

**Report on Training Need Assessment (TNA)  
Mainstreaming Disaster Risk  
Reduction (DRR)**



**TNA Report  
15 September 2019**

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This TNA report is prepared by Muhammad Aminul Islam, duly contracted as National Consultant – **Training Need Assessment for Mainstreaming Disaster Risk Reduction and Develop a Training Manual** by UNDP, Bangladesh (Contract for the individual services of an Individual Contractor No. UNDP-LOC.IC-2019-039 dated 01 April 2019)



### **Cover page**

Satellite Image of The Cyclone 1991: The 1991 Bangladesh cyclone was among the deadliest tropical cyclones in the world on record. On the night of 29 April, 1991, it struck the coastline of Chittagong district of south-eastern Bangladesh with winds of around 250 km/h.

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## Acronyms and Abbreviations

<b><i>BPATC</i></b>	<b>Bangladesh Public Administration Training Centre</b>
<b><i>CCA</i></b>	<b>Climate Change Adaptation</b>
<b><i>DDM</i></b>	<b>Department of Disaster Management</b>
<b><i>DRR</i></b>	<b>Disaster Risk Reduction</b>
<b><i>ERD</i></b>	<b>Economic Relations Division</b>
<b><i>FYP</i></b>	<b>Five Year Plan</b>
<b><i>GDP</i></b>	<b>Gross Domestic Products</b>
<b><i>GED</i></b>	<b>General Economics Division</b>
<b><i>GoB</i></b>	<b>Government of Bangladesh</b>
<b><i>KII</i></b>	<b>Key Informant Interview</b>
<b><i>NAPD</i></b>	<b>National Academy for Planning and Development</b>
<b><i>NILG</i></b>	<b>National Institute of Local Government</b>
<b><i>NPDM</i></b>	<b>National Plan for Disaster Management</b>
<b><i>NRP</i></b>	<b>National Resilience Project</b>
<b><i>PC</i></b>	<b>Planning Commission</b>
<b><i>SDG</i></b>	<b>Sustainable Development Goals</b>
<b><i>TNA</i></b>	<b>Training Need Assessment</b>
<b><i>ToR</i></b>	<b>Terms of Reference</b>
<b><i>UNDP</i></b>	<b>United Nations Development Programme</b>
<b><i>UNOPS</i></b>	<b>UN Office for Project Support</b>

## **EXECUTIVE SUMMARY**

In line with the assignment of UNDP Bangladesh, in relation to training needs and capacity assessment as well as to develop a training manual on Mainstreaming of Disaster Risk Reduction (DRR), a comprehensive Capacity and Training Needs Assessment (TNA) was conducted across the relevant stakeholders. Results of this assessment, as captured in this report, would provide guidance with regard to identifying the issues pertaining to training and professional development plan. This assessment of training need also gave equal importance to future training needs beyond the project tenure of NRP with an objective of sustainability.

The following areas, all critical components of training manual on Mainstreaming of Disaster Risk Reduction (DRR) and Gender, were assessed during the TNA process:

- a. Focus on Institutional capacity
- b. Human Resources Development and Leadership Issues
- c. Existing training on DRR and updating Training Manual
- d. Training Area and Nature of Training
- e. Current perception on Training and its role
- f. Sectoral Policy, Planning Process and SDGs and 7FYP targets achievement

Training needs and priorities determined as part of the TNA process identify the gaps/needs in skills and knowledge required to effectively carry out the range of important tasks under each of the above headings. However, successful and effective performance of essential DRR and Gender-related tasks cannot necessarily be overcome with formulation based purely on a lack of skills and knowledge. *Training provided to officers and staff may meet all standards of quality and effectiveness but if suitable and adequate supports are not available in the workplace, as required, effective job performance is difficult if not impossible.* Identification of these institutional capacity-building needs is essential to the effectiveness and sustainability of all training to be provided by selected public sector training institutions and others. In the first section of the report, attempt has been made to understand the institutional capacity and it is observed that *there is a general lack of understanding on disaster risk reduction (DRR) and substantial lack of training capacities on DRR training program that needs to be enhanced in order to achieve National Policy Priorities goal.*

*On the other hand, the training institutions require more skilled and trained personnel, but have very good financial and operational structure. The organization's capacity in designing, establishing and managing the financial and operational performance of the organization is also very good.*

The TNA exercise finally sum up the findings and recommends a set of issues/topics on which the training manual has to be developed.

## 1. Context, mandates and objectives

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### 1.1 Introduction:

A training needs assessment identifies individuals' current level of competency, skill or knowledge in one or more areas and compares that competency level to the required competency standard established for their positions or other positions within the organization. The difference between the current and required competencies can help determine training needs. Rather than assume that all employees need training or even the same training, management can make informed decisions about the best ways to address competency gaps among individual employees, specific job categories or groups/teams.

### 1.2 Why Conduct Training Needs Analysis (TNA)<sup>1</sup>?

All organisation wants their organisation to perform better, to reach its optimum and beyond. This means that the people working in the organisation need a full set of capabilities and competencies with a given goal. And they need the capabilities and competencies to the highest standards. Fundamentally, TNA is a way to understand the gap between:

- the current performance of an organisation and the individuals in it, and
- the desired performance of an organisation and the individuals in it

As a result, we need to assess:

- a. who needs training or learning?
- b. what training or learning they need
- c. how to design effective learning and training for those people
- d. the impact of the training we are planning
- e. the cost and resource budgets, to assess value for money

### 1.3 Steps of TNA Assessment<sup>2</sup>:

Assessments are often done after hiring, during performance reviews, when performance improvement is needed, for career development plans, for succession planning, or when changes in an organization also involve making necessary changes to employees' jobs. More importantly it is done by the government when it plans a change management to achieve certain high performance in some frontier sector. This assessment is conducted in following steps:

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<sup>1</sup> Learning Needs Analysis Pocketbook (Paperback), Paul Donovan and John Townsend, 2015

<sup>2</sup> Ibid

### **Step 1: Identify the Organisational Need**

A training need assessment is the first step to any successful training program and is also a critical aspect of succession planning. The person conducting the training needs assessment must clearly understand the overall organization and departmental goals and priorities, so he or she can properly assess the training options and identify which training opportunities will contribute most to the overall success of the organization as a whole.

### **Step 2: Perform a Gap Analysis**

Performing a gap analysis involves assessing the current state of a department's or employee's performance or skills and comparing this to the desired level. The difference between the existing state and the desired state is the gap. The method for identifying the gap will depend on the organization and the situation. Depending on the situation, it may be helpful to use one or more gap analysis methods. Gap analysis assessment tools are usually (a) HR records, (b) Individual interviews, (c) Focus Groups Discussions, (d) Surveys, questionnaires and self-assessments and (e) Observations.

### **Step 3: Assess Training Options**

The gap analysis generates a list of training options and needs. Now the list can be assessed based on the goals and priorities of the organization, both currently and in the future. The factors to consider when determining if training is a viable option (a) Solution to a problem, (b) Cost, (c) Return on investment, (c) Legal compliance, (d) Time and (e) Remaining competitive.

### **Step 4: Report Training Needs and Recommend Training Plans**

The next step is to report the findings from the training needs assessment, and make recommendations for short- and long-term training plans and budgets, as the case may be. If there is a timeline for any of the trainings, such as a deadline to satisfy training obligations for administrative/legal compliance purposes, then they should be budgeted and scheduled accordingly. The report should include a summary of why and how the assessment was completed, the methods used and people involved, and the training recommendations with a general timeline.

## **1.4 Context of Present TNA Assessment**

Disaster risk reduction (DRR) has been defined as 'the conceptual framework of elements considered with the possibilities to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development'<sup>3</sup>. Basically DRR is a systematic approach to identifying, assessing and reducing the risks of disaster with aims to reduce socio-economic vulnerabilities to disaster as well as dealing with the environmental and other hazards that trigger these vulnerabilities. Practically the scope of DRR are much broader and deeper than conventional emergency management.

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<sup>3</sup> Living with Risk: A Global Review of Disaster Reduction Initiatives, UNISDR, 2004; pg. 17

Bangladesh did an excellent job to reduce poverty and extreme poverty, but the poverty still persists. This poverty scenario is further accentuated by disaster for which Bangladesh is quite notorious and the victims are mostly these poor, thus constraining the targeted success of SDG. 'It is evident that increasing disaster risks present an immense challenge to the success of the outcome document particularly the Sustainable Development Goals (SDGs) and target actions, but at the same time the application of disaster risk reduction (DRR) measures and building resilience offers a strategic opportunity to ensure its success. Unless disaster risks are effectively managed, increasing disaster loss and impacts will continue to undermine efforts to reduce poverty and achieve sustainable development'<sup>4</sup> UNISDR has painstakingly identified 10 goals having relevance to DRR and set related disaster risk reduction target and suggested indicators. Thus strengthening institutional capacity of government ministries/divisions, departments and other technical and academic institutions in ensuring inclusion of Disaster Risk Reduction issues and agendas within their respective sectoral policies, plans, programmes and allocations of businesses are of paramount importance.

### 1.5 Background

In this backdrop National Resilience Programme (NRP) is working to sustain the resilience of human and economic development in Bangladesh through inclusive, gender responsive disaster management and risk informed development. NRP, a joint programme being implemented by Department of Disaster Management, Programming Division of Bangladesh Planning Commission, Department of Women Affairs and Local Government Engineering Department, is working to sustain the resilience of human and economic development in Bangladesh through inclusive, gender responsive disaster management and risk informed development. The present assignment, commissioned by Programming Division, Planning Commission, is about:

- a. to assess training needs and capacity assessment of targeted planning officials in Bangladesh Planning Commission, Ministry of Disaster Management and Relief and Department of Disaster Management and also the trainers on disaster management in selected public sector training institutes.
- b. to develop a training manual on Mainstreaming of Disaster Risk Reduction which will be used by the National Academy for Planning and Development ( NAPD), BCS Admin Academy, National Institute of Local Government (NILG) and Bangladesh Public Administration Training Centre ( BPATC)

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<sup>4</sup> UNISDR: Disaster Risk Reduction and Resilience in the 2030 - Agenda for Sustainable Development (2015)



## 2. Scope of work and Methodology

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### 2.1 Scope of work:

The scope of work as defined by the overall objectives are to contribute towards professional capacity building of Government officials in targeted agencies (as above) on mainstreaming of disaster risk reduction (DRR) with following specific objectives:

- To contribute for enhancing professional capacity of the officials in Bangladesh Planning Commission, MoDMR and DDM
- To enhance professional capacity of the trainers / faculty members on disaster management in the public sector training institutes ( BPATC, NAPD, BADC and NILG)
- To identify the training need of the officials in targeted GoB agencies and institutions for Disaster Risk Reduction
- To enhance knowledge base on gendered approach in disaster resilience in GoB planning
- To promote knowledge sharing on risk informed development planning

### 2.2 TNA Methodology:

Traditionally, training needs analysis (TNA) addresses the problem of methodically discerning the actual gaps in the needed skills of the work force. More specifically TNA is an analytical tool used to establish the objectives, review current and past training programs, analyse job functions, categorizing the types of training needed, design and implementation of training needs survey as well as communicating the results to higher management.

#### 2.2.1 Desk Review:

Disaster risk reduction is defined as “the concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.”<sup>5</sup> The existing secondary literature in respect of DRR, capacity development, adult learning and other relevant issues including the 7<sup>th</sup> Five Year Plan (FYP), Public Administration Training Policy<sup>6</sup>, Learning Needs Analysis Pocketbook<sup>7</sup> and Capacity Development: A UNDP Primer<sup>8</sup> are quite exhaustive and were helpful to chart the TNA process. It is observed that developing emergency response capacity at all sectoral level is one of the main positive results of

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<sup>5</sup> Marilise Turnbull et al (2013) adapted from UNISDR (2009) *Terminology on Disaster Risk Reduction*. Geneva, Switzerland.

<sup>6</sup> Public Administration and Training Policy 2003, Ministry of Establishment sets the tone of public sector training in its full details.

<sup>7</sup> Learning Needs Analysis Pocketbook (Paperback), Paul Donovan and John Townsend, 2015

<sup>8</sup> Capacity Development: A UNDP Primer; United Nations Development Programme Bureau for Development Policy, Capacity Development Group

mainstreaming DRR including risk informed planning in all development programmes. This help to reduce future risks, protects environment and ensure safety of the citizens. Communities at risk can be prepared with awareness on potential risks and can be empowered to respond properly and thus manage disasters efficiently. Ultimately it helps sustainable growth and governance.

DRR includes defining and identifying the risk environment through rigorous analysis, and managing the risk environment. Responding to the threat environment falls under emergency response. Disaster Management Policy 2015, in pursuance of Disaster Management Act 2015<sup>9</sup>, also emphasized on Disaster Risk Reduction (DRR) to a great extent. The policy puts importance on disaster management (DM) fund to be a dedicated for DM. Overall, it is expected that the policy will be an effective instrument to make DM efficient in Bangladesh. But the real impetus on DRR came more closely from 'Transforming Our World: The 2030 Agenda for Sustainable Development'<sup>10</sup> which 'recognizes and reaffirms the urgent need to reduce the risk of disasters'.

The 7<sup>th</sup> FYP<sup>11</sup>, while identifying the Implementation challenges in disaster management, highlighted 'Inclusive DRR with special focus on Gender' as a constraint and outlined a detailed intervention strategies for 'Mainstreaming DRR and CCA' and 'Disaster Risk Reduction Strategies'. The desk review provided the first-cut understanding of the wider context of the issue.

But since training need assessment is the founding stone of broader capacity development, which starts from the principle that people are best empowered to realize their full potential when the means of development are sustainable – home-grown, long-term, and generated and managed collectively by those who stand to benefit<sup>12</sup>. As such the UNDP perspective, on capacity development, should be of big influence. These are basically<sup>13</sup>:

- The process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time
- Bring about transformation that is generated and sustained over time from within
- Capacity development starts from principle that people are best empowered to realize their full potential when means of development are sustainable – home-grown, long-term, and generated and managed collectively by those who stand to benefit.

### **2.2.2 Key Informant Interviews:**

The assignment planned to conduct interview with key stakeholders in all the relevant stakeholders across the board. The interviews were conducted using structured questionnaires consisting of both qualitative and quantitative enquiries (**Annexure 2**). The

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<sup>9</sup> The Disaster Management Act 2015 set the tone of disaster management legal structure in Bangladesh and it is attributed as one of the finest legal instrument in the domain of disaster management.

<sup>10</sup> UNISDR: Disaster Risk Reduction and Resilience in the 2030 - Agenda for Sustainable Development (2015)

<sup>11</sup> 7<sup>th</sup> Five Year Plan (FY 2016-FY2020), General Economics Division (GED). Planning Commission, Government of the People's Republic of Bangladesh (pp. 630-633)

<sup>12</sup> Capacity Development: A UNDP Primer; United Nations Development Programme Bureau for Development Policy, Capacity Development Group

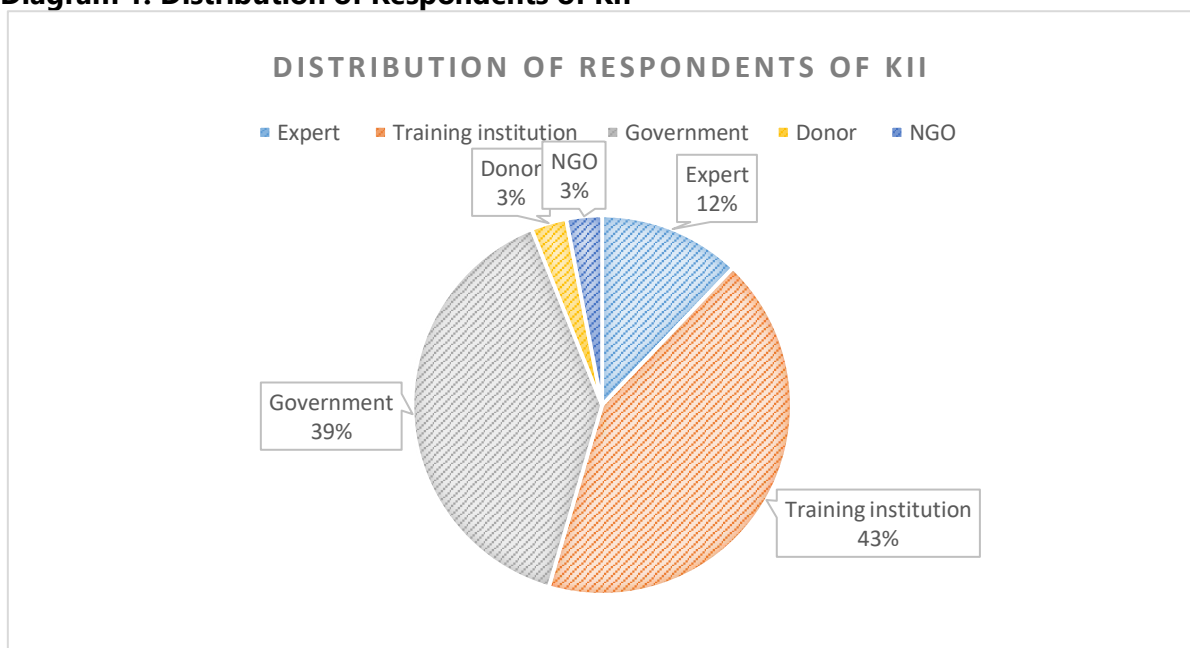
<sup>13</sup> *ibid*

consultant took utmost care to comply with the standard protocol of primary data collection, such as explaining clearly the purpose of study to the stakeholders, ensuring consent and voluntary participation of the stakeholders in the interviews; and maintaining confidentiality of the participant’s details, if so required. The questionnaire covered six major areas:

- a. Focus on Institutional capacity
- b. Human Resources Development and Leadership Issues
- c. Existing training on DRR and updating Training Manual
- d. Training Area and Nature of Training
- e. Current perception on Training and its role
- f. Sectoral Policy, Planning Process and SDGs and 7FYP targets achievement

A preliminary list of 40 potential respondents, consisting of experts, trainers, relevant officers of Ministry/Department, projects and donors, was prepared. The list was shared with and finalised in consultation with the key stakeholders, with expectation to interview at least 25 potential respondents. However the actual number of interviewees finally rose to 34. The list of interviewees is given in **Annexure 1**.

**Diagram 1: Distribution of Respondents of KII**



During this phase attempt has been made to identify the existing DRR training manual, being or were used by the concerned training institutions (Bangladesh Public Administration Training Centre (BPATC), National Academy for Planning and Development (NAPD) and National Institute of Local Government (NILG) and BCS Administration Academy). It was observed that, the materials those were used by these training institutions were developed/customized more to the transient need of foundations training of Bangladesh Civil Service and other officers as special session with other training course curricula, implying that those were not fully blown training manual. In the same vein Bangladesh Academy for Rural Development (BARD), Rural Development Academy (RDA) and National Academy for Educational Management (NAEM) conducted training on DRR customised to

cater of the need of other cadre officers. The scenario has been captured by the following table:

Title of the training material	Organisation	Target group
<b>Disaster management for Bangladesh Civil Service (Administration)</b>	BCS Administration Academy	Foundations trainee of all Bangladesh Civil Service (Admin Cadres) as special session with other training course curricula
<b>Disaster Management for sustainable development</b>	Bangladesh Public Administration Training Centre (BPATC)	Foundations trainee of all Bangladesh Civil Service (All Cadres) as special session with other training course curricula
<b>Disaster Management for sustainable development</b>	National Academy for Planning and Development (NAPD)	Foundations trainee of all Bangladesh Civil Service (others Cadres like health) as special session with other training course curricula
<b>Disaster management for sustainable development</b>	National Institute of Local Government (NILG)	As a special session for local government employee with other training course curricula

### 2.2.3 Feedback from Key stakeholders:

One of the key elements of the methodology was a two-way interaction with relevant experts of UNDP-NRP and NRP-PC so as to receive feedback, interact and recalibrate the course of assignment, particularly in terms of need assessment and resultant training manual development. This feedback process during the TNA was quite helpful, as expected, to review the progress and recalibrate the course of TNA process as and when necessary.

**Diagram 2: Inter linkages of detailed methodology**



### 3. Findings of the Training Needs Assessment

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#### 3.1 Introduction:

The findings of the total training need assessment was collated and systematically arranged, structured and organised to arrive at the desired result. The results were analysed in six major heads as was identified in the questionnaire.

#### 3.2 General Findings

The assessment shows that a majority of the respondents, representing key counterpart agencies and institutions, perceive TNA exercise as a useful tool to identify/formulate the current need with a vision for the future. Respondents generally see an effective TNA process as essential, not only for a good training manual, but also to support other training-related requirements, both current and planned in the public sector.

**1. There is a great on Focus on Institutional capacity, but a general lack of understanding on mainstreaming disaster risk reduction (DRR) and substantial lack of training capacities on DRR training program that needs to be enhanced in order to achieve National Policy Priorities goal**

There is clear demonstration for the need for the training on mainstreaming DRR and raising awareness program. Only two respondents from Department of Relief and Disaster Management, out of 32, reported that they have full blown training manual on mainstreaming disaster risk reduction (DRR) in their organisations. Among the total respondent 40.63 % are not aware of the subject matter, where the rest 43.75 % indicated that they partially know about the issue.

As regard the exact areas to be focused on the training manual in addressing DRR the respondent indicated that the maximum efforts needs to be made on disaster management in general i.e. Post-disaster affairs (31.25%). In order to avoid disaster risk, adequate efforts to be made on risk management i.e. pre-disaster preparation (18.75%). Only three respondent (9.38%) replied for emergency response management. Among 32 respondents about 28.16% indicated that this issue does not apply for them, this refers to unawareness of the importance of the national priority. This clearly demonstrates that the issue is not well perceived organizationally for disaster risk reduction and as an emergency response management.

In case of main gender focus session on DRR training (21.9%) replied positively, about (25%) replied negatively and the rest (18.75%) said that is not applicable for them. In their training session 15.63% respondents asked for elaboration on the basic concepts only and 21.88% respondents reported that this is not relevant and applicable for their case. About 9.37% indicated for mainstreaming and knowledge sharing.

As regard the importance for reforming their existing training manual on DRR 46.88 % reported it's not very important, 25.0 % indicated it is important and only four person (12.5%) replied that it an urgent issue. The same trend prevailed in arranging the regular DRR training (15.63%), about 31.2 % replied that they arrange this sort of training as and when requested by the third party.

As regard categories of training, the training institution indicates that 12.5 % have their full module training program, 6.25 % have part of module and 21.88 % have part and part of a module and 21.88 % of the respondent indicated it's negligible, and 25.0 % said it is not applicable for them.

On organizational capacity in terms of organizing training on DRR, 37.50 % said that the capacity of their organization is very good, 40.62 % indicated that it's fairly good and 6.25 % mentioned about not satisfactory. In case of need for enhancing the institutional capacity they 25.0 % asked for organization capacity need to be enhanced. About 37.50 % highlighted the need for human resource skill enhancement and curriculum updating, 15.63 % focused on logistics and 28.13 % indicated for improving financial and budgetary strength of the organization for the purpose. This clearly demonstrated that there is a need for capacity building for conducting such training program.

In examining the organizational capacity in terms of gender responsiveness into training on DRR, 50 % responded it very good, 31.25% fairly good. In order to enhance the gender responsiveness capacity building the response is: for enhancing the organizational capacity (12.5%), human resource skill (28.13%), curriculum (updating content and methodology) (43.75%) logistics (9.38%), finance (15.63%).

Thus as evident as above analysis it obviously reveals that there is a substantial lack of training capacities on DRR training program that needs to be enhanced in order to achieve national priority goal. On the other hand, as regards the organizational capacity, a great majority have expressed their disappointment and asked for organization capacity to be enhanced.

**2. The training institutions require more skilled and trained personnel, but have very good financial and operational structure. The organization's capacity in designing, establishing and managing the financial and operational performance of the organization is also very good.**

As regards the need for human resource capability of the training organizations with respect to undertaking the training on DRR, the training institutions require skilled and trained personnel along with leadership capability. The leadership capacity of the organization to impart training and raising awareness on DRR effectively, according to respondents, are very encouraging, where 40.63 % indicated it very good, almost similar number 37.50 % reported that it is fairly good.

The capability of the organization's leadership in designing, establishing and managing the financial and operational performance of the organization is very good, more than fifty % (56.25%) as replied, and 18.75 % indicated it is fairly good. A very few also mention excellent (12.50%) and not satisfactory (9.38%).

The issue of skilled human resource of the organisation for operational performance, it reveals almost the similar trend of that of financial performance i.e. 59.38 % reported that it is very good and about 21.88 indicated it's fairly good. The skill of human resources of the organisations in respect of designing, conducting such training program appears to be good enough. They appear to be efficient enough as 56.25 % reported that they are very good and 25 % reported that they have fairly good level of capable human resources to run the show. These clearly signify that human resources in the existing relevant institutions are of standard human resources in conduct of training on DRR.

**3. There is lukewarm response about the existing training manual on DRR, great urge to upgrade the existing level of skill and knowledge, to have a training manual on DRR**

The training manual is one of the important tools to impart training; it has different aspect to make the training effective that include content, design, illustration, examples and case studies and so forth. All these aspects are ever changing over time, in order to meet the emerging needs and challenges. These materials are very relevant for the trainers and trainees. But here the respondents are generally unaware about. About 59.37% respondents replied that they are not well informed about the training manual, where as 40.63 % said they are fairly well informed.

The question of how they can improve their level of knowledge on the issue discussed, about 68.75 % reported that they may update their knowledge attending workshop on DRR and related issue. About 43.75 % suggested that they update their knowledge by attending a special ToT.

40.63 % reported that their organization don't run any regular training on DRR or any other disaster related issues and the same number of respondent said they do it sometimes. Regarding the existing training manual on DRR 78.13 % reported that they don't have their own manual on DRR, and 15.63 % replied positively that they have it.

**Table 1: Important changes required to be made in existing training manual in relation to DRR or any other disaster related issues:**

Major Areas To be included in DRR Training Manual	Low	Medium	High
Inclusion of addressing DRR issues in development planning process	9.38%	18.75%	15.63%
In house capacity enhancement with hands on Training	0%	21.88%	12.50%
Risk and Impact assessment and mitigation measure before undertaking any development planning.	0%	25.0%	9.38%
Inclusion of Disaster Impact Assessment (DIA) into planning process	3.13%	15.63%	15.63%
Inclusion of risk informed information into DPP/PP	3.13%	6.25%	28.1%
Inclusion of strategies how SDGs targets to be achieved.	0%	3.13%	31.25%

Table 1 demonstrate as how the issues of what changes are required to be made if they have training manual on DRR. Since many of the respondents don't have their own DRR training manual that resulted in refraining them to respond. The important thing to note here is that the highest priority is given to the inclusion of SDG 10 (31.25%) and DPP/PP 9 (28.1%) in the existing training manual, which are cross cutting issue.

On the other hand, Table 2 captures the scenario of the suggested issues to be included in a new Training Manual where no DRR training manual exists. Here how to achieve SDG targets and the vision 2021 are identified as the top priority (high level) to integrate them into the training manual with 50.0 % of the respondents ranked the SDG targets and about 43.75 % ranked achievement of the vision 2021 as the top priority (high level).

The rest all areas got medium priority, where maximum importance is given to gender responsive disaster management (56.25%). In the next stage the emphasis is given to women participation and leadership role in decision making process and updating related Laws/Rules/ Regulations (53.13% for both cases).



**Table 2: Suggested issues to be incorporated in Training Manual with priority ranking**

Major Issues be To be incorporated in DRR Training Manual with priority ranking		Low	Medium	High
<b>1</b>	Mainstreaming of Gender Responsive disaster risk reduction	6.25%	46.88%	15.63%
<b>2</b>	Gender responsive disaster management	3.12%	56.25%	6.25%
<b>3</b>	Gender responsive, Risk Informed Development programme	3.13%	46.88%)	15.63%
<b>4</b>	Women led Community based organization for adaptation	6.25%	40.63%	18.75%
<b>5</b>	Sharing of Knowledge & experience of women, girls, person living with disability, aged people, children	0%	37.50%	25.0%
<b>6</b>	Human Resource Development	0%	40.63%	21.88%
<b>7</b>	Women participation and leadership role in decision making process	0%	53.13%	9.38%
<b>8</b>	Make the program compatible to SDGs of the country	0%	46.88%	15.63%
<b>9</b>	Make the Program compatible to Sendai Framework	0%	46.88%	40.63%
<b>10</b>	Updating related Laws/Rules/ Regulations.	0%	53.13%	25.0%
<b>11</b>	Climate change or any extreme events	0%	46.88%	28.13%
<b>12</b>	Strategies how to achieve SDGs targets in time	0%	28.13%	50.0%
<b>13</b>	Strategies how to achieve vision 2021 in time	0%	34.38%	43.75%

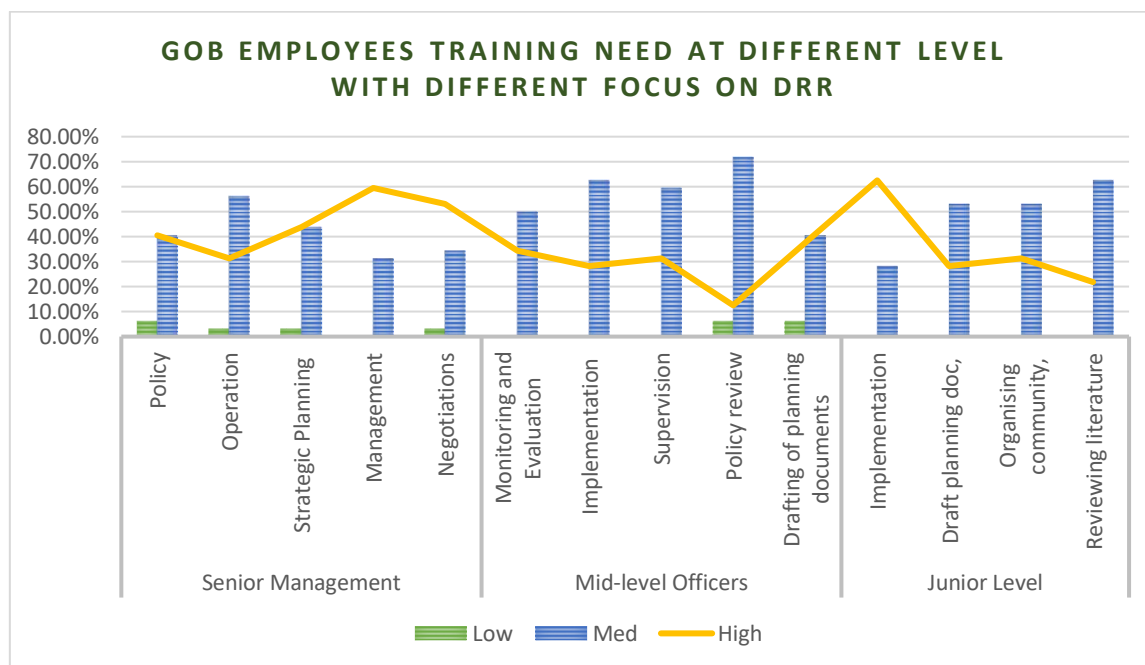
**4. The GOB employees training needs vary for different levels with different focus on DRR, so is the nature of training**

Here attempt is made to understand the focus on the capacity building of the GoB officials at different tiers. For senior management five areas are focused, where high priority is give for management (59.38%). The high ranking other issue that has been figured out is the negotiations skill for the senior managers (53.13%) in the government with development partners, NGOs and corporate bodies in relation to DRR.

**Table 3: GOB employees training need at different level with different focus on DRR**

Training Needs Areas		Low	Med	High
<b>Senior Management</b>				
1	Policy	6.25%	40.63%	40.63%
2	Operation	3.13%	56.25%	31.25%
3	Strategic Planning	3.13%	43.75%	43.75%
4	Management	0%	31.25%	59.38%
5	Negotiations	3.13%	34.38%	53.13%
<b>Mid-level Officers</b>				
1	Monitoring and Evaluation	0%	50.0%	34.38%
2	Implementation	0%	62.50%	28.13%
3	Supervision	0%	59.38%	31.25%
4	Policy review	6.25%	71.88%	12.5%
5	Drafting of planning documents for Approval	6.25%	40.63%	37.50%
<b>Junior Level</b>				
1	Implementation	0%	28.13%	62.50%
2	Draft planning doc,	0%	53.13%	28.13%
3	Organising the community,	0%	53.13%	31.25%
4	Reviewing literature with update info etc.	0%	62.50%	21.88%

**Diagram 3: GOB employees training need at different level with different focus on DRR**



As regard mid-level officers, the major training need areas include monitoring and evaluation (50.0%), around 62.50% highlighted the importance for skill enhancement and for implementation. The maximum medium level importance is prioritized for policy review;

about 40.63 % emphasized medium level importance for drafting of planning documents for approval.

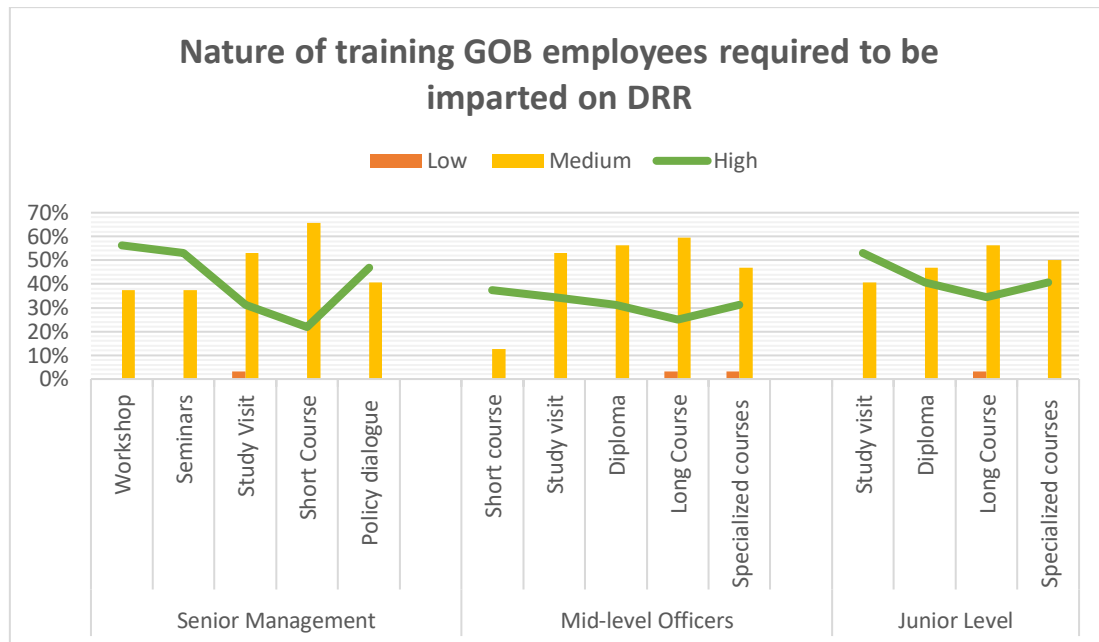
For junior level officers 62.50% highlighted the high priority for implementation, which is the main thrust at grass root level. The other medium level priority indicated for reviewing literature with update information etc. (62.50%), draft planning document and organising the community level people (53.13%) for both cases.

The table 4 explained the nature of the training to be provided to GoB officials. The table reveals that for the senior management workshop (56.25%), seminar (53.13%) and the policy dialogue (46.88%) are being ranked as high level priority.

For the mid-level officials medium priority is identified for study visit (53.13%), diploma (56.25%), long Course (59.38%), and specialized courses (46.88%). For junior level officials study visit has been identified as high priority (53.13%). The rest priorities at medium level are emphasized for diploma (46.88%) long Course (56.25%) and specialized courses (46.88%).

<b>Table 4: Nature of training GOB employees required to be imparted on DRR</b>				
<b>Senior Management</b>		<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>1</b>	Workshop	0%	37.50%	56.25%
<b>2</b>	Seminars	0%	37.50%	53.13%
<b>3</b>	Study Visit	3.13%	53.13%	31.25%
<b>4</b>	Short Course	0%	65.63%	21.88%
<b>5</b>	Policy dialogue	0%	40.63%	46.88%
<b>Mid-level Officers</b>				
<b>1</b>	Short course	0%	12.50%	37.50%
<b>2</b>	Study visit	0%	53.13%	34.38%
<b>3</b>	Diploma	0%	56.25%	31.25%
<b>4</b>	Long Course	3.13%	59.38%	25.00%
<b>5</b>	Specialized courses	3.13%	46.88%	31.25%
<b>Junior Level</b>				
<b>1</b>	Study visit	0%	40.63%	53.13%
<b>2</b>	Diploma	0%	46.88%	40.63%
<b>3</b>	Long Course	3.13%	56.25%	34.38%
<b>4</b>	Specialized courses	0%	50.0%	40.63%

**Diagram 4: Nature of training GOB employees required to be imparted on DRR**



While the senior officers require more capacity on policy, operation, strategic planning, management and negotiations, the mid-level officers’ needs are mostly centred around implementation, supervision and policy review. The junior level officers, needs are mostly on implementation, literature review and community organisation. On the other hand it is obvious that for all three level of management there is strong assertion about study visit followed by policy dialogue, workshop and seminar for the senior management. The mid-level officers require long and specialised course including the junior officers.

**5. Great consensus on the importance of training on gender responsive disaster management/disaster risk reduction/SDG as well as efficient methods of training emphasised**

This section focuses on training on DRR and its role in supporting and facilitating the implementation of new training manual and about 62.50 % reported that it’s very important to train their officials on DRR.

The survey was carried out among the respondents most of them are working in the training institutions and training academy. So question was posed on familiarity with such training courses, workshops and other training activities that are currently available in their organization i.e. on disaster management/disaster risk reduction/SDG. The most of them indicated that they are partially familiar (37.50%). About 25 % reported that they just come

to know about this training course and 15 % mentioned that they are not familiar with this at all. On how responsive to gender issue the said training about 46.88% reported that they are partially familiar with and the others said (37.50%) that they just came to know it. The survey result reveals that GoB officials are adequately familiar with the issue.

The survey result demonstrated that the majority (56.25%) of the respondents have participated in any such training activities relating to disaster management/disaster risk reduction/SDG that have been sponsored by GOB or development partners. This shows that average training exposure among the government officials in this respect is encouraging. As regard to what extent the above training on DRR is gender inclusive, the majority (62.50%) replied it negatively.

In order to make the training more effective and efficient some of the major steps have been focused for prioritizing (**Table 5**). The long class room discussion is always boring and disgusting, considering the effectiveness of the training all the respondents ranked all aspects at medium level, but the highest priority is emphasized lectures links with internet connections in the class rooms (65.63%). The medium level priorities include; thematic groups for each module for exercise and presentation end of the week (62.50%), this signifies the implication of brain storming and oral presentation skill of the participants. Lecture should be brief but comprehensive with headings and visual clips (56.25%), this refers to make big thing small and concise for comprehension and understanding so that it can easily internalized. A case study that followed in managing at the top (MATT) training (56.25%), that was well structured most of the structures indicated here. 53.13% supported the lecture with laptop in the class with internet connections for all.

**Table 5: Methods of Conducting Training More Effective and Efficient**

	<b>Recommended Methods</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>1</b>	Break down lecture time 1/3 lecture, 1/3 Q/A and comments 1/3 lesson learnt as feedback from the participants	3.13%	46.88%	34.38%
<b>2</b>	Audio visual with lecture background like topic scenario during discussion in a video clip	12.50 %	50.00%	21.88%
<b>3</b>	Lecture should be brief but comprehensive with headings and visual clips	0%	56.25%	25.00%
<b>4</b>	Lectures links with internet connections in the class rooms	0%	65.63%	15.63%
<b>5</b>	Lecture with laptop in the class with internet connections for all	9.38%	53.13%	21.88%
<b>6</b>	Thematic groups for each module for Exercise and Presentation end of the week	0%	62.50%	21.88%
<b>7</b>	Filed Visit next group presentation of the outcome of the visit	25.00 %	34.38%	25.00%
<b>8</b>	A case study that followed in MATT Training	0%	56.25%	31.25%
<b>9</b>	Meticulously Follow SMART in the case study	15.63 %	34.38%	31.25%
<b>10</b>	Rewards for best performance, Report writing, presentation, organising skill and management	15.63 %	40.63%	28.13%
<b>11</b>	Need Assessment and Evaluation by participants at the end of the course.	3.13%	46.88%	34.38%

Thus it is obvious that the outcome of the TNA validate the adult learning process which put more stress on methods other than lecture. The methods suggested are Q/A sessions, audio-visual, case study, field visit followed by presentation and finally course evaluation by the participants at the end of the course.

**6. The importance of sectoral policy, planning process and SDGs and 7FYP targets achievement in the Training Manual is underscored and in updating the training manual in the current global context including SDGs.**

As regard the organizational policy emphasis for the training on DRR or any extreme events, the survey results reveals that about 46.88% said it is important, whereas 40.63 % reported that they do not have much concern in term of policy issue on DRR. In case of gender responsiveness about 31.25 % indicated that they are taking care of it, whereas 21.88% reported that they are not much concerned about exclusive DRR issue associated with gender responsiveness. There is overwhelming response (81.25%) in integrating gender on DRR and also integrating DRR issue with planning formulation process.

Disaster risk reduction cuts across different aspects and sectors of development. There are 25 targets related to disaster risk reduction in 10 of the 17 sustainable development goals, firmly establishing the role of disaster risk reduction as a core development strategy. About 75% have spontaneous positive response in updating their training manual in the current global context.

It is well reported that during 7th FYP the objective of disaster management plan is to build up a resilience of the poor and reduce their exposure and vulnerability to geo-hydro-meteorological hazards, environmental shocks etc. A similar overwhelming response (75 %) like integrating SDG is also received in updating their training manual in this current context. This again reveals that DRR training issue is cross cutting one that needs to be integrated with some specific focus of SDG across the board including integrating into planning documents like DPP/PP.

## 4. Analysis of the TNA Findings

### 4.1 The Training Manual

It emerged that there is a great focus on institutional capacity, but a general lack of understanding on mainstreaming disaster risk reduction (DRR) and substantial lack of training capacities on DRR training program that needs to be enhanced in order to achieve National Policy Priorities goal. The TNA assessment came out with specific suggestions as regards the issues those need to be included in the existing training manual:

- a. Inclusion of addressing DRR issues in development planning process

- b. In house capacity enhancement with hands on Training
- c. Risk and Impact assessment and mitigation measure before undertaking any development planning
- d. Inclusion of Disaster Impact Assessment( DIA) into planning process
- e. Inclusion of risk informed information into DPP/PP
- f. Inclusion of strategies how SDGs targets to be achieved.

But as regards the issues to be included a new Training manual, these were was more specific and the list (with varying importance) is obviously quite bigger and are as follows:

- a. Mainstreaming of Gender Responsive disaster risk reduction
- b. Women led Community based organization for adaptation
- c. Sharing of Knowledge & experience of women, girls, person living with disability, aged people, children
- d. Human Resource Development
- e. Women participation and leadership role in decision making process
- f. Make the program compatible to SDGs of the country
- g. Make the Program compatible to Sendai Framework
- h. Updating related Laws/Rules/ Regulations
- i. Climate change or any extreme events
- j. Strategies how to achieve SDGs targets in time
- k. Strategies how to achieve vision 2021 in time

The TNA assessment also came out with the GOB employees training needs and nature at different level with different focus on DRR. The needs have been examined for three levels of officers (senior management, mid-level and junior) and of different natures (**Tables 3 and 4**). This information is going to have important impact on designing the training strategy for GoB officials. Though there was stress on both short term and long-term training, there was also expressed need for study visit across the level of officers.

### 4.2 Other areas of training required

The preference of mid-level and junior officers for specialised training has been captured in Table 6 (below). Moreover, the TNA process, particularly with the respondents from training institutes and during feedback with project personnel, identified the areas in which training are required beyond but related to DRR. It is emphasised that capacity development in respect of mainstreaming DRR will be insufficient provided these areas not addressed. The areas are generally:

- a. Use of risk information platform
- b. Gender-responsive Disaster Impact Assessment for project design and planning
- c. Application of disaster risk information and analysis in assessment of project/programme proforma
- d. Disaster risk informed development/Disaster risk informed planning
- e. Use of disaster risk profiles, the risk information platform and disaster impact assessment in project/programme planning and sectoral plan
- f. Business continuity planning

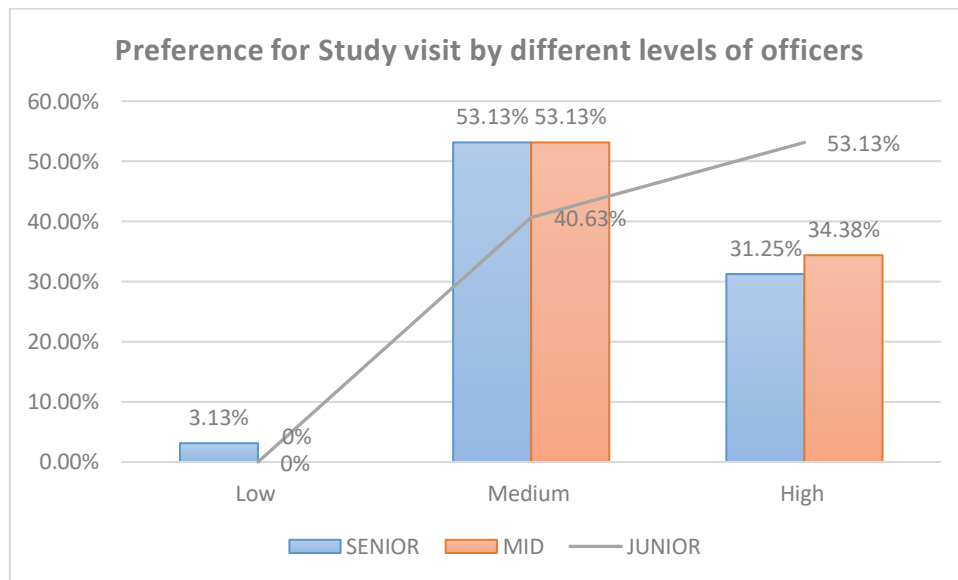
**Table 6: Preference for specialised courses by Mid-level and Junior Officers**

Category	Low	Medium	High
Mid-level	3.13%	46.88%	31.25%
Junior level	0%	50.0%	40.63%

**4.3 Study visit:**

There was an overwhelming consensus among the cross section of government official – senior management, mid and junior level- about the need of study visit as captured in diagram 5 (below).

**Diagram 5: Preference for Study visit by Senior, Mid and Junior levels of officers**



**5. Strategy and Action Plans for Addressing Identified Training Needs**

**5.1 Proposed Training Manual**

Thus the proposed training manual, following the dictum of TNA assessment including the feedback, should encompass the following issues/topics:

- a. Understanding the basic concepts of disaster, climate change and development
- b. The disaster and development nexus
- c. Theoretical orientation on Mainstreaming DDR
- d. Global Framework for DDR
- e. National Policy Framework for DRR
- f. Disaster, Climate Change and Sustainable Development



- g. Mainstreaming DRR in sectoral plan: Infrastructure
- h. Mainstreaming DRR in sectoral plan: Agriculture
- i. Mainstreaming DRR in sectoral plan: Water and Sanitation
- j. The concept of DRR and Mainstreaming DRR in Bangladesh
- k. Issues of Disaster Management, DRR and Mainstreaming in 7<sup>th</sup> Five Year Plan
- l. Mainstreaming Gender-Sensitive Risk Reduction and Resilience in the 2030 Agenda
- m. Strategy of integrating relevant SDGs with DRR targets and how to make them operational across the Ministries/Division/Department in Bangladesh
- n. Community Based Disaster Risk Reduction (CBDDR)
- o. Integrating DRR issues in development planning process

Moreover, to make it more relevant and productive for the trainer and trainees alike, it should include the theoretical orientation on the following:

- a. Basics of Adult Learning
- b. Training Evaluation Framework

The workshop held on 29 August 2019 to examine the draft training manual finally scrutinise the context, contents and sequence of the draft. While doing so it also critically examined the relevance and pre-eminence of issues and finally outlines the contents of the Training Manual. Box 1 has captured the final outlines of the proposed Training Manual.

**Box 1: Final outlines of topics to be covered in the Training Manual as emerged on the consultative meeting on 29 August 2019**

**Session 01: Disaster and Development Nexus**

- Defining Risk and Risk Informed Development
- Resilience as a tool for Development
- How resilience contributes to sustainable development

Disaster -Development Nexus – How disaster damage development, how development cannot create disaster and turning crisis to opportunity

Risk Informed Development (case study on a development project)

Scope and opportunity for Risk Informed Development in Private Sector (special focus on RMG)

Linking DRR in achieving SDG and Delta Plan

Methodology -Presentation, Group discussion, Case Study

- Principles of an integrated approach to disaster risk reduction and climate change adaptation

**Session 02: Mainstreaming DRR**

Mainstreaming DRR (Text as it is in current version), Mainstreaming DRR in Bangladesh, DRR in 7<sup>th</sup> five Year Plan.

Integrating DRR issues in development process

Mainstreaming DRR in sectoral plan (in addition of existing 3 plan, education or health sector to be included)

**Session 03: DRR in Local Level Planning**

Pls mentions current practices in local level planning by GoB money. Scope and Opportunity for Integrating DRR in Local level Planning

(at least one case study on DRR in local level planning to be included)

**Session 04: Global Framework for DRR**

Special focus on Sendai Framework for DRR

**Session 05: National Policy Framework and Action Plan for DRR in Bangladesh**

- D M Act
- D M Policy
- Revised SoD (key focus - what is new)
- DM Action Plan

**Session 05: Inclusiveness in DRR**

Conceptual statement in line with Bangladesh context  
Mainstreaming of Disability in DRR, GOB Initiatives and Dhaka Declaration

**Session 06: Gender Responsive Resilience**

(inputs from UN Women to improve current text)

**Session 07: Community Based Disaster Risk Reduction (Text as it is in current version)**

Annexure: All the definition as mentioned in current version (UN-ISDR terminology can be mentioned here)

## 5.2 Methods of Conducting Effective and Efficient Training

More importantly TNA assessment examined the methods of conducting training for making it more effective and efficient (**Table 5**) and observed that the followings are most effective and efficient:

- a. Break down lecture time 1/3 lecture, 1/3 Q/A and comments 1/3 lesson learnt as feedback from the participants
- b. Audio visual with lecture background like topic scenario during discussion in a video clip
- c. Lecture should be brief but comprehensive with headings and visual clips
- d. Lectures links with internet connections in the class rooms
- e. Lecture with laptop in the class with internet connections for all
- f. Thematic groups for each module for Exercise and Presentation end of the week
- g. A case study that followed in MATT Training
- h. Need Assessment and Evaluation by participants at the end of the course

**Annexure 1**

**List of Respondents**

<b>Expert and Specialist on DRR and Climate Change</b>		
1	Satya Brata Saha	Former Additional Secretary, MoDMR
2	Mohammad Abdul Wazed	Former Director General (DG), DDM
3	Dr. Fazle Rabbi Sadeque Ahmed	Director, PKSF
4	Dr. AHM Mustain Billah	Research Fellow, PPRC and Former Joint Secretary, Ministry of Climate Change, Environment and Forest
<b>NILG, LGRD</b>		
5	Kaneez Fatema	Assistant Director National Institute of Local Government (NILG)
6	Ambia Sultan	Deputy Director National Institute of Local Government (NILG)
7	Jamila Shabnam	Deputy Director National Institute of Local Government (NILG)
<b>Department of Disaster Management, MODMR</b>		
8	Jasim Uddin	<b>Project Director, MODMR</b>
9	Nitay Chandra Dey Sarkar	<b>Assistant Director, DRD, MODMR</b>
10	Anonymous	National Resilience Programme (NRP)-DDM
11	AKM Nurul Islam	Training Specialist, SModMRPA Project, Department of Disaster Management
12	Anonymous	National Resilience Programme (NRP)-DDM
<b>BCS Admin academy</b>		
13	Dr. Pear Mohammad	<b>MDS BCS Admin academy</b>
14	Dr. Kamruzzaman	Deputy <b>Director</b> BCS Admin Academy
15	Sharmin Iolan	Assistant Director, BCS Admin Academy
<b>NAPD</b>		
16	Dr. Nuruzzaman	Director, Research, NAPD
17	Nazma Chowdhury	Chief Instructor, NAPD, Ministry of Planning
18	Mohammad Anwar Hussain	Instructor, NAPD Ministry of Planning
<b>BPATC</b>		
19	Nasir Uddin Ahmed	MDS, BPATC, Savar
20	Md. Atikuzzaman	Deputy Director, BPATC, Savar
21	MD. Shafiqul Hoque	Former, Director, BPATC, Savar
22	AS Shamim Ahmed	Former, MDS, BPATC, Savar
23	Enamul Hoque	Joint Secretary, Ministry of Public Administration
<b>GED, Planning Commission</b>		
24	Anonymous	Division Chief
25	Abu Sayed Md. Kamruzzaman	Project Director, National Academy for Development Administration
26	M.M. Asfar Reza Faridy	Deputy Project Director, (DC) National Academy for Development Administration
<b>ERD, Ministry of Finance</b>		
27	Anonymous	Deputy Chief, ERD
28	Anonymous	Senior Asstt. Chief
29	Anonymous	Senior Asstt. Secretary

<b>CPTU, IMED, Ministry of Planning</b>		
<b>30</b>	MD. Siddiqur Rahman	DG (Jt. Chief) IMED, Ministry of Planning
<b>31</b>	Md. Shamimul Hoque	DD, CPTU
<b>DONORS</b>		
<b>32</b>	Ifftekhar Hussain	UNOPS
<b>NGO</b>		
<b>33</b>	Tirtha Sarathi Shikder	HELVETAS

## Annexure 2



Questionnaire for Training Needs and Capacity Assessment

Bangladesh is emphasizing on a sustainable development pathway that is resilient to disaster and climate change. 7th FYP identified the objective of disaster management to build up the resilience of the poor and reduce their exposure and vulnerability to geo-hydro-meteorological hazards, environmental shocks, human-made disasters, emerging hazards and climate related extreme events. Against this backdrop, the National Plan for Disaster Management (2016-2020) emphasized focus on ‘making disaster risk reduction a development practice to achieve resilient public investment and the SDGs’. Public Administration Training Policy also emphasized training on disaster management. National Resilience Program (NRP) is working to sustain the resilience of human and economic development in Bangladesh through inclusive, gender responsive disaster management and risk informed development. UNDP has hired a national consultant to assess training needs and capacity assessment of targeted officials in Bangladesh Planning Commission, Ministry of Disaster Management and Relief and Department of Disaster Management and also in selected public sector training institutes. The consultant will also develop a training manual on Mainstreaming of Gender Responsive Disaster Risk Reduction which will be used by selected public sector training institutions. As we think you are in a strong position to contribute and we appreciate your valuable inputs in the process. It is assured that your inputs are integral part of an academic exercise and we assure you that your participation in the process is voluntary and its confidentiality will be strictly maintained. Thank you for sharing your valuable time.

**Date of Interview:    /    /2019**

**Name: (optional)**

**Name of Ministry/Department/Division/Organization/Institution (not required for freelance consultant):**

**Designation:**

The interview is aimed to obtain respondent's view on the importance of training needs and capacity assessment of targeted officials relating to mainstreaming of disaster risk reduction (DRR) and to develop a training manual on Mainstreaming of Disaster Risk Reduction.

### Section 1: Focus on Institutional capacity

The purpose of this section is to obtain respondent's view on the importance to assess training needs and capacity of targeted officials (human resource skill development)/organisations (institutional capacity building and memories) and importance to develop a training manual on Mainstreaming of Gender Responsive Disaster Risk Reduction.

1. **Do your organization has a fully blown training manuals on disaster risk reduction (DRR) or any other disaster related issues in achieving National Policy Priorities?**
  - Yes
  - No
  - Partially
  
2. If yes or partially, what is the exact focus/subject matter of this training manual
  - Disaster Management
  - Disaster Risk Management
  - Disaster Risk Reduction
  - Emergency Response Management
  - Other : (Plz. specify subject matter)
  
3. If answer is yes or partially on question 1, does this manual has any specific session on Gender and its link with Disaster and Disaster Risk Reduction?
  - Yes
  - No
  
4. If answer is yes on question 3, what are the main gender issues are being elaborated in session?
  - Basic Gender Concepts
  - Gender and how it matters in Disaster and Disaster Risk Reduction
  - Gender analysis in Disaster and Disaster Risk Reduction
  - Gender mainstreaming in Disaster and Disaster Risk Reduction
  - Learnings and sharing of good practice from integration of gender in disaster and disaster risk reduction

5. If answer is yes or partially on question 1 , in your opinion, is it important to reform training manuals on disaster risk reduction (DRR) or any other disaster related issues?
- Not important
  - Not very important
  - Important
  - Very important.
  - It is urgent.
6. How often your organization arrange any training course on DRR or any other disaster related issues?
- Regularly
  - Fairly often
  - Only when requested by third party
  - Not at all
7. If yes, is it a full course or as a part of any other training program on DRR or any other disaster related issues?
- Full course
  - Part but full module
  - Part and part of a module
  - Negligible
8. What is the level of your organization's capacity in terms of organizing training (trainers) on DRR or any other disaster related issues?
- Excellent
  - Very good
  - Fairly good
  - Not satisfactory
9. If not satisfactory or fairly good, in which area you need to address to enhance the capacity (response may be more than one)
- Organizational (institutional capacity and memories)
  - Human Resources (Skill and Capability)
  - Curriculum (updates and modifications)
  - Logistics
  - Financial
10. What is the level of your organization's capacity in terms of addressing gender responsiveness into training (trainers) on DRR or any other disaster related issues?
- Excellent
  - Very good
  - Fairly good
  - Not satisfactory

**11. If not satisfactory or fairly good, in which area you need to address to enhance the capacity in terms of gender responsiveness (response may be more than one)**

- Organizational mandate and commitment (institutional capacity and memories)
- Human Resources (Skill and Capability)
- Curriculum (updated content, analysis and methodology)
- Financial allocation

Section 2: Human resource development and leadership issues

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This section looks at the specifics of existing skill of human resource and identifies the changes required to enhance human capability.

**12. What is the level of the organization's leadership capacity to manage relations with key stakeholders in relation to organise training on DRR and its implications in Bangladesh?**

- Excellent
- Very good
- Fairly good
- Not satisfactory

**13. What is the level of the organization's leadership capacity to design, establish and manage financial and operational performance of the organization?**

- Excellent
- Very good
- Fairly good
- Not satisfactory

**14. What is the level of the organization's human resources to design, establish and manage financial and operational performance of the organization?**

- Excellent



- Very good
- Fairly good
- Not satisfactory

**15. What is the level of the organization's human resources to design, conduct and manage training of the organization?**

- Excellent
- Very good
- Fairly good
- Not satisfactory

**16. Does your organization have specific trainer's pool/expert facilitator particularly who can lead in training on DRR**

- Yes
- No

**17. Does your organization have specific Gender in DRR trainer's pool/expert facilitator particularly who can lead in integrating Gender into training on DRR**

- Yes
- No

**18. If the answer on question 17 is yes, who are they?**

- Female
- Male

**Section 3 :Existing training on DRR and updating Trg. manual**

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This section looks at the specifics of existing training manual on its annual training plan. Identify changes required in the manual and their effects on the organization; will also suggest training needs.

**19. How well-informed are you about the current training manual on DRR and its implications in Bangladesh.**

- Not informed
- Fairly well informed
- Very well informed

20. If you are not satisfied with your own level of knowledge on DRR and its implications in Bangladesh, how this can be updated?

- Attending a Refreshers course
- Attending a special ToT
- Workshop on on DRR and related issue

21. Does your organization run any regular training on DRR or any other disaster related issues?

- Yes
- No
- Sometimes

22. Does your organization have a training manual on DRR or any other disaster related issues?

- Yes
- No

23. If yes, in your opinion, what is/are the most important changes/inclusion are required in your existing training manual in relation to DRR or any other disaster related issues?

1 - Low need and 5 - High need ( Put X or Tick)

	Low	Med	High		
<input type="checkbox"/> Inclusion of addressing DRR issues in development planning process like DPP/PP	1	2	3	4	5
<input type="checkbox"/> In house capacity enhancement with hands on Training	1	2	3	4	5
<input checked="" type="checkbox"/> Risk and Impact assessment and mitigation measure before undertaking any development planning.	1	2	3	4	5
<input type="checkbox"/> Inclusion of Disaster Impact Assessment( DIA) into planning process	1	2	3	4	5
<input type="checkbox"/> Inclusion of risk informed information into DPP/PP	1	2	3	4	5
<input type="checkbox"/> Inclusion of strategies how SDGs targets to be achieved.	1	2	3	4	5

24. If no, what is suggested issues that should constitute the part of the proposed training manual? Please provide with your priority ranking about the need for continuous reform in the following area.

1 - Low need and 5 - High need (Put X or Tick)

Issues to be incorporated	Low	Med	High

<input type="checkbox"/> Mainstreaming of Gender Responsive disaster risk reduction	1	2	3	4	5
<input type="checkbox"/> Gender responsive disaster management	1	2	3	4	5
<input type="checkbox"/> Gender responsive Risk Informed Development programme	1	2	3	4	5
<input type="checkbox"/> Women led Community based organization for adaptation	1	2	3	4	5
<input type="checkbox"/> Sharing of Knowledge & experience of women, girls, person living with disability, aged people, children	1	2	3	4	5
<input type="checkbox"/> Human Resource Development	1	2	3	4	5
<input type="checkbox"/> Women participation and leadership role in decision making process	1	2	3	4	5
<input type="checkbox"/> Make the program compatible to SDGs of the country	1	2	3	4	5
<input type="checkbox"/> Make the Program compatible to Sendai Framework	1	2	3	4	5
<input type="checkbox"/> Updating related Laws/Rules/ Regulations.	1	2	3	4	5
<input type="checkbox"/> Climate change or any extreme events	1	2	3	4	5
<input type="checkbox"/> Strategies how to achieve SDGs targets in time	1	2	3	4	5
<input type="checkbox"/> Strategies how to achieve vision 2021 in time	1	2	3	4	5
<input type="checkbox"/> If any other (Please Specify)	1	2	3	4	5

#### Section 4: Training Area and Nature of Training

This section looks at identifies training needs for various target audiences who would be involved in the process of imparting/developing training on Mainstreaming of Disaster Risk Reduction (DRR).

25. Training is very important to build capacity across the government officials. In your opinion, which level of GOB employees need training and specify what type of training they need in relation to DRR or any other disaster related issues?

1 - Low need and 5 - High need( Put X or Tick)

Training Needs (Area)	Low	Med	High		
<b>Senior Management</b>	1	2	3	4	5
<input type="checkbox"/> Policy	1	2	3	4	5
<input type="checkbox"/> Operation	1	2	3	4	5
<input type="checkbox"/> Strategic Planning	1	2	3	4	5
<input type="checkbox"/> Management	1	2	3	4	5
<input type="checkbox"/> Negotiations	1	2	3	4	5
<b>Mid-level Officers</b>	1	2	3	4	5
<input type="checkbox"/> Monitoring and Evaluation	1	2	3	4	5
<input type="checkbox"/> Implementation	1	2	3	4	5
<input type="checkbox"/> Supervision	1	2	3	4	5

<input type="checkbox"/> Policy review	1	2	3	4	5
<input type="checkbox"/> Drafting of planning documents for Approval	1	2	3	4	5
<b>Junior Level</b>	1	2	3	4	5
<input type="checkbox"/> Implementation	1	2	3	4	5
<input type="checkbox"/> Draft planning doc,	1	2	3	4	5
<input type="checkbox"/> Organising the community,	1	2	3	4	5
<input type="checkbox"/> Reviewing literature with update info etc	1	2	3	4	5
<b>Support Staff</b>					
<input type="checkbox"/> Implementation	1	2	3	4	5
<input type="checkbox"/> Monitoring and Evaluation	1	2	3	4	5
<input type="checkbox"/> Standing order on Disaster Management	1	2	3	4	5
<input type="checkbox"/> Operational Manual of Safety Net Operation	1	2	3	4	5
<input type="checkbox"/> If any other (Please Specify)	1	2	3	4	5

Nature of training to be imparted	Low	Med	High		
<b>Senior Management</b>	1	2	3	4	5
<input type="checkbox"/> workshop	1	2	3	4	5
<input type="checkbox"/> Seminars	1	2	3	4	5
<input type="checkbox"/> Study Visit	1	2	3	4	5
<input type="checkbox"/> Short Course	1	2	3	4	5
<input type="checkbox"/> Policy dialogue	1	2	3	4	5
<b>Mid-level Officers</b>					
<input type="checkbox"/> Short course	1	2	3	4	5
<input type="checkbox"/> Study visit	1	2	3	4	5
<input type="checkbox"/> Diploma	1	2	3	4	5
<input type="checkbox"/> Long Course	1	2	3	4	5
<input type="checkbox"/> Specialized courses	1	2	3	4	5
<input type="checkbox"/> If any other (Please Specify)	1	2	3	4	5
	1	2	3	4	5
<b>Junior Level</b>					
<input type="checkbox"/> Study visit					
<input type="checkbox"/> Diploma	1	2	3	4	5
<input type="checkbox"/> Long Course	1	2	3	4	5
<input type="checkbox"/> Specialized courses	1	2	3	4	5
<input type="checkbox"/> If any other (Please Specify)	1	2	3	4	5
	1	2	3	4	5
<b>Support Staff</b>					
<input type="checkbox"/> Short Course	1	2	3	4	5
<input type="checkbox"/> Specialised Course	1	2	3	4	5
<input type="checkbox"/> If any other (Please Specify)	1	2	3	4	5

Section 5: Current perception on Training and its role

This section focuses on training and its role in supporting and facilitating the implementation of new training manual.

**26. Do you think providing training to the officers and staff of your office is important?**

- |   |   |
|---|---|
| <input type="checkbox"/> Not Important  | <input type="checkbox"/> Somewhat Important   |
| <input type="checkbox"/> Very Important | <input type="checkbox"/> Critically Important |

**27. Are you familiar with training courses, workshops and other training activities that are currently available in your office relating to disaster management/disaster risk reduction/SDG?**

- Yes, familiar    Not Familiar    Just came to know    Partially familiar

**28. Are you familiar with training courses, workshops and other training activities that are currently available in your office relating to gender responsive disaster management/disaster risk reduction/SDG?**

- Yes, familiar    Not Familiar    Just came to know    Partially familiar

**29. Have you participated in any training activities sponsored by GOB/UN/Other agency relating to disaster management /disaster risk reduction/SDG?**

- Yes    No

**30. Have you participated in any training activities sponsored by GOB/UN/Other agency relating to Gender inclusive disaster management /disaster risk reduction/SDG?**

- Yes    No

**31. Have any of your office colleagues participated in any such training activities?**

- Yes    No    Don't Know

**32. If any of the answers in 30 and 31 is YES, please list training is attended by you or your colleagues in your office**

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

**33. Do you feel training that is offered to you by the GOB/UN/Other agency are sufficient to meet the training needs that are relevant to your responsibilities in the office?**

- Relevant    Not relevant    Partially Relevant    No training available

**34. Do you feel training that is offered to you by the GOB/UN/Other agency on gender inclusive DRR are relevant to your responsibilities in the office?**

- Relevant    Not relevant    Partially Relevant    No training available

**35. What is your suggestion to improve the current training that is provided by the GOB in relation to gender responsive disaster management/disaster risk reduction with respect to SDGs achievement to the officers and staff of your office?**

- 1.
- 2.
- 3.
- 4.
- 5.

**36. In the current training environment with adult participants the class lectures seem to be boring. Against this backdrop what other steps you may suggest to make the training more efficient and effective?**

Issues to be considered for efficient and effective Training	Low	Med	High		
<input type="checkbox"/> Break down lecture time 1/3 lecture, 1/3 Q/A and comments 1/3 lesson learnt as feedback from the participants( select 2/3 to present in brief and impressive)	1	2	3	4	5
<input type="checkbox"/> Audio visual with lecture background like topic scenario during discussion in a video clip	1	2	3	4	5
<input type="checkbox"/> Lecture should be brief but comprehensive with headings and visual clips	1	2	3	4	5
<input type="checkbox"/> Lectures links with internet connections in the class rooms	1	2	3	4	5
<input type="checkbox"/> Lecture with laptop in the class with internet connections for all	1	2	3	4	5
<input type="checkbox"/> Thematic groups for each module for Exercise and Presentation end of the week	1	2	3	4	5
<input type="checkbox"/> Filed Visit next group presentation of the outcome of the visit					
<input type="checkbox"/> A case study that followed in MAT Trg	1	2	3	4	5
<input type="checkbox"/> Meticulously Follow SMART in the case study	1	2	3	4	5
<input type="checkbox"/> Rewards for best performance, Report writing, presentation, organising skill and magt.	1	2	3	4	5
<input type="checkbox"/> Need Assessment and Evaluation by participants at the end of the course.	1	2	3	4	5
<input type="checkbox"/> If any other (Please Specify)	1	2	3	4	5

Section 6: Sectoral Policy, Planning Process and SDGs and 7FYP targets achievement

This section focuses on Sectoral Policy, Development Planning Process and SDGs on DRR or any extreme event and SFYP targets achievement related issues to be incorporated in the training Program

**37. Does your organizational policy emphasize the importance of training on DRR or any extreme events?**

- Yes       No

**38. If yes, does your organizational policy emphasize the importance of training on gender responsive DRR or any extreme events?**

- Yes       No

**39. Do you need training integrating the gender responsive DRR or any extreme events to address in your DPP/PP as prescribed in planning commission’s project formulation guideline?**

- Yes       No

**40. Disaster risk reduction cuts across different aspects and sectors of development. There are 25 targets related to disaster risk reduction in 10 of the 17 sustainable development goals, firmly establishing the role of disaster risk reduction as a core development strategy. Do you need your training manual to be updated with this current context?**

- Yes       No       already done

**41. During 7th FYP the objective of disaster management plan is to build up a resilience of the poor and reduce their exposure and vulnerability to geo-hydro-meteorological hazards, environmental shocks etc. Do you need your training manual to be updated in this current context?**

- Yes       No       already done

**42. Is there any other information you would like to give at this regard?**

**Response:**

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Once again thank you very much for Sir your valuable insights and inputs. Your information will help the NRP to achieve its goals and objectives of strengthening Disaster Risk Reduction Training Programs. THANK YOU.