



Tsunami Evacuation Planning at District Level

Training Manual

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Capacity Development in Local Communities

Project for Training, Education and Consulting for Tsunami
Early Warning System (PROTECTS)

GIZ-International Services
Menara BCA Lt. 46
Jl. M H Thamrin No.1
Jakarta 10310 –Indonesia

www.giz.de
www.gitews.org/tsunami-kit

Authors: Dewi Reny Anggraeni
Widi Artanti

Revision: Harald Spahn
Rahmi Yunita
Erma Maghfiroh

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Training Manual

Tsunami Evacuation Planning at District Level

List of Contents

Introduction	4
Background.....	4
About the training “Tsunami Evacuation Planning at District Level”	6
What is the aim of the training?	6
What are the preconditions for the training?	6
Who are expected participants of this training?	6
What are the main features of the training?	6
How to use the Training Module?	7
About the trainers	7
Moderation Plan.....	8
Sample Schedule.....	25
List of Set of Supporting Materials.....	27

Introduction

Tsunami evacuation plans play a strategic role in tsunami preparedness as they provide key information to communities to save themselves in an emergency situation. While the provision of local tsunami evacuation plans is the responsibility of district authorities (BPBD), the planning process itself requires the participation of many stakeholders. District evacuation plans are important references for the further development of tsunami evacuation procedures at institutional, grass root and family level.

The training module “Tsunami Evacuation Planning at District Level” was developed to address the training needs for professionals under the coordination of district/city or provincial disaster management agencies to facilitate tsunami evacuation planning in their areas. In the chart below, the training is indicated by number②.

Background

Tsunamis may arrive at Indonesian shores within 20-40 minutes after the earthquake that has triggered it. In some locations arrival times can be even shorter. It is vital that individuals, families and institutions have the capacity to react in a quick and appropriate manner to avoid the damaging waves and their impacts. Therefore, local evacuation plans and warning arrangements are needed. To achieve this, it needs the involvement of many stakeholders, from local authorities to different elements in the community.

To strengthen the capacities of local stakeholders five Training Modules have been developed and applied in a number of provinces and districts in Java, Bali and NTB in the frame of the PROTECTS project. The trainings address key elements for local tsunami preparedness and follow a structured approach to build up local tsunami preparedness.

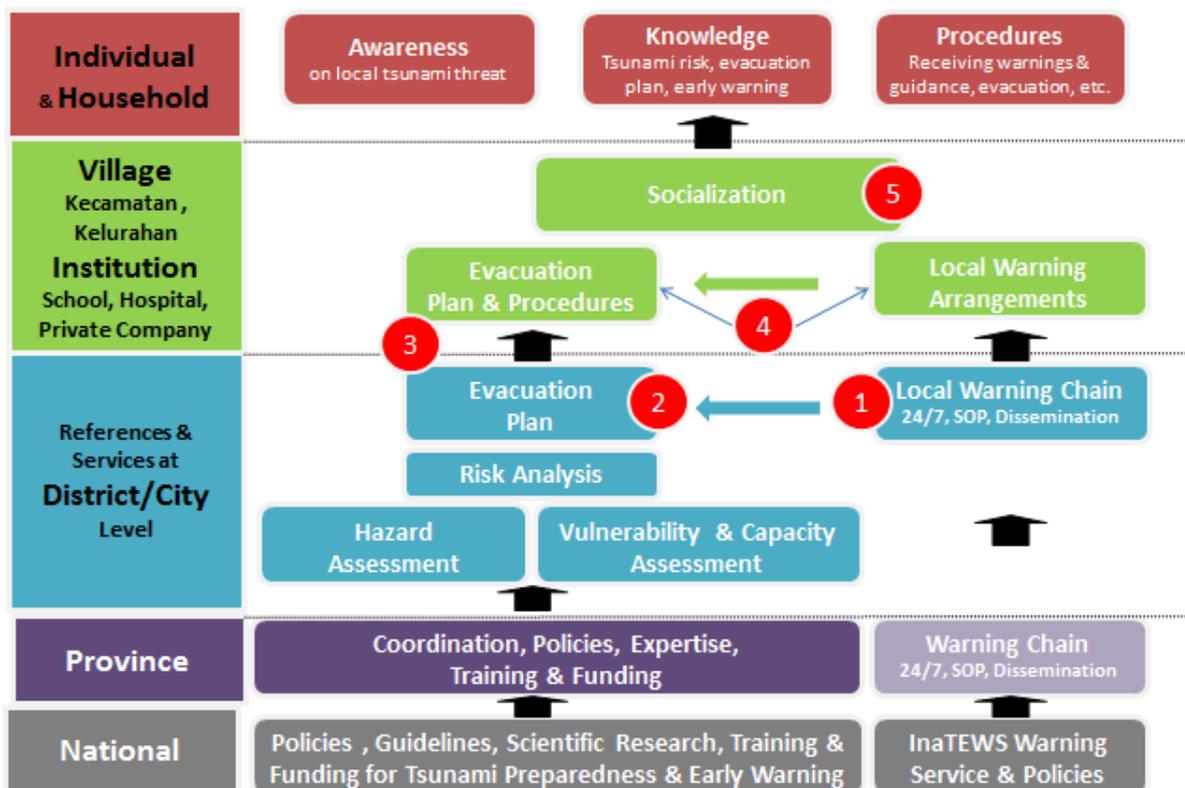
The structured approach is represented in the chart below. The circled numbers on the chart represent the five trainings modules which have been developed within this approach.

The rationale for this approach is based on the assumption that the chances to survive a near-field tsunami depend very much on the capacities of the affected people to quickly assess the situation and take the right decisions and actions based on basic but solid knowledge of local tsunami risks and preparedness plans, even the case of the failure of warning services or in the absence of guidance from local authorities during an emergency. Therefore people in risk areas need to be aware about local tsunami hazard and risks and understand local warning and evacuation procedures (**Red Level**).

To provide people in communities at risk with more than thumb rules or general instructions on how to react to a tsunami threat, it is necessary to develop specific local evacuation maps and procedures as well as warning arrangements and communicate them to all community members (**Green Level**).

Developing such plans at a village or institutional level usually requires references regarding hazard and safe zones and recommended evacuation strategies, as well as the development of local warning services. The responsibility to provide such references, including risk assessments, first level evacuation plans and the setting up of mechanisms for decision making and disseminating warnings lies with district governments (**Blue Level**).

Structured Approach in Tsunami Preparedness Capacity Development



To build local tsunami preparedness in a consistent and coherent way, national guidelines and policies are required to provide the necessary framework for local actors (Grey Level). The National Guideline on Tsunami Warning Services, as developed by BMKG, provides official information regarding the Indonesian Tsunami Early Warning System (InaTEWS), the warning chain from national to local levels, the sequence and content of warning messages - including recommendations on reaction to local authorities - and a clarification on the roles, responsibilities and procedures of all relevant bodies. Other guidelines by the National Disaster Management Agency (BNPB) are addressing topics like risk assessments, local emergency centres and contingency plans.

About the training “Tsunami Evacuation Planning at District Level”

What is the aim of the training?

This training aims to develop capacities in tsunami evacuation planning by training professionals from local institutions who will become technical resource persons as well as facilitators in evacuation plan development processes at the district/city level.

What are the preconditions for the training?

In line with the abovementioned cascaded approach, the training will be implemented when local authorities have decided to embark on evacuation planning processes for certain areas and have identified a team or individuals to become technical facilitators for these processes.

The availability of a solid local tsunami hazard map is a prerequisite for any local tsunami evacuation planning process. In case a local tsunami risk assessment hasn't been done yet, the required information can be gathered during the evacuation planning process.

Who are expected participants of this training?

Ideally each training addresses up to 20 participants at the maximum. The participants are professionals related to and assigned by the local or provincial disaster management to advise and to facilitate the evacuation planning processes. Having government, NGO or university background, these individuals may be those who will play a key role in local working groups to strengthen tsunami preparedness.

Individually, the participants should meet these following criteria:

- a) Able, willing and available to become the technical advisor of the district/city working group in developing the district/city evacuation plan;
- b) Able, willing and available to facilitate the development of the district/city evacuation plan.
- c) Experienced in facilitation and/or public speaking; and
- d) Having a professional record in disaster issues;

What are the main features of the training?

The training addresses the challenges of first level tsunami evacuation planning, including the development of a zoning concept and a tailor made local evacuation strategy. First level evacuation plans provide the references for subsequent evacuation plans at village or institutional level. The training, however, will not address the preparation of tsunami hazard map.

The 5-day training is designed in a way that it relates to specific local conditions and upcoming evacuation planning processes. The topics covered by the training include basic concepts and principles of tsunami evacuation planning and follows a simple 5 steps approach as outlined in the related Guidebook “Planning for Tsunami Evacuation”. The training is “hands on” and participants are exercising the development of evacuation strategies and procedures based on real cases. It also addresses issues like the endorsement of evacuation plans and communicating them to the public.

The learning experience is complemented by a follow up planning and supposed to lead to an action plan to help putting intended evacuation planning processes on track. Ideally,

representatives of the respective local authorities should be present during the last training day to participate in the follow up planning.

The case studies as presented in the trainer instructions are from southern Bali due to the possibility to showcase a number of communities that have already developed tsunami evacuation plans at different levels with different evacuation strategies as well as to demonstrate the early warning communication and dissemination performed by the Bali Province Pusdalops. This of course implies to choose southern Bali as the training venue.

However, the training can be adapted by using other cases and to be held elsewhere, or even in the home district.

How to use the Training Module?

The Training Module consists of (a) the hereby presented Training Manual and (b) a Set of Supporting Materials.

The training module contains a 5-day training moderation plan and standards materials for trainers to conduct a tsunami evacuation planning training. The moderation plan is developed based on the project's Guidebook of Planning for Tsunami Evacuation and describes briefly the training sessions by their objectives, content, methodology, materials and time needed. This moderation plans may be adapted further to more detailed session plans based on individual training needs and circumstances.

The Set of Supporting Materials provides:

- A) Standard and sample materials in the form of power point presentations, flipcharts and sample maps,
- B) Standard and sample documents for training management purposes,
- C) Reference documents to be provided to the participants, and
- D) Documents to be printed in large size and displayed in the training venue.

The complete Training Module is available in digital form.

About the trainers

The trainers assigned for this training are those with following qualifications:

- a) Deep understanding in technical aspects of evacuation planning generated from participation in at least one Evacuation Planning Training and experience in EP facilitation in the field.
- b) Familiarity with maps.
- c) Experience in practical disaster management and possesses understanding in tsunami preparedness and early warning.
- d) Proven capability in knowledge and skill transfer.

Trainers with experience in implementing this module are:

- a) Dewi Reny Anggraeni, e-mail: ewieaja@gmail.com
- b) Widi Artanti, e-mail: widiartanti@gmail.com
- c) Rahmi Yunita, e-mail: rahmi.yunita@gmail.com
- d) Erma Maghfiroh, e-mail: erma.maghfiroh@gmail.com

Moderation Plan

Time	Topic	Objective	Content	Methodology	Materials
Day 1					
<i>Participants are expected to check in on the night before Day 1 of the event, which is scheduled to start at 9am. This is to ensure that the training can begin on time. Training kit for participants includes the Guidebook on Planning for Tsunami Evacuation.</i>					
30'	Opening Ceremony	<ul style="list-style-type: none"> To open the training formally To describe the objectives of the training 	<ul style="list-style-type: none"> Opening speech from the host Introduction to the training objectives and context 	<ul style="list-style-type: none"> The host gives speech and formally opens the training (10'). Lead trainer addresses the overall training process briefly (20'). 	PPT Slide 1 (Multilevel approach)
40'	Training Introduction (Part 1)	<ul style="list-style-type: none"> To get everybody to know one another To identify participants capacity To agree on rules during the training 	<ul style="list-style-type: none"> Introduction of participants and facilitators Training Do's and Don'ts Participants' expectation from training 	<ul style="list-style-type: none"> Divide participants into small groups (3 persons each group), allow them to know each other for 3 minutes then mix the participants to different groups. Ask them to exchange information on names, addresses, reasons to come to the training and expectations from participation in the training (10'). In the last group, ask them to sit together and write down the conclusion regarding expectation, the name of the group and group leader, what to do and not to do, expectation from the training (10'). Ask the leaders to make a small circle with the member sitting behind their respective leaders. Together using fish bowl method present the discussion result (20'). 	<ul style="list-style-type: none"> Metaplan Flipchart

Time	Topic	Objective	Content	Methodology	Materials
40'	Training Introduction (Part 2)	<ul style="list-style-type: none"> • To create management team of the day during the training • Participants understand the flow and agenda of the 5-day training • Participants know the training objectives • Clarification on participants' roles after the training • To identify participants' background knowledge regarding evacuation planning 	<ul style="list-style-type: none"> • Management team of the day during training • Training programme agenda • Rapid self-assessment • Training objectives • Role of participants after training 	<ul style="list-style-type: none"> • Agree with participants on management team of the day (time keeper, assistant of facilitator, ice breaker, reviewer) (10'). • Trainer presents the schedule of the training (10'). • Trainer present training objectives (5'): <ul style="list-style-type: none"> ▪ Participant are getting know the importance of having evacuation plan ▪ Participants are able to understand 5 step of evacuation planning ▪ Participants are able to facilitate process of evacuation planning in their area • Address the role of participants after training + Q n A (10'). • Trainer asks every participant to fill rapid self-assessment form displayed in a flipchart (5'). This section is best put juts before a break so that those who completes the self-assessment can proceed for coffee. 	<ul style="list-style-type: none"> • FC: Management team schedule • MP: Agenda • FC: Training Objectives • FC: Rapid self-assessment
30'	Introduction on EP (Part 1)	Participants understand the basic concept of EP and that EP is the core element when developing tsunami preparedness	Introduction to Evacuation Planning	<ul style="list-style-type: none"> • Start with brainstorming: "What is an Evacuation Plan? What is the importance of an EP? What are the contents of an evacuation map?" Trainer writes down the answers on the flipchart (20'). • Trainer explains the definition of evacuation plan, the importance and the content of evacuation map 10'). 	<ul style="list-style-type: none"> • Empty Flipchart (to write participants ideas regarding each question) • Marker

Time	Topic	Objective	Content	Methodology	Materials
50'	Introduction on EP (Part 2)	Participants understand the principles and assumptions for Evacuation Planning	Basic concept of EP: principles and assumptions on EP (as described in the EP Guidebook)	<ul style="list-style-type: none"> • Divide participants into groups and ask each group to study one or two of the principles and assumptions on EP (15'). • Groups share their understanding on the principle/assumption assigned to them to other participants. Trainer provides correction if needed. (30') • Note: If the terms <i>hazard</i>, <i>risk</i>, <i>vulnerability</i> and <i>capacity</i> are mentioned; make sure that participants understand the difference. • Wrap Up (5') 	MP: Principles and assumptions as stated in the EP Guidebook
40'	Introduction on EP (Part 3)	Participants understand the basic concepts of hazard maps	<ul style="list-style-type: none"> • Introduction to hazard maps: background and methodology • Content of Hazard Maps: inundation, zoning, ETA, scenarios... 	<ul style="list-style-type: none"> • Link this session with the principle discussed earlier: understanding on tsunami risk. • Make an introduction on map in general. Discuss where we normally get maps. • Introduce the hazard map. Present difference examples of hazard maps, explain information provided in a hazard map/ 	Sample hazard maps
40'	Introduction on EP (Part 4)	Participants understand: <ul style="list-style-type: none"> • the relationship between hazard map and evacuation map • how to use hazard map on developing evacuation plan 	<ul style="list-style-type: none"> • Relationship between hazard map and evacuation map • The need for a hazard map to be cross checked with real situation in the field 	<ul style="list-style-type: none"> • Discuss with the participants: <ol style="list-style-type: none"> 1 What is the difference between hazard map and evacuation maps? Elaborate on evacuation map as a visualization of evacuation strategy. 2 Where do we get hazard map from? How do we use them in evacuation planning? Write down the answers. • Trainer share experiences in using hazard map in previous EP processes (Sanur, Serangan, Kuta, Gianyar, etc.) 	<ul style="list-style-type: none"> • Flipchart • Marker

Time	Topic	Objective	Content	Methodology	Materials
40'	Introduction on EP (Part 5)	Participants understand the different levels of EP and what they may need in their region	Different levels of EP: first level and second level EP, special approaches for evacuation planning in schools, market, etc.	<ul style="list-style-type: none"> • Link this session with one principle which was discussed earlier: official evacuation plan provide credible and binding reference. • Ask the participants what they know about different levels/types of EP, let them share their knowledge. Point out that there are different levels of EP (show PPT). Compare with what were done in Bali (30'). • Ask them to reflect on their own region and share what EP map/s they would probably need to develop. • In the end of the session show the disaster circle PPT. Explain the position of EP in the disaster circle. • Wrap up the whole introduction to EP section. 	<ul style="list-style-type: none"> • PPT Slide 2 (Different levels of EP) • Example of EP from Bali) • School procedures in Tanjung Bena • PPT Slide 3 (Disaster Circle)
40'	Step 1 – Prepare for the Planning (Part 1)	<ul style="list-style-type: none"> • Participants understand the five steps of evacuation planning and their outputs • Participants understand their roles after training 	<ul style="list-style-type: none"> • 5 Step EP Process • Overview of Step 1 • Role of local government • Future role of participants as EP facilitators 	<ul style="list-style-type: none"> • Introduce the five steps of EP (only the steps and the outputs) to show the whole picture of EP process to the participants. • Explain briefly the importance of Step 1, the role of local government and the facilitation role of the participants in the process. • Trainer presents an example of work plan (Tanjung Bena, Sanur, or Serangan) using PPT. 	<ul style="list-style-type: none"> • Banner of 5 Steps • PPT Slide 4 (Example of work plan) • HO: Example of work plans of Tanjung Bena, Sanur, Serangan
2 x 40'	Step 1 (Part 2)	Participants are able to make a work plan	<ul style="list-style-type: none"> • Planning team and resource persons • Data and information • Resources • Planning process and timeframe 	<ul style="list-style-type: none"> • Trainer divides participants into 3 groups, trainer presents PPT on group instruction (10'). • Have a group discussion to identify all resources involved in the EP process (what, who, when, what is available, what is not) and make a work plan (30'). • Group presentation (5 min / group). • Q and A (20 min). • Wrap up (Addressing the result of the discussion as shown in the banner of 5 Steps) (5'). 	<ul style="list-style-type: none"> • PPT Slide 5 (group instruction) • Flipchart & markers • Banner of 5 Steps

Time	Topic	Objective	Content	Methodology	Materials
30'	Evaluation & closing of the Day	<ul style="list-style-type: none"> To brief on “evening learning opportunity task” To know how participants feel during the first day of the training 	<ul style="list-style-type: none"> Task for evening learning opportunity: identify questions for capacity & vulnerability assessment in the community Evaluation of training’s content, methodology, team of facilitators, group dynamics, facilities. 	<ul style="list-style-type: none"> Trainer presents the evening task: ask participants to work in group on the task and to present the result in a list of questions or a mind map (See page 31 of the Guidebook). Use smiley evaluation to get feedback on Day 1. 	<ul style="list-style-type: none"> FC: Smiley Evaluation Markers
Day 2					
30'	Review of the 1 st day of the training	<ul style="list-style-type: none"> To check participants’ understanding on what were learnt on Day 1 Participants understand the agenda on Day 2 	<ul style="list-style-type: none"> Recall previous day’s concepts and issues Present the evaluation of the Day 1 and feedback received from smiley evaluation Agenda of Day 2 	<ul style="list-style-type: none"> The group in charge as the reviewer on Day 1 will lead the session. The team can choose the method of review (15-20’). The trainer observes and later clarifies concepts missed in the participants’ review. The trainer links the learning to the agenda of Day 2 by referring to the banner of 5 Steps. 	<ul style="list-style-type: none"> Smiley Evaluation from Day 1 MP. Agenda Banner of 5 Steps
<p><i>For overall instruction for exercises of Step 2 and Step 3 conducted on Day 2, see Trainer Instruction sheet.</i></p>					

Time	Topic	Objective	Content	Methodology	Materials
40'	Step 2 – Understand your community's tsunami risk (Part 1)	<p>Participants understand:</p> <ul style="list-style-type: none"> • what is a tsunami and the impacts • the relationship between earthquake and tsunami • the natural warning sign of tsunami • the tsunami's characteristics in Indonesia 	<ul style="list-style-type: none"> • Introduction to tsunami and its impacts • Relationship between earthquake and tsunami • Natural signs of tsunami • Characteristics of tsunami in Indonesia 	<ul style="list-style-type: none"> • Trainer addresses the activity using banner of 5 Steps. • Divide participants into 3 groups. • Let the participants watch tsunami video (10') • Brainstorming regarding the film (using buzz group method) using the following lead questions written on a flipchart (10'): <ol style="list-style-type: none"> 1 What is the relationship between earthquake and tsunami? 2 What are the natural signs of tsunami? 3 What are the characteristics of tsunami in Indonesia? <p>Ask groups to write down the answers on flipcharts.</p> • Trainer asks every group to share their result. The trainer provides feedback on the sharing. • Trainer adds necessary clarification as well as links it to the participants' role later in evacuation planning. 	<ul style="list-style-type: none"> • DVD "10 Menit Kehidupan" • FC. Reflection on Film "10 Menit Kehidupan" • Flipchart & markers

Time	Topic	Objective	Content	Methodology	Materials
40'	Step 2 (Part 2)	<ul style="list-style-type: none"> • Participants are able to read hazard maps • Participants understand the content of base map • Participants are able to outline the inundation area in a base map 	<ul style="list-style-type: none"> • How to read a hazard map • Content of a base map • Making use of a hazard map and visualizing inundation area in a base map 	<ul style="list-style-type: none"> • Trainer introduces the case studies that participants are going to have for the whole day (see Trainer Instruction). Each group will have a different base map (Tanjung Benoa, Serangan or Sanur). • Trainer provides a hazard map of the respective area to each group and asks them to read it. They are then asked to present their reading on the hazard map (what is behind the hazard map, what they understand when reading the hazard map, what is the meaning of the zoning, ETA, meaning of colour, source area) to get an impression if they can use it. • Trainer provides feedback on the reading and adds necessary clarification as well as links it to the participants' role later in evacuation planning. • Trainer introduces base maps (what a base map is, how we get a good base map). Trainer gives some example of base maps. • Trainer hands over an example of base map (satellite map) to each group as a material for group discussion. • Based on the Bali Tsunami Hazard maps, participants have to identify the inundation area by drawing a line with permanent marker on the plastic sheet placed over the base map. • In turn, groups share what they see in their current map, trainer adds necessary feedback before continuing to the next step. 	<ul style="list-style-type: none"> • Trainer instruction • Printed out copy of Bali/ Hazard maps 100,000 (for Sanur) and 25,000 (for Tanjung Benoa and Serangan) • Bakosurtanal map • Base map/maps of respective areas (Sanur, Serangan, Tanjung Benoa) • Plastic sheets • PPT Slide 6

Time	Topic	Objective	Content	Methodology	Materials
2 x 40'	Step 2 (Part 3)	<p>Participants are able:</p> <ul style="list-style-type: none"> to identify risk: vulnerability and capability to evacuate to identify potential evacuation routes and vertical evacuation buildings to compile all information into a solid base map 	<ul style="list-style-type: none"> Vulnerability: physical exposure of population and facilities, capability to evacuate, preparedness and readiness to evacuate, early warning system Potential evacuation routes and shelters, high risk areas Compile all information into base map 	<ul style="list-style-type: none"> Trainer presents inputs on risk identification (10'). Assign the group to work on the following in 30 min: <ol style="list-style-type: none"> Identify all the capacities and vulnerabilities in that area (marked with stickers on plastic layer 2). List on a flipchart the potential routes and potential vertical evacuation buildings. Trainer tell the groups that they now may contact the resource person as the source of information, and ask them to make use of a list that they have developed the day before to get information as much as possible. Group presentations @10' (30') Wrap up and highlight the process using banner of 5 Steps (10'). 	<ul style="list-style-type: none"> PPT Slide 7-20 (risk identification) Trainer instruction Map symbol stickers Plastic sheets
40'	Step 3 - Design your evacuation strategy and map (Part 1)	<p>Participants understand:</p> <ul style="list-style-type: none"> the importance of an evacuation strategy and related procedures about evacuation support main information to mention in evacuation procedures 	<ul style="list-style-type: none"> Introduction into evacuation strategy and procedure Evacuation strategy (time, assembly area, modes, shelter building, routes, when to (self) evacuate) Support during evacuation (traffic management, vulnerable facilities, signage) Main information of evacuation procedures 	<ul style="list-style-type: none"> Now that groups have identified the risks in the inundation areas, trainer introduces the next topic: designing the evacuation strategy. Brainstorming why the 3rd step is important (10') <ul style="list-style-type: none"> What is an evacuation strategy? What is an evacuation procedure? What is the importance of an evacuation strategy and procedure in the evacuation plan? The trainer explains how to design the evacuation strategy and the considerations (time to evacuate, evacuation zone and safe area, how to evacuate, evacuation route) and other supports needed (20') Trainer explains main information to mention on the evacuation procedure (see page 23 of Recommendation for Evacuation Map Lay Out) (10') 	<ul style="list-style-type: none"> PPT Slide 21-27 (Design Evacuation Plan and consideration) Study case Flipchart Metaplan card/PPT Lessons learned draft Recommendation of Evacuation Map Lay Out

Time	Topic	Objective	Content	Methodology	Materials
3 x 40'	Step 3 (Part 2)	Participants are able: <ul style="list-style-type: none"> to develop and visualize the evacuation strategy in the evacuation map to develop tsunami evacuation procedures 	<ul style="list-style-type: none"> Development of evacuation strategy and procedure in the case area and visualize in the map Developing a tsunami evacuation procedure for the respective case study 	<ul style="list-style-type: none"> Trainer explains that the group work and sharing will be done in phases, so that one step can be used as a solid foundation to the next. Trainer asks the groups to identify time to evacuate and the size of the evacuation zone. Share to the class. Trainer points out the methods of evacuation, asks group to discuss what evacuation strategy they want to propose for the area. Share to the class. Trainer put this to be compared later with the actual/official procedures of the case areas. The trainer may provide feedback for groups to refine their strategy. Using feedback the result of step 2, trainer asks groups to choose the evacuation route to be established as official procedures. Trainer asks groups to discuss and develop their procedures. 	<ul style="list-style-type: none"> Maps PPT Slide 28-62 (Steps to develop evacuation strategy and groups instruction)
2 x 40'	Step 3 (Part 3)	Participants are able to analyse evacuation strategies and to identify critical issues	Presentation and feedback	<ul style="list-style-type: none"> Let every group present theirs, give 30' for participants to go around the room and compare. Find out any critical issues which come up and need clarification. Distribute leaflets of the actual evacuation plans; see what Bali Working Group has done. Tell the participants that more detailed information on the process will be obtained during field trip in the next day. Wrap up and link it to the 5 Steps of EP (10') 	<ul style="list-style-type: none"> Maps Leaflet

Time	Topic	Objective	Content	Methodology	Materials
30'	Evaluation of the day	<ul style="list-style-type: none"> To know how the participants feel during the Day 2 of training To brief on the field trip preparation in the next day 	<ul style="list-style-type: none"> Evaluation of aspects of training (see Day 1) Preparation for next day's field trip 	<ul style="list-style-type: none"> Using Smiley evaluation Briefing preparation for the field trip (what to prepare, time to go, field equipment to bring, etc.) 	<ul style="list-style-type: none"> FC: Smiley Evaluation Marker
Day 3-Field Trip					
30'	Review of the 2 nd day of the training	<ul style="list-style-type: none"> To check participants' understanding on what were learnt on Day 2 Participants understand the agenda on the field trip 	<ul style="list-style-type: none"> Review on previous day's sessions Present the evaluation of the day and feed back Briefing on field trip's agenda 	<ul style="list-style-type: none"> A participant leads the session (based on the team management of the day). The trainer observes and later clarifies concepts missed in the participants' review. The trainer briefs participants regarding, field trip's objective, the agenda of field visit, remind participants to take note on what they feel important Trainer brief on transportation arrangement 	<ul style="list-style-type: none"> Smiley Evaluation from Day 2 List of car arrangement List of places to be visited

Time	Topic	Objective	Content	Methodology	Materials
Whole day	Field Trip	<ul style="list-style-type: none"> ● Participants understand the principles of InaTEWS and PUSDALOPS's role in an evacuation plan ● Participants know how different levels of EP (District, schools, hotels etc.) have been applied in real world ● Participants know actual EP process and the role of working groups ● Participants know how mapping process happened in the field ● Participants able to see how strategies are visualized for the communities 	<ul style="list-style-type: none"> ● Trigger of evacuation and dissemination of TEWS by PUSDALOPS ● Different levels of EP taking place in Bali ● Sharing with WG on mapping process (how long it took, what went well, the challenges) ● Evacuation signs (RISTEK standards) and billboard as public information, siren, other signboards 	<ul style="list-style-type: none"> ● Visit PUSDALOPS Prov. Bali to receive explanation and discuss about the trigger of evacuation and dissemination of TEWS. ● Visit Tanjung Bena, Serangan, Sanur/Kuta to have description on level of EP in the field (school, hotels, <i>Kelurahan</i>) ● Discuss with WG regarding the EP process: <ol style="list-style-type: none"> 1 How the mapping was done. 2 How long the process was. 3 What the challenges were. 4 What went well. 5 The special EP in school, hotels etc. ● Visiting example of institutions with EP: <ol style="list-style-type: none"> 1 Schools (only in Tanjung Bena), or 2 Hotels (e.g. Ramada Hotel, Sanur Beach, which have very good procedure) ● Mapping process (by trainer and WG): <ol style="list-style-type: none"> 1 If there is nobody familiar with mapping software this is better done manually and later transferred to GIS by an expert. 2 Information to put and not to put. 3 Types of maps (for WG and community). ● Visit siren, sign boards and billboards; trainer gives brief information on each background and other necessary information. 	<ul style="list-style-type: none"> ● Field trip programme agenda ● Hazard map ● Local evacuation maps ● HO: on <i>RISTEK</i> Standards on signs ● HO: Example of billboard
30'	Evaluation of the day	To know how participants feel during the third day of the training	<ul style="list-style-type: none"> ● Debriefing of the Field Trip ● Evaluation of aspects of training (see previous day) 	<ul style="list-style-type: none"> ● Debriefing: Trainer asks participants write down what they have learned during field trip and what they need to know more on metaplan cards, to be discussed on the following day. ● Evaluation of the day: smiley/flashlight/graffiti 	<ul style="list-style-type: none"> ● FC. 8 Smiley Evaluation ● Marker ● Metaplan

Time	Topic	Objective	Content	Methodology	Materials
Day 4					
30'	Review of the 3 rd day (general)	<ul style="list-style-type: none"> To reflect on what participants have learn in the field Participants understand the flow of Day 4 	<ul style="list-style-type: none"> Review the previous day's field trip with regards to step 1, 2, 3 Present the evaluation of the day and feedback Agenda of Day 4 of the training 	<ul style="list-style-type: none"> A group leads the session (based on the team management of the day). Get feedback on the organization and logistical issues of Day 3. The trainer observes and later clarifies concepts missed in the participants' review. Trainer explains agenda of Day 4. 	<ul style="list-style-type: none"> Notes from evaluation from Day 3 MP. Agenda
2 x 40'	Review of the Field Trip	<ul style="list-style-type: none"> Participants take lessons learnt from field experience for their future work Participants have better understanding on challenges in steps 1, 2, 3 and how to deal with them 	<ul style="list-style-type: none"> Lessons learnt from field trip on previous day and linked it to what to do in the future Deeper understanding on the technical issue in the field 	<ul style="list-style-type: none"> Trainer organizes the key issues identified the day before for discussion (10'). Trainer leads the discussion: what they learn & feel about any issues in the places visited (15'). Discussion on what can be applied in participants' respective district (25'). To stir discussion, the trainer could prepare a list of multiple other challenges in different areas, e.g. a community in isolated beach with no cell-phone signal or an inundation zone going 4 km inland. Brainstorming on other technical issues (depend on dynamics and participant's need), linked to their area. See following sample questions on the next page. 	<ul style="list-style-type: none"> Agenda MP on issues from previous day MP. Questions on technical issues

Time	Topic	Objective	Content	Methodology	Materials
				<p>Sample questions written on metaplan:</p> <ol style="list-style-type: none"> 1 How to select working group members? 2 How do we use a hazard map? 3 Where and how do we get base map? 4 How do we involve community in the process? 5 How much money do we need? 6 How do we work with different institutions? 7 How to agree on a strategy? 8 What are the challenges of EP? <ul style="list-style-type: none"> ● Wrap up by referring back to the Banner of 5 Steps 	
40'	Step 4. Assess, endorse and disseminate your evacuation plan	<ul style="list-style-type: none"> ● Participants understand <ul style="list-style-type: none"> ▪ how to involve the community to assess a draft evacuation plan ▪ the need for evacuation plan to be endorsed by local authorities ▪ the necessity to disseminate evacuation plan to other institutions and the communities ● Participants are able to design an outreach strategy 	<ul style="list-style-type: none"> ● Public assessment of a plan ● Endorsement by local authorities ● Dissemination to other institutions ● Outreach strategy 	<ul style="list-style-type: none"> ● Brainstorming on the importance of Step 4 by linking it to previous steps (10') ● Trainer leads discussion and sharing experience on implementation of step 4 in Kuta, Sanur, Tanjung Benoa by referring to the documents of respective areas (30') ● Group exercise: discuss and design the outreach strategy (20') ● Group presentations (15') ● Wrap up and link to the Banner of 5 Steps (5') 	<ul style="list-style-type: none"> ● Banner of 5 Steps ● Photo slide presentation ● Documents of Sanur, Kuta, Tanjung Benoa

Time	Topic	Objective	Content	Methodology	Materials
40'	Step 5. Test, evaluate, and improve your evacuation plan (Part 1)	<ul style="list-style-type: none"> • Participants understand the importance of doing regular exercise of EP • Participants understand what kind of aspects are needed to be observed and evaluated on EP • Participants are able to develop an own strategy to evaluate and improve their own EP 	<ul style="list-style-type: none"> • Importance of doing tsunami simulation exercise regularly (exercise can be done with limited money or no money) • Means of observation and evaluation • Revision of evacuation plan • Develop a strategy to test and evaluate evacuation plan 	<ul style="list-style-type: none"> • Brainstorming the importance of Step 5 • Brainstorming what kinds of activities can be used to evaluate EP, write down the answers on the flipchart • Discuss about how to encourage people to get themselves prepared by developing their awareness and knowledge (with this reason the local authority should not pay people for a drill/exercise) and conducting simple runaway exercise. • Brainstorming what aspects need to be observed during exercise • Using buzz group to develop evaluation strategy based on specific cases are provided by Trainer: <ol style="list-style-type: none"> 1 Group 1 : You will test tsunami evacuation plan in Serangan island on the noon situation 2 Group 2: You will test Tsunami evacuation plan in SD 2 Tanjung Bena 3 Group 3: You will test Tsunami evacuation plan in KelurahanSanur • In turn, let groups present their result, and trainer give necessary feedback 	<ul style="list-style-type: none"> • Banner of 5 Steps • Flipchart • PPT Slide 63 (group instruction)

Time	Topic	Objective	Content	Methodology	Materials
40'	Step 5 (Part 2)	<ul style="list-style-type: none"> Participants understand that every individual and family needs to have their own procedure based on existing EP Participants understand that it is important for each individual and family to participating in the evacuation exercise 	<ul style="list-style-type: none"> Individual and family procedure Importance of participating in the evacuation exercise 	<ul style="list-style-type: none"> Trainer explains the importance of having individual and family procedure. Link individual and family part using banner of multilevel approach. Brainstorming on what need to be agreed in a family with regards to evacuation. Trainer explains that every individual and family in the community should actively participate in the runaway exercise regularly. Wrap up and relate to Banner of 5 Steps. 	<ul style="list-style-type: none"> Flipchart Photo slide presentation Banner of 5 Step Banner multilevel approach
40'	Wrap Up of the 5 Steps	Participants have a whole picture 5 Steps of EP	<ul style="list-style-type: none"> 5 Steps of EP and the relationship of each other 	<ul style="list-style-type: none"> Trainer facilitates the review of all the step briefly using Banner of 5 steps (20') Q and A (20') 	<ul style="list-style-type: none"> Banner of 5 Steps
40'	Roles of Facilitator (Part 1)	Participants understand their role after training to facilitate a 5 step evacuation planning process	<ul style="list-style-type: none"> Role of EP Facilitator in the process of developing EP 	<ul style="list-style-type: none"> Trainer addresses the role of an EP facilitator by reviewing the banner of multilevel approach. Brainstorming of job description of EP facilitator in the EP Process: <ul style="list-style-type: none"> EP facilitator will not conduct a training of EP but facilitate the EP process in the field. EP facilitator will be involved and even become a resource person and provide backstopping for local WG in evacuation planning process. 	<ul style="list-style-type: none"> Flipchart MP: Role of EP facilitator

Time	Topic	Objective	Content	Methodology	Materials
2 x 40'	Roles of Facilitator (Part 2)	<ul style="list-style-type: none"> • Participants know to deal with difficult situations • Participants understand what kind of specific expertise facilitators may need when conducting EP processes 	<ul style="list-style-type: none"> • How to deal with difficult situations and people in the working group • Lessons learnt from the field 	<ul style="list-style-type: none"> • Brainstorming on various issues which could happen during the process: <ul style="list-style-type: none"> ▪ Working group members do not always come to the meeting --- selection of members ▪ Special expertise in the working group is needed (how to use GPS, assessment tools) ▪ Challenge of working with different institutions ▪ Budget issue • Trainer lists all issues on the flipchart. • Brainstorming on what expertise that an EP facilitator should have and then trainer write down the answers on the flipchart. • Trainer shares experiences from previous EP processes (Sanur, Serangan, Kuta, Legian, etc.) regarding facilitator's role and expertise. 	<ul style="list-style-type: none"> • Flipchart, • MP: List of EP Facilitator expertise
30'	Evaluation of the day	To know how participants feel during the fourth day of the training	Evaluation of aspects of training (see previous day)	Smiley Evaluation	<ul style="list-style-type: none"> • FC: Smiley Evaluation • Marker
Day 5					
30'	Review of the 4 th day of the training	<ul style="list-style-type: none"> • To check participants' understanding from Day 4 • Participants understand the agenda on Day 5 	<ul style="list-style-type: none"> • Review the previous day's sessions • Present the evaluation of the previous day and feedback • Agenda of Day 5 of the training 	<ul style="list-style-type: none"> • A group leads the session (based on the team management of the day). The trainer observes and later clarifies concepts missed in the participants' review. • Trainer gives an overview of agenda of Day 5 	<ul style="list-style-type: none"> • Smiley Evaluation from Day 4 • MP. 3 Agenda

Time	Topic	Objective	Content	Methodology	Materials
40'	Getting started to Facilitate EP process in participants' area	<ul style="list-style-type: none"> Participants understand how to start EP process in their working area Participants find out what are needed to get started with their own EP processes 	<ul style="list-style-type: none"> How the process can be started Work plan 	<ul style="list-style-type: none"> The trainer divides the participants into groups of shared working area (5') Let each group discuss on how the process can be started (based on the upcoming case which is in the agenda) (30'): <ol style="list-style-type: none"> What is needed What is available Time requirement/time frame Who does what Presentation with gallery method and feedback (35') Wrap up (10') 	<ul style="list-style-type: none"> FC: List of upcoming case/s (should be discussed with each BPBD before training) HO: Simple checklist form PPT Slide 64 (Group instruction)
2 x 40'	Action Plan	Agreement with respective BPBD on an action plan	<ul style="list-style-type: none"> Role division between facilitator, WG and BPBD Local work plan 	Together with BPBD discuss and clarify the action plan (what participant can do, who will do what and when, what can be supported by BPBD and other institutions)	<ul style="list-style-type: none"> Flipchart Metaplan HO: Simple format of work plan
40'	Closing	<ul style="list-style-type: none"> Participants provides feedback on the training; what went well and what could be improved in the training To close the training formally 	<ul style="list-style-type: none"> Final evaluation Closing remarks Certificate distribution Group photos 	<ul style="list-style-type: none"> Trainer asks each participant to fill the questionnaire of final evaluation before afternoon break. Speech of the organizer to close the training formally. Distribution of the certificate to the participants. Picture taking. 	<ul style="list-style-type: none"> Final evaluation form Certificate

Sample Schedule

Programme Agenda Training for Tsunami Evacuation Planning at District Level

Time	Day							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday		
08.00–08.30						Review		
08.30-09.00		Opening	Review		Review + lessons learned from the trip	Getting started to facilitate EP process at district level		
09.00-09.40		Introduction	Step 2	Field trip				
09.40-10.20								
10.20-10.40		Coffee break						
10.40-11.20		Introduction on EP	Step 2	Field trip	Step 4	Action Planning (until 11.45)		
11.20-12.00								
12.00-13.00		Lunch Break						
13.00-13.40	Check In	Introduction on EP	Step 3	Field trip	Step 5	Evaluation & Closing (13.30 – 14.30)		
13.40-14.20					Wrap up of 5 Steps			
14.20-15.00					Roles of facilitator			
15.00-15.40		Step 1	Break					
15.40-16.10								
16.10-16.50		Step 1	Step 3	Field trip	Roles of facilitator			
16.50-17.30								
17.30-18.00			Evaluation of the day					
18.00-20.00			Dinner					

List of Set of Supporting Materials

A. Training Materials – For Trainers

1. Power Point Presentations
2. Trainer's instruction for evacuation planning exercise
3. Sample hazard maps
4. Sample evacuation maps
5. Sample leaflets
6. Bali hazard map/s
7. Base maps for case studies
8. Sample documents on process and outputs of tsunami evacuation planning
9. Movie: 10 Menit Kehidupan – Tsunami & Bahayanya

B. Training Management Documents – For Training Organizer

1. Sample TOR
2. Sample participant invitation letter
3. Training preparation checklist
4. Participant self-assessment form
5. Blank list of attendants
6. Sample group task division for management of the day
7. Sample field trip programme agenda
8. EP training evaluation form
9. Sample certificate for participants

C. List of Reference documents – For Participants (In print/digital formats)

1. Evacuation Planning Guidebook (digital/print for all participants)
2. Recommendation for Evacuation Map Layout (digital/1 print copy for each district)
3. InaTEWS Warning Service Guidebook (digital/print for all participants)
4. Hazard and risk maps (as available for the respective areas; digital/1 print copy for each district)
5. Local warning chain (if available for the respective areas; digital)
6. Technical document of local hazard map (if available for the respective areas; digital)
7. Hand-outs

Tsunami-Kit DVD for all participants

D. List of displays – To be displayed in the training room

1. Capacity development multilevel approach
2. 5 Steps of evacuation planning
3. Local hazard maps

GIZ-International Services
Menara BCA 46th Floor
Jl. M H Thamrin No.1
Jakarta 10310 –Indonesia

Tel.: +62 21 2358 7571
Fax: +62 21 2358 7570

www.giz.de
www.gitews.org/tsunami-kit



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Capacity Development in Local Communities

