Establishing Community Based Early Warning System

FACILITATOR'S GUIDE

Establishing
Community Based
Early Warning System

FACILITATOR'S
GUIDE

Published
November 2010

Mercy Corps Nepal
P.O.Box 24374
Sanepa Chowk
Lalitpur, Nepal
Tel: +977 1 555 5532
Fax: + 977 1 555 4370
Website: www.mercycorps.org or http://nepal.mercycorps.org/

Practical Action Nepal Office
Pandole Marg, Lazimpat
PO Box 15135
Kathmandu, Nepal
Tel: + 977 1 4446015/4434482
Fax: + 977 1 4445995
Website: www.practicalaction.org/nepal

Content and Materials Developed by
Anup Phaiju - Practical Action
Debnarayan Bej - Practical Action
Sagar Pokharel - Mercy Corps Nepal
Ulla Dons - Mercy Corps Nepal

Special Contributors
Dr. Dilip Gautam - Department of Hydrology and Meteorology
Hritika Rana - Practical Action
Sagar Gautam - Mercy Corps Nepal

Consultant for Compilation
Kapil Neupane

Photo Contribution
Mercy Corps and Practical Action's project teams

Cover photo
Clockwise from top – Risk knowledge – Monitoring – Communication and dissemination – Response capability

Design by
Digiscan Pre-Press Pvt. Ltd.

Printed by
Format Printing Press Pvt. Ltd.

Acronyms

CBDRR	Community Based Disaster Risk Reduction
CBEWS	Community Based Flood Early Warning Systems
DM	Disaster Management
DP	Disaster Preparedness
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EWS	Early Warning System
HFA	Hyogo Framework for Action
ISDR	International Strategy for Disaster Reduction
NSDRM	National Strategy for Disaster Risk Management
PSA	Participatory Situation Analysis

Foreword

Natural hazards do not affect everyone uniformly. It is the poorest that suffer the most as they live in fragile topography, poor structured houses with limited resources and their extremely low capacity for resilience. Owing to their weak resilience capacity, every hazard interrupts their livelihoods, pushing them back to the vicious cycle of poverty. Indeed, for the poor, even a small hazard occurring nearby their surrounding weakens their livelihood strategies, savings and assets.

Disaster risk reduction involves activities aiming at reducing such losses by addressing hazards related risks and people's vulnerability. Early warning is a major element of disaster risk reduction. It saves lives and reduces economic and material losses from disasters. To be effective, community based early warning systems requires active involvement of the community people, a strong public education on and awareness of risks and an effective communication system ensuring a constant state of preparedness.

In January 2005, the World Conference on Disaster Reduction adopted the "Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters." This included clear references to the importance of early warning, and encouraged the development of *"early warning systems that are people centered, in particular systems whose warnings are timely and understandable to those at risk (…) including guidance on how to act upon warnings (…)."* Nepal has further spelled out its commitment to Early Warning Systems in the National Strategy for Disaster Risk Management adopted by Government of Nepal in October 2009.

European Commission Humanitarian Aid and Civil Protection department (DG ECHO) as one of the largest providers of funds for humanitarian aid operations considers likewise Early Warning Systems an essential disaster risk reduction measure. Thus DG ECHO has financed several DIPECHO Programmes (Disaster Preparedness – ECHO) and supported partner organisations in developing community based early warning systems.

This facilitator's guide highlights the achievements and progress made by Mercy Corps and Practical Action, their local partners and the Department of Hydrology and Meteorology to establish functional community based early warning systems in Nepal. DG ECHO is proud to present this facilitator's guide as one of the latest outcomes of the community based early warning systems implemented in Nepal.

Appreciation and thanks are extended to all the contributors to this facilitator's guide who openly shared their practical experiences, views, and concerns, helping to establish effective and efficient early warning systems placing the people at the core. We sincerely hope that this guide will be used for the benefit of those communities living at risk of flooding in rural Nepal.

Claudia Amaral
Disaster Risk Reduction/DIPECHO
Regional Support Office South Asia,
DG ECHO

Luc Verna
Technical Assistant
DG ECHO Nepal

Message

Floods and landslides are the causes of about 300 deaths each year in Nepal with property damage exceeding USD 10 Million in average. Compared to other disasters in Nepal, floods and landslides are the number one natural disaster regarding economic damage and number two in loss of lives (epidemics being number one). In recent years, the frequency and intensity of extreme flood events is increasing with the impact of climate change and economic damage related to floods is also likely to increase with increasing development activities in the region. Hence, a reliable flood forecasting and early warning system is necessary to reduce the possibility of personal injury, loss of life and livelihood and, damage to property.

In recent years, Department of Hydrology and Meteorology has modernised its hydrological and meteorological stations network with telemetric systems to obtain river water level and rainfall data in real time. Flood warning level and danger level have been assessed in major flood prone rivers. Community based flood warning is initiated in Narayani, East Rapti, West Rapti, Babai and Karnali river basins in collaboration with Practical Action, Mercy Corps and District Disaster Relief Committees. The gauge readers of flood forecasting stations have been brought into the network of various organisations involved in disaster preparedness and management. The community based flood early warning systems proved to be very effective in reducing the loss of lives and properties.

As the systems will be expanded in other river basins, there is an urgent need of a facilitator's guide which will provide a recipe for establishing, operating and maintaining community based early warning systems. Mercy Corps and Practical Action have taken initiative to develop and publish this guide. I would like to thank them for their timely endeavor. I firmly believe that this guide will be useful for the Department of Hydrology and Meteorology and other organisations involved in promoting community based early warning systems for disaster risk reduction. The Department of Hydrology and Meteorology would fully utilise this facilitator's guide for the establishment, expansion and scaling up of community based flood early warning systems in Nepal.

Nirmal Hari Rajbhandari
Director General
Department of Hydrology and Meteorology
Nepal

Acknowledgement

The Practitioner's Handbook and Facilitators Guide on community based early warning systems is an effort to put together the early warning learning experiences from the field and communities in Nepal for wider use to establish community based early warning systems in flood prone areas of Nepal. Mercy Corps and Practical Action would like to acknowledge the support of the European Commission's Humanitarian Aid and Civil Protection department for funding the projects implemented by Mercy Corps and Practical Action respectively under several action plans and production of the training material. Without this committed and long term support for disaster risk reduction projects and hereunder early warning none of this would have been possible.

The commitment of communities in Banke, Bardia, Chitwan, Kailali and Nawalparasi made the early warning systems the success they have been. Without their enthusiasm, motivation, and willingness to consider new knowledge and new approaches very little would have been achieved in terms of early warning in Nepal. They have willingly shared their knowledge with communities and organisations from other regions of Nepal and beyond. We sincerely hope that the community based early warning systems will bring not only these communities, but many more communities in Nepal, in the region and in other places similar vulnerable greater security in the future.

Mercy Corps and Practical Action's local partners in the field and their role and importance for establishing community based early warning systems, sharing their knowledge and providing feed back for this training material cannot be overstated.

The manual and facilitator's guide along with the establishment of community based early warning systems with Mercy Corps and Practical Action's support would not be possible without the openness, support and enthusiasm of the Government of Nepal staff in all five districts and those of Department of Hydrology and Meteorology based in the field as well as at the Department in Kathmandu. Special thanks goes to Dr. Dilip Gautam, Head of Flood Forecasting Section at Department of Hydrology and Meteorology in Kathmandu for his commitment to expand and scale up early warning systems in Nepal. We are grateful for the time and support of colleagues from DIPECHO partner organisations, namely Action Aid Nepal, CARE Nepal, Danish Red Cross, Handicap International, Mission East and Oxfam GB and their local partners for their contribution in making manual and facilitator's guide possible.

Ulla Dons
DIPECHO Project Manager
Mercy Corps Nepal

Debnarayan Bej
DIPECHO Project Manager
Practical Action Nepal Office

Contents

Introduction to the Facilitator's Guide

All training sessions incorporated in this guideline are based on the principles of participant centered learning. It is intended that participants should be active in each training session. The facilitators will run the discussions through participatory methods such as brainstorming, small group discussions, role play, case studies, and question and answer sessions. There are twelve learning sessions including opening closing sessions spread over four days in addition to daily recap for day II to day IV.

A Practitioner's Handbook "Establishing Community Based Early Warning System" is available as a reading material for the participants. The handbook includes learning tips in bullet points so that the participants can use the points in the field while facilitating the establishment of Early Warning Systems (EWS). The handbook further includes references to various articles and resource books plus a DVD with additional resource material which the facilitator can make use of for the training. The resource material is grouped in following categories:

1. Power point presentations
2. Film
3. Case stories
4. Case studies
5. Strategies and frameworks
6. Reports
7. Guidelines
8. Other material

Each session lasts between one and two hours. In some places, reference is made to the organisation which is organising or promoting the training. The name here appears as {training context} and should be replaced as appropriate. The format and the design of each session are largely the same; each session might include the following:

Title: Each session has a session title in the top, explaining its main content.

Duration: The minimum time allocated for the entire session is given in the right hand top corner of the tables outlining the content and objective of each session.

Time: The minimum time allocated for each sub-session is given in bracket next to the title of each sub-session.

Objectives of Session: This indicates the focus areas and the skills to be achieved by the end of the discussion.

Resource and Reference Materials: These are outlines, handouts and presentations that can be used in the sessions. Some samples of resource material can be found as annexure to this guide.

If the training organiser is planning to distribute a file or a training bag, it should be handed out at the beginning of the training. Pens, paper, name tag holders (name and organisation written), and other related items can be put into this bag.

In some cases the guide will suggest reference material. This material can be found either in the reference list page 68 in the Practitioner's Handbook or in the DVD enclosed in the Handbook.

Suggestion for Facilitators: This describes the detailed process or activities which the facilitator can include in the session. The facilitator can conduct the session according to these tips and ideas.

Advance Preparation: This explains the special requirements for pre session preparation by the facilitators.

Training Methodologies: The prescribed methods and processes for conducting training sessions should be taken as examples. The facilitators can select different methods and processes for each session as per the situation, context, and the nature of the participants and availability of the materials, tools and equipment. Make sure that the session objectives are achieved and the content covered.

Start and Closure of Sessions/Days

Starting of the Session: Introduce the overall objectives and activities of the session. This includes how the session is designed and will be conducted.

It is recommended to include short events to create a pleasant environment of learning and to draw the attention of the participants. Recommended short events can be topic related quotations, stories, songs, poems and games. They should not take too much time.

Closing of the Day: Try to conclude every session with some encouraging and challenging remarks for the participants underlining the importance of the topic and highlight the key learning.

Important Things to Consider

- Ensure to link the sessions
- Ensure participant's involvement in each session
- Encourage participants to share their real time experiences and link those to the content of the sessions

Registration and Formalities

For the registration of the participants and the resource persons, prepare a format or a register. Following information can be collected during the registration process:

1. Name of the participant
2. Name of the organisation the participant is representing
3. Participant's position in the organisation
4. Area of special interest/competence
5. Postal address
6. Telephone, fax
7. Email address
8. Travel details (departure date and time, whether return tickets are needed)
9. Special requests (e.g. food restrictions)

Schedule for CBEWS Training

(Four days package)

Time	Day I	Day II	Day III	Day IV
0830 hrs – 1030 hrs (120 min)	Participants arrive Check in Register Take Lunch	Recap of Day I (Reporting & Evaluation) (15 min) **Session III (105 min)** **Introduction to CBEWS** Understanding EWS Key elements of EWS Essentials of EWS Cross Cutting Issues	Recap of Day II (Reporting & Evaluation) (15 min) **Session VII (60 min)** **Step 3 Communication and Dissemination** **Session VIII (45 min)** **Step 4 Preparation for Response**	Recap Day III (Reporting & Evaluation) (15 min) **Session X (60 min)** Field Visit Learning Sharing **Session XI (90 min)** **Step 5 Follow up, Review and Sustainability**
1030 hrs – 1100 hrs (30 min)		Refreshment Break	Refreshment Break	Refreshment Break
1100 hrs – 1230 hrs (90 min)		**Session IV (90 min)** **Introduction to Establishing CBEWS** Step 0: Preparation	**Session VIII continue (15 min)** **Step 4 Preparation for Response continue** **Session IX** **Field Visit Preparation (30 min)** **Lunch Break (45 min)**	**Session XI continue …** **Step 5 Follow up, Review and Sustainability continue …** **Session XII (60 min)** Personal Post Training Action Plan **Closing Session** Personal Post Training Action Plan Wrap up of Training Post Course Assessment Final Evaluation of Training Closing Ceremony
1230 hrs – 1330 hrs (60 min)	**TRAINING OPENS AT 1300 Hrs**	Lunch	**Field Visit: (270 min)**	**TRAINING CLOSES AT 1300 Hrs**
1330 hrs – 1500 hrs (90 min)	**Session I (120 min)** **Opening Session** Opening Ceremony Introduction Participants' Expectations Collection Objective, Contents and 'Parking Lot' Logistics and Norms Pre Course Assessment	**Session V (90 min)** **Step 1 Participatory Situational Analysis**		Participants depart
1500 hrs – 1530 hrs (30 min)	Refreshment Break	Refreshment Break		
1530 hrs – 1700 hrs (90 min)	**Session II (90 min)** **Concept of DRR, HFA, NSDRM** Introduction to DRR Knowing HFA and NSDRM	**Session VI (90 min)** **Step 2 Observation and Monitoring of Hazard**		
1700 hrs– 1800 hrs (60 min)	Closing of the Day (15 min) Optional	Closing of the Day (15 min) Optional – film (45 min)	Closing of the Day (15 min) Optional	

Day One

Session No.	I	Duration: 120 mins
Session Title	Opening Session	
Session Objective	◗ Opening of the training programme ◗ Mutual introduction of participants and facilitators ◗ Documenting participants' expectations ◗ Correlating training objectives with participants' expectations ◗ Setting norms (if required) and clarifying logistics and other matters ◗ Conducting Pre-Course Assessment	
Resource and Reference Materials	Pre-Course Assessment Form LCD projector, flip charts, markers, training banner, writing pads, pens, paper, training bags (if required), and any other standard material to distribute to participants; Small candles - 25, large candles - 2, match box/lighter – 1, meta cards	
Training Methodologies	◗ Power point presentation ◗ Group Discussion ◗ Brainstorming	

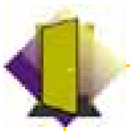
Advance Preparation

Suggestions for the Facilitators

- Multimedia, laptop, printer, DVD player, display screen with sufficient extension cords or other equipment (white board, soft board, and flip chart holders) should be arranged, set up and checked beforehand.
- If you intend to show some video clips, arrange for the necessary equipment and someone who knows how to operate the required equipment.
- If you want to take photographs and distribute them or make copies of documents, you need to arrange for an appropriate camera/photographer and photocopying machine.
- Training banner, materials for display, presentations and distribution (handouts) should be prepared.
- It is recommended to make appropriate seating arrangement ensuring active participation of participants and allow for group work. The arrangement should be done before the arrival of participants.

Opening Ceremony (Time: 20 minutes)

This can be a formal or informal programme depending on the interest of the organiser.



If important guests are present in the opening session, you should arrange a short break right after the opening so that they can meet and talk to the participants informally.

Ask all guests, participants, host and facilitators to stand in a circle. Place a table at appropriate place of the training hall. A card board saying: "If you want to keep the lamp burning you need to keep on adding oil on it" (Mother Teresa) should be placed on the table. On each side of the card board place two large candles.

Distribute one small candle to each participant including guests and facilitators. Let two participants in the back of the hall lit their candles and ask them to light the candle of the person standing next to them. All persons follow the same principle and at the end the two large candles will be lit by the chief guest and the organisers. Ask all participants to place the candles around on the card board. This will be the formal opening of the training. Some senior persons from the host organisation can be invited to share a few words and good wishes for the success of the training.

The purpose of opening ceremony is to create conducive environment for effective learning and sharing. The facilitator can choose any other relevant techniques for the opening session.

Introduction (Time: 30 minutes)

An introduction enhanced by an appropriate icebreaker is recommended for this session. There are many icebreakers that can be used for the introduction session.

Getting to know each other

Ask each participant to write his or her name on a piece of paper, fold it so that it can be placed inside an empty box.

After all the participants have finished this task, each participant is asked to pick up one piece of paper from the box. The participants must then find the person whose name is written on the paper and spend five minutes learning his/her name, address, position and area of special interest.

Thereafter each participant will introduce their partner until everyone has been introduced. Select the first presenter by random. One by one the participants stand up, call out the name of their newly discovered friend, and introduce this friend to the other participants. The one who is introduced then introduces whoever's name was picked. Thus it goes on in a chain. After the introduction, all the participants are asked to put their names in the name tag.

If time permits a name game can be played. It will help the participants to remember each other's names which is central to building rapport and ease of communication for better sharing and learning from each other throughout the training period and in the days to follow.

Process of Name Game

Ask the participants to stand in a circle; the game can be started from any random person. The first person will say her/his name out loud. The second person has to repeat the name of the first person and then say her/his own name. Then, the third person will have to repeat the first and second name, followed by his own name. This continues till all participants have taken turns. If necessary it could be repeated. On completion of this exercise, ask every participant to recall the names of all participants.

If a wrong name is given to a person this person has to say "Namaste" followed by her/his real name.

Participants' Expectations (Time: 30 minutes)

Before starting this part of the session, three colours (green, white and yellow) meta cards and markers must be provided. The following message should be written in each card:

White	Participants' expectations from the facilitators/organisers
Yellow	Participants' expectations from the other participants
Green	Participants' expectations from the training

The process will be conducted in following three rounds.

First Round: Expectations from the Facilitators/Organisers
The facilitator asks participants to write down their **expectations from the facilitators/organisers** on white cards.

Post the prewritten **white card** in a place where it can be easily seen (on a pin board, on the walls).

All collected cards from the participants should be posted below the white title card.

Second Round: Expectations from the other Participants
The facilitator then asks the participants to write their **expectations from the other participants** on yellow cards.

Post the prewritten **yellow card** in a place which can easily be seen and post the collected cards from the participants below the yellow title card.

Third Round: Expectations from the Training
As in the previous rounds the participants will write their **expectations from the training this time on the green cards.**

Post the prewritten **green card** in a place which can easily be seen and place the participants expectations from the training below the title card.

Suggestions for the Facilitator: *After these sub activities, the facilitator will summarise the expectations and mention that the expectations will be used as training norms.*

Objective, Contents and 'Parking Lot' (Time: 20 minutes)

Immediately following the 'display' of expectations, the objectives of the training should be presented to the participants. This could be done through a flip chart. (If possible, it should be posted in the training hall throughout the training).

The facilitator should try to create a link between the objectives and the expectations of the participants.

If some of the expectations do not match with the objectives, the facilitator can create a 'parking lot' where these expectations are 'parked'. The facilitator can then see if these parked expectations can be covered in appropriate sessions.

In addition, many innovative ideas that are not directly related to the training content may come up during the training. These ideas can also be parked and sometimes they can be discussed towards the end of the training. If a 'parking lot' is created, the facilitator must give a short briefing about its use to the participants.

Briefing on Training Programme and Content

The facilitator should distribute the training outlines and briefly explain the main topics. If the expectations of the participants fall broadly under the content and sub-content mentioned then the participants should be made aware of which expectation falls under which session, otherwise the participants should be briefed at this stage that their expectations were off the board and could not be met by the present training. This will help in keeping the participants expectations in line with the training. (Please refer to page 8 for training schedule).

Suggestions for the Facilitators

At times, long discussions might occur among the participants under some topics. in such situations, the facilitator should tell the participants politely that the content are tentative and broad, and that special concerns will be dealt with during certain discussion sessions otherwise suggest the participants to continue such discussions during off-training in order to manage the time within the pre-defined time bound for each session.

Logistics and Norms (Time: 10 minutes)

This is the final activity of this session. Here the facilitator needs to 'negotiate' with the participants on matters such as duration of the sessions, time to start and end each day and time of meals for the entire training. If certain elements are non negotiable, the facilitator must indicate it very frankly with appropriate reasons. If there is a room for negotiation in any area, it should be done in this session.

Suggestion for Facilitators

During these activities, the facilitator must inform the participants about the basis of the training design i.e. at least 7 hours a day of discussion time is required. Apart from the 7 hours a day of discussion time, we need to allocate time for tea breaks, time out breaks and lunch breaks. While facilitating this session, the facilitator must be aware that the logistics arrangements should be appropriately managed to ease each session.

Another way of doing this could be to have a set of norms already prepared (on paper or through a presentation), and the facilitator can discuss the rationale behind the norms, negotiate and modify the norms in accordance with the discussions. For example, use of mobile phones during the session and respecting the allocated time for each activity.

It can be useful to set up teams responsible for managing each day's recap, preparing daily report, managing resource materials, dealing with logistics, evaluation of the training days or organising recreational or cultural activities in the evening. The team will organize themselves to manage the mentioned tasks.

After the formation of the team, the facilitator should discuss with the members on approach and methodologies to carry out of their roles.

Facilitator can give some tips or ideas to team members on conducting recap of the day session.

Pre Course Assessment of the Participants (Time: 10 minutes)

Distribute Pre Course Assessment forms to all participants and ask them to fill the forms and bring it back for session I. Make it clear that it is not an "EXAMINATION". It is just a form that helps the trainer to assess the level of understanding on each topic to be discussed during the training. Please refer to Resource Material 2 for a sample of a pre course assessment form.

After collecting the forms, the facilitator(s) will carefully read and analyse the assessment forms. Information provided in the assessment forms will provide the facilitators a good idea of the knowledge level of the participants and where to s/he should pay extra attention or provide additional information and exercises.

The facilitator will conclude session I with the following remarks:

- Summarise the first session's activities by highlighting the session's objectives
- Recollect the main understanding of the session; objectives of the training, time table, major norms and the role of the facilitator, organisers and participants

Session No.	II	Duration:	90 mins
Session Title	Concept of Disaster Risk Reduction, knowing Hyogo Framework for Action and National Strategy for Disaster Risk Management (NSDRM) 2009 (Topic 1 – Sessions 1, 2 & 3 respectively in Practitioner's Handbook)		
Session Objective	By the end of the session the participants will: ▸ Be able to explain the overall concept of Disaster Risk Reduction ▸ Have a common understanding on overall concept of HFA and its three strategic goals and five priority actions ▸ Have a common understanding on NSDRM 2009 and its major guiding principles ▸ Have a common understanding of the priority for Early Warning System both in HFA and NSDRM		
Resource and Reference Materials	Updated data of disasters, Case study LCD projector, flip chart, markers Refer to Topic 1 of Practitioner's Handbook for DRR case story, Terminologies, DMC, HFA, and NSDRM (page 11-22)		
Training Methodologies	▸ Case study ▸ Power point presentation ▸ Small group discussion ▸ Brainstorming		

Starting of the Session: *Introduce the participants to the objectives of the session and the process you will be following during the session.*

Introduction to Disaster Risk Reduction (DRR) (Time: 60 minutes)

Group Work

- Divide participants into small groups (not more than seven participants in each group)
- Give them a copy of DRR Case Story *(refer Box 1, page 12 of the Practitioner's Handbook)*
- Display the most widely used terms used for DRM such as disaster, hazard, risk, vulnerability, capacity, relief, prevention, preparedness and reconstruction on meta card, newsprint paper or power point presentation
- Ask the group to identify examples for each term from the case study
- Facilitate group discussions to identify examples for different terminologies and make a presentation to the plenary
- After each presentation, ask the participants to make comments and queries to develop common understanding on each of the widely used disaster terminologies

- After group presentations and discussions, the facilitator should give a presentation to clarify and ensure that all the participants clearly understand the standard terminology in order to avoid misunderstanding and confusion. In order to clarify the terminologies, it is suggested that the facilitator use real life examples, with reference to local disaster events.

- During the presentation make sure to focus on how the risk is determined by using the formula (R = H x V/C). Ask people how it will be possible to reduce vulnerability. Provide some examples and facilitate discussion. Different examples might come from the participants and if someone talks about early warning systems, pick that up.
- Focus and highlight issues of disaster management using power point presentations on the Disaster Management Cycle (DMC). During the presentation of DMC link the different terms and explain where they lie in the cycle.
- Conclude the discussion by informing that the whole idea of DRR is to reduce the risk and vulnerability and build the capacities of the communities. Present some community level (if available) and national data and link the data with the HFA.

Suggestion for Facilitators

There are numerous terminologies presented under the DRR topic (refer page 13 to 18 of Practitioner's Handbook), but the facilitator is suggested mainly to focus on the following widely used terminologies for the training:

Hazard, Disaster Risk, Vulnerability, Capacity, Disaster Risk Reduction, Disaster Risk Management, Flood, Early Warning System, Mitigation, Prevention, Preparedness, Relief, Response and Recovery.

Knowing Hyogo Framework for Action and National Strategy for Disaster Risk Management (Time: 20 minutes)

- Raise an open question to the floor: What information do you have on HFA?
- After noting down the participants' inputs, provide some background information on HFA i.e. what it is? When and on what ground it was approved?
- Explain that there are three strategic goals and five priorities areas in the framework.
- At this point the facilitator will discuss the status of the government's signature to the framework. If the government has already signed the framework, explain the role of the government in the implementation of the action and the current status of the government's contribution to fulfill the HFA.
- Share the major highlights of the National Strategy for Disaster Risk Management (NSDRM).

Suggestion for Facilitators

- HFA is not a policy/a right; it's a framework for commitment, a guide to achieve risk reduction.
- Nepal is committed to HFA. What has Nepal done? Talk about the Disaster Management Act, NSDRM, and National Platform.
- Emphasise that policies are important but a policy will not make any sense if no actions are taken for implementation. That is why EWS is important for risk reduction aptly emphasised by HFA and NSDRM. This is directly mentioned in HFA's second priority and also in HFA's strategy for capacity building and likewise in the second priority of the NSDRM.

Summarise the Session (Time: 5 minutes)

Summarise your presentation on the definition of terminologies used in DRR and HFA, NSDRM, implementation, follow up of HFA and NSDRM.

Evaluation of the Session (Time:5 minutes)

Ask open questions to the participants:

What is DRR?
Name any five essential DRR issues?
What is HFA?
What are the three strategic goals and five priority actions on HFA?
What is NSDRM?
What is Disaster Management Cycle?
What are the major components of the implementation and follow up framework?

Closing of the Day: *End the session by stating something important such as* "It is very important and mandatory for any state, organisation or individuals working in the area of DRR to contrbute to implementation of HFA."

Day Two

Advance Preparation

Suggestion for the Facilitators

- The facilitator should remind the management team and the entire participants that the role of management team will not end until their role has been handed over to the next team on the following day, till then whatever problem, difficulties or changes in plan that occurs from the participants, management or hotel will be put forward to the team leader who will be responsible to solve the problem/issue on his/her own or share it with the group.
- Don't forget to tell the management team that their names and room numbers will be circulated among the hotel staffs.

Simulation Exercise

- The objectives of this simulation exercise is to introduce EWS.
- The example of this simulation exercise can be used throughout the training.
- Make sure that the participants will understand the idea of this exercise as an example of early warning.

Process of the Exercise

- The facilitator will reschedule the breakfast time, preferably 30 minutes earlier than initially planned timing. This timing will ultimately lead to early start of the days first session.
- The facilitator will ask the hotel manager or the kitchen staff the changing the breakfast time for the following day and ask them to prepare the breakfast 30 minutes earlier than the initially planned.
- The hotel staffs should be well instructed so that they will not share the information with any of the participants.
- The hotel staffs should be asked to inform "the team leader" (The room number and name of the team leader should be given to the hotel staff on Day I) about the change of breakfast time. They should be asked to inform the team leader to disseminate the message to every participant. They should only inform the team leader about the change in breakfast time an hour earlier.
- The hotel staffs should properly state that the change in breakfast time is due to some technical difficulties.
- Make sure that the management team arrives 30 minutes ahead of the rescheduled time to the dining hall and observe the situation very closely.
- If any participants ask about the change of time, refer them to the team leader
- Start the first session of the day half an hour earlier than initially planned, if all the participants have not arrived on time please wait for them and ask the management team to facilitate the process.
- Once all the participants have arrived start the session as usual.

Setting of the Scene (Time: 15 minutes)

Welcome the participants; ask them about their stay, particularly whether they have faced any logistics problems.*

Suggestion for Facilitators

Participants may ask about the changes of the time schedule. If so, inform them that you will discuss this issue right after the report presentation.

Recap of the previous Day: Ask the team to present their daily report and training evaluation of the previous day. The team is free to choose any methods they find interesting and feasible for the recap. Let the participants add and comment on the report. Clarify any topics/issues raised.

Ask the team to handover their roles to next team for the second day.

If there are any issues to be passed to the organiser, inform that you will discuss these issues with the organiser and informed the participants accordingly.

Suggestion for Facilitators

Display 'thought' of the day: **"There are enough resources to fulfill people's need but not their greed" – Mahatma Gandhi.**

Ask one participant to voluntarily read out the thought of the day. Lead to an open discussion and make a conclusion relating to the term disaster.

Link this quotation to the topics of the day, i.e. that man made disasters are usually due to the people's greed.

Session No.	III Duration: 105 mins
Session Title	Introduction to Community Based Early Warning System (CBEWS)
Session Objective	**By the end of the session the participants will be able to:** • Define CBEWS • Describe the four basic elements of CBEWS described by ISDR • Explain the four essentials of CBEWS • Have a common understanding on the major cross-cutting issues of CBEWS (Topic 2 – Sessions 1, 2, 3 & 4 respectively in Practitioner's Handbook)
Resource and Reference Materials	LCD projector, flip chart, markers, meta card Developing EWS : A Checklist Refer to Topic 2 of Practitioner's Handbook for understanding EWS, EWS practices and systems, key elements of EWS, Nepali folk, essentials of EWS and cross- cutting issues of EWS (Page 23- 35)
Training Methodologies	• Simulation Exercise (Please refer Facilitator's guide, Page No. 22) • Power point presentation • Snow balling • Brainstorming

Starting of the Session: *Start the session by presenting the objectives and the major methods and process you will be applying (use meta cards so that it can be posted at the training hall).*

Understanding EWS (Time 30 minutes)

Link the session objective with the Simulation Exercise mentioned in Advance preparation as an initial introduction to early warning.

Link the simulation exercise with early warning and emphasise the impact of the warning message. (For example, change of breakfast time and participants not reaching on time, dissemination and communication of message, response of each participant and so on).

Ask an open question to the participants:

- Why were all participants not able to arrive 30 minutes earlier for the breakfast?

Ask the participants to form a group with 4-5 participants and discuss the change of schedule for breakfast. Each group should be given flip-chart papers and markers to write down and present their earlier experiences. The groups should focus on following issues: Mode of dissemination and communication, person responsible for dissemination, exact situation when the information was disseminated, response of each participant, suggestion and so on.

Ask each participant to think about traditional CBEWS practices in their communities, and to write those in their note books. Let each participant share his/her notes with other participants from their group, and try to identify the most common traditional practices. Each group should then write the practices on meta cards and share in the plenary.

Suggestion for Facilitators:

Facilitate the group presentations and discussions leading to the definition of EWS. Introduce EWS, importance of EWS and the major components of CBEWS. During the presentation ask participants to share examples from the field. Make sure to focus on flood warning by using examples to demonstrate advantages and disadvantage of EWS.

After the participants' presentations, share some examples of traditional practices on CBEWS and discuss the importance of incorporating traditional practices while establishing CBEWS. Present a slide showing the difference between traditional and improved EWS.

Ask the participants for any queries or confusion. If any, clarify and move on to the next presentation.

Key Elements of EWS (Time 20 minutes)

Make sure that there is a common understanding of the word "element" clarified through examples before presenting the four EWS elements. Explain "element" as a building block of the entire system.

At the beginning of the presentation, ask a few participants about their knowledge on the key elements of EWS. Explain how the following elements are applied in the field:

a. Risk knowledge
b. Monitoring and warning service
c. Dissemination and communication
d. Response capability

Ask participants to share their experience illustrated with case stories. After listening to the participants' response, link their experience to the key elements of EWS.

Also, discuss the *Breakfast* simulation exercise; try to draw lesson from that and link to the session.

Essentials of EWS (Time 20 minutes)

Before presenting the essentials of EWS, make sure that the term "essential" is commonly understood. Explain "essential" as basic requirement of any EWS as without these essentials, the EWS may not function properly.

Make the participants come up with their ideas and knowledge on the essentials of EWS and during the presentation explain why this knowledge is important in EWS. You can narrate a Nepali folk story explaining what will happen if any of the essentials of EWS are missing.

Explain how EWS must be built on the following four essential aspects:

- Effectiveness
- Efficiency
- Equity
- Legitimacy

Ask participants to share their experience and respond to their queries and questions.

Also, discuss the *breakfast* simulation exercise; try to draw lesson from that and link to the session.

Cross Cutting Issues (Time: 25 minutes)

To develop a common understanding, ask participants about their understanding of the word "cross cutting issues".

Distribute one meta card to each participant and ask her/him to write one cross cutting issue of EWS and share among all the participants. Cluster all collected meta cards according to the major four cross cutting issues. In each cluster post the title cards of all issues.

The major four cross cutting issues are:

- Effective governance and institutionalisation
- Multi hazard approach
- Cultural diversity
- Involvement of most vulnerable groups

After all participants are ready, give a presentation of all four cross cutting issues; make sure to link those with CBEWS. Explain the major problems and challenges of each issue and link them with local case stories.

Inform the participants that incorporating cross cuttings issues when designing and establishing EWS will ensure inclusiveness and contribute to longer term sustainability of the systems.

Also, discuss the Breakfast simulation exercise; try to draw lesson from that and link to the session.

Summarise the Session (Time: 5 minutes)

Summarise the overall presentation on:

- Understanding EWS
- Elements of EWS
- Essentials of EWS
- Cross cutting issues

Ask all participants if they have any confusion on the presentation and clarify if they have any. After summarising the session, highlight the importance of establishing EWS, and inspire them to take a lead role in their community to establish EWS.

Evaluation of the Session (Time: 5 minutes)

The facilitator can choose any methods for the evaluation. Clarify any questions from the participants and inform them that the next session will introduce how to establish the CBEWS.

Following points can be used to evaluate the session:

- Define CBEWS.
- What are the four key elements of CBEWS?
- What are the essentials of CBEWS?

Session No.	IV	Duration:	90 mins
Session Title	**Introduction to establishing CBEWS** (Topic 3 – Step 0 in Practitioner's Handbook)		
Session Objective	**By the end of the session the participants will be able to:** - Explain the concept of CBEWS - Explain the Task Force formation process and roles for establishment of EWS		
Resource and Reference Materials	LCD projector, flip chart, markers, Refer to Topic 2 of Practitioner's Handbook for understanding concept of CBEWS (Page 23-25) and Topic 3 for understanding steps for establishing CBEWS and preparation step (Page 36-38)		
Training Methodologies	- Power point presentation - Brainstorming - Game		

Starting of the Session: *It is recommended to introduce an ice breaker before the session. Then, share the overall objectives and process of the session.*

Introduction to Establishing CBEWS (Time: 30 minutes)

Exercise

Divide the participants into two groups. Request them to stand along two sides of the training hall facing each other. Distribute a piece of paper of different color to both groups.

Ask each participant to think about what might be the need(s) of the person standing opposite to him/her and write on a piece of paper.

Ask each participant to write down their own current needs.

Ask the participants to read one by one from each group, what exactly has been written on the paper.

Suggestion for Facilitators:

Normally the answers for the need of the other persons will not match, because one cannot specify the needs of the other person without talking to the person. This explains why participatory approach is important. In few cases the needs might match but it will be based on wild guesses, which will not have a deep rooted ground for justification.

This exercise will help the participants to understand why participatory approach is important while establishing CBEWS. Explain the importance of the participatory approaches in the establishment of CBEWS.

Ask the participants to share their knowledge of the CBEWS and note down the key words. By referring to the participants' response show the power point presentation on the definition and importance of CBEWS.

Also present the difference between "community based" and "based on community".

Steps of CBEWS (Time: 25 minutes)

Initiate the discussion by raising an open question: "What could be the possible steps for establishment of CBEWS?" Note the response and make a presentation to relate the response to the six steps of establishing CBEWS.

Ask participants for any clarification or inputs.

Step 0: Preparation (Time: 25 minutes)

Referring to the previous presentation on the six steps of establishing EWS, ask open questions to the participants on what activities would be needed in preparation for establishment of CBEWS. Some guiding questions for the discussion:

- How and what can EWS contribute to risk reduction?
- How to know that a EWS will be required?
- Who will be responsible for the establishment of a EWS?
- Who will/can take the responsibility for facilitating participatory situational analysis?

Note the major points of the discussion and make the presentation of the activities and roles of the Task Force for establishment of CBEWS. Clarify the difference between the Task Force and the Management Committee and the different roles of these two committees.

Summarise the Session (Time: 5 minutes)

Summarise the session focusing on the importance of an effective participation, the six steps for establishing CBEWs and the formation of EWS Task Force.

Evaluation of the Session (Time: 5 minutes)

Suggested questions to evaluate the session:
- What is CBEWS?
- Why is community participation important when establishing CBEWS?
- What are the steps to take for establishing CBEWS?
- Why establish a task force?

Session No.	V	Duration:	90 mins
Session Title	**Step I: Participatory Situational Analysis (PSA)** (Topic 3 – Step I in Practitioner's Handbook)		
Session Objective	**By the end of the session the participants will be able to:** • explain the process of the participatory situational analysis		
Resource and Reference Materials	LCD projector, flip chart, markers, Refer to Topic 3 of Practitioner's Handbook for understanding Step I: PSA (Page 39-44)		
Training Methodologies	• Power point presentation • Brainstorming • Small Group		

Starting of the Session: *It is recommended to introduce an ice breaker before the session. Then, share the overall objectives and process of the session.*

Energizer

Ask the participants to cat walk. They are supposed to walk until they are touched by another person. When touched, they have to stop for 5 seconds and then continue walking. The objective of the game is to walk without being touched by anyone. Hence, the participants have to be very careful while walking.

Step I: Participatory Situational Analysis (PSA)

Explain briefly the content of the topic. Make sure to link the current presentation with the previous sessions and explain how this session will be conducted.

Group Work (Time: 30 minutes)

Divide the participants into four groups and assign each group to discuss one of the following topics:

- What is PSA?
- What are the major steps of PSA?
- What tools are relevant for PSA when establishing CBEWS?
- What information should be collected specifically for CBEWS during PSA?

Allow the group to discuss for 20 minutes and make a 5 minutes presentation.

Group Presentation Time: 20 minutes)

Each group will present the conclusion of their discussions. Ask other groups to provide their inputs.

Facilitator's Presentation (Time: 30 minutes)

Prepare a presentation on each question. The facilitator will only focus on the overall process of the PSA and highlighted the areas not covered sufficiently by the group presentations and discussions.

Note:

This training does not aim at establishing skills for conducting PSA, this will require a full five days training, which should take place elsewhere or is already known by the participants. Therefore, the facilitator should not deal with the detailed process of each tool. Yet, make sure that you mention this to the participants.

Follow the same process for all four presentations.

Ask for any inputs, clarifications or comments. Respond to the queries.

Summarise the Session (Time: 5 minutes)

Summarise the overall process and the content of the session. Invite one or two participants to summarise the session.

Evaluation of the Session (Time: 5 minutes)

The facilitator can use his/her own methods to evaluate the session. Suggested questions to help evaluate the session:

- What are the major components of PSA?
- What are the major steps when conducting PSA?
- Name 5 major PSA tools relevant for data collection for CBEWS?
- Name 5 major types of information/data collected through PSA for establishment of CBEWS?

Session No.	VI	Duration: 90 mins
Session Title	**Step II: Observation and Monitoring of Hazard for Early Warning** (Topic 3 – Step II in Practitioner's Handbook)	
Session Objective	**By the end of the session the participants will be able to:** • Define observation and monitoring for early warning • Explain what tools and devices can be used for observation and monitoring for early warning	
Resource and Reference Materials	LCD projector, flip chart, markers Refer to Topic 3 of Practitioner's Handbook for understanding observation and monitoring of hazards, exploring , upgrading and developing observation and monitoring systems, tools and equipments for hazard monitoring, lead time calculation, (Page 45-50), Types of flood (Page 41-42)	
Training Methodologies	• Power point presentation • Brainstorming • Story telling • Use of pictures	

Starting of the Session: *It is recommended to introduce an ice breaker before the session or narrate a story about the philosopher as a linkage to this session. (Refer RM No. 3). Introduce the topic and establish links to previous sessions (Step I). Then, share the overall objectives and process of the session.*

Step II: Observation and Monitoring of Hazards for Early Warning (Time: 40 minutes)

In order to give the participants an initial idea of the topic, follow the below mentioned suggestions:

- Show pictures of river level and rainfall gauges.
- Ask the participants what they see in the pictures.

Write down the key points. Link the participants' response to the presentation on observation and monitoring of hazard for early warning.

- Introduce the different devices used for monitoring and observations of water level and rainfall for EWS purpose.
- Explain in detail how to use the rainfall and river level gauges, how the records will be kept, and how the data can be used.
- Discuss how the information from the rainfall and river level devices can be correlated and how the devices complement each other.
- Present differences between flash flood and riverine flood and how these devices are used for both flash and riverine floods.
- Present the flow chart of identifying the existing system and developing the new system.

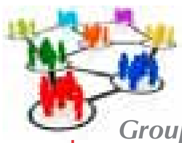
Open the floor for discussions on the step, respond to participants' questions and conclude the discussion. If necessary explain or clarify the queries.

Lead Time Calculation and required Data/Information (Time: 15 minutes)

Define the lead time and discuss the importance of knowing the lead time; present the calculation methods of the lead time and how the knowledge of the lead time will be used for EWS.

Discuss the relation between lead time, rainfall and river level information and the devices in observation and monitoring.

Role and Responsibilities of Actors (Time: 25 minutes)



Group Work

Divide the participants into four groups, and assign them to identify the major roles and responsibilities and the need for capacity building of following stakeholders:

- EWS management committee, community, DMC/DPC
- Police posts, schools, Red Cross Society
- Local clubs, Community Forestry Users Committees, Mother's groups
- Hydrology and Meteorology Stations, Village Development Committees (VDC)

After each group's presentation, the facilitator will summarise the responsibilities of each group of stakeholders. Ask the groups to add or comment on the group works.

At the end of the session the facilitator will discuss the challenges of Step 2.

Summarise the Session (Time: 5 minutes)

Summarise the overall process and content of the session. Invite one or two participants to summarise the session.

Evaluation of the Session (Time: 5 minutes)

The facilitator can use his/her own methods to evaluate the session.

Suggested questions to evaluate the session:

- What are the major components of CBEWS monitoring systems?
- Name major devices used in flood early warning monitoring system?
- Explain the calculation methods and the process of lead time?
- Name the major actors and their roles?
- Name areas of capacity building?
- Discuss possible challenges of the step.

Documentary Show and Discussion (Time: 45 minutes)

Show “BE PREPARED – MAKE A CHANGE” and “EARLY WARNING: SAVING LIVES” videos or other relevant videos on EWS. (Please refer to resource material in the DVD enclosed the Practitioner’s Handbook Section 2: Film) Discuss key learning from the video.

Closing of the Day: As a concluding remark add a few points/views that will help the participants to remember the key learning.

Day Three

Advance Preparation

Suggestion for the Facilitators:

- Selection of the sites (downstream community and upstream gauge station)
- Communication with the people at the sites in terms of purpose and objective of the visit
- Arrange necessary logistics with the organiser
- Prepare field visit checklist for the participants (A sample checklist is given in box on page 40 of this Facilitator Guide)

Setting the Scene — Time: (15 minutes)

Welcome the participants and ask them about their stay, particularly whether they have faced any logistics problems.

Recap of the previous Day: Ask the team to present their daily report and training evaluation of the previous day. The team is free to choose any methods they find interesting and feasible for the recap. Let the participants comment on the report. Clarify any topics/issues raised.

Ask the management team to handover their roles to next team for the third day.

If there are any issues to be passed to the organiser, inform that you will discuss these issues with the organiser and informed the participants accordingly.

Suggestion for Facilitators:

Display 'thought' of the day: **"PEOPLE ARE THE MASTER OF THEIR OWN DESTINY," - M. M Coady.**

Ask the participants to respond to the quotation by Fr. M.M. Coady, founder of Coady International Institute, Antigonish, Canada.

Note down the key words from the participants and link them to the importance of the community people's role in establishing the CBEWS.

Session No.	VII	Duration:	60 mins
Session Title	**Step III: Communication and Dissemination** (Topic 3 – Step III in Practitioner's Handbook)		
Session Objective	**By the end of the session participants will be able to:** • Explain the concept of communication and dissemination • Describe 4 major tools and equipment used for communication and dissemination • Develop a common understanding on the role and responsibilities of the key actors for communication and dissemination		
Resource and Reference Materials	LCD projector, flip chart, markers, meta cards Refer to Topic 3 of Practitioner's Handbook for understanding communication and dissemination plan, tools and equipments, roles and responsibilities and capacity building (Page 51-56)		
Training Methodologies	• Video clip • Small group discussion • Open discussion • Brainstorming		

Starting of the Session: *Start the session by presenting the objectives of session VII. Inform the participants about the topics and the objectives of the session as well as the major methods and process you will be applying.*

Step III: Communication and Dissemination (Time: 10 minutes)

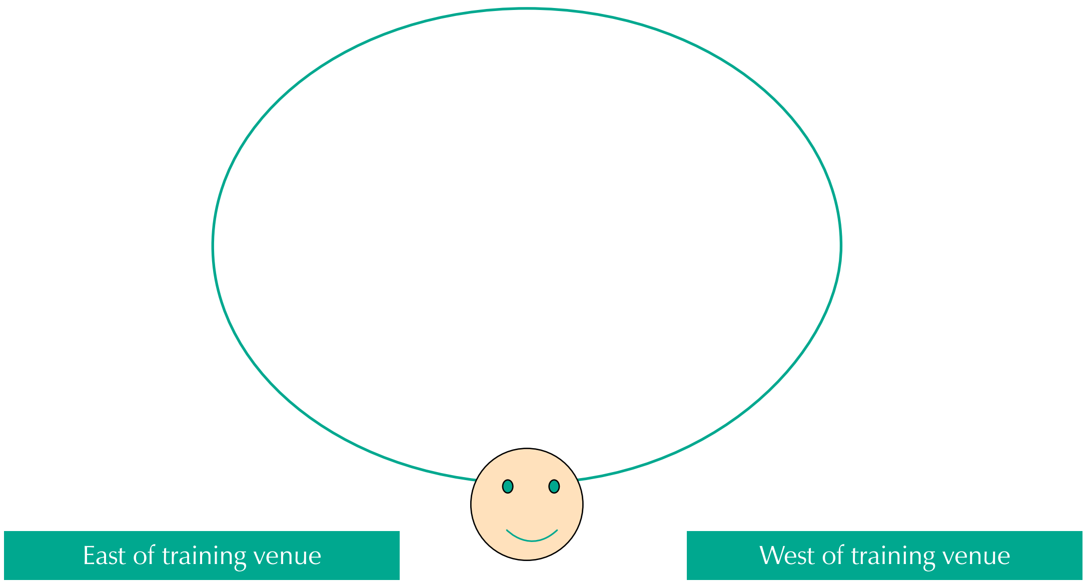
Communication Exercise

This exercise will introduce the participants to the importance of proper communication and the complexity of communication. The exercise should be conducted without any verbal or written communication between the participants; the participants are only allowed to use non-verbal means of communication.

Process of the Exercise:

- Request the participants to stand in a circle.
- Ask the participants who have their birthplace closest to the training venue (one from east of training venue and one from west of training venue) to raise their hand and tell them to stand in the front.
- Ask the other participants with their birthplace further away line up after the first person in accordance to the distance and direction (east and west) between the training venue and their birthplace.
- Participants from the eastern direction must stand on the right hand side of the people with birthplace close by.
- Similarly, participants from western direction must stand on the left hand side.
- East and west must meet in a circle. (As shown in the illustration below).
- Allocate 5 minutes for the participants to form a circle and stand in the right order according to the distance and direction of their birthplace (without any verbal or written communication between the participants but they can use any other means).

- When the circle is formed, ask each participant to share the name of their birthplace (town/village). Whoever is not in the right position must leave the circle and stand inside the circle.
- Ask the participants to take seat according to the circle formed for today's session.
- Discuss the exercise with the participants with following guiding questions:
  - What methods of the communication were used?
  - What were the difficulties faced during the communication?
  - What was the major learning?



Note the participants' response, address them and make a presentation on the communication and dissemination, the different communication levels and the types and means of early warning communication and dissemination.

Communication and Dissemination Levels, Tools and Equipment (Time: 15 minutes)

Ask the participants to identify different communication and dissemination levels and the tools and equipment necessary for communication and dissemination.

Note the participants' response; if necessary add the levels, tools and equipment missed by the participants and discuss about the function and use of each tools and equipments in CBEWS at different levels.

Roles, Responsibilities and Approaches of Capacity Building of Stakeholders involved in Communication and Dissemination (Time: 25 minutes)

Group Work

Distribute meta cards to all participants; ask them to name key stakeholders involved in communication and dissemination. Post all cards and cluster them into 5 groups.

1. Data recorder/ Gauge station/ Upstream community (For upstream to community communication)
2. Flood prone downstream community (Communication within communities)
3. Early warning management committee members
4. Volunteers (i.e. Search and rescue, women volunteers, Red Cross volunteers)
5. Other stakeholders (i.e. VDC, Army, Police, Media, Red Cross)

Divide the participants into 5 groups, ask them to discuss the following issues for each of the above listed stakeholders (one group of participants per one group of stakeholders):

Prepare a list of the role and responsibilities of the stakeholder, and
Identify the approaches of capacity building needed for the stakeholder.

Each group will make a plenary presentation. After each presentation, allow for a discussion and finalise the role and responsibilities and the approaches for capacity building for the stakeholders. The facilitator will make a short presentation to cover the areas missed by the participants, i.e.:

- Training
- Awareness raising
- Learning visits

Discuss major challenges for communication and dissemination.

Summarise the Session (Time: 5 minutes)

Summarise the overall process and content of the session. Invite one or two participants to summarise the session.

Evaluation of the Session (Time: 5 minutes)

The facilitator is free to use his/her methods to evaluate the session.
Suggested questions for the evaluation:

- Define the concept and levels of communication and dissemination.
- Name 4 major tools and equipment used for communication and dissemination.
- Explain the major roles and responsibilities of the 5 key stakeholders of EWS.
- Explain the approaches of capacity building.

Session No.	VIII — Duration: 60 mins
Session Title	**Step IV: Preparation for Response** (Topic 3 – Step IV in Practitioner's Handbook)
Session Objective	**By the end of the session the participants will be able to:** • Define the requirements for an effective contingency plan • Explain the role and responsibilities of key stakeholders • Identify the areas and methods for capacity building for preparation for response
Resource and Reference Materials	LCD projector, flip chart, markers, meta cards Refer to Topic 3 of Practitioner's Handbook for understanding preparation for response, contingency plan development, roles and responsibilities of key stakeholders, capacity building (Page 57-62)
Training Methodologies	• Simulation • Discussion • Small group work • Presentation • Open discussion

Starting of the Session: *Start the session by presenting the objectives of session VIII. Inform the participants about the topics and the objectives of the session as well as the methods and processes you will be applying.*

Step IV: Preparation for Response (Time: 20 minutes)

Contingency Plan

The following simulation exercise can be carried out to highlight the importance of contingency plan and response mechanism.

Process of the Exercise

- One facilitator starts the discussion and suddenly falls down on the floor.
- The second facilitator (if only one facilitator, then this role can be given. to a participant), will rush to the first facilitator. While doing this she/he will observe and remember the behavior and action of the participants. (Some of the participants might run towards the fallen facilitator, some might continue standing where they are and some might be in the state of confusion.)
- The second facilitator will ask the participants for help and suggestions. for what to do. (They might suggest calling someone who knows first aid or anambulance).
- Follow their suggestions and ask them to carry the facilitator outside the training hall. At this point the fallen facilitator will open his/her eyes and stand up. Tell them that this is just a SIMULATION exercise and part of the training.

- Request all the participants to go back to the training hall, allow few minutes for open discussions.
- Ask the participants to reflect on the simulation exercise and lead the discussion focusing towards the 'RESPONSE'. Following questions can be helpful for the discussion:
  - What was the reaction of the different participants?
  - Why did they react as they did?

Suggestion for Facilitators:

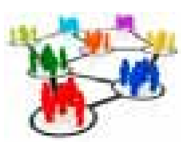
The facilitator can also link the second day's simulation exercise of "Breakfast Time Changed" to the response

Based on the simulation exercises clarify the definition and the importance of a contingency plan.

Roles, Responsibilities and Capacity Building of Stakeholders involved in Response and Contingency plan (Time: 30 minutes)

Ask participants to think about possible stakeholders for response and contingency plan and the key roles of these stakeholders.

Take notes and if required add stakeholders not mentioned by the participants and present the role of these stakeholders.



Group Work

Divide the participants into different groups; each group will work to identify the major tasks and the need for capacity building for the following stakeholders involved in real time response:

- Households
- Disaster Management Committee members
- Search and rescue teams
- First Aid teams
- Women volunteers
- EWS Management committee
- Others as identified by participants

Summarise the Session (Time: 5 minutes)

Summarise the session by highlighting the major process and contents of the session. Do not forget to highlight the importance of preparation for response.

Evaluation of the Session (Time: 5 minutes)

Ask following questions to 2-4 participants:
- Definition of contingency plan
- Roles and responsibilities of key stakeholders
- 3 approaches of capacity building

Session No.	IX	Duration:	300 mins
Session Title	**Field visit preparation and field visit**		
Session Objective	**By the end of the field visit participants will be able to:** • Explain the CBEWS observed and learning during the field visit, the challenges and provide recommendations for improvements.		
Resource and Reference Materials	LCD projector, flip chart, markers, meta cards, vehicle, camera, recorders		
Training Methodologies	• Observation • Discussion • Interaction • Presentation		

Starting of the Session: *Start the session by presenting the objectives of session IX. Inform the participants about the topics and the objectives of the session as well as the methods and processes you will be applying.*

Checklist for the Facilitator: Preparation for Field Visit

Pre visit	During visit	After visit
• Finalise and share the objectives of the field visit with the organiser and the participants • Select community / gauge station • Inform community, EWS management committee members and gauge reader • Arrange field visit logistics • Prepare and share checklist with participants • Discuss and finalise the Do's and don'ts	• Use the checklist and follow the plan • Follow Do's and don'ts • Take notes • Link the sessions learning with the actual situation	• Document the learning • Share the learning among participants

Introduction of Field Visit (Time: 30 minutes)

Share the objectives and plan of the field visit. The plan should include the following:
- Place(s) to visit
- Intended activities for observation

- Travel time and mode of transportation
- Starting and completion time of the visit
- Share the major do's and don'ts during the visit
- Breaks and refreshment time

Depending upon the number of participants, divide the participants into groups, and ask the groups to:

- Select a group leader
- Select and assign task to:
  - Lead discussion
  - Take notes (at least TWO)

Checklist for Field Visit (Time: 20 minutes)

Ask each group to develop a checklist and semi structure questions for discussions during the field visit. Groups can use the previous sessions learning to develop the checklist and semi structure questions. For sample check list, *please refer to the box below:*

Suggested Checklist for the Downstream Community Visit

- Motivating factors to establish EWS
- Process followed for establishment of EWS
- Inputs from different institutions, non/government, public and private sector for development of EWS
- System and processes for operation of EWS
- Challenges faced for establishment and operation
- Provision for review and reflection
- Lesson learned by the community

Suggested Checklist for the Upstream Gauging Station Visit

- Type of devices used for observation and monitoring
- System and frequency of data recording
- System of communication
- Provision for support and supervision
- Challenges in observation and monitoring
- Lessons learnt by gauge recorder

Field Visit (Time: 270 minutes)

Visit the communities and gauging station, observe the system and interact with the stakeholders by using the prepared checklist.

After the field visit the groups will prepare a report based on their checklist. The reports will be shared and discussed in the plenary on day four.

Day Four

Advance Preparation

Suggestion for the Facilitators

- Prepare post course assessment forms
- Prepare final evaluation of the training forms
- Prepare certificates and have them signed
- Announce submission of the expenses claim by the participants (if covered by the organiser)

Setting the Scene — Time: (15 minutes)

Welcome the participants and ask them about their stay, particularly whether they have faced any logistics problems.

Recap of the previous Day: Ask the management team to present their daily report and training evaluation of the previous day. The team is free to choose any methods they find interesting and feasible for the recap. Let the participants comment on the report. Clarify any topics/issues raised.

If there are any issues to be passed to the organiser, inform that you will discuss these issues with the organiser and informed the participants accordingly.

Suggestion for Facilitators:

Display 'thought' of the day: **SKILLS ARE NOT ENOUGH: IT IS YOUR ATTITUDE THAT MAKES THE DIFFERENCE**

Ask participants to respond to the quote.

Note the key words from the participants; after few response link the thoughts to the importance of the community people's role in establishing CBEWS.

Session No.	X	Duration: 60 mins
Session Title	Field Visit Learning Sharing	
Session Objective	**By the end of the session the participants will be able to:** - Share the learning from the field - Identify major learning and recommendations	
Resource and Reference Materials	LCD projector, flip chart, markers, meta cards Field Visit Checklist	
Suggested Methodologies	- Presentation - Open discussion	

Starting of the Session: *Start the session by presenting the objectives of session X. Inform the participants about the topics and the objectives of the session as well as the methods and process you will be applying.*

Sharing from the Field Visit (Time: 60 minutes)

Each group will make a short presentation followed by a discussion. If required, the facilitator will address the issues and concerns.

Session No.	XI	Duration: 90 mins
Session Title	**Step V: Follow-up, Review and Sustainability** (Topic 3 – Step V in Practitioner's Handbook)	
Session Objective	**By the end of the session the participants will be able to:** ◗ Explain the outlines of follow up, review and sustainability ◗ Describe major activities of the follow up and review of EWS ◗ Explain major areas to be considered for follow up and review of EWS ◗ Identify areas for sustainability and the way forward	
Resource and Reference Materials	LCD projector, flip chart, markers, meta card Refer to Topic 2 of Practitioner's Handbook for understanding Follow up, Review and Sustainability, Capacity building (Page 63-67)	
Training Methodologies	◗ Display of Poster ◗ Open discussion ◗ Presentation	

Starting of the Session: *Start the session by presenting the objectives of session XI. Inform the participants about the topics and the objectives of the session as well as the methods and process you will be applying.*

Step V: Follow up, Review and Sustainability (Time: 30 minutes)

Ask the participants to put forward their views and ideas on follow up, review and sustainability of the EWS. Note the key points, and explain the concept and importance of regular follow up and reviews for sustainability of the system.

Present three major activities for follow up and review:

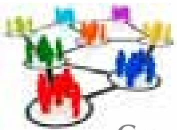
- Pre/post flood meeting
- Review of overall plan
- Organise mock drills/simulation exercise

Present organisational and technical sustainability.

Emphasize the importance of following issues during follow up and review:

- Regular update of threshold values (Lead time, warning and danger levels etc)
- Regular update of the vulnerability data

Follow-up, Review and Sustainability Activities (Time: 30 minutes)



Group Work

Divide the participants into 5 groups. Assign each group to discuss and identify the activities to be carried out during the follow up and review. The areas can be as follows:

- Strengthening the capacity of groups and EWS management committees
- Operation, maintenance and management
- Maintaining linkages, coordination and networking
- Annual planning and review
- Sustainability and ways forward for the system

Each group will present their findings, followed by the plenary discussion.

Required information will be provided by the facilitator.

Role, Responsibilities and Capacity Building of Stakeholders in Follow up, Review and Sustainability (Time: 20 minutes)

Distribute one meta card to each participant and ask them to write the role and responsibilities of stakeholders and capacity building approaches needed for follow up, review and sustainability.

Let each participant present the ideas in the plenary; the facilitator will cluster the ideas and add any issues missed by the participants.

At the end of the session present and discuss the challenges of step V.

Summarise the Session (Time: 5 minutes)

Summarise the session by highlighting the major process and content of the session.

Evaluation of the Session (Time: 5 minutes)

Ask following questions to 2-4 participants:

- What makes an EWS sustainable?
- Which stakeholders are responsible for follow up and review?
- What are the areas of capacity building for effective follow up and review?
- What are the activities that can be carried out for follow up and review?

Session No.	XII	Duration:	60 mins
Session Title	Closing Session		
Session Objective	**By the end of the session the participants will be able to:** ◗ Prepare a personal post training action plan ◗ Wrap up the content and process of the training ◗ Perform the post course assessment ◗ Evaluate the training ◗ Conduct the closing ceremony of the training		
Resource and Reference Materials	LCD projector, flip chart, markers, meta card RM No. 6		
Training Methodologies	◗ Open discussion ◗ Buzz group discussion ◗ Presentation ◗ Small group discussion		

Starting of the Session: *Start the session by presenting the objectives of session XII. Inform the participants about the topics and the objectives of the session as well as the methods and process you will be applying.*

Personal Post Training Action Plan (Time: 20 minutes)

Ask all the participants to make an action plan for how to introduce EWS in their environment.

The participants can use the following questions while developing the action plan:
- What do you want to do after returning from training?
- Why do you want to do that?
- When will it happen?
- What resources will you require?

Collect the copy of action plans and submit to the training organiser. The organiser can use the plans for follow up and provision of technical support to the participants if required.

Wrap up of Training (Time: 10 minutes)

Draw a picture of the SUN at center of the white board (refer RM No. 6). Inside the sun write the name of the training. Invite participants to write learning, impression, topics covered, approaches and methodologies around the sunrays (i.e. Topics and sub topics, Game played, Case presented, Story, Jokes etc). Participants can write as many ideas that they find relevant.

Closely observe the board. If any issues/topics are missed give hints or clues and motivate the participants to rethink on these areas and add.

Read all written information on the whiteboard; cluster the information on the basis of sessions.

Motivate participants to apply the learning in their work and share the following message: "Once you have completed this training, you will possess all this power and you are able to act as the SUN to transmit its rays to the community."

"We have invested a lot of time and energy on this training, so now we must be determined to translate it into practice."

Post Course Assessment (Time: 10 minutes)

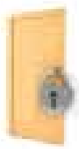
Distribute post course assessment forms to all the participants and ask them to fill the forms. The form is the same as in pre course assessment. Once all the forms are collected the facilitator will prepare the overall assessment result and present it during the closing ceremony. (Refer RM No. 2)

Final Evaluation of Training (Time: 10 minutes)

Distribute final evaluation forms to all the participants and ask them to fill the forms. Participants are free to decide on writing their name on the form. (Refer RM No. 4)

Collect the forms for evaluation. The participants' opinion and suggestions can be used to improve future trainings on CBEWS.

Closing Ceremony (Time: 10 minutes)



The closing session will conclude the training programme.

During the closing, following activities must be covered:

- Request at least two participants (one male and one female) to give closing remarks.
- Request one of the facilitators to give closing remarks with a summary of the final evaluation and the pre/post course assessment process.
- Distribute certificates in a participatory way. For example, invite the youngest participant to hand over the first certificate to the randomly picked name. The first recipient will then hand over the second certificate and this goes on till everyone has received the certificate.
- Request one of the organising representatives to give the closing remarks.

Resource Material

ActionAid
www.actionaid.org.uk/100261/disaster_risk_reduction.html

Asian Disaster Preparedness Center
www.adpc.net

DPNET - Disaster Preparedness Network Nepal
www.dpnet.org.np

International Federation of Red Cross and Red Crescent Societies
www.ifrc.org/what/disasters/preparing/index.asp

Mercy Corps
www.mercycorps.org

Practical Action
www.practicalaction.org

UNSIDER
www.unisdr.org
www.unisdr-earlywarning.org

World Bank
http://www.worldbank.org

RM: 1

TRAINING
ON
ESTABLISHING COMMUNITY BASED EARLY WARNING SYSTEM
PARTICIPANT'S PROFILE

Dear participant,

Welcome to the "Training on Establishing Community Based Early Warning System". We invite you to participate in a training by completing this form and sending it to me by ……….. (date). Your response through this form will be extremely helpful in considering the training content and methodologies.

Please take some time to complete this form.

Sincerely,

……………………………

Training Coordinator

Name of the participant: Mr/Mrs/Ms…………………........……………………………………..

Organisation:

Position:

1. Permanent Address: ....

   ....

2. Contact number:

3. Email address:

4. Date of Birth (DD/MM/YR)…………………………………………………………………

5. How long have you been working in development sector (especially in Disaster Risk Reduction)?

Employer	Position	Duration	RESPONSIBILITIES

6. Training Attended *(Please list a maximum of 3 relevant training courses)*

TRAINING COURSE	MAJOR CONTENT	DURATION	ORGANISER

7. What are the emerging issues in Disaster Risk Reduction (DRR)?

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

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

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

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

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

8. What are the challenging issues for establishing Community Based Early Warning Systems?

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

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

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

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

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

9. How do you think this training can help you addressing the issues?

....

....

....

....

....

10. How can you contribute to make this training successful?

....

....

....

....

....

11. Expectations from the training

....

....

....

....

....

12. Special requirements (e.g. food restriction, single room/shared room etc.)

....

....

....

....

....

Pre/Post Course Assessment

Please answer the questions listed below by choosing the correct answer. There might be more than one correct answer.

(Make a circle on the correct answer) (Note for facilitator: options in bold are correct answer)

No	Questions	A	B	C	D
1	Disaster Risk Reduction is	the plan prepared to control disasters	**the concept and practice of reducing disaster risks**	the plan prepared for reducing hazards	the concept and practice of controlling hazards
2	Hyogo Framework for Action (HFA) is	the legal document on disaster risk management	the framework prepared by each country	**the key instrument for implementing disaster risk reduction**	**the framework adopted by the Member States of the United Nations**
3	CBEWS is	a "people-centered" approach which empowers individuals and communities threatened by hazards	a system established to act in sufficient time and in an appropriate manner to save lives	a system established to reduce the possibility of personal injury and loss of life	**all of them**
4	Four key elements of CBEWS are	effectiveness efficiency equity and legitimacy	**- risk knowledge - monitoring and warning service - dissemination & communication - response capacity**	- effectiveness - efficiency - risk knowledge - monitoring and warning service	- monitoring and warning service - dissemination & communication - equity and - legitimacy
5	EWS Management Committee is responsible for	**the overall management of the EWS**	the overall development of the community	the overall disaster risk reduction	controlling the disaster
6	Most vulnerable groups include	women	elderly person	people with disability	**all of them**
7	Participatory Situational Analysis will be carried out to identify	most vulnerable groups	hazards, vulnerability and risk of the community	resource and capacity of the community	**all of them**
8	Mock drill will be carried out	to test the response capacity of the community	to enhance the response capacity of the community	to find out the gaps of the early warning system	**all of them**
9	Communication & Dissemination is a process of	**transferring information from gauging station to the communities**	transferring information from downstream communities to upstream communities	**disseminating information through radio system or siren within the communties**	all of them
10	Response capacity is	the capacity to develop the EWS	the capacity to identify the community's need	**the capacity to respond to the disaster**	the capacity to implement the EWS system

RM No. 3

"A great philosopher was strolling in the morning as a part of his daily routine. He saw a labour in a stone quarry crushing stones.

The philosopher stopped and asked the labour politely; "my friend what are you doing?" The labour replied rudely: "are you blind? Can't you see I am crushing the stones into smaller pieces?" The philosopher moved on.

After a while he saw another labour crushing stones in the same manner. He repeated his question. This time the labour replied politely: "I am earning some wages for my livelihood."

He saw a third labour crushing stones in the same quarry and he repeated his question. The labour replied back: "I am contributing towards my nation building." The philosopher was amazed by the difference in their answers. It depends on the way one looks into the situation.

All three labours were doing the same work but the answers the philosopher received was different. Link this story to ways of looking at CBEWS.

RM No. 4

Final Evaluation Form

1. **Training objectives achieved**
   a. fully met
   b. to a large extent
   c. partially
   d. not met

2. **Translation of the learning from the field visit training**
   a. fully applicable
   b. applicable to a large extent
   c. partially applicable
   d. not applicable

3. **Expectations of the participants**
   a. fully met
   b. met to a large extent
   c. partially met
   d. not met at all

4. **Methodology used during the training**
   a. very appropriate
   b. appropriate
   c. ok
   d. not appropriate

5. **Training materials distributed**
   a. very appropriate
   b. appropriate
   c. ok
   d. not appropriate

6. Duration of the training

a. too long
b. appropriate
c. short
d. too short

7. Logistics management (lodging, food, snacks and overall management)

a. very good
b. ok
c. poor
d. very poor

8. Major learning from the training

....

....

....

....

9. Most useful learning of the training

....

....

....

....

10. Less useful training contents of the training

....

....

....

....

11. Suggestions (if any)

....

....

....

....

RM No. 5

TEMPLATE OF TRAINING CERTIFICATE

Insert your organization logo

This is to certify that

____

Participated in the

CBEWS

(Community Based Early Warning System)
Training Course

Organized by

(Insert name of organizer)

(Insert name of location)

(insert dates of training)

The training inculuded the following:

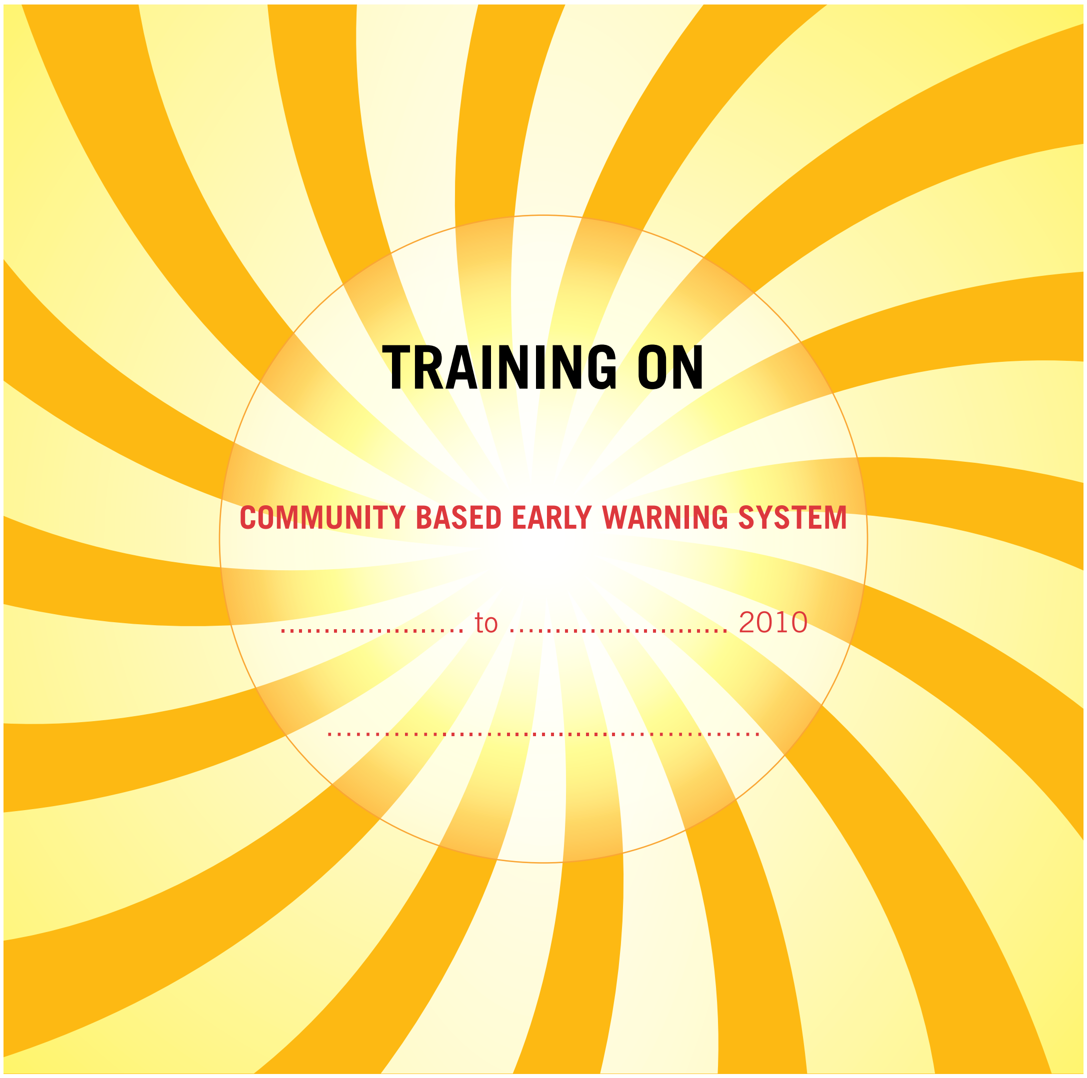
Basic Concepts of Disaster Risk Reduction, Early Warning System (EWS), Key Elements and Essentials of EWS,Cross Cutting Issues, Steps for Establishing CBEWS (Formation of Early Warning System Committee, Participatory Situational Analysis, Observation and Monitoring of Hazard, Communication and Dissemination, Preparation for Response, Follow and Review), CBEWS Practicum Sustainability of CBEWS

Name of organizer or facilitator

Name of organizer or facilitator

RM No. 6

SUGGESTED MATERIAL FOR THE WRAP UP OF THE TRAINING



Department of Hydrology and Meteorology (DHM) is an organization under the Ministry of Environment, Government of Nepal. The DHM has a mandate to monitor the activities in river hydrology, climate, agro-meteorology, sediment, air quality, water quality, limnology, snow hydrology, glociology, and wind and solar energy in the country. The DHM provides regular hydrological and meteorological services in general and weather forecasts for public, mountaineering expedition, civil aviation, and for the mitigation of natural disasters. DHM is a focal agency for early warning of hydro-meteorological hazards in Nepal. As a member of the World Meteorological Organisation (WMO), DHM contributes to the global exchange of meteorological data on a regular basis.

The European Commission's Humanitarian Aid and Civil Protection department (ECHO), the largest single humanitarian donor in the world, has clearly recognised the importance of disaster preparedness. Over a decade ago, ECHO set up DIPECHO (Disaster Preparedness ECHO), dedicated to disaster preparedness with the aim to build community based risk mitigation in areas most susceptible to natural disasters. Disaster preparedness projects have demonstrated that simple, inexpensive preparatory measures implemented by communities themselves can limit damage, increase resilience and save lives. Early warning systems are an integral and vital part of community preparedness.

Mercy Corps is an international, non-governmental humanitarian relief and development agency that exists to alleviate suffering, poverty and oppression by helping people to build secure, producive and just communities. Mercy Corps was established in 1979, and has headquaters in the USA and UK. Since 1979, Mercy Corps has worked in over 100 countries. Mercy Corps currently works in 40 countries around the world focusing on countries in transition, where countries are in the midst of or recovering from conflict, evonomic collapse, or disaster; Mercy Corps sees these crisis situations as moments of opportunity to go beyond traditional boundaries of relief and catalyze lasting change. Globally, Mercy Corps implements programmes in a range of sectors, including: agriculture & food security; market development; emergency response; disaster risk reduction; climate change; health; conflict management; youth engagement; and, community mobilization/governance. In Nepal Mercy Corps works to strengthen, protect and expand access to productive livelihoods for the poor. Mercy Corps began its operation in Nepal in 2005 and focuses on the sectors of Agriculture & Food Security, Financial Services, and Disaster Risk Reduction with early warning, and Youth Engagement, with the inclusion of women and disadvantaged groups as a crosscutting theme.

Practical Action is a UK based Charity organisation established in 1966 with the objective of reducing poverty through wider use of technologies in developing countries. With the Head Office in the UK, Practical Action works through its Country and Regional Offices in Bangladesh, Nepal, Sri Lanka, Kenya, Sudan, Zimbabwe and Peru reaching to the poorest communities in these countries. Practical Action has been working in Nepal since 1979. The current strategy, 2007-2012, focuses on six board programme areas namely 1) securing food for the poor 2) reducing risks from disaster and adverse impacts of climate change 3)maximizing the benefits of market for small producers 4) improving the access of rural poor to basic services 5) improving urban environment and 6) supporting in healthy homes. Under its Disaster Risk Reduction programme, Practical Action has been working on Livelihoods Centred Approach and Early Warning System in Nepal.