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| **MODULE PLAN** |
| **Module 1**  **PURPOSE AND INTERNATIONAL DRM FRAMEWORK** |
| **Performance Objectives:**  At the end of this module, trainees will be able to explain   * what is a Disaster and the various concepts and terminologies used in a DRM Plan * the purpose of having a DRM Plan in each postal administration |
| **Notes for the Instructor:**   1. The Instructor should start with the general aims of the programme and explain the 7 modules briefly. 2. Thereafter, a short video (duration 5-7 minutes) of a natural disaster which had affected buildings, infrastructure etc in a country can be shown to emphasise the need for having a Disaster Management Plan. A video made recently by any postal administration will be most appropriate. As seen in UPU website, there is a short video made by Japan Post on earthquake in Japan (March 2011) and how Japan Post responded to it. 3. He should tell the trainees that the goal of the Programme is to enable the trainees to prepare a draft DRM Plan to face a specific disaster relevant for their administrations. This Programme has been designed accordingly. Trainees will prepare a draft DRM Plan over next 3 days. For this, they will have to complete all the exercises in various modules and may have to go through some training materials in the evening hours. 4. There will be progress tests at the end of the modules. This should be told to the trainees in a most non-threatening way. 5. Each trainee should get a copy of the UPU Guide ‘Building Resilience’ mentioned below. They should go through Appendix A of the Guide on the first day itself. 6. Questions and discussions should be encouraged. But since it is a 3-day programme, time is rather limited. The modules will have to be completed in time to reach the Programme goal.   **Handouts:** None  **Progress Test:** Q 1.1  **List of materials:**  UPU publication ‘Building Resilience’- A Guide to disaster risk management for the postal sector (2016), Chapter 1 and Appendix A  Video of a Disaster |

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| **Module Plan (contd.) Module 1** | | |
| **Duration**  **(in minutes)** | **Main units/ Steps/ Aids** | **Contents/ Detailed activities/ Teaching points** |
| 25 | Introduction to the Programme  PPT 1.1 – 1.2 | This session starts after registration formalities and formal inauguration of the programme  Instructor should explain the general aims of the programme and the seven modules.  Thereafter, a short video on any disaster and its impacts can be shown. Trainees should feel the need for a DRM plan for their respective administrations. |
| 15 | Module 1 objectives and activities  PPT 1.3 – 1.5 | The objectives and activities of module to be explained.  Instructor should also tell that the goal of this programme is to prepare a draft DRM plan by the trainees themselves to face a specific disaster relevant for their administrations. Besides, there will be a progress test at the end of the module. |
| 25 | Disasters and their types, need for a Disaster Risk Management (DRM) plan  PPT 1.6 – 1.13 | Explain what is a disaster, types of various natural and man-made disasters, the need for a DRM plan for each postal administration and the initiatives taken by UPU in this regard. Explain briefly about the UPU Guide. |
| 40 | Concepts and terminologies used in a DRM plan  PPT 1.14 – 1.26 | Explain concepts/terminologies of Threats, Hazards, Disaster, Disaster Risk Reduction (DRR), DRM, DRM life cycle, DRM tools and products, Business Continuity Plan (BCP), Resilience etc. |
| 15 | Progress Test Q1.1  PPT 1.27  Questions | To test if trainees have understood various concepts and terminologies correctly. Answers should be shared for self-checking.  Questions to be invited. At the end, trainees should be told to go through Appendix A of UPU Guide after training hours to get detailed knowledge about various disasters, their causes and characters. |
| **Total time for Module: 2 hours** | | |

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| **MODULE PLAN** |
| **Module 2**  **BASIC PRINCIPLES OF DRM** |
| **Performance Objectives:**  At the end of this module, trainees will be able to state   * what is a DRM Plan * the primary purpose of DRM programme and its essential features * key elements for development of an effective DRM programme |
| **Notes for the Instructor:**   1. In this module, the trainees have mainly to go through the presentations. To make the session interactive, the Instructor may ask the trainees in the beginning if any country has a DRM Plan. The trainees can share the purpose and essential features of their DRM plans both in the beginning as well as at an appropriate time during the session. 2. He should tell the trainees that since they will be required to prepare a draft DRM Plan by the end of this training programme, the exercises will have to be completed with due diligence and they should keep notes about the steps for preparing the DRM Plan. This programme has been developed to impart knowledge and skills about the steps involved in preparing a DRM Plan sequentially.   **Handouts:** H 2.1  **Progress Test:** Q 2.1  **List of materials:**   1. UPU Guide “building Resilience’, Chapter 2 2. UNISDR publication: Sendai Framework for Disaster Risk Reduction 2015-2030 |

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| **Module Plan (contd.) Module 2** | | |
| **Duration**  **(in minutes)** | **Main units/ Steps/ Aids** | **Contents/ Detailed activities/ Teaching points** |
| 20 | Introduction to the Module  PPT 2.1 – 2.3 | Explain performance objectives and activities involved in this module. Ask the trainees if any administration has a DRM Plan. Trainees can share their DRM Plans for about 10 minutes. |
| 25 | DRM Plan – components and primary purpose  PPT 2.4 – 2.7 | Explain what is a DRM Plan, its essential features and the primary purpose of the DRM Plan.  Ask the trainees if their DRM Plan has similar purposes and all the components. |
| 50 | Key elements for development of a DRM Plan  PPT 2.8 – 2.11 | Explain all elements like vulnerability and risk assessment, internal and external dependencies, engagement of senior management and key stakeholders, standard tools and products, Business Continuity Plan, Role of training etc.  Trainees will write down the mission, goals, objectives of their DRM Plan (ref. Handout H 2.1) |
| 10 | Benefits of having a DRM Plan  PPT 2.12 | Explain how a postal administration can minimise its damage and losses from a disaster if they have a DRM Plan that can be implemented effectively. |
| 15 | Progress Test Q 2.1  PPT 2.13  Questions | It will test if trainees have understood the purpose and components of a DRM Plan properly. Share the answers for self-checking.  Questions can be invited to clear doubts. |
| **Total time for the Module: 2 hours** | | |

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| **MODULE PLAN** |
| **Module 3**  **UNDERSTANDING RISKS – VULNERABILITY AND RISK ASSESSMENT** |
| **Performance Objectives:**  At the end of this module, trainees will be able to   * explain vulnerability and risk elements of a threat and how to conduct the vulnerability and risk assessment of a threat * carry out vulnerability and risk assessment of threats more likely to happen in their respective countries to prioritise risks and to take appropriate risk reduction and preparedness initiatives in the DRM Plan |
| **Notes for the Instructor:**  After the slide presentations, the trainees will carry out a Vulnerability and Risk Assessment and construct a Risk Grid for their respective administrations. Handout H 3.1 can be used for this exercise. Trainees should preferably be grouped country-wise for this exercise and ensuring that all groups have more or less similar number of trainees.  **Handout:** H 3.1  **Progress Test:** Q 3.1  **List of materials:**  UPU Guide ‘Building Resilience’ Chapter 3 |

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| **Module Plan (contd.) Module 3** | | |
| **Duration**  **(in minutes)** | **Main units/ Steps/ Aids** | **Contents/ Detailed activities/ Teaching points** |
| 10 | Introduction to the Module  PPT 3.1 – 3.3 | Present the Module performance objectives and the activities in this module. |
| 20 | Terminologies used in Vulnerability & Risk Assessment  PPT 3.4 – 3.11 | Explain various terms and concepts like hazard, vulnerability, exposure, risk used in Vulnerability and Risk Assessments. |
| 75 | Construction of Risk Grid, Vulnerability and risk assessments  PPT 3.12 – 3.23 | Explain the steps for construction of a Risk Grid, usefulness of the Grid to prioritise threats and to take suitable mitigating and preparedness measures.  Explain how Vulnerability and Risk assessments are made and the assumptions made in such assessments.  Trainees will carry out an exercise to construct a Risk Grid for their respective administrations and prioritise high-risk threats. If there are trainees from different countries, they should be grouped country-wise. One or two groups may be invited to present their Risk Grids.  Handout H 3.1 can be used for this exercise. |
| 15 | Progress Test Q 3.1  PPT 3.24  Questions and discussions | It will test if trainees have understood concepts of Risk Grid and Risk Assessments clearly. Share the answers for self-checking.  Doubts, if any, can be cleared. |
| **Total time for this Module: 2 hours** | | |

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| **MODULE PLAN** |
| **Module 4**  **THE FIVE PHASES OF DRM** |
| **Performance Objectives:**  At the end of this module, trainees will be able to   * explain the five phases of DRM strategy and the objectives of each phase * list the activities that are required to be undertaken in each phase to face disasters effectively * explain the critical role that training plays in making employees understand their roles and responsibilities during disaster phases and to face disasters effectively. |
| **Notes for the Instructor:**   1. After the initial presentations (4.1 to 4.5) are over, trainees can be asked to share what is currently being done in his/her administration regarding risk prevention, mitigation, preparedness etc. They may recall their experiences of any natural disaster that had affected the Post. 2. They will also carry out an exercise towards the end of this module to list the objectives and activities that should be undertaken in the five phases of DRM to face their administration’s top-risk threat as identified in Module 3.   Trainees should be given about 10 minutes time to go through pages 27-28 (‘Five Phases of DRM at a glance’) of UPU Guide to refresh themselves about objectives and activities of each DRM phase for the above exercise.   1. Trainees should be told to go through Handout H 7.2 (The Table Top Exercise ‘Caribbean Region Hurricane and Flooding Exercise Plan’) in the evening hours for the final exercise in Module 7 on Day 3. The Handout should be circulated on Day 2 in advance.   **Handouts:**  H 4.1: Template for recording Risk prevention, Mitigation, Preparedness etc. activities  currently done in trainees’ postal administrations  H 4.2: The 3 P Report Template  H 4.3: Objectives and Activities in five phases of DRM  H 7.2: The Table Top Exercise ‘Caribbean Region Hurricane and Flooding Exercise Plan’  (to be distributed in advance)  **Progress Test:** Q 4.1  **List of materials:**  UPU Guide ‘Building Resilience’ Chapter 4 and Appendix B |

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| **Module Plan (contd.) Module 4** | | |
| **Duration (in minutes)** | **Main units/ Steps/ Aids** | **Contents/ Detailed activities/ Teaching points** |
| 10 | Introduction to the Module  PPT 4.1 – 4.3 | Present the Performance Objectives and the Activities in this module |
| 30 | The Five Phases of DRM  PPT 4.4 – 4.5 | Explain the five phases namely, Risk Prevention, Mitigation, Preparedness, Response and Recovery.  Trainees can be asked to share what is currently done in their administrations for risk prevention, mitigation, preparedness etc to face a disaster that affect the Post most. They can record their experiences on Handout H 4.1. |
| 90 | Objectives and Activities in the Five Phases  PPT 4.6 – 4.32 | Then ‘objectives and activities’ in each phase should be presented and discussions generated in between to break monotony.  EMT, EOC, BCP, 3P Status Report are important concepts and should be stressed. 3P Report format has been given as Handout H 4.2.  Critical role of training and exercises in successful implementation of a DRM plan and the various decision-based & operations-based exercises that can be used to train employees should be explained.  A simulated Table Top Exercise ‘Caribbean Region Hurricane and Flooding Exercise Plan’ has been given as Handout 7.2. Trainees should be told to go through the Handout in evening hours for an exercise on the last day. |
| 20 | Emergency Procedures Checklists  PPT 4.33 | Explain about the check-lists briefly and tell the trainees to quickly go through Appendix B of the UPU Guide in the evening hours. These checklists can be treated as Job Aids while preparing the DRM Plan. |
| 45 | Exercise on Objectives and Activities in five phases of DRM  PPT 4.34 | Trainees will carry out an exercise to write down the objectives and activities in each phase of DRM to face the highest risk threat of their administration as identified in Module 3. Handout H 4.3 can be used for this. |
| 15 | Progress Test Q 4.1  PPT 4.35  Questions and discussions on five phases | To test if trainees have fully comprehended the objectives and activities of each phase of DRM. Share the answers for self-checking.  Questions should be invited and doubts cleared. |
| **Total Time for the Module: 3 hours 30 minutes** | | |

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| **MODULE PLAN** |
| **Module 5**  **PRE-DISASTER DAMAGE AND NEEDS ASSESSMENT** |
| **Performance Objectives:**  At the end of this module, trainees will be able to   * state the objectives of a Post-Disaster Damage and Needs Assessment (PDNA) * explain the core elements of PDNA * assess in a methodical way the damages and economic losses following a disaster   and project the financial allocation and/or aid required for a comprehensive recovery for their respective administrations |
| **Notes for the Instructor:**  After the presentations the trainees will carry out a PDNA for calculating damage and losses to their respective postal administrations following any disaster that had taken place in their country in the past. An illustrative PDNA template (Handout H 5.2) is to be used for this. Trainees can, however, suitably change/ modify this format as required.  **Handout:**  H 5.1 : UPU assistance under ESF for renovation of Tacloban postal facility (Philippines)  H 5.2 : Illustrative format for PDNA  **Progress Test: Q 5.1**  **List of materials:**   1. UPU Guide ‘Building Resilience’ Chapter 5 2. GFDRR Publication (2013) ‘Post Disaster Needs Assessment’ Volume A Guidelines Chapter 2 |

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| **Module Plan (contd.) Module 5** | | |
| **Duration (in minutes)** | **Main units/ Steps/ Aids** | **Contents/ Detailed activities/ Teaching points** |
| 10 | Introduction to Module 5  PPT 5.1 - 5.3 | Present the Module objectives and activities in this Module. |
| 15 | Post-Disaster Needs Assessment (PDNA)  PPT 5.4 - 5.6 | Explain PDNA and its objectives. |
| 20 | Core elements of PDNA  PPT 5.7 - 5.10 | Explain how a PDNA is made and what information goes inside this assessment. |
| 20 | PDNA for a postal administration  UPU Funds for Disaster relief assistance  PPT 5.11 - 5.14 | Explain about  (a) Information that is required to be included in a PDNA to assess the losses and damages caused to a postal administration following a disaster.  (b) Association/ involvement of UPU Regional Project Coordinator in the PDNA.  (c) Disaster relief assistance given by UPU from ESF and QSF |
| 10 | Disaster Recovery Framework  PPT 5.15 – 5.17 | Explain that it is a much more comprehensive assessment of disaster damages and losses that goes beyond PDNA and focuses on medium and long term recovery of the affected country. |
| 30 | Exercise on PDNA  PPT 5.18 | Trainees will assess the damage and losses following a disaster in their country using an illustrative PDNA format (Handout H 5.1) |
| 15 | Progress Test: Q 5.1  PPT 5.19    Questions | Progress Test to assess if trainees have understood core elements of PDNA. Answers should be shared for self-checking.  Questions to be invited to clear doubts. |
| **Total Time for the Module: 2 hours** | | |

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| **MODULE PLAN** |
| **Module 6**  **PARTNERS AND RESOURCES FOR DRM** |
| **Performance Objectives:**  At the end of this module, trainees will be able to list   * local partners like police, home guards, health centres/ hospitals, fire brigade, meteorological department etc from whom immediate assistance can be had following a disaster * various national, regional and global organisations that support regularly in disaster management initiatives |
| **Notes for the Instructor:**  This module gives information about various local, national, regional and global partners. The session would be interactive, interesting and educative if trainees are encouraged to share their experiences, particularly about ‘First Responders’.  Appendix F of UPU Guide can be a Job Aid that can be referred to by trainees while preparing their DRM Plans.  **Handout**: H 5.2 (This was distributed earlier in Module 5)  UPU Assistance for renovation of Tacloban postal facility in the Philippines after Typhoon Haiyan (November 2013) on the island of Leyte.  **Progress Test: Q 6.1**  **List of materials:**  UPU Guide ‘Building Resilience’ Chapter 6 and Appendix F  Sendai Framework for Disaster Risk reduction 2015-2030 |

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| **Module Plan (contd.) Module 6**  **PARTNERS AND RESOURCES FOR DRM** | | |
| **Duration (in minutes)** | **Main units/ Steps/ Aids** | **Contents/ Detailed activities/ Teaching points** |
| 10 | Introduction to the module  PPT 6.1 – 6.4 | Present the performance objectives and activities in this module; and  Why the Post need to recover early. |
| 30 | Partners and Resources for the Post at local and national level  PPT 6.5 – 6.7 | Explain about  (a) ‘First Responders’ and various other local resources like municipal and district authorities that can provide valuable support with alert warnings, evacuation, relief and rescue operations.  (b) Resources and partners at national level like concerned ministry, national disaster management authority, meteorology department etc that provide assistance in risk reduction measures, employee training etc.  Trainees should be encouraged to share their countries’ experience. |
| 20 | Partners and Resources at regional and global level  UPU initiatives in disaster management  MOU between UPU & WMO  Support to most vulnerable countries to natural disasters  PPT 6.8 – 6.12 | Explain about regional organisations (ref. Appendix F) and global institutions that provide various types of assistance in risk reduction, mitigation, preparedness, response and recovery measures.  UPU’s initiatives in disaster management and in providing assistance to affected administrations should be discussed. Examples are (i) assistance to the Philippines Post (Handout H 5.2) and (ii) UPU-WMO Memorandum Of Understanding.  The need for enhanced international support to most vulnerable countries can be explained at the end. Trainees can also share their experiences here. |
| 15 | Progress Test Q 6.1  PPT 6.13  Questions | It will test if the trainees have understood the role of all local, national, regional and global institutions in disaster risk management.  Answers should be shared for self-checking.  Questions to be invited to clear doubts. |
| **Total Time for the Module: 1 hour 15 minutes** | | |
| **MODULE PLAN** | | | |
| **Module 7**  **CHRACTERS OF MAJOR NATURAL DISASTERS AND CHECKLISTS FOR EACH DISASTER** | | | |
| **Performance Objectives:**  At the end of this module, trainees will be able to:   * describe various common natural disasters, their causes and characters * prepare emergency procedures checklists, for headquarters and field units separately, that should be followed in general in all kinds of disasters * prepare similar emergency checklists to be followed in hazard-specific disaster cases like flood, tsunami, earthquake, cyclone etc * customise above checklists for their respective postal administrations keeping specific needs of such administrations in mind | | | |
| **Notes for the Instructor:**  1. Main thrust in this module is on two exercises – (a) preparing emergency procedure checklists for the top-risk threat in the postal administrations of the trainees (i.e. the specific disaster most likely to happen as identified by them earlier) and (b) the Table Top Exercise on Caribbean Region Hurricane and Flooding.  2. For (a), trainees should be given some time to go through the checklists at Appendix B of UPU Guide, and then they can prepare checklists for their respective administrations.  3. The same groups (country-wise) as were formed earlier should continue for exercise (a).  For (b), separate groups can be formed.  4. If time permits some groups can be invited to make presentations.  5. Appendix A and B of the UPU Guide can be treated as Job Aids for the exercises.  **Handout:**  H 7.1: Proforma to write down the Emergency Procedures Checklists  H 7.2: The Caribbean Region Hurricane and Flooding Exercise  **Progress Test:** Q 7.1  **Exercise:** The Caribbean Region Hurricane and Flooding Exercise. This can be treated as a Mastery Test for this Programme    **List of materials:**  UPU guide ‘Building Resilience’ Appendix A & B | | | |
| **Module Plan (contd.) Module 7** | | |
| **Duration (in minutes)** | **Main units/ Steps/ Aids** | **Contents/ Detailed activities/ Teaching points** |
| 10 | Introduction to the Module  PPT 7.1 – 7.3 | Present the performance objectives and the activities involved in this module. |
| 15 | Various natural disasters – their causes and characters  PPT 7.4 | Explain this in brief as trainees are expected to have good knowledge about this and also that they have gone through Appendix A of UPU Guide earlier. |
| 25 | Emergency Procedures checklists for all natural disasters (non-hazard specific)  PPT 7.5 – 7.11 | They should be discussed briefly. Trainees should be told to refer to the checklists at Appendix B1 and B2 and to customise them while preparing a DRM Plan for their administrations. |
| 40 | Emergency Procedures checklists for hazard-specific natural disasters  PPT 7.12 – 7.42 | Checklists for either Earthquake or Hurricane may be explained to the trainees depending on their interests or needs of their administrations. Time may not be sufficient to cover both the disasters.  Appendix B1 and B2 also provide detailed checklists for specific disasters like Tornado, Flood, Hurricane/ Cyclone/ Typhoon, Earthquake etc. Trainees should always refer to these checklists, customise them while preparing any hazard-specific DRM Plan for their administrations. |
| 15 | Emergency Procedure checklists for man-made disasters  PPT 7.43 | Trainees to be told that the emergency procedure checklists can be suitably customised to face various man-made disasters as well. Some discussions can be generated on a specific man-made disaster to list some critical actions for HQ and Field units in three different phases of the disaster. |
| 30 | Exercise on preparation of Emergency Procedures Checklists.  PPT 7.44 | Trainees will prepare Emergency Procedures Checklists to face the top-risk threat (i.e. for one hazard-specific disaster) of their respective postal administrations using Handout H 7.1. |
| 15 | Preparing a draft DRM Plan.  Refreshing the steps for preparation of a DRM Plan  PPT 7.45 - 7.48 | Instructor will ask the trainees to compile all the exercises they have carried out in last three days. This compilation will be the broad outline of a draft DRM Plan which obviously needs to be developed further.  Thereafter, he will repeat the steps for preparing a DRM Plan to refresh the trainees’ knowledge and skills learnt in the Programme. |
| 15 | Progress Test Q 7.1  PPT 7.49 | It will test if the trainees have learnt to use the DRM tools properly.  Share the answers for self-checking |
| 150  (2 hr 30 minutes) | Exercise:  Caribbean Region Hurricane and Flooding Exercise Plan.  PPT 7.50 | Trainees have already gone through handout H 7.1. New groups should be formed and groups can straightaway start working. This exercise will finally test the trainees’ capabilities to take various preparedness, response and recovery measures in response to a catastrophic disaster. |
| 30 | Feed back  Valediction  PPT 7.51 - 7.52 | The ‘End of Course Questionnaire’ can be used for the Feedback. But Instructor can get valuable feedback if some trainees are allowed to speak and give their honest opinions and comments. |
| **Total Time for the Module: 5 hrs 15 minutes plus 30 minutes for Feedback & Valediction** | | |