the unorganized marginal and small farmers thought that if any thing was to be done, it would have to be done by themselves. Without any delay, therefore, they came forward for immediate rescue.

Whether in development activities or in relief operation, such strategies should not be adopted to make common people dependent on others. The possibility of developing such a situation in a development programme is the least, if there is no strategic or organizational error. On the other hand, this sort of hindrance is apprehended at every step of relief operation. Because a traditional relief operation aims at making such help readily available to the affected people. In most of the cases, aid is offered inconsonance with a donor's interests or potentials, and priority needs are inadequately identified. Instant efforts to meet the urgent needs of the disaster-affected people are known as relief operation.

This type of relief operation saves the people temporarily from miseries, but may not lead to any permanent solution or a lasting alternative. On the other hand, development is such an ongoing process which can bring positive changes for welfare of the greater section of the people. We may simply say that it is through the development process that vulnerability is lessened and capacity increased. While the main objective of the NGOs is to ensure development, it is important to see at every step that in no way vulnerability is further increased. It may be explained with an example that under the rehabilitation programme a house may be constructed, while this house may be vulnerable to low wind or to a flow of water along the slope of a mountain that sweeps away every thing each year.

In the Haluaghat area of Mymensingh, many landless people construct their houses on the unstable land of the hills or at the estuary of the river. Owing to a shortage of land, they have to do it, but eventually they become the victims of a greater hazard.

Sometimes, the NGOs are found to participate in such projects, ignorantly pushing the people into the fire from the frying pan.

HOW RELIEF OPERATION DAMAGES?

Non-government development organisations of the first generation of Bangladesh started working with relief operation. If we remind ourselves of the devastating tidal wave in 1970 and of the liberation war in 1971, we realize the indispensability of the need for relief operation, given the inordinate pressures of those hard times.

But later, all those NGOs shifted their emphasis and focus to development activities along with their relief operation, and lastly, they engaged themselves only in development activities.

A. Auspicious thinking inspires the intention of the helping people. With a view to materializing this willingness, the relief plan is prepared and accepted. If we think a little, we can easily realize that the handing over of some blankets, clothing and food can not fulfill the needs of the people. Rather, thus unconsciously, we invite misfortunes for the affected people. The distressed people soon become restless with the hope of receiving aid in cash without doing any work. On the other hand, as the help from outside comes pouring in, the expectation of the community increases day by day. Here again the example of Saturaia may be cited.

Immediately after the tornado, such a big quantity of relief goods sent from Dhaka was showered there that the poor people who still survived fully engaged themselves in collecting and storing relief commodities instead of participating in the reconstruction activities even if the weather was favorable. Though one of the most devastating tornadoes of the century could not cripple the poor and helpless people physically, it was the huge volume of relief aid which disabled and weakened this section of the people quite easily.

On the other hand, being interested in the adequacy of relief aid, a large number of 'professional' victims from the neighboring area rushed there, exacerbating the condition of the devastating localities to a great extent. Nearness to, and an easy road communication with, Dhaka

facilitated an unrestricted flow of relief goods, and the majority of the affected people started taking more qualitative and quantitative diet than they usually did, and were gradually losing interest in work. Their main concern was to move around and collect relief-items rather than to promote an effective disaster response.

B. During the period of the disaster, most of the times under a strong pressure of the concerned donor agencies, and to fulfill their high ambition, the local-level NGOs are found to take up relief activities beyond their capacities. As a result not only a few members of the staff undergo severe strain and stress, but also a potential hindrance is posed to the effectiveness of the organisation. Moreover, with a drastic expansion of the organisation, internal control becomes shattered most of the times. Under these circumstances, a host of dishonest workers seize the opportunity of intruding into the organisation. Many local development initiatives after performing a great deal of good work are ultimately closed down and defeated, as these organizations intend to carry out relief programmes beyond their capacities. Even if such an organization continues to work to the last, as had been the case with a local potential development endeavor of the southern part of Bangladesh in 1988, it is forced to run the risk of continuing relief operation beyond its area of activities basically due to the pressure from donor agency. It would be unrealistic to deny that relief operation programme has got a different spell of its own which often pushes local-level NGOs into an unhealthy competition. Mounting inter-organizational rivalries and conflicts, based on the promptness in the delivery of goods and services, the number of areas covered or number of recipients benefited, not only destroy the qualitative standard of relief operation, but also weaken the base of cooperation within local organisations and divert the organisations from their respective goals.

C. Under the pressure of the local government and the bureaucracy, it becomes virtually impossible for the concerned organisations to implement easy and normal relief programmes.

D. Relief operation not only brings misfortunes to the distressed people, but also impedes the course of development activities of the organisations. The workers involved in the prolonged relief operation eventually become frustrated. Moreover, the possibilities of corruption cannot be precluded in

cases of development workers engaged in the distribution of hard cash and commodities required for relief operation.

NECESSITY OF RELIEF OPERATION

Despite the fact that relief operation tends to yield misfortunes and miseries rather than to mitigate them, sometimes there is no other option than to adopt it. Sometimes relief operation is advocated even keeping normal development activities suspended. The devastating floods, cyclone and tidal bore in the coastal areas in 1988; the tornado in Sauria in 1989, and the tidal wave in April, 1991 forced many organisations to undertake relief programmes. However, some organisations were opposed to such relief operation. The people were so terribly affected by these disasters that relief was felt to be indispensable at least for a short period of time to bring the affected people back to the normal process of overall development. When the normal public life is hindered by such unexpected natural hazards, there is no other alternative than to undertake an emergency relief programme. These relief aids as far as possible should have to be continued for a short period. The only objective of this relief operation should be to draw the people back to their stable pattern of social life as soon as possible. The relief operation should be well-planned, well measured, precise and comprehensive. However, the most crucial aspect of such operation is that it exercises a long-term bad impact upon the people instead of doing good to them. It may be illustrated with an example of yet another country. Once a devastating cyclone had hit some Fijian islands, where this type of cyclone is usually known as hurricane. Most of the agricultural products of the islands including 80% houses were damaged in the wake of the cyclone. The government of Fiji undertook massive relief operation. Emergency relief was planned for the unemployed and the disaster-affected people. In this comprehensive relief programme, all the basic needs and daily requirements of the distressed people were made readily available. People associated with the local market and distribution system became unemployed. Small shops were closed as they suffered from a dearth of customers. Local producers of essential commodities were forced to stop their production. Hawkers could not earn anything. As a result, the stable economic infrastructure which developed over a long period of time, suddenly collapsed. One crisis led to another. The crucial need for re-establishing the disaster-stricken people was not even

considered. While distributing relief aid, the existing internal economic system (small shops, suppliers of consumer goods and their system of distribution) was not taken into consideration. Relief delivery initiated and enhanced competition. On the other hand, though relief aid was distributed, what remained inadvertently neglected was those pre-disaster supplies which could help restore the stable pattern and rhythm of life. In fact, the rehabilitation programme would have been much easier if low-interest or easy-term loans as capital had been provided to the victims, instead of making a long list of consumer goods. Thus, the local economic structure also would not have collapsed.

But relief operation here virtually delayed the economic reconstruction of the society. Around the time of completion of the relief operation program as per the plan, the relief workers felt that the food distribution programme should have continued for a few more days owing to a disappointing shortage of food in the local shops. In a word, relief operation here developed in the people a new trend of dependence on external aid which was absolutely against the main objective of the programme, namely, promptly getting back to the stable condition of social life.

THE TECHNIQUES OF DEVELOPING THE RELATION BETWEEN RELIEF OPERATION AND DEVELOPMENT

In a disaster response, even short-term relief measures and development activities should be taken as a combined and inter-related operation from the very beginning. Each society has its own unique vulnerabilities and capacities. While envisaging and undertaking any programme it is to be considered if facilitation is intended here to decrease vulnerabilities and increase capacities or vice-versa. In every phase, an analysis of vulnerabilities and capacities is important. Three kinds of vulnerabilities may exist in a society, such as:

- A. resources/physical vulnerabilities and capacities;
- B. social/organizational vulnerabilities and capacities,
and
- C. motivational/attitudinal vulnerabilities and capacities.

A. In analysing the vulnerabilities and capacities of physical or material resources, it is imperative that productive resources of a particular community be readily identified. In this analysis generally the most visible area of vulnerability is material poverty. For example, the poor have no savings; they have scarce

income or production options, and limited resources. Generally, the poor of all sectors have more or less the same vulnerabilities. And ofcourse such vulnerabilities may be of different nature on the basis of resources and physical capacities. For instance, the poor people of a village may have skill in one or more than one field. They may have the technical knowledge of making boats or rafts. Considering these capacities is important, because the intensity and magnitude of devastation will not be the same in case of the people engaged in non-agricultural professions in the same area affected by floods. Therefore, relief assistance will not be equally applicable to both the cases. This analysis is quite important in the interest of an accurately assessed relief operation, based on immediate needs.

B. An analysis of social/organizational vulnerabilities and capacities is also an indispensable condition for planning. This analysis will crystallize the relations among people of a particular society and its organisations, and will also show how the society is organised, its internal conflicts and their solutions.

C. One of the most important factors in analysing motivational/attitudinal vulnerabilities and capacities is to find out how people in a given society view themselves and their abilities to control environment and nature.

	Vulnerabilities	Capacities
Physical/Material Productive resources, skills and hazards		
Social/Organizational Relations Among People and Organisations		
Motivational/Attitudinal Ability to Create Change -as Viewed by the Community.		

"The analysis of the matrix always refers to the factors at the community level, rather than at the individual level. The internal lines in the above matrix are dotted because the categories overlap and there is a continuous interaction among them." We begin with the physical/material realm, not because it is the most important one, while the other two areas are less important, but because it is the area on which most outside disaster assistance is concentrated. When a disaster hits a particular area, the photographs and news of the physical destruction or suffering compel the attention of the outsiders. Although the disaster victims suffer from physical deprivation (food, shelter, medicines), they always have some physical material resources left. These may be recoverable goods (crops under a collapsed house), or only the skills that they have. These capacities indeed mark a point of departure for developmental work.

As an example, parts of Mexico City were divested by an earthquake in 1985; 75 percent of the houses and dwellings were destroyed. An NGO from outside came with offers of assistance to one community that was among the poorest and lacked community organisations - if the people would organize themselves into self-help groups. The poor agreed to this proposal. In the course of rebuilding their houses, they came to know and trust each other. From house-building, they moved onto other areas of collective efforts, such as a cooperative laundry and a bakery which eventually led to their economic solvency. Thus, the community was mobilized to address a physical/material problem (housing), but the project was designed so that new social / organizational capacities were created, resulting in additional successful efforts to build the physical/material realm (productive assets) but in a different way.

Some NGOs engaged contractors to build houses for the victims in Saturaia. Some carried materials for houses from Dhaka, and hired people for setting them up. The Government army and other agencies built houses in the same way with an air of external paternalism, and these, in fact, precluded the possibilities of uniting people and building up a strong and durable social organisation.

At the back of these impetuous arrangements, the contributions of overseas donor agencies and of the politically motivated government are substantial. Perhaps overseas donor agencies, with

a simple desire (and also as a matter of strategy) to promptly minimize the miseries of the people, fix a time-period for technical or financial assistance. As a result, the organisation, responsible for the implementation of such a strategy, dictated by the donor(s), remains interested in drastically finishing the programme and thus quickly earning credibility. Again, different organisations, under a strong pressure from the government for political benefits, are prompted to take measures which in fact have a negative or adverse impact on people.

MAN IS NOT HELPLESS

We must avoid the "big brother" attitude of assuming the disaster-affected people as helpless. Even in extreme misfortunes, the distressed people try to rebuild their lives on their own, with their own resources, with whatever strength and energy they can pull and employ.

LESSON NOTE

LESSON 11 :	DISASTER MANAGEMENT :DEFINITION, PHASES, PREPAREDNESS
TIME :	2 Hrs.
OBJECTIVE :	After this session, the participants will be able to: <ul style="list-style-type: none">- clarify the definition of disaster management- identify the phases of disaster management;- describe the different divisions of preparedness;- explain the area, the base and the characteristics of preparedness-planning, and- describe the special aspect of pre-planning.
TOPICS :	<ul style="list-style-type: none">- Definition of Disaster Management- Phases of Disaster Management- Divisions of Preparedness- Areas of Preparedness Planning- Characteristics of Preparedness Planning- Special Aspect of Pre-planning
METHOD:	<ul style="list-style-type: none">- Expression of concepts- Lecture and discussion- Small group discussion
MATERIAL:	Chalk board <ul style="list-style-type: none">- paper and marker- board pins/tapes- chart/poster

LESSON ANALYSIS

LESSON 11: DISASTER MANAGEMENT

TIME : 20 Minutes

MATERIAL : Chart 11 - Topics and Objectives, Chart 11 A - Definition of Disaster Management.

METHOD : The facilitator presents the topics and objectives of the session through a chart.

- He then requests the participants to use their note-books to write down what disaster management means.
- The facilitator requests them to read out after they finish their writing. The participants read out their ideas from the one end. Now the facilitator demonstrates the poster with the definition of disaster management, and asks the participant review and examine their ideas.

DEFINITION: To perform the whole range of pre-disaster, disaster and post-disaster activities such as planning, organizing, coordinating, controlling, implementing and evaluating, with a view to mitigating the severity of disasters, is known as disaster management. If anybody likes to add to, or deduct anything from, the definition, the facilitator accordingly does it with unanimous support, and concludes the discussion.

LESSON 11 : PHASES OF DISASTER MANAGEMENT

TIME : 10 Minutes

METHOD : The facilitator asks the participants to name the phases of disaster management, i.e., the effective phases of reducing the severity of disasters. The expected answer is; "three phases". Now, the facilitator wants to know what these three phases are.

The expected answer is:

1. the pre-disaster preparedness phase; 2. the disaster relief operation phase, and 3. the rehabilitation and reconstruction phase.
- Now, the facilitator initiates a discussion on these three phases.

LESSON 11: DIVISIONS OF PREPAREDNESS

TIME : 15 Minutes

METHOD : The facilitator asks the participants to remember the identification of disaster activities discussed earlier.

- He also requests the participants to remember the definition of preparedness and asks somebody to say that. The expected answer is: "preparedness is a situation where people should be mentally, physically institutionally, financially and administratively ready with awareness" so as to address and mitigate the severity of disasters.
- The facilitator now asks how many divisions are found through an analysis of preparedness. The expected answer is: "two divisions".

1. To determine the strategy of preparedness:
 - how, when and what should be the steps?
2. To get mentally, physically, organizationally and economically ready before the occurrence of a disaster.

LESSON 11: AREA, BASE, AND THE CHARACTERISTICS OF PREPAREDNESS PLANNING

TIME : 45 Minutes

MATERIAL: Chart 11 B - Area, base, the characteristics of preparedness planning

METHOD : The facilitator divides the whole group into three small groups, namely, A,B,C, and asks them to select a group leader for each group. He supplies the groups with large sheets and markers, and explains the group task.

GROUP TASK

- GROUP A: The group members determine the area of preparedness planning after a discussion, i.e., identify the responsibilities of disaster preparedness, and prepare a report.
- GROUP B: The members of this group write a report on the base of the preparedness strategy through a joint discussion.
- GROUP C: The members of this group write the characteristics of preparedness planning and make a report after a discussion. The facilitator allows a duration of 20

minutes for this discussion.

- The participants fix their reports on the wall/board after their group discussion. Now the facilitator asks any two groups to criticize the report of the third group.
- If the participants like to add anything to or exclude anything from the reports, the facilitator accordingly does it with unanimous support. Then he shows the chart and asks the participants to review and examine their ideas.

LESSON 11: SPECIAL ASPECT OF PRE-PLANNING

TIME : 15 Minutes

MATERIAL : Chart 11 C - Special aspect of pre-planning

METHOD : The facilitator wants to know from the participants the conditions of preparedness.

The expected answer is: "it should be organised". Now, he wants to know who are to be organised.

The possible answer is:

1. the workers of the organisation; and 2. the local people.
- Next he shows the chart of special aspects of the preparedness strategy, and explains.

REVIEW: The facilitator ascertains through questions and answers whether the objectives of the session have been achieved.

POSSIBLE QUESTIONS:

1. What is disaster management ?
 2. What are the phases of disaster management?
 3. What are the area, base and the characteristics of preparedness planning ?
- The facilitator concludes the session after reviewing it.

MATERIAL

LESSON 11

CHART 11 A: Definition of Disaster

To perform the whole range of pre-disaster, disaster and post-disaster activities such as planning, organizing, coordinating, controlling, implementing and evaluating, with a view to mitigating the severity of disasters, is known as disaster management.

CHART 11 B: Area, Base and the Characteristics of Preparedness Planning

AREA: - Assessment of the extent of devastation wrought by a disaster (on the basis of experiences).
- Establishment of the warning and communication systems
- Arrangements for search, rescue and shifting.
- Arrangements for saving lives and minimizing sufferings.
- Supply of emergency drugs and food.
- Temporary shelter and its management.
- Planning for rehabilitation and reconstruction.

BASE: - Assessment of the kind of devastation caused by a disaster.
- Types of aid and cooperation needed.
- Assessment of local help available.
- Kinds of external aid needed.
- Types of assistance and cooperation which can be rendered by someone's organisation.

CHARACTERISTICS: The plan should be a definite one, and be based on goals and objectives.

- Actions should be vividly descriptive and they should be continuous.
 - Responsibilities and duties must be specifically described.
 - The plan should be envisaged in harmony with the ideals, objectives and goals of the organization.
-

| CHART 11 C : SPECIAL ASPECTS OF PRE-PLANNING |

| 1. TO ORGANISE |

| A. WORKERS OF THE ORGANISATION - |

- | - to select such workers as are physically fit; |
- | - to provide training on disaster; |
- | - to cultivate and inculcate values and ethos for |
| working in a disaster situation, and |
- | - to form necessary committees and distribute |
| responsibilities in disaster response. |

| B. LOCAL PEOPLE |

- | - to form committees at the section/area/village |
| level and to distribute responsibilities; |
- | - to participate in the committee in warning system; |
- | - to ensure the participation of local committee in an |
| emergency relief commodities supply and delivery; |
- | - to ensure the participation of the disaster victims |
| in management of temporary shelters, and |
- | - create overall disaster awareness. |

2. TO GET READY

SUPPORTING INFORMATION

LESSON-11: DISASTER MANAGEMENT

Perform a good work - Philosophy.

Accomplish the work in a perfect way - Management.

The primary objective of using the above two sentences is to determine the relation between philosophy or ideal and management. Perhaps all ideals are noble, but the people usually criticize the methods of implementing the model, management, administration and lastly the person holding responsibilities. About management there is a saying : "Management is nothing but to get the thing done". Though the sentence is simple and small, it certainly shows concerns about the performance; i.e., a work is done well, only when its management is perfect and smooth. It is not different in the case of a disaster too.

The absence of a proper disaster management not only leads to additional sufferings of the affected people even if resources are available, but also creates a situation of despair. It is not possible to ensure perfect management and attain development

with a bang; and there is no formal definition of or absolute medicine for instant development. Commitment, efficiency, experience, planning and time are necessary for overall development. This is a process, and to make this process strong and effective, committed workers, skilled manpower, personalities with expertise, and sound planners are essential. Its every aspect is related to human development, and this kind of development is not possible within a month or a year. Indeed, time is needed for such development. But this should not encourage procrastination, and submission to mere time. In fact, strong commitment, expertise, experience, planning and time should be coordinated. Then general management development will be possible. We should remember that management is not an isolated event or a single process, or one's responsibility. This is an integrated effort to perform a given activity, involving the participation of everybody from every sphere of society.

That management is fair and perfect where people's participation is ensured and self-inspired. We will discuss here disaster management, but not just management itself. To participate in disaster management, one should have preliminary knowledge of disasters in general. Already we have elaborately discussed various characteristics of disasters. Here, we will cite an example of a disaster-devastated situation. We know that disasters disrupt the normal rhythm of life, and create an abnormal situation and environment, when death, devastation and epidemic break out in human life. A planned effort should be made to normalize such instantly developed abnormal situation and environment. "To perform the whole range of pre-disaster, disaster and post-disaster activities, such as planning, organizing, coordinating, controlling, implementing and evaluating, with a view to mitigating the severity of disasters, is known as disaster management". Before discussing disaster management more in detail, if we present some of our experiences of the last devastating floods in 1988, possibly the issue would be much easier to understand. Everyone found that he had the same experiences while exchanging views with others of different organisations, such as:

VIEWES

We were not prepared.
Lack of planning.

EXPERIENCES

Had to work with confusion,
conflicts and worries.

Inadequate number of skilled personnel and workers.

It was not possible to implement the operation smoothly.

Lack of resources at the beginning.

Irregularities in disaster response activities and relief operation.

"Work for aid"-that was the attitude and that is why initiatives for receiving aid were much more prominent than otherwise.

The above views and experiences indicate an overall management of the devastating flood disaster. Experience is a valuable resource and without proper use of it, development is not possible, and severity in the case of disaster increases. Though management is nothing, but an execution of activities, in reality it demands:

- a determination of the ideals, objectives, goals and the working procedures of the organisation;
- setting up of a comprehensive disaster response strategy on the basis of local resources;
- supervision, monitoring and information collection, and
- an evaluation of the programme and the submission of the report.

The organisations will decide through reviewing their respective ideals, objectives, goals and working procedures, whether they will participate in disaster response. Because for them to work for or with the distressed people, they must be supplied with material aid and relief. The situation should be brought under control. Here it would not be proper to procrastinate on the ground that the beneficiaries would gradually come forward to participate in the disaster response process as is the case with development activities. Here, decisions should be promptly made and actions should be quickly taken. And the decisions should be executed instantly, and the following should be determined earlier :

- work plan,
- preparedness,
- skilled manpower (trained, volunteers), and
- arrangements for supervision and monitoring.

It needs mentioning that each of the above is needed not only in

disaster activities, but also in development activities. But the only difference is that decisions and strategies should be ready before hazards occurred, because the time and scope of everyone's quick participation is very little owing to an emergency situation. On the other hand, participation is inevitable in appropriate decision-making and adopting the strategies of development.

A natural hazard never announces the exact time of its arrival or the magnitude of its impact. But thanks to modern science. Technical development has made it possible in most of the cases to forecast a disaster. Therefore, disaster management entirely depends on :

1. the preparedness and warning system;
2. emergency relief operation, and
3. the rehabilitation and reconstruction program.

PREPAREDNESS

Preparedness has two important divisions: firstly, planning and secondly, preparedness.

This planning should be so targeted to save lives and mitigate the damage in any disaster. Generally, planning is nothing but proper use of time and resources. The disaster response programme is similar to it, except that here strictness is more observed, because resources are limited and time is short. Preparedness is a task which should be accomplished prior to the occurrence of threats.

AREA OF PREPAREDNESS

- Assessment of the devastation of a disaster (on the basis of experience).
- Establishment of the warning and communication systems.
- Arrangements for search, rescue and shifting.
- Supply of emergency drugs and food.
- Temporary shelter and its management.
- Planning for rehabilitation and reconstruction.

Preparedness in harmony with the above pre-disaster strategy is indeed crucial. Trained workers or volunteers and appropriate materials, emergency drugs and food stock, experts in management of temporary shelters are required for search, rescue and shifting of the victims.

BASE OF PREPAREDNESS

- Assessment of the kind of devastation caused by a disaster.
- Type of aid and cooperation needed.
- Assessment of local help.
- Kind of external aid needed.
- Types of assistance and cooperation that can be offered by someone's organisation.

THE CHARACTERISTICS OF PREPAREDNESS

- The plan envisaged should be a definite and target-oriented one.
- Activities should be vividly descriptive and continuous.
- Responsibilities and duties must be specifically described.
- The plan must be envisaged in harmony with the ideals, objectives and goals of the organisation.

SPECIAL ASPECT OF PREPAREDNESS PLANNING

1. TO ORGANISE

A. WORKERS OF THE ORGANISATION:

- to select physically fit workers;
- to give training on disasters;
- to cultivate and inculcate values and ethos for working in a disaster situation;
- to form committees and distribute responsibilities in the disaster response process.

B. LOCAL PEOPLE

- Formation of committees at the section/area/village level and distribution of responsibilities.
- Participation of the local committee in the warning system.
- Participation of the local committee in emergency relief aid supply and delivery.
- Participation of the disaster victims in management of temporary shelters.
- Building up of social awareness of hazards.

2. TO GET READY

LESSON NOTE

LESSON 12: DISASTER MANAGEMENT:

DECISION-MAKING AND SITUATION CONTROL

TIME : 2 Hrs

OBJECTIVES: After this session, the participants will be able to :

1. explain the definition of decision-making;
2. explain the procedures of decision-making in emergency services, and
3. describe the service activities to control the situation emerged out of a disaster.

TOPICS: What is decision-making?
Procedures of decision-making.
Control of the situation emerged out of a disaster.

PROCEDURE: Expression of thoughts.

- Big group discussion.
- Lecture and discussion.

MATERIAL: Chalk board
- Chart/poster
- Board pin/tape

LESSON ANALYSIS

LESSON 12: WHAT IS DECISION-MAKING ?

TIME : 20 Minutes

MATERIAL : Chart 12 - topics and objectives, chart/poster 12 A.
- What is decision-making?

METHOD : The facilitator presents the topics and objectives of the session through a chart.

- He wants to know from the participants what the procedure of decision-making means, and asks them to write their ideas in their notebooks. The facilitator asks them to read out their ideas. Then he demonstrates the chart and asks the participants to review and examine their ideas. "To accept the best solution from two or more solutions is known as decision-making." If the participants want to add anything to or deduct anything from it, he does it with unanimous support.

LESSON 12: PROCEDURES OF DECISION-MAKING

TIME : 20 Minutes

MATERIAL : Chart 12B - Procedures of decision-making.

METHOD : The facilitator asks the participants how the decision-making procedure is, i.e., how a decision is made. Afterwards, he writes down the opinions on the board.

- Now the facilitator shows the chart of the procedures of decision-making and asks the participants to review and examine their ideas.
- He explains the topics of the chart and concludes the discussion.

LESSON 12 : CONTROL OVER OF THE SITUATION EMERGED OUT OF A DISASTER

TIME : 1 Hr.

MATERIAL : Chart 12 C-Control over the situation emerged out of a disaster.

METHOD : The facilitator asks all the trainees what possible steps are involved in controlling the disaster situation, and writes down their ideas on the board.

EXPECTED

- ANSWERS: - Rescue.
- Food, clothes, pure drinking water, medicine supply.
 - Treatment of the injured.
 - Rehabilitation and reconstruction.
 - Shifting.
 - Restoration of communication system.
 - Light, lamp, fuel supply.
 - The facilitator asks if the above measures are taken at a time. The expected answer is: "no".
 - Now the facilitator wants to know from them how they are adopted, and writes down their ideas on the board.

EXPECTED

ANSWERS : 1. Instant, and 2. Intermittent.

- Now the facilitator shows the chart of the disaster-situation-control, and discusses the topics of the chart and reviews the whole situation.

REVIEW : In this phase, the facilitator examines if the objectives of the session have been achieved. He invites an interested participant to discuss in brief the educative lessons of the session. Then, he gives a tea-break.

TEA BREAK: 15 Minutes

SUPPORTING INFORMATION

DISASTER MANAGEMENT, DECISION-MAKING AND SITUATION CONTROL

WHAT IS DECISION-MAKING ?

To choose the best solution from two or more solutions is known as decision making.

PROCEDURES OF DECISION-MAKING

Before moving onto undertake any action, a decision is to be made. Much of the success of the programme depends on decision. It is important that problems are identified and analyzed prior to decision-making. But the responsibility does not end up in thinking only; it is to be seen and followed up if the decision is being implemented. After considering all the factors, the process of decision-making could be expressed in terms of the following circle:

Identification of problems

Follow up of decisions

Analysis of problems

Implementation of
a decision

Determination of an
alternative solution

Choice of the best
solution

IDENTIFICATION OF PROBLEMS

A disaster-affected area suffers from many problems. The primary requirement is to identify these problems, because it is necessary to be familiar with such problems so as to make a comprehensive decision.

ANALYSIS OF PROBLEMS

It is important that the problems in the devastated area are identified. Here analysis means a classification of the problems based on their nature, and also on identified priorities, the number of victims, the area of help etc. The solution will eventually come out through a problem analysis. As people become quite helpless and live below the sub-human level owing to adversity, the task of identifying and analysing problems should be an exceedingly prompt one.

DETERMINATION OF ALTERNATIVE SOLUTION

There could be many ways to solve a problem. Therefore these ways should be sought and selected. Here, different strategies, advantages and disadvantages related to the solutions of the problems should have to be considered.

CHOICE OF THE BEST SOLUTION

The best solution is to be sought, chosen and accepted. During the post-disaster period, time does not permit to test all the solutions. So it is wise to adopt an effective planning which is tailored to meet the needs created by a specific disaster.

IMPLEMENTATION OF DECISION

To find out the best solution is not the only task, but the recovery work is to be undertaken promptly according to the best and the most efficient response to a natural disaster.

FOLLOW UP OF DECISION

The objectives of a programme are not achieved if the activities are not executed according to the decision made. Therefore, emphasis is to be laid on the execution and implementation of a programme in consonance with the decision made.

It is important to remember that in the decision-making process the participation of the affected people needs to be stimulated. Otherwise, the strategy could be wrong, and implementation might be quite hard. But in the process of decision-making, public participation makes it far more appropriate and easier to implement.

CONTROL OVER THE SITUATION EMERGED OUT OF A DISASTER

Under these circumstances, it is indeed appropriate to evolve and determine correct strategies and take a firm step towards envisaging a need-based, harmonious plan through accurately assessing the demands and needs of the affected people. If we can rightly identify and analyse the needs, we can certainly reduce the vulnerability and severity of the disaster effect through adopting some preventive measures during the pre-disaster period. Some of the measures are as follows :

1. A team is to be formed and organised before approaching to the disaster-stricken people. Responsibilities would be properly divided; some would deal with the wounded persons, while some would rescue the trapped ones, and others would distribute food and necessary relief materials.
2. Recovery services should be rendered with a cool temperament so as not to scare the affected people. Patients with minor and major injuries should be singled out, and be treated according to the intensity of the injury, and the critical patients should be immediately taken to the hospital.
3. Initiatives taken should reach the remote areas. A number of people come forward to help the victims nearby, but forget that there could be critically injured patients in the distant areas.
4. Helpless people should be transferred to the community centre. If, for instance, necessary warnings for all disasters like floods, can be conveyed to all concerned, people and provisions of the vulnerable areas can be shifted to a safer place, and these need to be guarded.
5. It is important that disaster awareness be stimulated among the people to enable them to face disaster threats. The proverb that "God helps him who helps others" has a message relevant to such a situation.
6. People should be encouraged to undertake plantation on the raised land. Previous arrangements should be so done as to avoid wastages of seeds, and cultivation could be undertaken immediately after the water level drops down.
7. People should be encouraged to build their homes in such a way

that they become more resistant to the floods, the high winds and the torrential rains. People should also be encouraged to plant fruit-trees on the raised land.

8. Initiative should be taken to create job opportunities for the landless people after the floods. Plans should be so drawn up as to facilitate the sale of seeds to small and marginal farmers. However, the money needed in buying the seeds would be repaid only in the post-harvest period.

9. Little or no emphasis should be placed on material aids or cash grants. Massive external relief aid is the cause of dependence on others. Instead, emphasis should be laid on the self-help approach. But it may not always be viable in the case of emergency.

10. The funeral of dead bodies is not possible everywhere during the times of floods. So, the disposal of dead bodies should be done on the raised land.

11. Water-borne diseases kill many people. People should be encouraged to use pure water, and taught to use alum as an easy way to purify water.

12. Local people should be involved in improving the pre-disaster and post-disaster situations. Emphasis should be given on the selection of local leaders, and on cooperation of the indigenous community.

Hazards are caused both by nature and human beings. Social and economic problems arise owing to human nature. It so happens that one section of the community is involved in destroying and damaging the environment of the other, as a consequence of feuds, conflicts and rivalries between them. So, man himself can prevent man-made disasters.

LESSON NOTE

LESSON 13: DISASTER MANAGEMENT AND GOVERNMENT POLICIES
TIME : 2 Hrs

OBJECTIVES: After this session the participants will be able to:

1. describe the government policies in disaster management;
2. explain the need for communication with the concerned local government and government officers or departments to conduct relief and rehabilitation programmes, and
3. describe the guidelines and activities of the Bangladesh Government Coordination Committees at different levels in the disaster response.

TOPICS: - Government policies for disaster management.
- The need for maintaining liaison with local government and government officers/ departments.
- Different coordination committees in the disaster response.

METHOD: - Expression of thoughts
- Lecture and discussion
- Small group discussion

MATERIAL : Chalkboard
- Large sheets of papers and markers
- Handout
- Chart

LESSON ANALYSIS

LESSON 13: GOVERNMENT POLICIES FOR DISASTER MANAGEMENT

TIME : 30 Minutes

MATERIAL : The facilitator presents the topics and objectives through the chart. He wants to know from the participants if they have any idea of government policies for disaster management.

- Then the facilitator requests any one of the participants to describe his/her concept if he/she holds any on policies. Then, the facilitator distributes handouts on government policies.
- Now, he requests everybody to read the handouts and asks them to mark the places they do not understand. The facilitator wants to know if anybody faces any problem elsewhere and asks him to spell out this and inquires if any participant is interested in solving this particular problem. He provides an opportunity to the participant to clear the problem out. But, if the whole subject still seems to be difficult, the facilitator explains this and makes the subject clear.

LESSON 13: DIFFERENT COORDINATION COMMITTEES IN DISASTER RESPONSE

TIME : 30 Minutes

METHOD : The facilitator wants to know if any participant has ever coordinated with any government officer or department in order to conduct a relief operation programme.

- "If so, who has he coordinated with?": the facilitator asks. Then, he listens to everyone, and invites all to hear. Now he wants to know whether the participants have any idea about the government committees formed to implement the relief and rehabilitation programme. If the participants have any idea, the facilitator will listen to them and if they do not, he will write down the names of the committees on the board. The committees are:
 1. National Coordination Committee
 2. Central Coordination Committee

3. Divisional Coordination Committee
4. District (Zilla) Coordination Committee
5. Thana Coordination Committee
6. Union Coordination Committee

- The facilitator describes in brief the activities, responsibilities and roles of these committees, and concludes the discussion.

LESSON 13: THE NEED FOR COMMUNICATION WITH THE LOCAL GOVERNMENT AND GOVERNMENT OFFICERS/DEPARTMENTS

TIME : 45 Minutes

METHOD : The facilitator divides the whole group into 3/4 small groups and selects a group leader of each group and supplies the small groups with large sheets of papers and markers, and then explains the group task.

GROUP: Reports should be made discussing the importance of
TASK coordination with the concerned local government and government officers/departments. The duration for group discussion is 20 minutes. The participants attach their reports onto the board/ wall after their group discussion.

- Now the facilitator invites any two groups to criticize the report of the third one, and makes a complete list through discussing the three reports in the same way.
- Then the facilitator shows the chart and asks the participants to examine and review their ideas. He can add anything to, or deduct anything from the chart, if needed.

REVIEW : The facilitator checks through questions and answers
15 MINUTES whether or not the objectives of the session are achieved.

The questions may be as follows :

1. What are the government policies in disaster management ?
2. What are the committees at different levels in disaster management?
3. What is the need for coordination with different government officers/departments to conduct relief and rehabilitation operation?

LUNCH BREAK : 1.30 Minutes

MATERIAL

LESSON 13 : GOVERNMENT POLICIES

HANDOUT 13 A

1. Immediate post-disaster relief operation programme
 - a. A concerned NGO will submit a proposal for relief programme in prescribed form F.D.7 directly to Ministry of Relief and Rehabilitation, if that NGO intends to take an initiative to conduct immediate relief operation with foreign aid during the period of disasters like floods, cyclone, drought, etc., and will give a copy of the programme description to the NGO Affairs Bureau. No fees will be charged against this type of project.
 - b. The Ministry of Relief and Rehabilitation within 24 hours of the receipt of the outlines of the proposed programme will convey the government decisions to the organisations, the External Resource Division, the NGO Affairs Bureau, the Ministry of Home affairs and the concerned Deputy Commissioners.
 - c. The NGO Affairs Bureau will issue an order for the release of foreign cash-grants or commodities within 24 hours of soliciting the decisions from the Ministry of Relief and Rehabilitation.
 - d. Non-government organisations will communicate with the concerned Deputy Commissioners in the interest of necessary coordination of relief programmes, at the field level. The Deputy Commissioner will offer all sorts of possible cooperation to the NGOs in relief operation.
 - e. Within 6 weeks after the completion of the relief programme, the NGOs will submit their final reports to the Ministry of Relief and Rehabilitation and give a copy to each of the External Resource Division and the NGO Affairs Bureau.

2. REHABILITATION PROJECT

The NGO Affairs Bureau will give its decision within 21 days after receiving the project proposal with relevant data in duly filled in FD-6 form in respect of the rehabilitation projects for the disaster-affected people.

-
- CHART 13 B: THE IMPORTANCE OF COMMUNICATION WITH THE
LOCAL GOVERNMENT AND GOVERNMENT DEPARTMENTS
- to inform the conditions of the disaster-affected area;
 - to inform the magnitude and intensity of the damage;
 - to inform relief operation;
 - to remove administrative bottlenecks;
 - to obtain government clearance;
 - to submit reports;
 - sometimes to collect information on disasters, and
 - to disseminate information on the commencement of the rehabilitation and reconstruction programme.
-

SUPPORTING INFORMATION

DISASTER MANAGEMENT AND GOVERNMENT POLICIES

INTRODUCTION

National and foreign non-government organisations (NGOs) have been operating voluntary programmes in Bangladesh for a long time. Their working sphere has been expanded after independence. Though their activities were confined to post-disaster relief and rehabilitation programme, they are now engaged in socio-economic development, and their activities are now spread in the fields of health, family planning, poverty-alleviation including education and employment, social welfare and mass-development. In the last few years, the volume of foreign aid has also increased in these voluntary programmes.

The Government thinks that NGOs are playing an effective role in national development efforts, and the objectives of the government are to encourage voluntary programmes where the government services have limited capacity for undertaking this task. NGOs acting as supplementary and complementary agencies can make the development programmes of the government far more meaningful and extended than otherwise.

Formerly, the foreign and foreign aided NGOs had to apply to different government agencies for registration and project approval. The whole process of affiliation used to get delayed to receive the approval of the committees and inter-ministerial

suggestions at different levels. The Government, also in the past, could not effectively review the programmes of the NGOs for the lack of essential manpower and a respective organization to deal with the subject. So, NGO activities as a whole faced not only bottlenecks of various kinds, but also adverse criticisms in this country because of the misuse and misappropriation of the resources by some of them. The Government has formed a Directorate called NGO Affairs Bureau under the Prime Minister's Secretariat and brought some changes in the process to ensure different government grants to NGOs, coordination of the NGO operation and proper use of resources with a view to making the whole procedure easier. As a result, it is expected that time would be saved to some extent and there would be an end to unnecessary delays at different levels. A Director General heads the NGO Affairs Bureau and it acts as a liaison between government and foreign and foreign aided NGOs. These NGOs will be directed mainly by the compiled rules under the Foreign Donation (Regulation) Ordinance, 1982 and the Foreign Donation (Voluntary Activities) Regulation Ordinance, 1978. The other NGOs of Bangladesh which do not receive foreign donation directly will be guided under the previous rules.

The Foreign Donation (Regulation) Ordinance 1982 will be applicable to all donors and recipients. All sorts of foreign donations whether in cash or in kind including air freight will be under these regulations. It is imperative to take permission from the government prior to any receipt or payment of donation. If this kind of donation is used in voluntary activities it will be under the prescribed rules of the Foreign Donation (Voluntary Activities) Regulation Ordinance, 1978. To conduct foreign-aided voluntary activities, the concerned organisation/person should have to be registered with, and take prior permission from the government for the programme. Obtaining registration for conducting voluntary activities and seeking permission for receiving foreign aid are two different and separate formalities

THE NEED FOR COMMUNICATION WITH LOCAL GOVERNMENT AND GOVERNMENT OFFICES

Now, the issue regarding communication with the government departments comes up. The reasons for establishing communication with the government departments are given below :

The Social Welfare Directorate formed an inspection team on the basis of a unanimous letter against an NGO of Manikganj, a

participant in emergency relief operation after the devastating floods had hit the area in 1988.

In 1990, this team summoned the ADAB authorities to be a witness in Manikganj. However, at a stage of discussion, the concerned NGO worker expressed his dissatisfaction by opining that if they were involved in relief aid distribution, this kind of situation would not have taken place.

1. The responsibilities of the local offices (Zilla and Thana) under the Relief and Rehabilitation Ministry re to supervise the emergency relief operation; inform the Government of the magnitude of devastation, and to keep them informed of any data on emergency relief operation.
2. In relief operation, no significant role is assigned to the local-level offices of the Social Welfare Directorate. But the Social Welfare Directorate, as a registration authority, intends to be involved in the delivery of disaster relief aid in different ways. This involvement is usually confined to receiving written information and to presiding over the relief aid distribution ceremony, etc. Complaints of interferences and interventions in local-level organisations in various ways are available if such involvement is not encouraged.
3. The clearance of the Government is necessary according to the present rules and regulations for conducting a relief programme with the donor funds. Reports are to be submitted to the Deputy Commissioner within a scheduled time before a relief operation is completed. Even to keep on this trend it is imperative to communicate with the government departments.
4. So far, the Government itself has served as the main channel/media of information and data collection. Liaison should be maintained with the concerned government departments for collecting and collating information related to disasters.
5. To overcome the adverse impact of a disaster, the government undertakes various kinds of rehabilitation programmes such as agricultural replanning, etc. Seeds and fertilizers are distributed among the peasants either free of cost or at a low cost in consonance with such planning. It is necessary to communicate with the government departments even to effectively appraise the farmers of the strategy in right time.

ACTIVITIES OF THE DIFFERENT RELIEF COORDINATION COMMITTEES

1. NATIONAL COORDINATION COMMITTEE

- to supervise all the relief and rehabilitation programmes of the country;
- to coordinate between relief and rehabilitation programmes;
- to control the overall relief and rehabilitation operation, and
- to regulate in a proper way the entire relief and rehabilitation program.

2. CENTRAL COORDINATION COMMITTEE

- to assess the post-impact situation and quantify the extent of total damage;
- to ensure the supply of relief-aid;
- to prepare guidelines on coordination and planning of relief operation;
- to assist different ministries/agencies in all respects including coordination and supervision of all relief and rehabilitation programmes adopted by them
- to coordinate and supervise all rescue operations
- to guide and safeguard the disaster control room and collect necessary information;
- to coordinate relief and rehabilitation activities of all voluntary organisations;
- to maintain liaison with the zilla and thana headquarters;
- to arrange meetings with the representatives of voluntary and other organisations to integrate their activities;
- to sustain necessary communications through wireless and to control, coordinate and collect information with the help of T&T / Army, Police, BDR, etc.
- to give essential guidelines to the Divisional Commissioner, Deputy Commissioner, Thana Executive Officer, etc.;
- to prepare the programme of the disaster-control-room of the thana, zilla, etc.;
- to test relief activities of zilla and thana;
- to ensure the provision of helicopter(s) and other vehicles in different districts if needed;
- to arrange soft loans for house-building, and
- to implement "food for work" programme.

DIVISIONAL COORDINATION COMMITTEE

- the divisional Commissioner coordinates relief and rehabilitation programmes of different ministries and organisations in his working division;
- to send a sufficient number of workers to the disaster-

- threatened areas;
- to request the government to send volunteers/workers from outside the division, if needed, and
- to maintain liaison with the govt & central coordination committee.

DISTRICT COORDINATION COMMITTEE

- to make a rapid survey of relief and other aids, and appeal to the government for obtaining them;
- to arrange for rescue and transfer of the victims to a secured place;
- to provide the government and the Divisional Commissioner with necessary information of the progress of the emergency relief and rescue operations;
- to review the procedures and progress of the salvage operation and relief-aid delivery in the district;
- to coordinate the programmes of the concerned voluntary organisations;
- to review the receipt, issue and supply of the commodities, and
- to plan for the rehousing of the devastated people and adopt the test relief, "food for work" programmes.

THANA COORDINATION COMMITTEE

- to review the procedures and progresses of the rescue and relief operation at the thana level;
- to coordinate disaster relief operations of different departments;
- to review the receipt, issue and supply of relief materials;
- to inform the government and district administration of the development of rescue and relief operations;
- to salvage the victims and transfer them to a safe place;
- to make a rapid survey of the disaster-affected areas and appeal to the government for relief and other aids;
- to coordinate the emergency relief activities of the concerned voluntary organisations, and
- to arrange rehabilitation for the disaster-victims.

UNION COORDINATION COMMITTEE

- to organise volunteers in the union, and give them training for rescue, survivor salvage, sewerage, etc.;
- to assist people in disaster response;
- to rescue the affected people and shift them to a safer place and ensure a rapid delivery of emergency food, drinking water, medicine, etc., and
- to develop disaster awareness of the people.

LESSON NOTE

LESSON 14 : COORDINATION

TIME: 2 Hrs.

OBJECTIVES: After the session, the participants will be able to:

1. explain the definition of coordination;
2. identify the types of coordination;
3. analyse the components of coordination;
4. discuss the need for coordination;
5. identify the barriers to coordination, and
6. explain the techniques of effective coordination.

TOPICS: Definition of coordination

- Types of coordination
- Components of coordination
- The need for coordination
- Barriers to coordination
- Techniques of coordination

METHOD : Group study

- small group discussion
- expression of concepts
- stimulating game
- lectures and discussions

MATERIAL: Chart

- Chalkboard
- handout
- paper and marker

LESSON ANALYSIS

LESSON 14 : WHAT IS COORDINATION?

TIME : 15 Minutes

MATERIAL : Chart 14. Topics and objectives, Chart 14A - What is meant by coordination?

The facilitator exchanges greetings with the participants and shows the chart and explains the topics and objectives of the session.

- He asks the participants what they understand by coordination.
- The facilitator then asks the participants to write down the definition of coordination in their notebooks and read it out one by one.

- He then coordinates their opinions and explains the definition of coordination on the board or the chart.
- The expected definition is: the formula of the programme accepted through mutual consent within two or more than two groups or organisations is known as coordination.

LESSON 14: TYPES OF COORDINATION

TIME : 10 Minutes
 MATERIAL : Chart 14 B-Types of coordination
 METHOD : The facilitator wants to know from the participants the type of coordination generally required during the times of disasters. He then explains the types of coordination from the chart after listening to the opinions of the participants.

LESSON 14: COMPONENTS OF COORDINATION

TIME : 15 Minutes
 MATERIAL : Handout 14C - Components of coordination.
 METHOD : The facilitator says that they are going to discuss the components which are important for establishing the cooperative relations among the relief workers/organisations in the disaster-affected areas.

- He distributes the handouts (the components of coordination) among the participants.
- Each participant reads and explains one paragraph.

The facilitator then requests the other participant to explain, if someone's narration is not clear. The facilitator himself also participates in the discussion.

- After group-reading, the facilitator again explains the paragraph of the handout if anything appears to be complicated.
- Next he summarizes the topic and concludes the session.

LESSON 14: THE NEED FOR COORDINATION

TIME : 20 Minutes
 METHOD : the facilitator announces that next all the participants together would draw a picture on the board.

- but the condition is: none is allowed to discuss

anything with anybody and one starts drawing from the point at which the previous one stops drawing (at a stretch). When thus every body finishes, the facilitator asks the participants what they have drawn together.

- it is expected that it would not at all be a picture of anything. He then asks why it has not been a picture.
- the facilitator now writes down all the opinions on the board.
- the facilitator wants to know what the participants have inferred from the game.
- he again wants to know from the participants the needs for coordination in the disaster and relief operations in the light of the previous experience from the game.
- he writes down all the opinions on the board without criticisms.
- the facilitator prepares a list subsequent to generalizing the concepts through discussions.
- next, the facilitator summarizes the topic and concludes the discussion.

LESSON 14: BARRIERS TO COORDINATION

TIME : 20 Minutes

MATERIAL : Chart 14 D - Barriers to coordination.

METHOD : The facilitator reminds the participants of the experience from the game of the pervious lesson and asks them what barriers to coordination exist among different workers/NGOs. He writes down the opinions on the board.

- He invites one of the participants to make a unified list after finishing discussions with all the participants concerned.
- The facilitator thanks the participants and explains the possible barriers to coordination from the chart, and makes necessary adjustments with the list. He then summarizes the topic and concludes the discussion.

LESSON 14: TECHNIQUES OF COORDINATION

TIME : 25 Minutes

MATERIAL : Chart 14 E - Techniques of proper coordination.

METHOD : The facilitator divides the participants into 3/4 groups, and asks each group to select a leader of their own.
- He supplies paper and marker, and allows a duration of 10 minutes for group discussion.

GROUP TASK: WHAT ARE THE TECHNIQUES OF PROPER COORDINATION?

- The facilitator asks the group leaders to attach their respective group reports onto the board/wall after the group task.
- In this phase, the facilitator requests the group leaders to present their respective reports.
- After a group presents its report, opportunities should be provided to other groups to express their opinions.
- The facilitator narrates the techniques of proper coordination after the groups present their reports, and the discussions come to an end.
- The facilitator adds any new concept to his chart.
- He provides a summary of the topic and situation subsequent to necessary discussions.

REVIEW

TIME : 15 Minutes

METHOD: The facilitator makes each participant understand that:

1. he will have to enlist the topics of the session through questions and answers with the help of other participants,
2. he will have to test how many participants clearly understand each topic. The facilitator thanks everybody and concludes the session.

MATERIAL

CHART 14 A - WHAT IS MEANT BY COORDINATION ?

The formula of the accepted programme subject to mutual concept within two or more than two groups or organisations is known as coordination.

CHART 14 B- TYPES OF COORDINATION

Generally, 3 types of coordination are needed during the times of disasters;

1. coordination of local NGOs;
2. coordination between volunteer groups or NGOs which appear from the remote areas in times of adversity and local NGOs, and
3. coordination between the NGOs and the government.

HANDOUT :14 C - COMPONENTS OF COORDINATION

1. Work plan:
The method of coordination must be made clear subject to the approval of all concerned.
2. Role:
Everybody's roles, responsibilities, management and facilities should be clearly identified and written to determine the method of operation of all the groups.
3. Priority list:
The priority list should be made final with the full consent of all concerned.
4. Information collection and report writing:
Indeed, an effective coordination depends on data collection, reports and dissemination of information.

- A. Information source
Sources from where information can be collected and to where information can be sent must be identified.

- B. Procedures of information dissemination :
- the following should be decided earlier:
- a. how to deliver information, i.e., how to present information, or
 - b. how to disseminate information so that all the parties can understand them.
- C. What information is necessary?: The types of information to be exchanged with each other must be made clear to all.
- D. The fixation of time: Time required to complete a particular task should be limited with the help of discussions. Everybody should abide by the time schedule accepted unanimously. One should take into consideration the following factors to accelerate the progress and to make coordination effective:
1. The outlines of coordination and programme should be determined as a part of the disaster preparedness strategy.
 2. The site of the organisation used as the coordination-post should be identified and other important aspects of operational structure, such as, logistics, warehouses, delivery service-system, etc. should also be set up as part of in-country disaster preparedness.
 3. The objectives should be clearly defined and measures should be taken so as to assess and monitor development, achievements and to frequently evaluate their usefulness.
 4. The effectiveness of the selected programme should be deeply observed and regularly evaluated.
 5. An environment enabling all the agencies to respect each other and exchange views on their own objectives should be created and fostered.
 6. The gaps in and the overlaps of activities should be clearly identified.
 7. The exchange of views in writing is far more acceptable than a mere verbal exchange of data.
 8. A chain of relations must be established with each project.
 9. Necessary flexibility is required to fulfill different demands.
 10. The number of coordination committees should be reduced as far as possible.
 11. A memorandum of understanding at the coordination level should be signed between the NGOs and the government in the pre-disaster planning period.

CHART 14 D - BARRIERS TO COORDINATION

- The absence of the majority of workers/representatives at the coordination meetings.
 - The fear of losing originality of the organisation.
 - Differences of opinion in making a list of priorities.
 - Attempts to assert oneself (worker/organisation).
 - Disrupted communication systems.
 - Inadequate emergency relief response.
-

CHART 14 E - TECHNIQUES OF PROPER COORDINATION

- to organise coordination meeting;
 - to inform the concerned government departments, and national and international organisations; interested agencies can primarily sit in the conference to discuss the following:
 - different concepts and procedures of coordination;
 - own principles of disaster and relief operation, programme and experience;and these interested agencies can then move on:
 - to establish single-mindedness and form committees;
 - to form a structure of integrated relief measures and activities, and
 - to arrange discussions and maintain necessary liaison between the coordination committee and the government.
-

SUPPORTING INFORMATION

LESSON 14 : COORDINATION

Everywhere, especially during the period immediately following the disaster, we hear of coordination. But, what do we understand by coordination?

Coordination is a wide and extensive subject. So, there is a risk of misunderstanding it. Though we apparently cry for integration, actually at heart we do not want to be integrated. Misconceptions

about integration create fear in the minds of the many. In a word, we can define integration as the formula of the accepted program subject to mutual consent within two or more than two groups or organisations.

TYPES OF COORDINATION

Three types of coordination are generally needed in times of disasters:

1. Coordination of local NGOs.
2. Coordination between volunteer groups or NGOs appearing from the remote areas in times of adversity, and local NGOs.
3. Coordination between the NGOs and the government.

Competition is not at all acceptable in disaster relief operation. A situation where every body is working on his own without any internal communication, and which is not at all competitive, does not even seem to be favorable. Emergency disaster relief operation of all agencies should be effective, and financial principles should be jointly operated from the humanitarian view point and with a noble intention, and this can be ensured only through coordination.

Coordination between the government and the NGOs demands a detailed discussion. In fact, the final responsibilities of national disaster preparedness devolve upon the government. When a disaster occurs in our country, the government requests the NGOs to respond to the distress call. Though the government comes forward, both of them do not respond equally. The government may have its own disaster plan. In it, public participation from all the classes of the society must be ensured; a full utilization of national resources cannot be accomplished otherwise. NGOs can form a disaster coordination council to ensure a meaningful coordination with the government at the national, district and thana levels. This council on behalf of all the NGOs will negotiate with the government on disaster issues. It has been proved undoubtedly in this country that non-government local organisations have established far more effectiveness and acceptability at the grass root level than government. So, in times of adversity, the government employees cannot exercise first aid, search, rescue operations as promptly and efficiently as these organizations (NGOs, etc.) can do. On the other hand, the government has more resources, equipment, transport, required

to implement these activities than others. In fact, here there is a possibility of an effective coordination between the manpower and organizing capability of the NGOs, and the resources and initiatives of the government. It is indeed useful to be united with the government in the coordination phase. As there are no prescribed principles of disaster response coordination with the government all concerned government institutions come into action to take the leadership in coordination only in times of disaster disruption. If not united through the NGO Disaster Coordination Council, there is a possibility of a threat of getting stuck-up with innumerable coordination meetings and decisions. The council can continue with discussion sessions, if the government is informed of the formation of the Coordination Council, and others will get a opportunity of working for establishing a more stable basis to life in the disaster-prone areas.

As in 1989, five to six coordination councils were formed at different government levels after the tornado of Sauria. These coordination councils were:

1. Manikganj District Relief Coordination Council
2. Dhaka Divisional Commissioner's Coordination Council
3. Army Coordination Council engaged in Relief Operation
4. Coordination Council of Social Welfare Ministry
5. Deputy Prime Minister's Cabinet Coordination Council, etc.

Under the pressures of these councils, there developed such a situation that the NGOs, working in the tornado-hit areas couldn't even decide within themselves what was to be done. At the same time, a number of coordinating meetings were held, but there was nobody to attend.

THE COMPONENTS OF COORDINATION

To establish a cooperative relationship, a few common components act as the controlling factors such as :

1. Work plan:
The method of coordination must be made clear subject to the approval of all concerned.
- 2 Role:
Everybody's roles, responsibilities, management and facilities should be clearly identified and written to determine the method of operation of all the groups.

3. Priority list:

The priority list should be made final with the full consent of all concerned.

4. Information collection and report writing:

An effective coordination depends on data collection, reports and dissemination of information.

- A. Information source: Sources from where information can be collected and to where information can be sent should be identified.
- B. Procedures of information dissemination
 - the following should be decided earlier:
 - a. how to deliver information, i.e., how to present information, or
 - b. how to disseminate information so that all the parties can understand them.
- C. What information is necessary? The types of information to be exchanged with each other must be made clear to all.
- D. Determination of time-frame: The time-frame required to complete a particular task should be limited with the help of discussions. Everybody should abide by the time-schedule accepted unanimously.

If the above components are ensured, it is possible to evolve an acceptable and easy coordination system. Under normal circumstances, need for, the necessity and effectiveness of coordination may not be that badly counted, but when a disaster occurs there is no other alternative than coordination. Therefore, coordination should always be considered with importance. Coordination is established with the components discussed so far, but we should take into consideration also the following factors to accelerate the progress and to make coordination effective:

- 1. The outlines of coordination and programme should be determined as a part of the disaster preparedness strategy.
- 2. The site of the organisation used as the coordination-post should be identified and other important aspects of

operational structure, such as, logistics, warehouses, delivery service-system, etc., should also be set up as part of in-country disaster preparedness.

3. The objectives should be clearly defined and measures should be taken to assess and monitor development, achievements and to frequently evaluate their usefulness.
4. The effectiveness of the selected program should be deeply observed and regularly evaluated.
5. An environment enabling all the concerned agencies to respect each other and exchange views on their own objectives must be created and fostered.
6. The gaps in, and the overlaps of activities should be identified.
7. The exchange of views in writing is far more acceptable than a mere verbal exchange of data.
8. A chain of relations, should be established with each project.
9. Necessary flexibility is required to fulfill different demands.
10. The number of coordination committees should be reduced as far as possible.
11. An Absence of pre-assumed understanding with the government in the coordination phase most of the times generates conflicts and misunderstanding in mutual roles and activities in practical fields. To avoid this sort of situation, a memorandum of understanding at coordination level should be signed between NGOs and government in pre-disaster planning period.

THE NEED FOR COORDINATION

The need for coordination is deeply felt for ensuring the following with cooperative activities in times of disaster:

- a. to fulfill the emergency needs effectively and efficiently;
- b. to prevent misuse and duplication;
- c. to ensure allocation of relief commodities on the highest priority and equal basis;
- d. so that the procedures and objectives of a programme do not collide with those of the other. In a word, coordination is indispensable for restoring the devastated economy of the disaster victims and for making relief operation smooth and effective.

THE BARRIERS TO EFFECTIVE COORDINATION WITHIN NGOS

The barriers to stable coordination should be considered earlier. These barriers are as follows:

1. In times of disasters, the burden of responsibilities is so heavy that the majority of the field-staff attach no or very little importance to attending coordination meetings.
2. Organisations concerned with their image and uniqueness fear that their participation in any integrated programme may lead to a loss of originality and uniqueness.
3. Some organisations may be interested in providing aid to a particular community in the disaster-affected areas. If their inclination towards the less affected people remains unchangeable, the difference of opinion develops in the coordination phase and in preparing a priority list in a resource deficient country.
4. External NGOs have a tendency to distribute relief aid and hurriedly finish the task by any means. It becomes quite difficult to make them participate in a planned, coordinated and developing relief operation. Some external NGOs come forward with a secret intention to extend a new working area; so, they do not like to lose their originality in a joint, cooperative effort.
5. Disrupted communication systems and inadequate emergency relief supplies constitute potential hindrances to coordination.
6. The disadvantages of establishing a system of accurate evaluation of damage and demands hinder coordination.
7. The temptation of receiving publicity sometimes leads some NGOs to take such impetuous steps as would make coordination quite vulnerable; e.g., when non-government organisations were discussing different aspects of house-building in Sauria, an organisation, which was involved in coordinated activities from the very beginning, suddenly started distributing house-materials through the courtesy of a minister. But many organisations, though financially and organizationally stronger, did not start constructing houses as they believed in joint and integrated efforts. The craze for publicity accompanied by a deliberate dissociation from combined efforts could indeed disrupt the course of an integrated programme.

HOW CAN THE COORDINATION PROCESS BE STARTED?

The best way to set up a coordination plan is to evolve it as part of disaster-preparedness. In many cases, systematic coordination is needed to readily assist local disaster responses, where prior preparation usually remains absent. In these circumstances, the integration-process can be initiated like this:

1. One or more than one NGOs interested in relief operation can call a meeting to exchange views on steps to be taken in respect of coordination. Local representatives of international NGOs can be invited to this meeting. If possible the local representative of ADAB can carry on this responsibility.
2. When needed, the decisions of these coordination meetings may be conveyed to the concerned government departments and to the local sister concerns of the United Nations.
3. Interested organisations can sit primarily to exchange views on the following subjects :
 - a) different concepts and procedures of coordination, and
 - b) own principles of disaster relief operation, program and experience.
4. Subject to the peoples' needs felt for coordination, a committee can be directly formed.
5. This committee can make the outlines of a coordinated emergency relief programme on the basis of general consensus.
6. After the formation of the structure of the relief programme, the committee will select the area, and identify the kind of relief operation required for each organisation with the support of the member-organisations.
7. This coordination committee, on behalf of the NGOs, will negotiate with the government on related matters, as and when needed.

CONCLUSION

Experiences tell us that there is usually a great demand for coordination immediately after a disaster. Then, within five to six weeks, the interest of an organisation in coordination begins to decline. Because within this period, most of the organisations set their own programs and give more attention to their field work. At this stage, local and area-based coordination becomes significantly important than coordination at the national level.

To improve the situation of coordination, preparation should be made in this respect prior to the occurrence of any disaster. Under heavy pressures of emergency in the disaster-affected areas people remain confused on what is to be done. A coordinated programme and a guideline on the responsibilities over the whole range of disaster response should be prepared, and when possible, alternatives can be worked out. In other words, the process of integration should properly begin in times of stability.

| LESSON 15 : SUPERVISION, MONITORING AND EVALUATION |

| TIME : 2 Hrs. |

| OBJECTIVE: - After the session, the participants will
| be able to :

- | 1. explain the definition of supervision,
| monitoring and evaluation;
- | 2. identify and analyse the factors of
| supervision and monitoring under consideration;
- | 3. describe the need for evaluation, and
- | 4. determine and explain the types of evaluation.

| TOPICS: Definition of supervision:

- | - Factors of supervision under consideration
- | - Definition of monitoring
- | - Factors of monitoring under consideration
- | - Definition of evaluation
- | - The need for evaluation
- | - Types of evaluation

| METHOD: Small group discussion
| Expression of concepts
| Stimulating games
| Lectures and discussion
| Questions and answers

| MATERIAL: Chart
| Papers and Markers
| Chalk board

LESSON 15: DEFINITION OF SUPERVISION

TIME : 10 Minutes

MATERIAL : Chart 15 - Topics and objectives
Chart 15A - What is supervision?

METHOD : The facilitator exchanges greetings with the participants, and presents the topics and objectives of the session through the chart. "What is supervision?" - he asks the trainees, and explains the definition of supervision from the chart after hearing the opinions.

LESSON 15: FACTORS TO BE CONSIDERED UNDER SUPERVISION

TIME : 15 Minutes

MATERIAL : Chart 15B - Factors to be considered under supervision.

METHOD : The facilitator asks the trainees to sit comfortably in their seats. Nobody is allowed to make any sound. He may switch off the light and close the doors and windows, if necessary, to create a shadowy and dreamy environment.

- Next, he asks the trainees to close their eyes and think that they are back to their working areas. They are there to supervise a programme under execution, and after supervision, they have to come back to their training room. Now he asks everyone to open one's eyes and return to reality.
- The facilitator now asks everybody what he has done as a supervisor.
- He then writes the opinions on the board and compares them with the definition.
- Next, the facilitator mentions that these are noticeable and to be considered in times of supervision.
- He summarizes the topics of the chart in consonance with the disaster relief programme.

LESSON 15 : DEFINITION OF MONITORING

TIME : 10 Minutes

MATERIAL : The Chart 15C- What is meant by monitoring?

METHOD : The Facilitator wants to know from the participants

what they understand by monitoring. He asks them to write down their opinions in their note books.

- He shows the chart and explains the definition of monitoring, and says that monitoring not only helps in executing a programme, but it also acts as an assisting factor in adopting subsequent decisions with regard to a disaster programme.

LESSON 15: FACTORS TO BE CONSIDERED UNDER MONITORING

TIME : 20 Minutes

METHOD : The facilitator asks the trainees: "What is generally needed for executing a programme?"

- He then explains the possible answers on the board after listening to the opinions.
- Resources/Fund/Materials-Manpower-experience and skills.
- Now the facilitator asks what factors should be considered to monitor a programme.
- He analyses the answers on the chart, and summarizes the topics of the chart keeping a consistency with disaster and relief programme monitoring.

LESSON 15 : DEFINITION OF EVALUATION

TIME : 20 Minutes

MATERIAL : Chart 15E - What is evaluation ?

METHOD : The facilitator asks the participants: "What is programme evaluation ?"

- He explains the definition from the chart after he hears the opinions of the participants.
- Now the facilitator wants to know when a programme should be evaluated.
- The facilitator then explains the possible answers on the board:
 1. at a particular time of the running programme, and
 2. after the completion of the programme.

LESSON 15: THE NEED FOR EVALUATION

TIME : 15 Minutes

MATERIAL : Chart 15F-Steps of evaluation,
Chart 15 G - The need for evaluation

- METHOD** : The facilitator says to the participants, "Now we will identify the needs for evaluating a program. But before that, we must know what the steps of evaluation are."
- The facilitator now listens to the opinions and explains the answers.
 - Possible steps : identification of the area and the procedures, collection/identification of materials, start evaluating.
 - The facilitator asks, if there is any need for evaluating any programme. The expected answer is: "Yes, there is." Now he inquires about various needs for evaluation.
 - He now writes down all the opinions on the board, explains the needs for evaluation from the chart.

LESSON 15 TYPES OF EVALUATION

TIME : 15 Minutes

- METHOD** : The facilitator asks the participants whether any of them has evaluated any programme or has found evaluating a programme he has been working for.
- The facilitator now gives a chance to a participant or two to describe his or their experiences.
 - Now he wants to know from the participants about different ways of evaluating a programme. Then, he analyses types of evaluation on the board:
 1. by appointing a person from outside the organisation;
 2. self-evaluation by an internal staff-member;
 3. by a combined group of external and internal personnel.

REVIEW

TIME : 15 Minutes

- METHOD:** In this phase, the facilitator comes back to the chart of the objectives of the session.
- He shows the chart and asks the participants to remember the topics.
 - He ascertains through questions and answers if the objectives of the session have been served.

Possible Questions:

1. What is supervision?
2. What are the factors to be considered under supervision?
3. What is meant by monitoring?
4. What are the factors to be considered under monitoring?
5. Mention any 3.steps of evaluation.
6. What are the needs for evaluation?

The facilitator thanks everybody and concludes the session.

TEA BREAK : 15 Minutes

MATERIAL

LESSON 15

Chart 15 A

WHAT IS SUPERVISION

Supervision is a dynamic process whereby it is verified through inspection how much careful and capable are the officers and employees, engaged in implementing a programme, in carrying out their individual responsibilities and duties, and whereby necessary counseling is also provided.

Chart 15 B

FACTORS TO BE CONSIDERED UNDER SUPERVISION

- whether a worker holds a clear idea about his/her own responsibilities and duties;
 - whether he/her is negligent about carrying out his/her duties & responsibilities entrusted to him/her
 - if he/her has the competence and expertise in carrying out the responsibilities;
 - if a worker sincerely devoted and dedicated to the programme;
 - to discuss the advantages and disadvantages of the programme and the worker in carrying out the required responsibilities;
 - to discuss the barriers to and problems in executing a particular programme, and
 - not only to rectify through supervision, but also to advise and encourage.
-

Chart C WHAT IS MEANT BY MONITORING ?

Monitoring is an observational process through which one can look into and determine the course of a programme, under implementation, at its various stages and phases, and through which one can also ascertain whether a programme is progressing to achieve its objectives as planned. Further, monitoring helps plan a programme. determine its implementational procedures and objectives, and make necessary modification. and extensions in a programme in response to changing circumstances and realities.

Chart 15 D

FACTORS TO BE CONSIDERED UNDER MONITORING :

- how far is the adopted program consistent with achieving the objectives and goals;
- whether the programme is developing according to the strategy;
- whether expenses are made, and activities are executed, as per the budget;
- whether the receipts and payments are in conformity with the adequacy of funds;
- to verify the active involvement of all the staff-members in the programme;
- to review the overall management of the programme, and, to record necessary educative observations and use them in the future plan.

Chart 15 E:

WHAT IS EVALUATION ?

Evaluation may be defined as a measure of the achievements of the targets of a programme or a particular part of it on the completion of a fixed period.

or

Evaluation may be defined as a measure of the achievements of the targets of a programme on its partial or entire, completion, or on the expire of a particular period of time.

Chart 15 F

STEPS OF EVALUATION

Selection of area

Selection of procedure

Collection of materials

Start evaluating

| Chart 15G |

| THE NEEDS FOR EVALUATION |

- | - to verify whether the objectives and targets of a |
| Particular programme are achieved; |
 - | - to identify reasons, if the targets are not |
| achieved, with a view to coping with the future |
| disaster events; |
 - | - to verify whether expenses are made as |
| per the provision of the budget, |
 - | - and To determine the working standards. |
-

SUPPORTING INFORMATION

LESSON 15 : SUPERVISION, MONITORING AND EVALUATION

The most important factor of each programme is to analyse every event and action of it, whether it is involved in relief measures, research or extension work. And this analysis helps in making correct decisions for the future strategies. As an outcome of accurate data collection through the above process, it becomes possible for the administrators or the managers to make correct decisions. Though these matters are related to each other, they have their unique functions and characteristics described as follows:

SUPERVISION

Though supervision is thought to be related to control and administration, basically it is intended to verify through inspection how much careful and capable are the officers and employees, engaged in implementing a programme, in carrying out their individual responsibilities and duties, and to provide necessary counseling as and when required.

FACTORS TO BE CONSIDERED UNDER SUPERVISION:

- whether a worker holds a clear idea about his own responsibilities and duties;
- whether he/she is negligent about carrying out his responsibilities entrusted to him/her;
- if he/she has the competence and expertise in carrying out necessary responsibilities;
- whether a worker is sincerely devoted and dedicated to the programme;

- to discuss the advantages and disadvantages of the programme, and of the worker in carrying out his/her responsibilities;
- to discuss the barriers to and problems in, executing a programme, and
- not only to rectify through supervision, but also to advise and encourage.

MONITORING

Monitoring is an observational process through which one can look into and determine, the course of a programme, under implementation, at its various stages and phases, and through which one can also ascertain whether a programme is progressing to achieve its objectives as planned. Further, monitoring helps plan a programme, determine its implementational procedures and objectives, and make necessary modifications and extensions in a programme in response to changing circumstances and realities. So, programme monitoring is quite an important process in implementing a programme. It not only helps in executing a strategy, but also acts as a stimulus to future decision-making. The factors that are considered under the monitoring process are:

- how far the adopted programme is relevant to the accomplishment of the objectives and goals;
- whether a programme is developing according to its schedule;
- whether expenses are allocated as per the provision of the budget;
- whether receipts and payments are in conformity with the adequacy of funds;
- to verify the active involvement of all the staff-members in the programme;
- to review the overall management of the programme, and
- to record necessary educative observations and use them in the future plan.

EVALUATION

Evaluation refers to nothing but observing a programme after a particular part of the program is complete, or after a fixed period of time is over. Generally, evaluation is done at a particular phase or on completion of a programme. Evaluation of a disaster programme is very important. Because, if there are no evaluation and documents of experience, the organisation engaged in materializing a programme may repeat its mistakes. On the

other hand lessons from previous disasters will help overcome various drawbacks in the similar hazard preparedness. Evaluation is nothing but measuring the achievements of a targeted programme at a particular phase or after a particular period of time is over. A programme evaluation may have different steps, of which the following three are particularly remarkable:

- to identify that part of the programme which is to be evaluated;
- to determine the criteria of an event, an action or a decision for assessment, and
- to fix a procedure through which accurate and adequate information would be collected.

Programme evaluation is a very sensitive area of activity; for, on it, depends the credibility of an organisation. Indeed, it is only through evaluation that we can determine the appropriateness of a programme for coping with the situation, ascertain the acceptability of the working procedure and its potentials for achieving ideas, objectives and goals of an organisation. So prior to evaluating a programme, it must be seriously considered who or which organisation will conduct the evaluation, for evaluation is a very delicate and technical matter which needs to be operated with efficiency. Generally, evaluation is carried out in three ways:

1. by appointing a person from outside the organisation;
2. self-evaluation by an internal staff, and
3. by a combined group of external and internal personnel.

Experience tells us that specially small organisations do not have evaluation reports on their programmes. There might be at least two reasons behind this. Firstly, the whole business of evaluation is unknown to them, i.e., they do not know what is to be evaluated. Secondly, they intentionally neglect this important and valuable area of activity. Because they are under such a wrong impression that through evaluation, only the drawbacks and weaknesses are revealed. So there could be a possibility of the cessation of aid. In fact, both strong and weak sides of a programme are presented in an evaluation report, which produces a very informative analysis which will surely assist in future disaster management. The crucially important factors of evaluation are:

ORGANIZATIONAL

- how far are the ideals, objectives and goals of a particular organisation reflected in a programme;
- how reasonable is the identification of the objectives and the goals;
- how helpful is an organizational infrastructure in realizing programmatic strategies, and
- how prompt and faultless is the system of decision-making.

PROGRAMME

- What was the procedure of decision-making for undertaking a programme ?
- How relevant was the determined programme to the situation and the environment ?
- How acceptable were the strategy-realization-procedure and its application ?
- Review of the pre-disaster-planning in the realization of the programme.
- The attained outcome of the realization of the programme.
- Explanation of the activities and expenses as per the provision of the budget.
- Analysis of the strong and weak sides of the programme.
- Recommendations/comments.

RELATED TO DISASTER

- How was the quality of preparedness?
- How effective was the warning system?
- What measures were undertaken for search, rescue and transfer?
- How were the emergency services, such as food, treatment and shelter facility, services, directed?
- Review of the relief commodities distribution system?
- Audit of the records of the receipt of relief materials, warehousing and delivery.
- The needs for the rehabilitation and reconstruction programme: analysis of successes and failures.
- Recommendations/comments

LESSON NOTE

LESSON 16: REPORT WRITING

TIME : 2 Hrs.

OBJECTIVE: After the session, the participants will be able to :

1. explain the definition of reporting;
2. describe the needs for reporting;
3. identify and narrate the characteristics and phases of reporting, and
4. explain the conditions of correct report-writing.

TOPICS: Definition of reporting.

- The need for reporting.
- The characteristics of reporting.
- The phases of reporting.
- The conditions of correct report-writing.

METHOD: Lecture and discussion

- Expression of concepts
- Questions and answers

MATERIAL: Chart

- Chalkboard
- Marker

LESSON ANALYSIS

LESSON 16 : DEFINITION OF REPORTING

TIME : 15 Minutes

MATERIAL: Chart 16-Topics and objectives, Chart 16A
- What is meant by reporting?

METHOD: At the beginning of the session, the facilitator exchanges greetings with the participants and presents the topics and objectives through the chart.

- The facilitator now wants to know what the participants understand by reporting.
- He explains the definition of reporting from the chart after listening to the opinions. Possible definition: "In general, reporting means keeping records of activities executed as per a plan within a particular period of time."

LESSON 16: THE NEED FOR REPORTING

TIME: 20 Minutes

MATERIAL: Chart 16 B - The need for reporting.

METHOD: The facilitator asks the participants: "What are the needs for reporting in a disaster period?"

- He writes down brief opinions of all on the board.
- Now, the facilitator explains the need for reporting.

POSSIBLE

ANSWERS: Reporting is needed for:

- decision-making;
 - planning;
 - informing the public;
 - coordination;
 - obtaining funds through budget allocation;
 - collection/distribution of materials;
 - evaluation, and
 - preservation of records.
- In this phase, the facilitator asks the participants to compare their ideas with the list of the chart.
 - He then summarizes the topics, and concludes the discussion.

LESSON 16: CHARACTERISTICS OF REPORTING

TIME : 20 Minutes

MATERIAL : Chart 16 C-The characteristics of reporting.

METHOD : The facilitator asks the participants: "How should be a report or what should be the characteristics of a report?" He writes down the opinions of the participants on the board without any criticism.

- He explains the characteristics from the chart.

CHARACT-

- ERISTICS:
- Relevant - Meaningful
 - Easy to understand - Definite
 - Informative - Measurable
 - The facilitator requests the participants to compare their ideas with the chart.
 - He adds new points to the list.
 - He summarizes the topics, and concludes the discussion.

LESSON 16: PHASES OF REPORTING

TIME : 30 Minutes

MATERIAL : Chart 16D - A preliminary report will contain
 16E - An interim report will contain
 16F - A final report will contain

METHOD : The facilitator wants to know from the participants, at what phases of disaster period are generally reports needed.

- After listening to their ideas, the facilitator explains the topic on the board.
- 1. Preliminary Report, 2. Interim Report, and 3. Final Report.
- The facilitator mentions that it is not possible to present the overall picture of a disaster period in the preliminary report, but it is generally written on the basis of visits made to the disaster-affected areas and discussions made with the people of those areas. The subjects that are to be mentioned in this report should be explained from the chart.

LESSON 16: CONDITIONS OF CORRECT REPORT-WRITING

TIME : 20 Minutes

MATERIAL : Chart 16 G - Conditions of correct report-writing.

METHOD : The facilitator asks what should be the conditions of correct report-writing.

- He writes down their opinions on the board, shows the chart and explains the conditions of correct report-writing.

The possible conditions are :

- area visit
- survey
- data collection
- assembling of information
- report-writing
- The facilitator then asks the participants to compare their ideas with the chart.
- If he obtains any new point, he adds it to his chart.

REVIEW

TIME : 15 Minutes

METHOD : The facilitator verifies through questions and answers if the objectives of the session have been achieved.

POSSIBLE QUESTIONS

1. What is reporting ?
2. What are the needs for reporting ?
3. What are the characteristics of reporting ?
4. What are the types of reporting ?
5. What are the steps involved in report-writing ?

- Lastly, the facilitator thanks the participants, and concludes the session.

LUNCH BREAK : 1.30 Minutes

MATERIAL

LESSON 16

Chart 16 A

DEFINITION OF REPORTING

In general, reporting means keeping records of activities executed as per a plan within a particular period of time.

Chart 16 B:

THE NEED FOR REPORTING

Reporting is needed for:

- decision-making;
 - planning;
 - informing the public;
 - coordination;
 - obtaining funds through budget allocation;
 - collection/distribution of materials;
 - evaluation, and
 - preservation of records.
-

Chart 16 C: THE CHARACTERISTICS OF REPORTING

- | | |
|----------------------|---------------|
| - relevant | - definite |
| - meaningful | - informative |
| - easy to understand | - measurable |
-

| Chart 16 D: A PRELIMINARY REPORT WILL CONTAIN |

- | - the date and time of the occurrence of the |
| disaster; |
- | - a description of the type of disaster; |
- | - a description of the devastated area and |
| its geographical location; |
- | - an instant reconnaissance damage assessment |
| such as : |
 - | - people, |
 - | - housing/infrastructure, |
 - | - communication systems, |
 - | - emergency food and medical services |
| conditions, and |
 - | - pure drinking water and sources; |
- | - an analysis of the circumstances emerging out |
| of a disaster; |
- | - a description of the types of aid and |
| cooperation needed; |
- | - needs for reaching the disaster-threatened areas |
- | - instructions for the next contact person, |
| place and procedures, and |
- | - a brief plan for conducting a relief and |
| rescue operation. |

| Chart 16 E: AN INTERIM REPORT WILL CONTAIN |

- | - additional information besides information |
- | provided in the preliminary report; |
- | - accurate data(damage)collected through a survey |
- | - assessment of the duration of an emergency |
- | relief operation; |
- | - assessment of the time-limit required for |
- | re-establishing the normalcy of the overall |
- | situation; |
- | - a report on the activities of the government/ |
- | non-government agencies in the disaster area; |
- | - a progress report of the on-going relief |
- | operation and its problems; |
- | - a description of additional help,if needed; |
- | - an explanation provided in the proposal and |
- | planning of the need for undertaking a |
- | rehabilitation programme immediately after the |
- | emergency phase is over, and |
- | - a description of aids (with the name of the |
- | donor agency) received so far by |
- | the organisation. |

| Chart 16 F : FINAL REPORT WILL CONTAIN |

- | - a complete description of the disaster-affected areas; |
 - | - an estimate of the intensity of damage (people,animal, |
 - | infrastructure); |
 - | - a detailed description of the emergency relief and |
 - | rehabilitation programme, such as : |
 - | - primary objectives and planning; |
 - | - next change, extension and modification; |
 - | - achievements; |
 - | - a description of the beneficiaries; |
 - | - use of manpower; |
 - | - application of methods; |
 - | - remarkable vulnerabilities; |
 - | - receipts and payments related to the disaster |
 - | programme; |
 - | - a description of aids received so far; |
 - | - programme evaluation and recommendations to |
 - | make the future disaster programme more |
 - | smooth and effective. |
-

|Chart 16 G: |

| THE CONDITIONS OF CORRECT REPORT-WRITING |

- | - visits to programme areas; |
| - survey and data collection; |
| - assembling of data, and |
| - report-writing |
-

SUPPORTING INFORMATION

LESSON 16

REPORT

In general, reporting means keeping records of activities executed as per a plan within a particular period of time. This report must be easy to understand, informative and measurable. There is no alternative to a report in a disaster, for decisions are made on the basis of information presented in the report. Indeed, the process of decision-making becomes utterly impracticable without information or reporting. So, to keep programmatic interventions active and alive, the need for reporting is indispensable. It should be remembered that through report-reading, one should be in a position to verify or assess the overall situation and operational progress.

Reporting becomes essential at three phases in the disaster period and also with the change of the situation.

Phases of reporting:

1. Preliminary report
2. Interim report
3. Final report

PRELIMINARY REPORT

Indeed, it is virtually impossible to present an accurate and total picture of a disaster. However, a preliminary report should be prepared on the basis of visits paid to the devastated areas and on the basis of discussions made with the people of that locality. A preliminary report should be made as quickly as possible on the basis of assessed and collected information, and should be sent on an emergency basis to all concerned. Statistics can be corrected in the next report after receiving the correct data. This report should contain the following aspects:

- the date and time of the occurrence of a disaster;

- a description of the type of disaster;
- a description of the devastated area and its geographical location;
- an instant reconnaissance damage assessment such as :
 - people,
 - housing/infrastructure,
 - communication systems,
 - emergency food and medical services conditions, and
 - pure drinking water and sources;
- an analysis of the circumstances emerging out of a disaster
- a description of the types of aid and cooperation needed;
- the need for reaching disaster-threatened areas;
- instructions for the next contact person, place and procedure, and
- a brief plan for conducting a relief and rescue operation.

INTERIM REPORT

Generally, an interim report is either an extension or a supplement or a confirmation of the information presented in the preliminary report. There might be corrections of the previous data, specially on the intensity of damages, and of statistics. If an emergency relief operation extends in perspective of a disaster-affected situation, there may be more than one interim report. It should be remembered that the people who are not eye-witnesses should decide on the basis of this interim report whether they would participate in a rehabilitation programme. An interim report will contain :

- additional information besides information provided in a preliminary report;
- accurate data (damage) collected through a survey;
- an assessment of the duration of an emergency relief operation;
- an assessment of the time-limit required for re-establishing the normalcy of the overall situation;
- report on the activities of the government/ non-government agencies in the the disaster area;
- a progress report of the on-going relief operation and its problems;
- a description of additional help, if needed;

- an explanation provided in the proposal and planning of the need for a rehabilitation program immediately after the emergency phase is over, and
- a description of aid (with the name of the donor agency) received so far by the organisation.

(Enclosed government press releases, news of the dailies, photographs related to disaster situations and the like increase the importance of the report.)

FINAL REPORT

In fact, within a month of the completion of the disaster-operation, a final report should be prepared. A final report is in fact a detailed and complete account of a disaster programme (first to last), in which all the data of the preliminary and interim reports, along with information on supervision and monitoring, should be included. The objectives of a disaster programme, goals, procedure, devastated area, damage, relief operation, beneficiaries, affected situations, change of the procedure, staff, strategy, budget, successes, failures, i.e., in fact full details of every aspect should be included in a final report. But it should also be remembered that this final report is in no way an evaluation of the programme itself. A final report should contain the following aspects:

- a complete report of the disaster-affected area;
 - an account of the intensity of damage (people, animal resources, infrastructure);
 - a detailed description of an emergency relief and rehabilitation programme, such as:
 - primary objectives and planning,
 - next change, extension and modification,
 - achievements,
 - a description of the beneficiaries,
 - use of manpower(worker/volunteer/affected people)
 - application of methods, and
 - remarkable vulnerabilities;
 - receipts and payments related to a disaster programme
 - a description of aids received so far (with the name of the donor)
- program evaluation and recommendations to make the future disaster programme more smooth and effective.

COMMENTS

- Local people
- Local government and concerned government offices
- Newspaper, press, etc.

TRAINING EVALUATION AND CONCLUDING SESSION

TIME	: 2 Hrs
OBJECTIVES:	After this session, the participants will be able to:
1.	describe the lessons from the training programme;
2.	explain the capacities and vulnerabilities of the overall management of the training programme, and
3.	describe the results, successes and failures.
STEPS:	Training evaluation
-	Management of the training centre
-	Achievements of the training programme.
METHOD :	Lecture and discussion
-	Group discussion
MATERIAL:	Chalk board
	Question paper

TRAINING EVALUATION

- TIME : 30 Minutes
- METHOD : The facilitator presents the topics and the objectives of the session through the chart.
- He then requests the participants to remember the introductory phase of the first day.
 - He says, "We took a pre-training test. At that time, many of us held different views. By this time, we have definitely reached a state of single-mindedness on different matters. So we will see what we have actually learnt so far."
 - Now, the facilitator distributes the same question papers with which he took the pre-training test.

- He asks all the participants to fill in the questionnaires. Time allowed is 30 minutes.
- The facilitator collects the papers after the participants finish writing.
- If he goes through the answers and promptly announces the results, the participants will be able to find out the difference between their pre-and post-training ideas.

MANAGEMENT OF THE TRAINING CENTRE

TIME: 30 Minutes

METHOD : The facilitator invites the participants for an open discussion.

- How was the management of the training centre ? The participants go for an open discussion on this aspect.
- Here the strengths and weaknesses of the management of the training-centre are going to be discussed.
- The participants express their opinions on the improvements of the management.
- In this phase, the facilitator encourages each participant to give his individual opinion.
- He introduces another topic when the participants finish their discussion.

OUTCOME OF THE TRAINING - PROGRAM

TIME : 1 Hr.

METHOD : The facilitator invites everybody to discuss the successes and failures of the training.

- Each participant gives one's own opinion.
- It would be verified if the objectives of the session have been completely achieved.
- The participants discuss the overall training programme, such as topics, presentation-method, materials and their effectiveness, facilitator and his participation, etc.
- The facilitator delivers his speech after the participants finish their discussions. He then focuses light on the achievements of the objectives and the goals of the training programme.
- Lastly, he announces the end of the session and thanks everybody for participating in the training.